



SCHOOL OF MEDICINE

Department of Family Medicine

University of Colorado Clinical Psychology Internship Manual

2022-2023 Academic year

CONTENT	Page
Introduction and Training Philosophy	5
Program Organization	6
Application and Interview Process	7
Supervision, Intern Records, and Communication with the Intern's Home Graduate Program	8
• Supervision Agreement	9
• Training Goals and Documentation of Time Spent	12
Major Rotations	13
• AF Williams Integrated Primary Care, University of Colorado, Anschutz Medical Campus, Department of Family Medicine	14
• Center for Dependency, Addiction and Rehabilitation (CeDAR), UC Health at the University of Colorado, Anschutz Medical Campus	17
• Depot Hill Integrated Primary Care, University of Colorado, Anschutz Medical Campus, Department of Family Medicine	20
• JFK Partners, Intellectual and Developmental Disabilities, University of Colorado, Anschutz Medical Campus, Department of Psychiatry	22
• Reaching HOPE	25
Minor Rotations	27
• Adult Behavioral Sleep Medicine, National Jewish Health	28
• Adult Neuropsychology Clinic: University of Colorado Hospital, Anschutz Medical Campus	30
• Athletic, Psychological Health & Performance (PHP), The University of Colorado Boulder, Athletic Department	32
• Attention, Behavior, and Learning Clinic, The University of	34

Colorado Boulder, Psychology Department	
<ul style="list-style-type: none"> Center for Dependency, Addiction and Rehabilitation (CeDAR), UC Health at the University of Colorado, Anschutz Medical Campus 	36
<ul style="list-style-type: none"> Connection Program for High-Risk Infants and Families, University of Colorado Hospital 	38
<ul style="list-style-type: none"> Developmental Neuropsychology Clinic, The University of Denver, Psychology Department 	40
<ul style="list-style-type: none"> Integrated Behavioral Health and Primary Care: Boulder; University of Colorado, Anschutz Medical Campus, Department of Family Medicine 	42
<ul style="list-style-type: none"> Integrated Behavioral Health and Primary Care: Westminster, University of Colorado, Anschutz Medical Campus, Department of Family Medicine 	44
<ul style="list-style-type: none"> Johnson Depression Center: Anxiety Specific Rotation, University of Colorado, Anschutz Medical Campus, Department of Psychiatry 	45
<ul style="list-style-type: none"> Johnson Depression Center: Outpatient Psychotherapy; University of Colorado, Anschutz Medical Campus, Department of Psychiatry 	47
<ul style="list-style-type: none"> Perinatal Behavioral Health Pathways Program, University of Colorado Hospital, Anschutz Medical Campus 	49
<ul style="list-style-type: none"> Psychosocial Oncology, University of Colorado Hospital 	51
<ul style="list-style-type: none"> Solid Organ Transplant, University of Colorado, Anschutz Medical Campus, Department of Psychiatry Consult Service 	53
Didactics	55
<ul style="list-style-type: none"> Syllabus 	56
Anschutz Medical Campus Policy and Procedures	58
Policy on Due Process for Intern Evaluations & Grievance	60

Evaluation of Competencies	66
<ul style="list-style-type: none"> • Required Signature Form for Each Major and Minor Rotation for Each Quarter 	73
Leave	74
<ul style="list-style-type: none"> • University Holiday Schedule 	74
<ul style="list-style-type: none"> • Description of Leave 	75
<ul style="list-style-type: none"> • Inclement Weather Policy 	75
The Ancora Imparo Award	78
Helpful Links	79
Expense Reimbursement Info	82



SCHOOL OF MEDICINE

Department of Family Medicine

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

INTRODUCTION AND TRAINING PHILOSOPHY

The internship training program is based on a scientist practitioner model of education and training. Within this model, we aim to train students who will make contributions to the field of psychology and to general human welfare, either in the scientific domain, the practice domain or both. Graduates recognize that psychological practice is based on the science of psychology, which is influenced by the professional practice of psychology. Throughout the training year, interns are exposed to and work with faculty who serve as scientist-practitioner role models, as well as faculty who have adopted a more exclusively practitioner role. We believe that this exposure to a variety of role models provides the best real-world clinical training, as well as exposure to the excitement and challenge of integrating scientific inquiry with clinical practice.

