



Intern Handbook

2023-2024

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Aim:

The New Mexico Psychology Internship Consortium's (NM-PIC) aim is to prepare and retain psychologists to provide culturally competent public mental health care for the diverse children, adolescents, and adults of New Mexico.

The New Mexico Psychology Internship Consortium (NM-PIC) represents the collaborative effort of three agencies – Hidalgo Medical Services (HMS) in Silver City, NM, the New Mexico Behavioral Health Institute (NMBHI) in Las Vegas, NM, and Iina' Counseling Services (ICS) at Indian Health Services in Shiprock, NM. These geographically dispersed agencies have partnered to share resources and faculty for the purpose of providing a diversified educational program for psychology interns, focusing on training in culturally relevant and competent services for New Mexico's diverse and often underserved population, in addition to the professional competencies outlined by the American Psychological Association. NM-PIC has partnered with the Western Interstate Commission for Higher Education's Behavioral Health Program (WICHE BHP) in the development of the internship consortium to provide consultation and support. The WICHE BHP has the building of the behavioral health workforce in the western United States as a central tenant to its mission and a track record of assisting in the development of successful and accredited psychology internship consortia in five other western states.

Accreditation Status

NM-PIC is not accredited by the APA. NM-PIC submitted an accreditation self-study to APA in March 2022 and has been granted authorization for a site visit in 2023. Please be advised that there is no assurance that we will be able to successfully achieve accreditation.

APPIC Membership Status

NM-PIC is (#2535) is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC Match Service. NM-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.

Program Structure Overview

NM-PIC offers up to six (6) one-year, full-time doctoral internships beginning August 1st and ending July 31st. Up to two internship positions are available at each of the three sites. The Consortium provides a range of clinical and didactic experiences that represents the necessary depth and breadth required for future professional practice within psychology. Interns are placed at one of the three sites with required opportunities to visit the other sites within the consortium.

NM-PIC firmly believes that all forms of diversity serve to enhance the training environment and professional growth of interns and faculty alike, as well as allow the diverse range of patients served to see themselves in their providers. To this end, NM-PIC recruits applicants from diverse backgrounds, and Iina' Counseling Services gives priority to qualified American Indian/Native American applicants.

NM-PIC offers generalist training with a focus on rural and underserved populations, with the opportunity for specialized training that varies across training sites. The Consortium trains clinical psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. Interns are afforded the opportunity to participate in rich clinical and didactic experiences that highlight the shared experiences and demands of this region, as well as focus on creative ways to address barriers common to rural, underserved settings. In addition to providing direct clinical care, NM-PIC offers a robust series of weekly didactic trainings focused on relevant topics and developmentally appropriate for advanced psychology trainees. Additional didactic training opportunities may be offered throughout the year, both cohort-wide and at individual sites. Interns also participate in at least four (4) hours per week of individual and group supervision with licensed psychologists. Regardless of training site, all interns are expected to complete 2,000 training hours over the course of the year with at least 25% (500 hours) spent in face-to-face direct service delivery. In order to successfully complete the program, interns are also expected to achieve competence in all 9 APA Profession-Wide Competencies and associated Learning Elements, as well as abide by the APA Code of Ethics, consortium policies and procedures, and the policies and procedures of individual sites. More information about each training site and the resources and opportunities offered by each is provided below.

Required Major Training Emphases

All sites offer the following major training emphases. See site descriptions for additional training opportunities:

Behavioral Health Intervention

As behavioral health intervention is the primary training emphasis, interns across training sites spend approximately 10-15 hours per week in activities related to behavioral health intervention. All sites provide interns the chance to work with a diverse range of underserved clients within a variety of therapeutic modalities. Individual, group, family, and/or couples therapy treatments are available at some sites. Clients served range widely in age, race, ethnicity, and diagnostic presentation.

Psychological Assessment

Interns across training sites spend approximately 5-15 hours per week in activities related to assessment. Interns at every site administer, interpret, and provide written synthesis of psychological test batteries. Assessments may include record reviews, clinical interviews, intellectual, achievement, personality, neuropsychology and/or competency-based measures. Interns have opportunities to write reports and make recommendations that convey meaningful information to prescribers, treatment teams, clients, and families. Assessment opportunities and requirements vary by site.

Consultation and Systems Collaboration

Interns spend approximately 6-8 hours per week in activities related to consultation and systems collaboration, learning to consult with a variety of other providers and stakeholders. Collaborative opportunities include working within an interdisciplinary treatment team, providing psychological consultation to other disciplines, and partnering with community social service, medical and legal services. Opportunities for consultation and systems collaboration vary by site.

NM-PIC Aim and Competencies

Program Aim:

The New Mexico Psychology Internship Consortium's (NM-PIC) mission is to prepare and retain psychologists to provide culturally competent public mental health care for the diverse children, adolescents, and adults of New Mexico.

APA Profession Wide Competencies and Learning Elements

It is expected that by the conclusion of the internship year, interns will have achieved competence demonstrating that they are prepared for entry level independent practice and licensure in the following areas:

1. Intervention

Learning Elements related to this competency include the following:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

2. Assessment

Learning Elements related to this competency include the following:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

3. Interprofessional and Interdisciplinary Consultation

Learning Elements related to this competency include the following:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

4. Supervision

Learning Elements related to this competency include the following:

- Apply supervision knowledge 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.
- Demonstrates knowledge of supervision models and practices.
- Apply the supervisory skills of observing, evaluating, and giving guidance and feedback in direct or simulated practice.

5. Cultural and Individual Diversity

Learning Elements related to this competency include the following:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

6. Research

Learning Elements related to this competency include the following:

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

7. Ethical and Legal Standards

Learning Elements related to this competency include the following:

- Be knowledgeable of and act in accordance with each of the following:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

8. Professional Values, Attitudes, and Behaviors

Learning Elements related to this competency include the following:

- Behave 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.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

9. Communication and Interpersonal Skills

Learning Elements related to this competency include the following:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Evaluation

NM-PIC interns are required to demonstrate minimum levels of achievement across all nine (9) APA Profession-Wide competencies and associated learning elements described above. Informal evaluation is ongoing throughout the year and supervisors are expected to provide interns with routine feedback on strengths and areas for growth, such that formal evaluation feedback does not come as a surprise. Interns are formally evaluated by their primary supervisor three (3) times per year, at the 3-month, 6-month, and 12-month mark. Evaluations are conducted using the NM-PIC Intern Evaluation Form, which includes a Likert Scale and comment spaces for qualitative feedback regarding the intern's performance progress. The evaluation form includes ratings on all nine profession-wide competencies and associated learning elements. Supervisors are expected to carefully review the evaluations with interns during scheduled supervision, and interns are encouraged to ask for clarification and express concerns as indicated. The evaluation is signed by both the intern and supervisor and the intern receives a copy. A copy is also submitted to the Program Director who maintains this in the intern's records indefinitely. A copy is also provided to the Director of Clinical Training (DCT) at the intern's graduate program.

The minimum level of achievement (MLA) on all nine profession-wide competencies assessed by the intern evaluation increases over the course of the year to reflect expected growth in competence. The MLA for each of the three (3) evaluations is as follows:

3-month evaluation: "2" (Some Development Needed)

6-month evaluation: "3" (Nearing Mastery of Element)

12-month evaluation: "4" (Mastery of Element)

If an intern receives a score lower than the MLA on any competency, or if supervisors have reason to be concerned about an intern's performance or progress, the Intern Due Process procedures may be initiated. The Intern Due Process and Grievance Procedures may be found at the end of this handbook. In order to successfully complete the training program, interns must receive a rating of 4 or above on all learning elements and profession-wide competencies and complete 2000 hours of training, 25% of which must be direct service hours.

In addition to the Intern Evaluation Form, interns complete a self-evaluation form at the beginning of the internship. This evaluation is the same as the form used by supervisors. Interns must also complete an evaluation of their supervisors and a program evaluation at the mid- and end points of the internship. All evaluations are reviewed by the Training Committee and used to inform necessary changes to the training program. All evaluation forms are maintained indefinitely by the Program Director. All evaluation forms are attached to the NM-PIC Intern Handbook

Didactic Seminars

NM-PIC faculty strive to embody the spirit of life-long learners and view professional development as a continuous process with no fixed endpoint. The didactic seminars are one way in which the value on education is put into practice. Interns are exposed to a variety of speakers through a comprehensive didactic seminar series throughout the training year. Didactics focus on a range of relevant topics, designed to build upon and enhance prior knowledge and experiences, as well as complement the direct service/experiential training provided during internship. All didactic seminars are expected to be professional grade presentations with evidence-based citations and references as indicated. Seminars are also expected to attend to individual and cultural diversity factors.

Didactic seminars are held once per week for two (2) hours via high quality videoconferencing. Attendance at didactics and all other scheduled group training activities is mandatory for all interns and is required for successful completion of the internship. Attendance at these scheduled activities take priority over other site obligations each week. Site supervisors are aware of these activities and their requirement for interns. A didactic calendar is distributed during orientation and may be updated throughout the year.