The internship program consists of supervised clinical training experiences that are sequential, cumulative, and graded in complexity. The delivery of direct clinical services occurs in the context of individual and, at times, additional group supervision. The assumption of clinical responsibilities is a gradual process, which occurs as both supervisor and trainee judge that the trainee is ready for additional opportunities. Clinical and supervisory experiences are supplemented by a year-long, weekly didactic series that deals with ethics and professional behavior, Colorado jurisprudence, multicultural approaches to assessment/diagnosis, health services psychology, consultation, supervision, and psychological interventions. Strategies for working in the public health services psychology sector are an additional focus.

We believe in the importance of developing a repertoire of diverse assessment/intervention strategies suitable to the diverse client needs of the populations that we serve. The major objectives of the internship program are to prepare the intern, through supervised clinical training and didactic instruction, to function as a professional psychologist, and to practice competently in applied areas of assessment/diagnosis, consultation, and intervention/treatment. It is important for trainees to develop attitudes and practices for ongoing professional development through an appreciation of the importance of remaining current with the evolving body of clinical and scientific knowledge relevant to their work and through an understanding of the importance of ongoing communication with fellow professionals.

Program Organization

The Psychology Internship Training Program at the University of Colorado Anschutz Medical Campus was established in 1952 and has been continuously APA accredited since 1956. The internship program moved to its new academic home in the Dept. of Family Medicine in 2012 under Department Chair Frank deGruy, MD, MSFM. The internship is currently under the guidance of Department Chair Myra Muroamoto, M.D., MPH, FAAFP. The CU School of Medicine on the Anschutz Medical Campus is home to 85 psychologists who hold faculty appointments in the departments of Family Medicine, Pediatrics, Medicine, Neurosurgery, and Psychiatry. The rich training opportunities in the psychology internship program are the result of interdisciplinary and multi-institutional collaborative efforts that include faculty members from, other CU system institutions, including the University of Colorado at Boulder, the University of Denver, and the National Jewish Health Center. A number of clinical volunteer faculty members also contribute to the service, teaching, and scholarly missions of the School of Medicine through their dedication to the psychology internship program and involvement on the internship training committee. All psychologists with primary supervisory responsibilities are graduates of APA accredited internships. The Internship Program is administered under the direction of Audrey Blakeley-Smith, Ph.D.

Internship training committee meetings take place monthly on the first week of the month, rotating the day of the week each month (8:00-8:50) to ensure maximum number of faculty attendees. All supervisors are encouraged to attend. The training committee reviews intern evaluations, survey results of applicants, proximal and distal intern outcome data, and intern performance. An important goal of training committee meetings is to ensure that each intern is receiving comprehensive support and training that is carefully tailored to each intern's unique strengths and growth edges across rotation sites. If a supervisor is unable to attend a training committee meeting, it is recommended that they share observations tied to intern performance and training issues directly with the training committee.

Application and Interview Process

Recruitment materials outlining the program are available through our website and through the APPIC Directory. Interested applicants are encouraged to submit their AAPI through the APPIC portal. Please refer to our website for application deadline (November 1st) and potential interview dates in January. Every application that is submitted by the application due date is reviewed by a major rotation team. In addition to the prior doctoral program requirements outlined below, preferences are given to individuals with clinical training experiences, research activities, and/or professional goals that match the specific major rotation to which the applicant applies.

Applicants will be notified by December 1st of interview status (i.e., invitation to interview, or decline to interview). Interviews will be conducted over zoom over the course of one day.

Dates for the January 2023 interviews are as follows:

January 13th: A.F. Williams and Depot Hill

January 18th: A.F. Williams, CeDAR, Depot Hill, JFK, and Reaching HOPE

January 23rd: A.F. Williams, CeDAR, Depot Hill, JFK, and Reaching HOPE

Interviewees will receive an orientation to the program, have an opportunity to meet with current interns to ask questions, and interview with major rotation faculty members

During each interview, interns will be asked standardized questions in addition to informal questions in an attempt to determine how well applicant qualifications and training goals match with the training program. Weighted scores are averaged across interviewers and are used to inform the rank list.

If the training program is required to enter phase two of the Match to fill internship slots, guidelines established by the APA COA and APPIC will be followed. Eligible applicants will be invited to participate in a one-hour virtual overview of the internship program with the training director and a one-hour virtual interview with major rotation faculty. They will also be provided with contact information for our current interns.

Supervision, Intern Records, and Communication with Home Graduate Program

In keeping with APA policy, each intern should receive a minimum of 4 hours of supervision per week. At least two of these hours will consist of individual supervision by a licensed psychologist. It is the responsibility of the intern to talk to their major or minor rotation supervisors if they are not receiving the required weekly supervision hours. If the intern is not able to rectify the shortage of supervision hours with their site supervisor directly, the training committee will determine what additional supports can be provided.

All interns are required to have a licensed clinical psychologist on site during delivery of live clinical services. All interns must also have a backup supervisor identified in the case of an emergency and in the event that the primary supervisor is not available. Interns and their supervisors are required to sign a supervisor agreement form at the beginning of each rotation (see below).

Evaluations:

All interns are evaluated quarterly by both their major and minor rotation supervisors. In addition, they are required to complete a quarterly evaluation of their supervisor. This evaluation is shared directly with the supervisor and processed together. It is an important professional development goal to be able to provide feedback to supervisors, however, given concern about existing power differentials, interns may elect to consult with an internship advisor regarding this process.

Advisor:

Each intern may have access to a faculty advisor upon request who can provide continuity, clarification, and coordination of the trainees' experience in addition to professional development guidance.

Communication between the Internship and the Home Graduate Program:

The Internship Director will provide each intern's home graduate school a copy of their evaluations at mid-year and end-of-year. Contact can be made between the DCT at the intern's graduate program and the internship program over the course of the internship year as a means of supporting intern training.

Internship Records:

The program maintains a permanent record of interns' training experiences during their internship year. This includes the intern's AAPI, the internship contract/welcome letter, quarterly evaluations, formal communication with the intern's graduate program, remediation plans (as needed), and certificate of completion. The content of these records is considered confidential and are securely maintained. Access to these records is limited to internship leadership. However, individual records may be reviewed by the training committee, university leadership, or representatives of the internship's accrediting body (i.e., APA COA).

Interns are strongly encouraged to maintain a record of their own, including tracking their clinical hours in keeping with their graduate program's requirements and keeping a copy of their Certificate of Completion for future use (e.g., licensure, credentialing).

Supervision Agreement

This document is intended to: 1) establish parameters of supervision; 2) assist in supervisee professional development; and 3) provide clarity in supervisor responsibilities including client protection. The trainee recognizes that both the trainee and the supervisor are responsible for clients' welfare. The trainee therefore agrees to immediately notify the supervisor of any problems that arise within the context of the therapeutic relationship. This includes, **but is not limited to**, perceived suicidal or homicidal risk, and suspected child or elder abuse.

In addition, each trainee will provide their clients with information regarding: 1) the limits of confidentiality; 2) the trainee's training status; 3) the name(s) of their supervisor(s); and 4) the fact that their supervisor(s) will be reviewing cases as well as any audio or video recordings of sessions per APA ethical guidelines and CO mental health statutes. Sessions will only be recorded with voluntary informed consent. At the outset of treatment/assessment, trainees will inform clients about the expected duration of the intervention/evaluation. This will in part be based upon the length of the trainee's rotation. Trainees will also discuss the process by which the clients' care would be transferred to the supervisor or another therapist if additional contact was required.

This agreement between _____ (supervisor) and
_____ (supervisee) at _____

(site of supervision), signed on _____ (date) serves to verify supervision and establish its parameters.

Competencies Expectations

- A. It is expected that supervision will occur in a competency-based framework.
- B. Supervisees will self-assess clinical competencies (knowledge, skills, and values/attitudes). This assessment will be conducted verbally and/or in writing (circle all that apply).
- C. Supervisors will compare supervisee self-assessments with their own assessments based on: 1) observation of clinical work; 2) report of clinical work; 3) recordings of client-trainee interactions; 4) supervision; and/or 5) competency-instruments (circle all that apply).
- D. The initial level of supervision (room, area, available [circle that which applies]) required will be determined and discussed at the beginning of supervision. Any changes in this level will be discussed in supervision.