An intern is permitted no more than three absences during the calendar year. After the second absence, interns will receive a reminder from the Program Director. After the third absence, the Program Director may initiate NM-PIC Due Process procedures. **Interns may use only three of their allotted vacation and/or professional development days on didactic training days. The Program Director must be notified in advance of planned absences.** Interns who miss a meeting of the didactic seminar or other group because of a serious emergency or for a serious illness should alert their Site Director and the Program Director as soon as possible. For all didactic absences, interns must review a research article related to the didactic topic and submit a 1-2 page review of the article, or if the intern misses didactic for another training, the intern can submit a 1-2 page review of the training that they attended. This review must be submitted to the Program Director and their site supervisor and is due one week from the absence.

Interns are expected to join all shared training experiences by videoconference from a private, quiet space. Calling into a didactic presentation by phone is highly discouraged. Interns are allowed to call into a didactic presentation by phone a maximum of two times during the training year and must let the speaker (or faculty member in charge if an outside speaker is scheduled), and the Program Director know at least one week in advance. If an intern calls into a didactic presentation by phone more than two times during the training year, the Program Director may initiate NM-PIC Due Process Procedures.

Intern Cohesion

The NM-PIC Training Committee (TC) faculty is in a unique position to understand and appreciate the personal and/or professional isolation that may come with working as a psychologist in a rural area. In response, the TC is committed to establishing a cohesive internship learning community focused on inclusivity, connection, and respect. Interns begin the training year during an in-person two-day orientation at one of the training sites. The orientation includes a comprehensive introduction to the internship, including an orientation to the region and cultures of rural New Mexico, and a thorough review of the NM-PIC Intern Handbook, including all the policies and procedures interns need to adhere to in order to have a successful training year. During this time, interns are afforded the opportunity to establish relationships and connections with each other and the training faculty. These relationships are deepened throughout the course of the training year through shared weekly training activities (i.e., group supervision and didactic seminars) held via high-quality distance technology. Interns are also provided with contact information and encouraged to virtually connect at any time, as needed and/or desired.

In addition to orientation and the weekly structured learning activities, NM-PIC plans two other in-person meetings during the course of the training year. Interns and the Training Committee plan a mid-point meeting around 6 months in January/February and a graduation celebration in June.

Paid Time Off

Internship is a time of intense learning and expansive professional growth. Helping interns to establish and maintain healthy work-life balance is of great importance to NM-PIC faculty. To this end, faculty model, discuss, and encourage work-life balance, as well as support interns in utilizing benefits that include paid time off (PTO). Interns are expected to access PTO in a planful way, scheduling leave at least two weeks in advance. Interns must inform both their supervisor(s) and the Program Director about planned time off and ensure coverage for their clinical work. Additionally, NM-PIC faculty understand that in the case of an illness or other unforeseeable circumstances, interns may not be able to provide advance notice of leave. In this case, NM-PIC interns must notify both their supervisor(s) and Program Director of their absence as soon as possible.

Communication with Graduate Program

In an effort to ensure a successful training year of personal and professional growth, NM-PIC prioritizes a close, working relationship with intern graduate programs. To this end, interns sign a release of information to facilitate communication between their graduate program and NM-PIC. Formal communication begins after an intern successfully matches or accepts a position with NM-PIC with the DCT being included in the match/confirmation letter. Written communication with feedback regarding intern progress is also provided by the NM-PIC Program Director after each formal evaluation. The final contact includes confirmation that the intern successfully completed internship. If successful completion comes into question at any point during the internship, or if an intern enters into the formal review step of the Due Process Procedures, the home graduate program is contacted within two (2) weeks. The program is also notified of any further action that may be taken by NM-PIC, up to and including termination from the program.

Supervision

One licensed psychologist serves as the primary clinical supervisor at each consortium site. The supervisor holds primary responsibility for all cases under supervision. Interns receive a minimum of two (2) hours of face-to-face individual supervision each week from their primary supervisor. Supplemental weekly individual supervision is provided as needed and all sites subscribe to an informal “open door” policy, encouraging interns to approach supervisors and staff with questions and concerns “on the fly.” In addition to individual supervision, interns are provided with two (2) hours of scheduled group supervision each week. Group supervision is led by one of the supervising psychologists and is conducted with all interns across consortium sites via distance technology. Group supervision may focus on legal/ethical issues, professional development topics, and/or clinical concerns. In total, interns receive a minimum of 4 hours per week of formal, scheduled supervision that is prioritized and protected. Interns may also have the opportunity to participate in multidisciplinary group supervision at their training sites. Interns are referred to as “psychology interns” during all interactions and are required to introduce themselves as trainees during initial contacts with clients. They must also provide the name and credentials of their primary supervisor, who co-signs all written documentation as an additional layer of oversight and responsibility.

Research

All NM-PIC interns are trained to be effective consumers, interpreters, and appliers of scientific information. Interns are expected to integrate current research literature and findings into case presentations and clinical practice. Research opportunities vary by site and may include local program evaluation and treatment outcome studies and may not be offered at all consortium sites. Please inquire with Site Directors about current and future research opportunities.

Stipend, Benefits, and Resources

The annual internship stipend across all consortium sites is \$35,000. Interns at HMS are employed by the site, and interns at IHS and NMBHI are employees of the Western Interstate Commission for Higher Education (WICHE). The WICHE Behavioral Health Program works throughout the western United States to build the behavioral health workforce.

Benefits are provided to all interns and include health insurance and paid leave. NMBHI and HMS interns may have access to onsite housing.

NM-PIC interns have access to numerous additional resources to fulfill their training experience. Funding for travel within the state of New Mexico is provided for interns to complete required training experiences, as time and pandemic conditions allow. Assessment and other training materials are provided by each training site, as are additional materials that may be needed. Each intern additionally has access to administrative and IT support through their primary training site.

NM-PIC Training Sites

The New Mexico Behavioral Health Institute

APPIC Match Number: 253512

The New Mexico Behavioral Health Institute (NMBHI) is the only state owned and operated psychiatric hospital in New Mexico. NMBHI is made up of five clinical divisions serving a wide range of public needs. Each division is separately licensed and has its own unique admission criteria.

The Adult Psychiatric Division (APD) is an inpatient psychiatric hospital offering acute care to adult individuals. Adult psychiatric services are provided on six units, serving approximately 1000 admissions per year. The Forensic Division (FD) is a hospital-based setting that provides competency restoration services to individuals referred by District Courts across the state. The Center for Adolescent Relationship Exploration (CARE) is a Residential Treatment Center (RTC) that provides treatment for adolescent males ages 13-to 17 who have caused sexual harm and have a co-morbid mental health diagnosis. The Long-Term Care (LTC) division of the state hospital is the largest, restraint-free, nursing home facility in Northern New Mexico. Finally, the Community Based Services (CBS) division is the outpatient division of NMBHI and provides outpatient mental health services in San Miguel, Mora, and Guadalupe counties. They serve approximately 1100 clients. All divisions excluding CBS offer 24-hour care, 7 days per week. The entire NMBHI facility is accredited by the Joint Commission. APD, FD and CBS are accredited under the hospital manual, with CARE under the Behavioral manual and LTC under nursing care manual.

The Internship Experience:

NMBHI interns work with a wide range of patient populations including adolescents, adults, older adults, and forensic populations. They have the opportunity to gain experience in multiple areas of psychology which include, but are not limited to, individual and group psychotherapy, psychological/neuropsychological/forensic testing and report writing, consultation, and supervision. Interns are expected to develop sensitivity to issues of cultural diversity, awareness of professional ethics in the delivery of psychological and forensic services, and self-awareness as these relate to issues that affect professional functioning. Throughout the year, interns closely interact and collaborate with other disciplines such as psychiatrists, medical providers, nurses, occupational therapists, physical therapists, rehabilitation therapists, social workers, dietitians, psychological technicians, and attorneys. Interns who complete an internship with NMBHI are expected to be well-rounded in the practice of psychology and leave with the skills necessary to treat and assess diverse populations. Please note that the intern experience at NMBHI is designed to be comprehensive and well-rounded; however, opportunities for assessment outweigh those for intervention. The site is a good fit for interns who want to bolster assessment experience and/or advance their training in neuropsychological, psychological, and forensic assessment.

Rotation Opportunities:

Interns at NMBHI complete a year-long rotation in the Forensic Division with additional training experiences and available rotations in three other divisions including the Adult Psychiatric Division, Long-Term Care, and The Center for Adolescent Relationship Exploration, as available. Each rotation provides a unique learning experience that enhances the intern's clinical, diagnostic, and assessment skills and knowledge. For each rotation, interns participate in daily rounds and treatment team meetings, didactic trainings, individual and group supervision, as well as other tasks that are delegated by the supervising psychologist.