Context of Supervision (4 hours a week inclusive for major and minor rotations)

- A. At least _____ hours of individual supervision will be provided per week (i.e., 2 hours at major rotation and 1 hour at minor rotation).
- B. At least _____ hours of group supervision will be provided per week this can be 2 hours at major rotation).
- C. Treatment notes will be completed for all sessions and available for review in supervision. These notes will be completed in a timely manner.
- D. Supervision will consist of multiple modalities including: 1) review of tapes; 2) progress notes; 3) discussion of live observation (at least one observation period for quarterly evaluation) each ; 4) instruction; 5) modeling; 6) mutual problem-solving; 7) role-play; and/or 8) other _____ (circle all that apply).

Evaluation

- A. Feedback will be provided in each supervision session and be related to competency-based goals.
- B. Summative evaluation will occur at 4 intervals per year: Oct, Dec, March, June.
- C. Forms used in the summative evaluation process are available within the psychology intern manual

- D. Interns will rate supervisors during the same quarterly evaluation periods and share this feedback
- E. Supervisor notes may be shared with the supervisee at the supervisor's discretion, and upon request.
- F. In order to successfully complete the rotation, the supervisee must attain an average rating of 2 within each competency domain by end of quarter 1 and an average rating of 3 within each competency domain by the end of quarter 2. F. If the supervisee does not meet criteria for successful completion, the supervisee will be informed at the first indication of this, and supportive and remedial steps will be implemented to assist the supervisee. G. If the supervisee continues not to meet criteria for successful completion of the rotation, procedures delineated by the training program will be followed.

Duties and Responsibilities of Supervisor

- A. Upholds and adheres to the APA Ethical Principles of Psychologists and Code of Conduct.
- B. Oversees and monitors all aspects of client case conceptualization and treatment planning.
- C. Reviews video/audio tapes outside of the supervision session, when applicable.
- D. Develops supervisory relationship and establishes emotional tone.
- E. Assists in the development of goals and tasks to be achieved in supervision specific to assessed competencies.
- F. Presents challenges to and problem-solves with the supervisee.
- G. Provides suggestions regarding client interventions/evaluation procedures and directives for clients at risk.
- H. Identifies theoretical orientation(s) used in supervision and therapy, and takes responsibility for integrating theory in the supervision process. This includes assessing the supervisee's theoretical understanding/training/orientation(s).
- I. Identifies and builds upon the supervisee's strengths specific to assessed competencies.
- J. Introduces and models use of personal factors including belief structures, worldviews, values, and culture.
- K. Ensures a high level of professionalism in all interactions.
- L. Identifies and addresses strains or ruptures in the supervisory relationship.
- M. Establishes informed consent for all aspects of supervision.
- N. Signs off on all supervisee case notes in a timely manner.
- O. Distinguishes administrative supervision from clinical supervision, and ensures that the supervisee receives adequate supervision in both areas.
- P. Defines additional aspects of professional development to be addressed within the context of supervision.
- Q. Distinguishes and maintains the line between supervision and therapy.
- R. Identifies delegated supervisors who will provide supervision/guidance if and when the supervisor is not available for consultation.
- S. Discusses and ensures understanding of all aspects of the supervisory process outlined in this document, and the underlying legal and ethical standards from the onset of supervision.

Duties and Responsibilities of the Supervisee

- A. Upholds and adheres to the APA Ethical Principles of Psychologists and Code of Conduct.
- B. Reviews client video/audio tapes before supervision, when applicable.
- C. Comes prepared to discuss client cases with necessary materials (e.g., files, completed case notes) and conceptualization, questions, and literature on relevant evidence-based practices. D. Is prepared to present integrated case conceptualization that is culturally competent.
- E. Brings personal factors that impact the supervisee's clinical work or professional development to supervision and is open to discussing such factors.
- F. Identifies goals and tasks to be achieved in supervision specific to assessed competencies.

- G. Identifies specific needs relative to supervisor input.
- H. Identifies strengths and areas of future development.
- I. Understands the liability (direct and vicarious) of the supervisor with respect to supervisee practice and behavior.
- I. Identifies to clients his/her status as supervisee, the supervisory structure (including supervisor access to all aspects of case documentation and records), and name of the clinical supervisor(s).
- K. Discloses errors, concerns, and clinical issues as they arise.
- L. Raises issues or disagreements that arise in the supervision process with the aim of moving towards resolution.
- M. Provides feedback to supervisors on the supervision process.
- N. Responds non-defensively to supervisory feedback.
- O. Consults with the supervisor or delegated supervisor in all cases of emergency.
- P. Implements supervisor directives in subsequent sessions or before, as indicated.

Procedural Aspects

- A. Although in supervision only the information that relates to the client is confidential, the supervisor will treat supervisee disclosures with discretion.
- B. There are limits of confidentiality for supervisee disclosures regarding clients or themselves. These include, but are not limited to, ethical and legal violations and indication of harm to self or others.
- C. The supervisor will discuss the supervisee's development and strengths with the training faculty at this facility.
- D. Written progress reports will be submitted to the trainee's school and training director describing his/her development, strengths, and areas of concern.
- E. If the supervisor or the supervisee must cancel or miss a supervision session, the session will be rescheduled.
- F. The supervisee may contact the supervisor at _____ (contact #) or delegated supervisor at _____ (contact #). A supervisor must be contacted in all emergency situations.

Supervisor's Scope of Competence: As part of this agreement the supervisor will discuss his/her scope of competence as it pertains to this supervision. This may include review of the supervisor's CV.

The agreement may be revised at the request of supervisee or supervisor. The agreement will be formally reviewed at _____ (intervals) and more frequently as indicated. Revisions will be made only with consent of supervisee and approval of supervisor. We, _____ (supervisee) and _____ (supervisor), agree to follow the directives laid out in this supervision agreement and to conduct ourselves in keeping with our Ethical Principles and Code of Conduct, laws, and regulations.

Supervisor's Signature:

Supervisee's Signature:

Dates of Agreement: _____

Based upon a template by Carol Falender, Ph.D.

Training Goals and Documentation of Time Spent

Intern:

Major Rotation Supervisor:

Minor Rotation Supervisor:

Training goals major rotation:

- 1.
- 2.
- 3.

Training goals minor rotation:

- 1.
- 2.
- 3.

The following should be completed in accordance with the training goals and responsibilities of the intern:

Function	Total Hours	Percentage
Direct clinical service hours (add or delete content to describe a weekly case load) Therapy hours (generalist and focus area): Group(s): Intakes: Walk-in: Assessment: Behavioral health:	23-25	
Supervision (describe format—individual, group, precepting, etc.) Major rotation supervision: Minor rotation supervision:		
Psychologist as Leader		
Internship Wide Didactics and Rotation specific didactics		
Administrative time Staff meeting: Paperwork/other administration:		
Total		100%

Intern Signature

Major Rotation Supervisor

Minor Rotation Supervisor

Training Director Signature

Date

Clinical Psychology Internship - Major Rotations

Major rotations correspond to the specialty tracks to which an individual applies. Major rotations average 24-30 hours per week for 12 months.

Applicants may apply for only one major rotation.

Because this internship program has a specialty emphasis, applicants who show promise of a career focus in the specialty area will be given priority. Evidence of prior experience in and commitment to the specialty area will be weighed heavily in evaluating applicant credentials.

A.F Williams Family Medicine Center
Primary Care Psychology
University of Colorado, Anschutz Medical Campus
Department of Family Medicine

This major rotation of the psychology internship program provides interns with opportunities to learn aspects of working as a psychologist in primary care settings. The primary practice site is A.F Williams Family Medicine Center, a Level III NCQA Patient Centered Medical Home that serves patients of all ages, including adults, children, infants, pregnant women and seniors. The clinic patients are from a variety of ethnic, religious and socio-economic backgrounds and we consider this diversity to be one of our greatest strengths as a training site for multiple health care disciplines. The clinic is run by the University of Colorado Hospital and has been in existence for over 35 years. Behavioral health has been an integral part of the A.F. Williams practice for over 2 decades.