Forensic Division (FD; Year-long placement):

The Forensic Division of NMBHI is a 116-licensed bed facility. The primary mission of the Forensic Division is to provide competency restoration services to individuals referred by District Courts across the state. Additional services include providing risk assessments to referring District Courts all pursuant to statutory mandates. The Forensic Division is made up of four inpatient psychiatric care units. The residential units are: Acute Care Unit (ACU); Continuing Care Unit (CCU); Women's Unit; and Maximum-Security Unit (MSU). Individuals referred to the facility are deemed dangerous by the court, charged with at least one felony-level offense, and in need of treatment to attain competency to proceed with adjudication. The physical environment is comparable to other areas of the hospital and consists of dormitory wings with patient rooms, large day room areas, and

recreational courtyards. The Forensic Division differs from other areas of NMBHI, in that it is surrounded by a perimeter fence for the purpose of maintaining security. During this rotation the intern assists the supervising psychologist in completing assessments determining competency and writing reports to submit to the court. While the emphasis is on the role as a court-appointed examiner, interns may also observe competency restoration groups facilitated by social work staff.

Adult Psychiatric Division (APD; Additional training and/or elective rotation):

The NMBHI-Adult Psychiatric Division (APD) is an acute inpatient psychiatric setting owned and operated by the State of New Mexico. APD provides voluntary, involuntary, and court-ordered behavioral health treatment to individuals, ages 18 and older, suffering from a major mental illness that severely impairs their functioning, their ability to be successful in the community, and who present as an imminent danger to self and/or others. The governing body of the New Mexico Behavioral Institute assumes overall responsibility for APD's operation. During this rotation the intern provides individual and group therapy to patients to help in symptom reduction. The intern also participates in multi-disciplinary treatment team meetings, providing input into treatment planning and discharge processes.

Center for Adolescent Relationship Exploration (CARE; Additional training and/or elective rotation):

The Center for Adolescent Relationship Exploration (CARE) unit is a 10-bed residential psychiatric treatment facility owned and operated by the State of New Mexico. It is licensed as a specialty residential treatment center (RTC). The CARE Unit is specifically designed to provide treatment to adolescent boys ages 13 to 17-1/2 years of age who have a history of sexually harmful behaviors and have been diagnosed with a co-occurring mental illness, or a mental illness that has produced a history of disturbances in behavior, age-appropriate adaptive functioning, and psychological functioning. These adolescents have frequently attempted to cope with problems by engaging in antisocial and self-destructive behaviors that have limited their ability to function appropriately and safely in a less restrictive environment. The severity of their disturbances requires 24-hour supervision within a secured locked facility. The average length of stay is about 1 year. This rotation requires a separate fingerprinting and vetting by the Child Youth and Family Department, State of New Mexico. Interns on this rotation provide manualized individual and group therapy to the adolescent residents. Interns are provided training and supervision throughout the rotation to ensure fidelity to the treatment model.

Long-Term Care Division (LTC; Additional training and/or elective rotation):

This rotation provides experience working with older adult populations within the Long-Term Care (LTC) Division of NMBHI. The LTC Division supports residents with nursing home / medical needs but is unique in that it serves a much more psychiatrically complex and neurologically diverse population than typical nursing homes. Clinical psychology intern experiences will include learning to recognize and diagnose numerous forms of dementia, developing appropriate nonpharmaceutical interventions, understanding neuroimaging and laboratory results related to psychological diagnosis and intervention, bedside clinical interviewing, medical chart review, brief individual or group psychotherapy, report writing, contributing to treatment team plans, and psychological assessment including capacity assessment for the courts, occasional neuropsychological assessment, and diagnostic assessment of acute mental status changes, including delirium, stroke, brain injury, or complicated general medical conditions.

Loan Repayment and Housing Opportunities:

NMBHI: Licensed psychologists working for NMBHI are eligible to apply for the New Mexico Health Professional Loan Repayment Program (<https://hed.state.nm.us/financial-aid/loan-repayment-programs/health-professional>). In addition, housing assistance may be available for matched interns.

Contact Information for NMBHI:

Site Contact: Dr. Tim Shields

Email Address: Timothy.Shields@doh.nm.gov

Phone: 505-454-2203

Mailing Address: 3695 Hot Springs Blvd., Las Vegas, NM 87701

Iina' Counseling Services is located in the west wing of Northern Navajo Medical Center and consists of a multidisciplinary team (2 psychologists, 3 psychiatrists, 5 counselors, and a team of behavioral health coaches) focused on providing evidence-based and culturally appropriate care for American Indian/Native American clients. Iina' Counseling Services offers a continuum of care using a multidisciplinary team approach to address the medical, psychological, psychiatric, social, and cultural factors that are interwoven in the tapestry presented by individuals, couples, children, youth, families, and groups.

The Internship Experience:

There are two intern offices located within the outpatient MH departments of Shiprock Service Unit (Iina Counseling Services and Dziłth-Na-O-Dith-Hle Health Center). The intern participates in year-long concurrent rotations of outpatient mental health, psychological assessment, and behavioral health integration/triage. For example, the intern may see clients in the outpatient clinics (Iina' Counseling Services or Dziłth-Na-O-Dith-Hle Health Center) for 2 days per week, serve as the behavioral health psychology consult for our five outpatient medical clinics one day per week, and provide crisis triage services one day per week. Psychological assessments are scheduled on clinical days throughout the training year. Wednesday and Friday afternoons are blocked for administrative time for staff meetings, report writing and other administrative duties. This rotation structure is advantageous in providing continuity of care for clients as well as an opportunity for the intern to experience a developmentally appropriate professional workload while under supportive supervision. This rotation structure facilitates progressive professional growth throughout the year and provides interns with a myriad of early clinical experiences that they will be able to discuss in preparation for fellowship or other training applications.

Rotation Opportunities:***Outpatient Mental Health and Assessment:***

Iina' Counseling Services offers a continuum of care using a multidisciplinary team approach to address the medical, psychological, psychiatric, social, and cultural factors that are interwoven in the tapestry presented by individuals, couples, children, youth, families and groups. The psychology intern provides evidence-based psychotherapy to American Indian/Native American adults, children, and families. Patients are seen via scheduled 60-minute appointments or as walk-in if urgent/emergent. Interns build and carry a panel of patients and serve as part of the Triage team. The intern also gains experience in providing integrated psychological assessments for adults and children. The intern is expected to complete at least six assessments over the course of the year. The intern's office is located in Iina' Counseling Services.

Dziłth-Na-O-Dith-Hle Health Center (DZHC):

The Dziłth-Na-O-Dith-Hle Health Center (DZHC) is located in the community of Dziłth-Na-O-Dith-Hle, NM, approximately 30 miles south of Bloomfield, NM and is under the administrative oversight of Shiprock Service Unit. DZHC was opened in 1984 to serve the communities of Huerfano, Nageezi, and Counselor Chapters and the IHS beneficiaries residing in the urban towns of Bloomfield, Aztec, and Farmington, NM. DZHC provides ambulatory and urgent care services through the following departments: dental, optometry, pharmacy, laboratory, radiology, mental health, medical social services and public health nursing. The specialty services are available by appointment and include internal medicine, women's health, obstetrics, and diabetes education. Psychology interns provide individual, group and family therapy services for all ages as well as comprehensive psychological assessments.

Behavioral Health Integration and Triage:

Northern Navajo Medical Center's Behavioral Health Integration program increases access to behavioral health services for Native American patients, reduces stigma associated with seeking these services, and maximizes resources which results in increased positive outcomes for mental health, improved population health, and better care experiences for patients. The program is patient-centered and establishes a partnership among patients and their families with the behavioral health integration team to ensure that patients have the education and support they need to make decisions and participate in their own care.

The psychology intern joins the Behavioral Health Integration team comprised of mental health and primary care providers located in the four primary care clinics, the women's health clinic and the pediatric clinic working with primary care providers. Together, they collaborate to improve on-site care, and refer patients to other specialists when necessary in addressing not only mental health and substance use disorders but also the many behavioral factors affecting all health conditions. The psychology intern works with patients and their providers to address issues such as stress and pain management, mild-to-moderate mental health problems, behavioral issues that impact patient treatment and health (e.g., smoking, sedentary behavior, poor diet), and medication management. The intern can also elect to provide tiered supervision to behavioral health coaches under the supervision of the licensed psychologist. Supervision for this rotation focuses on the integration of behavioral health into medical settings and professional development of a supervision and consultation style mental health emergencies are triaged via on-call service, with follow-up available the next day via the Consultation-Liaison service. Approximately 20% of the intern's time is allocated to the Consultation- Liaison service providing mental health and psychiatric consultation for mental health emergencies to medical units within Northern Navajo Medical Center. Clinical services provided to medical units include but are not necessarily limited to: assessment of suicidal risk, assessment of danger to others, evaluation for possible hospitalization, whether voluntary, or involuntary through the Navajo Hospital Commitment Act. The intern evaluates, assesses and facilitates arrangements for psychiatric hospitalization for severely ill psychiatric patients.