Multidisciplinary Work: A.F. Williams Family Medicine Center is a primary training site for Family Medicine residents as well as clinical pharmacy students, nurse practitioner students, physician assistant students, psychology graduate students, and medical students. Our multidisciplinary team also includes care managers, a social worker, and tele-psychiatry consultants. This provides numerous opportunities for psychology interns to work collaboratively on a multidisciplinary team.

Goals of the Primary Care Psychology Track:

The overarching goal of the primary care psychology major rotation is to train psychologists to provide a full range of clinical primary care psychology services as key members of multidisciplinary healthcare teams, develop an array of interprofessional competencies, and become leaders in this growing area of healthcare. Specific goals include developing core competencies of primary care psychology such as providing consultations to patients and providers, participating in multidisciplinary care teams, providing brief individual therapy services, becoming skilled with warm hand offs and co-consultations, providing diagnostic clarification and brief assessment, providing in-patient consultation, providing group interventions, and assisting with population-based care initiatives. As a unique aspect of the primary care psychology training experience, interns will participate in many facets of medical student and resident education. We provide many opportunities for interns to become familiar with the varied roles that psychologists can have in medical education and will participate in the training of physicians in communications skills at both the graduate and undergraduate levels.

Outpatient Experience:

Interns will engage in the provision of primary care psychology services in collaboration with attending psychologists, family physicians, psychiatrists, care managers, psychiatric nurse practitioners, physician assistants, RN's, MAs, social workers, medical students, residents, graduate psychology students, and pharmacy students. These services may include:

1. Consultation regarding behavioral health questions and presenting problems
2. Consulting with physicians about patient care, mental health and health behavior change
3. Provision of team based care
4. Teaching and supporting patient self-management skills
5. Facilitation of health-related support groups

6. Individual patient assessment and intervention
7. Health promotion/disease prevention interventions
8. Psychological screening and assessments
9. Home Visits with a multidisciplinary team
10. Opportunities to supervise psychology practicum students and engage in supervision of supervision

Interns will contribute to the education and training of medical students and medical residents via:

1. Collaborative care/clinical teaching
2. Small group teaching
3. Coaching physicians in techniques of health behavior change
4. Video recording of clinic visits
5. Medical precepting (supervision of psychosocial aspects of medical care)
6. Hospital rounds

Interns may potentially participate in ongoing research and/or program development in community based medicine with options including:

1. Serving on grant writing teams
2. Participation in clinical home visits
3. Participation in practice based research working groups
4. Focal study of a selected underserved population

Interns will master a primary care psychology curriculum through:

1. Direct patient care in the primary care setting
2. Selected readings
3. Attending lecture and seminar series
4. Participation in medical school education activities, including Family Medicine, Rural Health and Psychiatry Grand Rounds

Participation in daily supervision is required.

Inpatient Experience:

Interns will work collaboratively with family medicine residents and attending providers within a consultation-liaison structure to best care for patients during in-patient hospitalizations. In particular, services such as mental health screening, brief mental health interventions, health behavior change interventions, family meetings, and discharge plans are engaged effectively in this team format. Interns will observe these interactions, act independently, and receive supervision during this learning experience. Inpatient experiences are typically ½ day per week.

Theoretical Approaches:

The rotation supervisors are well versed in evidence-based approaches to interventions in primary care, medical specialty, and traditional mental health settings. Trainees can expect to gain exposure to and expertise in behavioral activation, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, acceptance and commitment therapy, and health behavior change assessment and intervention.

Population of Clients:

Our patient population includes insured and underinsured patients from a large variety of ethnic and socio-economic backgrounds. It also includes refugees from Africa, Iraq, Iran, Russia and South East Asia, medical students, residents, and medical school faculty.

Supervision:

The intern will receive a minimum of 2 hours of supervision per week. Some of this supervision is individual and some will be completed as part of a precepting model where you will have the opportunity to work with supervisors with patients individually and learn from how they work and then discuss approaches to best serve those patients before and after encounters.

The Center for Dependency, Addiction, and Rehabilitation (CeDAR)

UC Health at the University of Colorado,
Anschutz Medical Campus

CeDAR is UHealth's premier facility for addiction treatment. We have been located at the University of Colorado's Anschutz Medical Campus in Aurora, CO since our doors opened on October 16, 2005. Our world-class treatment for substance use and co-occurring psychiatric and medical disorders has been recognized as America's Best Addiction Treatment Center in Colorado by Newsweek annually since 2020. And, in 2022 we were ranked #2 in America.

The unique collaboration between UHealth and the University of Colorado School of Medicine creates the opportunity for an evolving, multidisciplinary treatment team at CeDAR. Our team is comprised of national leaders, clinicians, scholars, and trainees in the areas of Addiction Psychiatry, Addiction Medicine, Psychology, and Counseling and is rounded out by our remarkable Admissions, Spirituality, Fitness, Direct Care and Alumni teams. Our program integrates the science of evidence-based clinical, medical, and pharmacological interventions with the crucial benefits of 12-Step Tradition and milieu therapy to provide our patients with an individualized biopsychosocial-spiritual approach to recovery.

CeDAR psychologists function as clinicians and consultants. We facilitate a variety of group therapies, offer advanced training, conceptualization and clinical intervention, participate in multidisciplinary treatment team meetings, and utilize psychological testing to provide diagnostic clarification and facilitate treatment planning. Our interns get the opportunity to participate in all of this alongside our licensed psychologists.

Training the next generation of addiction professionals is also crucial to our mission. Each year we get the privilege of teaching and working alongside psychology interns, addiction medicine and addiction psychiatry fellows, medical residents and medical students, chaplain residents, and nursing and counseling students.

Goals of the Training Rotation

CeDAR has a commitment to the following goals for Psychology Interns:

1. Interns will learn how to identify individual patient needs and how their strengths can be elevated to address substance use and co-occurring psychiatric and medical disorders at the residential level of care.
2. Interns will learn how to effectively participate in a multidisciplinary team in which clinical decision making is a collaborative process.
3. Interns will learn how to effectively use psychological testing and feedback sessions to enhance clinical care, treatment and discharge planning.
4. Interns will be introduced to 12-Step Fellowship and the benefits of collaboration with peer support staff.
5. Interns will learn how substance use disorders manifest across the spectrum of SES and how to navigate the diversity of funding and referent sources (e.g., Medicare, self-pay).
6. Interns will gain leadership skills and scholarly activity related to the field of substance use disorders.

7. Interns will be guided by program values involving inclusion, family and individually centered care, diversity, advocacy, and self-determination for persons with substance use disorders.

Objectives

1. The intern will learn to administer (or gain mastery with) a variety of screeners and personality and cognitive assessments in the context of residential treatment for people with substance use and co-occurring psychiatric and medical disorders.
2. The intern will learn to deliver a concise conceptualization of a patient's needs and strengths based on psychological testing and milieu and therapeutic interactions.
3. The psychology intern will gain mastery of delivering evidence-based clinical interventions in both group and individual therapeutic contexts.
4. The intern will learn how to be an effective consultant to the multidisciplinary team at CeDAR.
5. The intern will gain experience using the ASAM placement criteria for driving clinical decision making.
6. The intern will be able to develop a scholarly project to advance understanding on a topic related to substance use disorders.