Loan Repayment Program:

IHS: Licensed psychologists working for IHS are eligible to apply for the IHS Loan Repayment program. Link for more info: <https://www.ihs.gov/careerops/loanrepayment/>

Contact Information for IHS:

Site Director: Ciara Hansen, PhD

Email address: Ciara.Hansen@ihs.gov

Phone number: (505) 368-7313

Mailing address: Northern Navajo Medical Center, US-491, Shiprock, NM 87420

Hidalgo Medical Services

APPIC Match Number: 253511

HMS is a federally qualified health center (FQHC) in Southwestern New Mexico near Palomas, Mexico, Chihuahua to the south and Arizona to the west. HMS headquarters in Lordsburg is 160 miles from El Paso, Texas and 200 miles from Tucson, Arizona.

HMS is currently served by a multidisciplinary team consisting of psychiatry and telepsychiatry, psychology, counseling, substance use counseling, social work, community support work, care management, and certified peer supports who provide behavioral health treatment and supportive services to the communities served. Our patient population spans children, adolescents, adults and families from diverse backgrounds, a majority of whom benefit from public medical and behavioral health services. Behavioral health care attends to an individually and culturally diverse population including those who identify as formerly incarcerated, older adults, gender diverse, Veterans, limited-English- and Spanish-speaking. An integrated approach focused on collaboration among behavioral health, medical, dental, and family support services is essential to support patient management of chronic health problems to include diabetes, pain, tobacco use, sleep impairment, and other chronic illnesses, alcohol and substance use, and serious mental illness. Integrated care attends to patients' multiple social determinants of health including limited resources, under or no insurance, literacy, transportation barriers, rural and frontier residence, and unhoused status.

The HMS intern participates in a year-long integrated experience in multiple clinics and settings (e.g., mental health clinics, substance use clinics, schools) based on the intern's specific interests and goals. Across these settings, the intern provides individual, family, and group psychotherapy, crisis intervention, and psychological assessment and testing, with possible opportunities for integrated primary care behavioral health interventions with medical patients. The opportunity to work in different settings with multidisciplinary staff facilitates progressive professional growth throughout the year and provides interns with flexibility to accommodate specific interests while also providing sufficient clinical training to prepare them for post-doctoral residencies and/or early career experiences.

Opportunities:**HMS Mental Health:**

HMS provides individual, family, and group behavioral health outpatient treatment opportunities at several locations throughout Grant and Hidalgo counties. These sites include the main community health center in Silver City and Tranquil Skies facilities in Silver City and the main community health center in Lordsburg. The intern is based at one or more sites to provide evidence-based outpatient behavioral health treatment including crisis intervention, individual, family, and group psychotherapy. Additional opportunities exist for the intern to collaborate with other specialized behavioral health treatment and settings offering specific support and care for communities with serious mental illness, substance use, and co-occurring mental and substance use challenges. Based upon intern preference and program availability, they may elect to be at multiple outpatient sites including the outpatient clinics, the main community health center, and/or the school-based clinic. Interns at the school-based clinic provide individual, family, and group psychotherapy to youth and adolescents on-site in the local schools and integrate with the school staff and other healthcare providers. Collaboration and integration with behavioral health treatment team members, medical providers, psychosocial rehabilitation services, care managers, and peer support specialists is essential to meet the multiple health care and family support needs of our patient populations.

HMS New Beginnings Psychosocial Rehabilitation:

New Beginnings provides psychosocial rehabilitation services for qualified individuals within the communities of Grant and Hidalgo counties. Participants in the program learn life skills to help them better integrate into the community and enjoy more satisfying social relationships. The program combines social interaction with classroom activities to help clients develop basic life skills such as meal planning and preparation as well as interpersonal communication and relationship skills. The psychology intern may contribute to patient needs by offering program specific psychoeducation group and skills as well as integrate into the program day and team offering support and life skills to promote patient independence and social skills at various times throughout the internship year.

HMS Tu Casa Substance Use Programs:

Tu Casa is a modern county-supported treatment facility providing specialized substance use treatment. Tu Casa is located in Silver City, NM, in a spacious rural backdrop emphasizing the beauty of our southwest landscape. An integrated multidisciplinary team of certified peer support specialists, licensed substance use counselors and associates, licensed professional counselors and clinical social workers, and psychiatry provide medication management and medication assisted treatment as well as psychotherapy for co-occurring (substance use and mental illness) disorders. The psychology intern at Tu Casa integrates into a team providing individual, family, and group psychotherapy to adults aged 18 and over. The intern collaborates with the Tu Casa team and larger HMS medical and behavioral health team to design programming and groups specific to the population treatment needs such as trauma and recovery groups and other evidence-based practice with a focus on adaptations for rural populations in small communities.

Loan Repayment and Housing Opportunities:

HMS: Licensed psychologists working for HMS are eligible to participate in the National Health Service Corps loan repayment program. Link for more info: <https://nhsc.hrsa.gov>. In addition, housing assistance may be available for matched interns.

Contact Information for HMS:

Site Director: Anita Parada, Ph.D.

Email: aparada@hmsnm.org

Life in Rural New Mexico

NM-PIC is a consortium with training sites located in three small cities in rural New Mexico. Interns are placed primarily at one site for the full internship year with opportunities to participate in training experiences at other sites within the consortium. Of note, these rural communities boast ample opportunities for loan repayment through the National Health Service Corps loan repayment program (<http://nhsc.hrsa.gov/>).

Silver City, NM: Located in Southwest New Mexico, Silver City is a quirky cultural small town of approximately 10,000. Located 6,000 feet above sea level, the mountainous area has a moderate temperature year-round while still experiencing all four seasons. The city boasts a historic downtown with art galleries, theaters, local shops, and restaurants. Silver City is also within driving distance to a variety of outdoor attractions including the Catwalk Recreation Area, City of Rocks State Park, the Continental Divide Trail, the Gila Cliff Dwellings National Monument, and the Gila National Forest. For those looking for more urban adventures, Las Cruces, NM (population 100,000) is approximately 2 hours away.

Las Vegas, NM: Las Vegas is located in San Miguel County, close to Santa Fe and Taos. The Las Vegas town of 13,000 is situated in the foothills of the Rocky Mountains. Las Vegas has many of the amenities of a bigger city but offers a small-town experience steeped in history. There are 5 Main Street historic districts and over 900 buildings listed on the National Registry of Historic Places. For outdoor enthusiasts, there are two National Forests within minutes of the downtown area, as well as two lakes and a hot spring.

Shiprock, NM: Located in Northwest New Mexico in an area known as the Four Corners (Colorado, Utah, Arizona, and New Mexico), Shiprock is a small town of 8,000. The town was named after the nearby Shiprock formation known as Tse Bit'ta'i ("rock with wings") to the Navajo people. The unique, sacred, volcanic rock formation rises 1,700 feet above the high desert plain of the Navajo Nation in San Juan County, NM and can be seen in four states. The area has four distinct seasons and mild winters. The small city of Farmington, NM (population 45,000) is about 30 miles away, offering a variety of cultural and outdoor adventures. For those seeking more urban adventures, New Mexico's largest city, Albuquerque, is an easy three-hour drive away.

Application Process and Selection Criteria

The New Mexico Psychology Internship Consortium currently offers up to six (6) full-time intern positions, up to two (2) positions at each of the sites. Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

A complete application consists of the following materials:

- 1) A completed online AAPI (APPIC's standard application)
- 2) Cover letter (part of the online AAPI) stating your preferred training site(s) and why you are interested in those sites specifically. Applicants may indicate their interest in more than one site within the consortium in one cover letter.
- 3) A current Curriculum Vitae (as part of the online AAPI)
- 4) Three standardized reference forms, two of which must come from individuals who have directly supervised the applicant's work (*please do not submit more than three letters*)
- 5) Official transcripts of all graduate coursework (as part of the online AAPI)
- 6) Supplementary Materials (*please ensure that materials are redacted appropriately*):
 - a. One full integrated assessment report
 - b. A one-page clinical case conceptualization

All application materials must be received by December 1 to be considered. Applicants are notified about interview status on or before December 15. Videoconference interviews are conducted in early January.

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

1. APA-accredited doctoral program in clinical or counseling psychology
2. A minimum of 400 intervention hours
3. A minimum of 50 assessment hours
4. Dissertation proposal defended
5. Experience or special interest in working with diverse populations and/or in rural or underserved areas
6. American Indian applicants are given preference at the Iina' Counseling Services site

NM-PIC firmly believes that all forms of diversity serve to enhance the training environment and professional growth of interns and faculty alike, as well as allow the diverse range of patients served to see themselves in their providers. To this end, NM-PIC recruits applicants from diverse backgrounds, and Iina' Counseling Services gives priority to qualified American Indian/Native American applicants.

Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship, as well as considered for the diversity that they may bring to the program. In addition to the preferences noted above, NM-PIC takes into consideration the potential commitment or interest of any prospective intern to remain in New Mexico following internship and work in behavioral health. Developing a strong behavioral health workforce is an important consideration for the state, and an interest in remaining in New Mexico to join the workforce is considered a benefit in a potential intern.

In addition to the education and training requirements and preferences listed above, NM-PIC requires interns to meet additional site-level criteria, including a background check and medical clearance prior to commencing internship. If the intern does not meet these criteria, the internship offer will be terminated, and the intern will not be able to complete their training within NM-PIC. Background checks vary by site but are considered comprehensive. Please note, that use of marijuana is prohibited by all three sites. Specific requirements by site are as follows:

NMBHI – background check, fingerprinting, Tuberculosis test, drug screen

IHS – background check, fingerprinting, Tuberculosis test

HMS – background check, Tuberculosis test, drug screen

Finally, interns are required to purchase student liability insurance through the APA Trust for the period of the internship training year.

Questions regarding the application or interview process may be directed to either of NM-PIC's Program Director, Dr. Ciara Hansen (Ciara.Hansen@ihs.gov) or to the program's WICHE consultant, Dr. Todd Helvig (thelvig@wiche.edu).

Policies

NM-PIC Policy: Diversity and Non-Discrimination Policy

The New Mexico Psychology Internship Consortium strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, contributes to the overall quality of the program, and strengthens communities and the workplace. Every effort is made by NM-PIC to create a climate in which all staff and interns feel respected, comfortable, and in which success is possible and obtainable. NM-PIC fosters an understanding of cultural and individual diversity as it relates to professional psychology. NM-PIC strives to make every effort to dispel ignorance or anxiety associated with multicultural experiences. NM-PIC's training program includes an expected competency in diversity training, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area. NM-PIC avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in the training program or the profession. NM-PIC welcomes applicants from diverse backgrounds and underrepresented communities. NM-PIC provides equal opportunity to all prospective interns and does not discriminate because of a person's race, ethnicity, color, religion, sex and gender, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship.

NM-PIC Policy: Due Process and Grievance Procedures

NM-PIC has developed Due Process Procedures that are implemented in situations in which a supervisor or other faculty member raises a significant concern about the performance, behavior, and/or functioning of an intern. These procedures are not intended to be punitive, rather they are essential to protecting intern rights and afford the intern the opportunity to remediate problems while receiving necessary support and assistance. Further, the procedures ensure that decisions made by the consortium are not arbitrarily or personally based and identify specific steps that are applied to all interns.

Doctoral-level psychology interns are expected to maintain the highest standards of personal conduct, integrity and professionalism. They are expected to support and comply with APA Ethical Guidelines and to utilize supervision effectively in order to grow professionally. It also is the responsibility of the intern's clinical supervisor and the NM-PIC faculty to assure that high standards of professionalism are attained by the interns under their supervision. Maintenance of these standards will promote effectiveness of both the professional training provided by the internship and the quality of psychological work provided by the interns to clients/constituent communities of the consortium agencies.

General Due Process Guidelines:

Due process includes steps that assure fair evaluation of intern performance, intern awareness of options for resolution of performance issues and clearly defined steps for notice, hearing and appeal. General guidelines for due process at NM-PIC include the following:

- A. The Training Faculty will present NM-PIC's program expectations for professional functioning to interns in writing, at the start of the training period. This is discussed in a group format during orientation and may be followed up individually during supervision. Interns sign an acknowledgement indicating receipt and understanding of, and agreement to abide by, these guidelines and other NM-PIC policies.
- B. The process for evaluation of interns is clearly described during orientation. Interns will be formally evaluated at least twice per year by their primary supervisor. The written evaluation is based on the APA Standards of Accreditation and includes all 9 profession-wide competencies as follows:
 1. Research
 2. Ethical and legal standards
 3. Individual and cultural diversity
 4. Professional values, attitudes, and behaviors
 5. Communication and interpersonal skills
 6. Assessment
 7. Intervention
 8. Supervision
 9. Consultation and inter-professional/interdisciplinary skills

- C. The various procedures and actions involved in decisions regarding inadequate skills or problematic behaviors are described to interns.
- D. The Program Director and/or site clinical supervisor will communicate early and often with academic programs about any suspected difficulties with interns.

Definition of Problem Behavior

For purposes of this document, intern problem behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

- 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
- 2) an inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competency,
- 3) an inability and/or unwillingness to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an intern's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Issues typically become identified as problematic when they include one or more of the following characteristics:

- 1) The intern does not acknowledge, understand, or address the problem when it is identified,
- 2) The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
- 3) The quality of services delivered by the intern is sufficiently negatively affected,
- 4) The problem is not restricted to one area of professional functioning,
- 5) A disproportionate amount of attention by training personnel is required,
- 6) The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time,
- 7) The problematic behavior has potential for ethical or legal ramifications if not addressed,
- 8) The intern's behavior negatively impacts the public view of the agency,
- 9) The problematic behavior negatively impacts the intern class.

Administrative Hierarchy and Definitions

NM-PIC's Due Process procedures occurs in a stepwise 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.
- Program Director: The supervisor who functions as the program-level director of training. They lead the Training Committee and serve as a voting member.

Use of Videoconference

Videoconferencing will be utilized for situations that require the meetings of interns and training staff who are located in geographically different areas of New Mexico.

Informal Review

When a supervisor believes that an intern's behavior is or may likely become 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 process should be documented in writing 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 the minimal level of achievement (MLA) on a formal intern evaluation, due process procedures may be initiated. The MLA is defined as receiving a rating lower than a "2" on a profession-wide competency or associated learning element at the 3-month evaluation, below a "3" at the 6-month evaluation or below a "4" at the 12-month evaluation. If a formal review is indicated, the following process is initiated:

- A. The supervisor will meet with the Program Director (PD) and intern within 10 (ten) working days to discuss the problem and determine what action needs to be taken to address the issue. If a Program Director is the intern's direct supervisor, another supervisor 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 response, the supervisor and Program Director 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,
 - e) A written notice will be submitted to the intern and the Director of Clinical Training at the trainee's graduate institution. This notice will be issued within 5 working days of the meeting.
 - 2) Place the intern on "Probation" via a Remediation Plan that defines a relationship such that the faculty, through the supervisors and PD, actively and systematically monitor, for a specified 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 and remediation plan will depend upon the nature of the problem and will be determined by the intern's supervisors and PD. The remediation plan is a written statement to the intern and to the Director of Clinical Training at the trainee'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.

The written remediation plan will be issued within 5 working days of the decision. The PD or primary supervisor will notify the WICHE consultant at this time and will also notify the Human Resources department at the intern's place of employment. At the end of this probation period, the Program Director will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will also be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution as well as the Human Resources department at the intern's place of employment. The intern shall receive a copy of the letter to the sponsoring university.

3) Document the problem and take no further action.

- D. Once the Acknowledgment Notice or Probation/Remediation Plan is issued by the PD, 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 Remediation Plan. 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.
- E. If the problem is not rectified through the above processes the intern's placement within NM-PIC may be terminated.
- F. If the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within NM-PIC may be terminated.
- G. If the intern's employment is terminated by the site, the intern's placement within NM-PIC may be terminated.

- H. The final decision to terminate an intern’s placement would be made by the entire Training Committee and would represent a discontinuation of participation by the intern within every aspect of the consortium. The Training Committee would make this determination during a meeting convened within a reasonable timeframe following the conclusion of step A or during the regularly scheduled monthly Training Committee meeting, whichever occurs first. The PD or primary supervisor will notify the WICHE consultant at this time and will also notify the Human Resources department at the intern’s place of employment. The Program Director may decide to temporarily suspend an intern’s clinical activities or place an intern on paid administrative leave during this period prior to a final decision being made, if warranted.
- I. NM-PIC will adhere to APPIC’s Policies on intern dismissal and secure a release from the Match contract.

Appeal and Review Panel

If the intern does not agree with the decisions made from previous Due Process steps, or if they wish to formally challenge ratings received on a formal evaluation, an Appeal may be submitted by the intern to the Training Committee.

- A. This request must be made in writing--an email will suffice--to the Program Director within 5 working days of notification regarding the decision made in step C or D above, or within 10 working days after receiving a formal evaluation. The PD or primary supervisor will notify the WICHE consultant at this time and will also notify the Human Resources department at the intern’s place of employment.
- B. If requested, the Appeal will be conducted by a review panel consisting of two licensed psychologists and one agency HR/administrative representative selected by the Program Director with recommendations by the intern involved in the issue at hand. The two licensed psychologists selected will not be on the Training Committee and will not have directly supervised the intern.
- C. The Appeal review will be held over a two-week period. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

NM-PIC Policy: Intern Grievance Procedures

Grievances by Interns

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, intern, trainee, or any aspect of the internship program, the following steps will be taken:

Informal Review

1. First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or Program Director in an effort to informally resolve the problem.
2. If the issue cannot be resolved with the involved party or if the intern does not feel comfortable raising the issue directly with the involved party due to a real or perceived power differential, safety fears, or fear of retribution, the intern should raise the issue informally with the Program Director if they have not done so in the first step. The Program Director (or other member of the Training Committee if the grievance is directed toward the Program Director) will meet with the intern to attempt to develop a strategy for resolution, including meeting with the subject of the grievance and/or the supervisor of the subject of the grievance together with the intern, separately, or in any combination thereof.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the Program Director. If the Program Director is the object of the grievance, the grievance should be submitted to another supervisor on the Training Committee (TC). The individual being grieved will be asked to submit a response in writing. The Program Director (or TC member, if applicable) will meet with the intern and the individual being grieved within 10 working days. In some cases, the Program Director (or TC member) may wish to meet with the intern and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include a) a description of the behavior or circumstances associated with the grievance, b) the specific steps to rectify the problem, c) and procedures and a timeline designed to ascertain whether the problem has been appropriately rectified. The Program Director or TC 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 Program Director or TC member in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the Program Director or TC member will convene a review panel consisting of themselves and at least one other member of the Training Committee and one agency administrator within 10 working days. The intern may request a specific member of the Training Committee or agency administrator to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member or intern cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the employer agency to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member or intern can potentially be resolved internally, the review panel will develop a second action plan that includes the same components as above. The process and outcome of the panel

meeting will be documented by the Program Director or TC member. The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days. The panel will reconvene within 10 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel or deemed inappropriate to be resolved at the internship level, the issue will be turned over to the employer agency to initiate the due process procedures outlined in the employment contract.

Use of Videoconference

Videoconferencing will be utilized for situations that require the meetings of interns and training staff who are located in geographically different areas of New Mexico.

Acknowledgment:

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

Signature

Print Name

Date

NM-PIC Policy: Supervision and Videoconference Supervision Policy

General Supervision:

The New Mexico Psychology Internship Consortium recognizes the rights of interns and faculty to be treated with courtesy and respect. To maximize the quality and effectiveness of the interns' learning experiences, all interactions among interns, training supervisors, and faculty/staff are collegial and conducted in a manner that reflects the highest standards of the profession. NM-PIC faculty inform interns of these principles and of their avenues of recourse should problems arise through policies that are available at NM-PIC.org and in the intern handbook.

NM-PIC faculty regularly schedule supervision and are accessible for consultation to interns when they are providing clinical services. NM-PIC faculty provide interns with a level of observation, guidance and supervision that encourages successful completion of the internship. Faculty serve as professional role models and engage in actions that promote interns' acquisition of knowledge, skills, and competencies consistent with the NM-PIC's training aims.

One licensed psychologist serves as primary clinical supervisor for each intern. Interns receive a minimum of two (2) hours of individual supervision each week from a licensed psychologist. Supplemental weekly individual supervision may be provided by other appropriately credentialed professionals at the training site. Two hours of weekly group supervision will be required and conducted with all interns across consortium sites via distance technology. Group supervision may focus on clinical topics, legal/ethical issues, issues of cultural and individual differences, and applying research to clinical work. All interns will receive a total minimum of 4 hours per week of supervision.

Videoconference Supervision:

The New Mexico Psychology Internship Consortium uses videoconferencing to provide weekly group supervision to all interns. This format is utilized to promote interaction and socialization among interns and faculty. Interns and faculty meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group supervision in this format is required for all current NM-PIC interns for two hours each week, at a regularly scheduled time. This supervision group is led by members of the NM-PIC training faculty on a rotating basis. NM-PIC places high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings. This structure also provides all interns with the opportunity to experience a breadth of supervisory relationships beyond their primary supervisor. Given the geographical distance between training sites, this model allows the interns to form greater connection to the entire training faculty than would be experienced otherwise. It is expected that the foundation for these supervisory relationships will be initially cultivated during NM-PIC's orientation, such that interns will have formed relationships with the entire training faculty prior to engaging in videoconference group supervision. For all clinical cases discussed during group supervision, full professional responsibility remains with the intern clinician's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately.

All NM-PIC videoconferencing occurs over a secure network. Supervision sessions using this technology are never recorded. All interns are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to the Program Director and/or IT services at the home agency. All videoconferencing supervision attendees are required to use the same professional behavior and decorum as would be expected during an in-person meeting.

NM-PIC Policy: Didactic and Intern Group Attendance and Etiquette Policy

Attendance at the weekly Didactic seminar and other scheduled group training activities is mandatory for all interns in the New Mexico Psychology Internship Consortium (NM-PIC) and is required for successful completion of the internship. Attendance at these scheduled activities **take priority over other site obligations each week**. Site supervisors are aware and supportive of these shared training activities, including their precedence over other clinical responsibilities.

A schedule for the Didactic training seminars is distributed at Orientation and may be updated throughout the year. An intern is permitted no more than **three** absences during the calendar year. After the second absence, interns receive a reminder from the Program Director. After the third absence, the Program Director initiates NM-PIC Due Process procedures. Interns may use only three of their allotted vacation and/or professional development days on didactic training days. The Program Director must be notified in advance of planned absences. Interns who miss a meeting of the didactic seminar or other group because of a serious emergency or for a serious illness should alert their Site Director and the Program Director as soon as possible. **For all didactic absences, interns must review a research article related to the didactic topic and submit a 1-2 page review of the article, or if the intern misses didactic for another training, the intern can submit a 1-2 page review of the training that they attended. This review must be submitted to the Program Director and their site supervisor and is due one week from the absence.**

Interns are expected to join all shared training experiences by videoconference from a private, quiet space. Calling into a didactic presentation by phone is discouraged. Interns are allowed to call into a didactic presentation by phone a maximum of two times during the training year and must let the speaker (or faculty member in charge if an outside speaker is scheduled), and the Program Director know at least one week in advance. If an intern calls into a didactic presentation by phone more than two times during the training year, the Program Director may initiate NM-PIC Due Process Procedures.

During didactics, group supervision, and any other internship videoconferencing function, professional and attentive etiquette is expected at all times. **Please sit in an appropriate and well-lit area, turn the video camera on, and give the screen your undivided attention.** Be mindful of what you are doing while on video (drawing, looking at your phone, eating, etc.) and please avoid doing anything you would not normally do in person. Most importantly, please do not use the computer to go on the internet, email, or do other work.

Acknowledgment:

I acknowledge that I have received and reviewed the Didactic and Intern Group Attendance and Etiquette Policy of the New Mexico Psychology Internship Consortium. I agree to abide by the procedures outlined in this document. I have been provided with a copy of the document to keep in my files.

Signature

Print Name

Date

NM-PIC Policy: Code of Conduct Policy

In addition to making progress towards the NM-PIC Aim and Profession-Wide Competencies during the training year, it is expected that interns follow the NM-PIC Code of Conduct at all times during the year. Failure to meet these requirements may result in the initiation of the NM-PIC Due Process Procedures.

New Mexico Psychology Internship Consortium Code of Conduct

1. Compliance with the APA 2017 Ethical Principles and Code of Conduct
2. Compliance with all NM-PIC policies and expectations
3. Honesty and integrity in all professional interactions
4. Respectful and professional behavior toward all NM-PIC faculty members, interns, agency staff, guests, and clients both within and outside of standard work hours
5. Support of and contribution to the betterment of the NM-PIC training program
6. Active and meaningful participation as a member of the internship cohort
7. Willingness to be supervised, including following supervisors' directives, and to accept constructive criticism
8. Acceptance of responsibility for one's own actions
9. Pursuit of problem resolution through appropriate channels
10. Submit necessary documentation within specified timeframes
11. Compliance with any codes of conduct or policies regarding professional expectations at NM-PIC Member Agencies.

Acknowledgment:

I acknowledge that I have received and reviewed the NM-PIC Code of Conduct Policy. I agree to abide by the code during my training year with NM-PIC. I have been provided with a copy of the document to keep in my files.

Signature

Print Name

Date

NM-PIC Policy: Intern Evaluation, Retention, and Termination Policy

The New Mexico Psychology Internship Consortium requires that interns demonstrate minimum levels of achievement across all nine APA profession-wide competencies, as measured by the NM-PIC Intern Evaluation. Informal feedback to interns should be ongoing throughout the training year, with any concerns discussed early and often. Interns are formally evaluated by their primary supervisor three times annually (3-months, 6-months, and 12-months). Evaluations are conducted using a standard rating form using a Likert Scale that includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress.

The evaluation form includes information about performance in all nine profession-wide competencies and associated learning elements. Supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback. Upon completion of the review both the intern and supervisor sign the evaluation. The intern receives one copy and another is provided to the Program Director who reviews and signs the document before it is placed in the intern file, where it is maintained indefinitely. Of note, if an intern completes an elective rotation under the supervision of someone other than their primary supervisor, the primary and any adjunct supervisors should discuss the intern's performance before each evaluation period, and the primary supervisor should incorporate feedback from the adjunct supervisor into the intern's formal evaluation. The adjunct supervisor should also share ongoing verbal feedback directly to the intern throughout the training year. If an intern disagrees with the evaluation ratings they receive, this disagreement should first be discussed with their primary supervisor. If a resolution cannot be reached, the intern may file a grievance as discussed in the NM-PIC Due Process and Grievance Procedures.

Evaluation Scoring

The scoring rubric for intern evaluations uses a 5-point Likert scale, with the following rating values:

- 1 = Significant Development Needed; the intern does not understand or is unable to effectively demonstrate the element.
- 2 = Some Development Needed; the intern has a basic foundation in the element and moves toward acquiring competence in it
- 3 = Nearing Mastery of Element; the intern is aware of the element and can utilize this awareness to inform their work in the internship setting, though the intern may still need assistance to regularly use the element
- 4 = Mastery of Element; Intern is functioning at an entry level of professional psychology
- 5 = Significantly Exceeds Expectations; the intern has a well-established competence in the element and is seen as expert regarding this element

Minimal Levels of Achievement

The minimum level of achievement (MLA) on each evaluation changes over the course of the training year, reflecting expected growth in competence. The MLAs are as follows:

3-month evaluation: MLA is a score of 2

6-month evaluation: MLA is a score of 3

Final, 12-month evaluation: MLA is a score of 4

If an intern receives a score lower than the MLA at any evaluation point, or if supervisors have reason to be concerned about the intern's performance or progress, the consortium's Due Process procedures may be initiated. The Due Process guidelines can be found in the NM-PIC Intern Handbook, which is carefully reviewed during Intern Orientation. The policy may also be found on the program's website, www.NM-PIC.org. At the final evaluation period, interns must achieve a rating of "4" for each competency, reflecting their readiness to practice at an entry level as defined by: the ability to independently function in a broad range of clinical and professional activities; the ability to generalize skills and knowledge to new situations; and the ability to self-assess when to seek additional training, supervision, and/or consultation.

Additionally, all NM-PIC interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement, attending required training experiences (e.g., didactic seminar), and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

Communication with Graduate Training Programs

Communication with the intern's home doctoral program begins with a successful match and is provided throughout the internship year at each formal evaluation point when the Director of Training is sent a copy of the evaluation. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters the formal review step of the Due Process procedures, the home doctoral program is contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the intern's progress, is kept engaged to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by NM-PIC as a result of the Due Process procedures, up to and including termination from the program.

Additional Evaluations

In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning of the internship. Additionally, interns complete an evaluation of their supervisor and a program evaluation twice per year, in order to provide feedback that informs any changes or improvements in the training program. All evaluation forms can be located in the NM-PIC Intern Handbook and on www.nm-pic.org.

NM-PIC Policy: Record Retention Policy

NM-PIC permanently maintains all intern records. Our records are kept in an electronic system that is encrypted. Passwords are only provided to those individuals approved by NM-PIC Faculty and essential to the functioning of our consortium.

The New Mexico Psychology Internship Consortium documents and permanently maintains accurate records of the interns' training experiences, evaluations, and certificates of internship completion for evidence of the interns' progress through the program and for future reference and credentialing purposes. Additionally, NM-PIC informs interns of its records retention policy.

NM-PIC keeps information and records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. This information is stored in our electronic system. NM-PIC is aware that the Commission on Accreditation will examine a program's records of intern complaints as part of its periodic review of the program.

NM-PIC Policy: Stipend, Benefits, and Resources Policy

The annual stipend across all NM-PIC training sites is \$35,000. Interns at HMS are employees of HMS. Interns at IHS and NMBHI are employees of the Western Interstate Commission for Higher Education (WICHE). All interns receive comparable health benefits, as well as paid time off, through their employer. Questions regarding specific benefits packages can be directed to the employing agencies' Human Resources departments.

NM-PIC interns have access to numerous resources. Funding for travel within the state of New Mexico is provided for interns to complete required training experiences. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased using consortium funding with Training Committee approval. Each intern additionally has access to administrative and IT support through their primary training site and through WICHE. Interns also receive access to a psychology scientific literature database.

NM-PIC Policy: Selection and Academic Preparation Requirements Policy

The New Mexico Psychology Internship Consortium offers up to six (6) full-time intern positions, up to two (2) positions at each of the sites. Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

A complete application consists of the following materials:

- 1) A completed online AAPI (APPIC's standard application)
- 2) Cover letter (part of the online AAPI) stating your preferred training site(s) and why you are interested in those sites specifically. Applicants may indicate their interest in more than one site within the consortium in one cover letter.
- 3) A current Curriculum Vitae (as part of the online AAPI)
- 4) Three standardized reference forms, two of which must come from individuals who have directly supervised the applicant's work (***please do not submit more than three letters***)
- 5) Official transcripts of all graduate coursework (as part of the online AAPI)
- 6) Supplementary Materials (***please ensure that materials are redacted appropriately***):
 - a. One full integrated assessment report
 - b. A one-page clinical case conceptualization

All application materials must be received by December 1 to be considered. Applicants are notified about interview status on or before December 15. Videoconference interviews are held in early January..

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

1. APA-accredited doctoral program in clinical or counseling psychology
2. A minimum of 400 intervention hours
3. A minimum of 50 assessment hours
4. Dissertation proposal defended
5. Experience or special interest in working with diverse populations and/or in rural or underserved areas
6. American Indian applicants are given preference at the Iina' Counseling Services site

NM-PIC firmly believes that all forms of diversity serve to enhance the training environment and professional growth of interns and faculty alike, as well as allow the diverse range of patients served to see themselves in their providers. To this end, NM-PIC recruits applicants from diverse backgrounds, and Iina' Counseling Services gives priority to qualified American Indian/Native American applicants.

Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship, as well as considered for the diversity that they may bring to the program. In addition to the preferences noted above, NM-PIC takes into consideration the potential commitment or interest of any prospective intern to remain in New Mexico following internship and work in behavioral health. Developing a strong behavioral health workforce is an important consideration for the state, and an interest in remaining in New Mexico to join the workforce is be considered a benefit in a potential intern.

In addition to the education and training requirements and preferences listed above, NM-PIC requires interns to meet additional site-level criteria, including a background check and medical clearance prior to commencing internship. If the intern does not meet these criteria, the internship offer will be terminated, and the intern will not be able to complete their training within NM-PIC. Background checks vary by site but are considered comprehensive. Please note that use of marijuana is prohibited by all three sites. Specific requirements by site are as follows:

- NMBHI** – background check, fingerprinting, Tuberculosis test, drug screen
- IHS** – background check, fingerprinting, Tuberculosis test
- HMS** – background check, Tuberculosis test, drug screen

Finally, interns are required to purchase student liability insurance through the APA Trust for the period of the internship training year.

All applications are screened by NM-PIC’s Training Committee using a standard Application Rating Tool and evaluated for potential goodness of fit with the internship program. At least two members of the Training Committee review and score each application. The Training Committee holds a selection meeting in December to determine which applicants to invite for interviews based upon the application scores. As noted, applicants are notified of their interview status on or before December 15 and videoconference interviews are held in early January. Interviews are conducted using a standard set of interview questions with Training Committee members asking additional questions as indicated.

The Training Committee holds a meeting within two weeks of the final interviews being conducted in order to determine final applicant rankings. The full application package and information gathered from the interview process is used to determine rankings. This ranked list is finalized by consensus among the Training Committee members and then submitted to the National Matching Service.

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

Questions regarding the application, interview, and/or ranking process may be directed to the NM-PIC Training Director.

NM-PIC Intern Evaluation Form

NM-PIC Intern Evaluation: To be completed by supervisor

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____ Training site: _____

Methods used in evaluating competency:

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

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

Scoring Criteria:

| |
|---|
| 1 Significant Development Needed - Significant improvement in functioning is needed to meet expectations and achieve |
| 2 Some Development Needed - Basic foundation established with some improvement functioning needed to meet expectations and achievement competence. |
| 3 Nearing Mastery of Element - Foundation established though may rely on supervision to regularly and effectively implement the element. Expected level of functioning by the mid-point of internship. |
| 4 Mastery of Element - High intermediate level of functioning. Interns at this level are considered prepared for entry level independent practice and licensure at the conclusion of internship. |
| 5 Significantly Exceeds Expectations - Well-established competence or expertise that consistently exceeds expectations for level of training. |
| N/A —Not Applicable/Not Observed/Cannot Say |

NOTE: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. As described in the NM-PIC Intern Evaluation Policy, the minimal level of achievement (MLA) changes over the course of the training year to reflect expected growth in competence. The MLAs are as follows: 3-month evaluation = 2, 6-month evaluation = 3, and 12-month evaluation = 4. Falling below the MLA on any individual learning element or broad competency may initiate the program's Due Process procedures. To successfully complete internship, interns must receive a rating of 4 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level practice as defined in the NM-PIC Intern Evaluation, Retention, and Termination Policy.

APA Profession Wide Competencies

| Intern will achieve competence in the area of: Intervention | |
|---|--|
| Establishes and maintains effective relationships with recipients of psychological services | |
| Develops evidence-based intervention plans | |
| Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables | |
| Demonstrates the ability to apply the relevant research literature to clinical decision making | |
| Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking | |
| Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| | |
| Intern will achieve competence in the area of: Assessment | |
| Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology | |
| Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural) | |
| Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process | |
| Selects and applies assessment methods that draw from the best available empirical literature | |
| Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client | |

| | |
|--|--|
| Interprets assessment results to inform case conceptualization, classification, and recommendations | |
| Communicates findings in an accurate and effective manner sensitive to a range of audiences | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Ethical and Legal Standards | |
| Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct | |
| Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists | |
| Demonstrates knowledge of and acts in accordance with all professional standards and guidelines | |
| Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them | |
| Conducts self in an ethical manner in all professional activities | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Cultural and Individual Diversity | |
| Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself | |
| Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity | |
| Integrates knowledge of individual and cultural differences in the conduct of professional roles | |
| Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship | |
| Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ from and/or create conflict with their own | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Research | |
| Demonstrates the substantially independent ability to critically evaluate research | |
| Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Professional Values, Attitudes, and Behaviors | |
| Behaves in ways that reflect the values and attitudes of psychology | |
| Engages in self-reflection regarding personal and professional functioning | |

| | |
|--|--|
| Demonstrates openness and responsiveness to feedback and supervision | |
| Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Interprofessional and Interdisciplinary Consultation | |
| Demonstrates knowledge and respect for the roles and perspectives of other professions | |
| Applies knowledge about consultation in direct or simulated consultation | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Supervision | |
| Demonstrates knowledge of supervision models and practices | |
| Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals | |
| Applies supervisory skill of observing in direct or simulated practice | |
| Applies supervisory skill of evaluating in direct or simulated practice | |
| Applies supervisory skill of giving guidance and feedback in direct or simulated practice | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| Intern will achieve competence in the area of: Communication and Interpersonal Skills | |
| Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services | |
| Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated | |
| Demonstrates effective interpersonal skills | |
| Demonstrates the ability to manage difficult communication well | |
| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | |
| Comments: | |
| OVERALL RATING (average of broad competence area scores) | |
| Comments on Intern's overall performance, including identified strengths and areas for growth: | |

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

Intern Signature

Date

Supervisor's Signature

Date

NM-PIC Supervisor Evaluation Form

To be completed by intern at mid-point and end of training year and discussed with

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

Please use the following scale to rate the supervisor on the items

below: 5 = Excellent, very helpful in my development

4 = Good

3 = Average

2 = Below Average

1 = Unsatisfactory, least helpful in my development

General Characteristics of Supervisor

- Was consistently accessible for discussion, questions, etc.
- Allotted sufficient time for supervision and scheduled supervision meetings appropriately
- Kept sufficiently informed of case(s)
- Was interested in and committed to supervision
- Set clear objectives and responsibilities throughout supervised experience
- Was up-to-date in understanding of clinical populations and issues
- Presented as a positive role model
- Maintained appropriate interpersonal boundaries with patients and supervisees
- Provided constructive and timely feedback on supervisee's performance
- Encouraged appropriate degree of independence
- Demonstrated concern for and interest in supervisee's progress, problems, and ideas
- Communicated effectively with supervisee
- Maintained clear and reasonable expectations for supervisee
- Encouraged supervisees in timely and successful completion of internship
- Treated patients, staff, and supervisees with courtesy and respect
- Encouraged the use of empirical literature to guide/inform interventions and assessments
- Provided a level of case-based supervision appropriate to supervisee's training needs

Comments:

Development of Clinical Skills

- Assisted in coherent conceptualization of clinical work
- Assisted in translation of conceptualization into techniques and procedures
- Effectively assisted in developing short-term and long-range goals for patients
- Effectively assisted in the navigation of individual and cultural diversity, including any differences that created tension
- Provided effective training in Intervention
- Provided effective training in Assessment
- Provided effective training in Interprofessional and Interdisciplinary Consultation
- Provided effective training in Supervision
- Provided effective training in Individual and Cultural Diversity
- Provided effective training in Research
- Provided effective training in Ethical and Legal Standards
- Provided effective training in Professional Values, Attitudes, and Behaviors
- Provided effective training in Communication and Interpersonal Skills

Comments:

Summary

Overall rating of supervision with this supervisor

Describe how the supervisor contributed to your learning

Describe how supervision or the training experience could be enhanced

Any other suggestions/feedback for your supervisor?

Acknowledgement:

I acknowledge that my supervisor has reviewed this NM-PIC Supervisor Evaluation Form with me.

Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

NM-PIC Program Evaluation

NM-PIC Program Evaluation: To be completed by Intern

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

Intern: _____ Training Site: _____

Dates of Evaluation: _____ to _____

| Scoring Criteria: 1=Poor; 2= Fair; 3= Average; 4= Very Good; 5= Excellent; N/A = Not Applicable | |
|---|--|
| Cohort Experience: In this section, please provide ratings related to the activities that you participated in with your intern cohort. | |
| Overall quality of orientation activities (mid-point review only) | |
| Overall quality of didactic lectures | |
| Relevance of didactic lecture topics | |
| Overall quality of group supervision | |
| Opportunities for peer support and socialization | |
| Comments: | |
| Development of Clinical Skills: In this section, please rate the quality of your training within each of the program's identified competency areas. Please consider your experience with didactic training and supervision as well as direct clinical experiences. | |
| Intervention | |
| Quality of Training | |
| Comments: | |
| Assessment | |
| Quality of Training | |
| Comments: | |
| Ethical and Legal Standards | |
| Quality of Training | |
| Comments: | |

| |
|---|
| Cultural and Individual Diversity |
| Quality of Training |
| Comments: |
| Research |
| Quality of Training |
| Comments: |
| Professional Values and Attitudes |
| Quality of Training |
| Comments: |
| Interprofessional and Interdisciplinary Consultation |
| Quality of Training |
| Comments: |
| Supervision (recall that, for the purposes of this evaluation, you are rating the training you received in this required area of competence, NOT the supervision you received) |
| Quality of Training |
| Comments: |
| Communication and Interpersonal Skills |
| Quality of Training |
| Comments: |

General Ratings: In this section, please provide feedback about your overall experience of the internship program.

General Areas

Overall quality of training

Comments:

Breadth of clinical intervention and assessment experience

Comments:

Satisfaction with number of client contacts and diversity of clients

Comments:

Clarity of expectations and responsibilities of intern at training site

Comments:

Role of intern at the site

Comments:

Caseload was appropriate to meeting educational/training needs

Comments:

Climate of training environment as it relates to diversity

Comments:

Additional comments, suggestions, and/or feedback

Comments:

Acknowledgement:

I acknowledge that my supervisor has reviewed this NM-PIC Program Evaluation Form with me.

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Program Director's Signature: _____ Date: _____

NM-PIC Quick Reference Sheet

Clinical and Professional Development Requirements

- Complete 2000 hours of clinical training with at least 25% direct client contact hours
- Complete psychological assessments as assigned by supervisor (minimum of 6 reports)
- Successfully engage a diverse range of clients in behavioral health interventions, including individual and group therapy
- Attend two (2) hours of didactic seminars each week
- Complete two (2) case presentations (one therapy and one assessment)
- Complete one didactic presentation on topic of interest (e.g., dissertation)
- Attend and actively participate in three (3) in-person consortium wide events, including orientation, mid-year retreat, and graduation
- Provide supervision to practicum students (as available)

Supervision Requirements

- Attend two (2) hours per week of individual supervision with primary supervisor (and/or secondary supervisor, as applicable)
- Attend two (2) hours per week of group supervision
- Attend supervision of supervision (as applicable)

Evaluation Requirements

- Review completed Intern Evaluation form with your primary supervisor at the 3-month, 6-month, and 12-month points of the training year. Sign the form and your primary supervisor will submit it to the Program Director.
- Complete Supervisor Evaluation form for your primary and/or secondary supervisor(s) at the 6- and 12-month points of the training year. Review the evaluation(s) with your supervisor(s), sign, and submit to the Program Director.
- Complete the Program Evaluation form at the 6- and 12-month points of the training year. Sign the form and submit to the Program Director.
- Complete the brief Didactic Evaluation form online after each seminar.

Time Requirements

- Complete Time2Track on a weekly basis and share this log with your primary supervisor at least once per month or more as indicated.
- Submit time off requests two weeks in advance, as feasible.
 - Remember to inform your supervisor(s), the Program Director, and your cohort about planned absences.
 - Remember that you may not miss more than three (3) didactic seminars in total.
- Notify your supervisor(s) and the Program Director as soon as possible if you are ill or unable to attend any portion of your workday.



Western Interstate Commission for Higher Education
Behavioral Health Program

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