Required Activities

- **Group Therapy:** The intern will co-facilitate a variety of process and psychoeducational groups throughout the training year. They generally co-facilitate three groups a week, including a group in The Professionals Program at CeDAR, DBT & the 12 Steps, and Mindfulness Based Relapse Prevention at some point in the training year. Interns also have the opportunity to participate in the Spirituality Group and a variety of other groups in the residential treatment setting.
- **Individual Therapy:** Interns at CeDAR do not carry a traditional caseload; however, as the year progresses, they have the opportunity to offer specialized individual therapy sessions to clients in the residential treatment setting. This is an opportunity for interns to fine tune their current clinical skill set, learn new interventions specific to substance use disorders, to enhance their abilities to effectively collaborate with the broader team, and support patients with more complex presentations. Interns can learn biofeedback, offer focused practice of DBT and mindfulness-based skills and provide more focused trauma interventions during these sessions.
- **Multidisciplinary Treatment Teams:** The intern will participate in a variety of weekly multidisciplinary treatment teams throughout the course of the year, including the meeting for The Professionals Program at CeDAR and the multi meeting for all staff.
- **Psychological Assessment:** The intern will administer, score, and interpret psychological testing for diagnostically difficult patients with co-occurring substance use, psychiatric, and medical disorders and for professionals with work related conflicts. The psychology intern is expected to complete a minimum of two and a maximum of four full assessment reports each month. Additional brief batteries may also be required. Part of this process includes delivering testing results and case conceptualization to patients and their multidisciplinary team for the purposes of treatment and discharge planning.

Supervision:

Interns at CeDAR receive three hours of clinical supervision per week. One hour with Dr. Ellingson and one hour with Dr. Hacker in individual supervision, and one hour of group supervision with Dr. Hacker and the rest of the clinical team. Drs. Ellingson and Hacker have an open-door policy; if an intern needs more support outside of these times, it is available. Additionally, our broader team at

CeDAR is available for consultation and support as needed.

****Interns must be at CeDAR on Tuesdays and Wednesdays.**

Optional Activities

- **Detox:** Interns can shadow our addiction medicine team to gain increased understanding of the detox process.
- **Family Program:** Interns can offer support to family members of CeDAR patients and alumni through the Family Program. The specifics of this are determined with the Behavioral Health Supervisor.
- **Gratitude Meeting:** The Gratitude Meeting is facilitated by our Alumni Program and happens each year on Thanksgiving. Many CeDAR alumni come to campus to join current patients and staff for a fellowship meeting focused on gratitude.
- **Presentations:** Interns can provide didactic presentations to CeDAR staff and trainees on topics of their expertise. They are also encouraged to attend presentations provided by other staff throughout the training year.
- **Research:** Interns are highly encouraged and offered time, up to a half day, to participate in ongoing research projects occurring at CeDAR and/or in Dr. Ellingson's research lab. This can focus on writing on a topic of interest or answering specific research questions using available data.

Depot Hill
Primary Care Psychology
University of Colorado, Anschutz Medical Campus
Department of Family Medicine

This major rotation of the psychology internship program provides interns with opportunities to learn aspects of working as a psychologist in primary care settings. The primary practice site serves patients of all ages, including adults, children, infants, pregnant women and seniors. The clinic patients are from a variety of ethnic, religious and socio-economic backgrounds and we consider this diversity to be one of our greatest strengths as a training site for multiple health care disciplines. Behavioral health is an integral part of the practice.

Our multidisciplinary teams include physicians, psychologists, care managers, pharmacists, social work, and tele-psychiatry consultants. There are many opportunities for psychology interns to work collaboratively on a multidisciplinary team

Goals and Objectives

The overarching goal of the primary care psychology major rotation is to train psychologists to provide a full range of clinical primary care psychology services as key members of multidisciplinary healthcare teams, develop an array of interprofessional competencies, and become leaders in this growing area of healthcare. Specific goals include developing core competencies of primary care psychology such as providing consultations to patients and providers, participating in multidisciplinary care teams, providing brief individual therapy services, becoming skilled with warm hand offs and co-consultations, providing diagnostic clarification and brief assessment, providing in-patient consultation, providing group interventions, and assisting with population-based care initiatives. We provide many opportunities for interns to become familiar with the varied roles that psychologists can have in medical teams and participate with team member in myriad ways to improve care for patients and populations.

Interns will work collaboratively with family medicine residents and attending providers to best care for patients during in-patient hospitalizations. In particular, services such as mental health screening, brief mental health interventions, health behavior change interventions, family meetings, and discharge plans are engaged effectively in this team format. Interns will observe these interactions, act independently, and receive supervision during this learning experience.

Specific Training Activities

Interns will engage in the provision of primary care psychology services in collaboration with attending psychologists, family physicians, psychiatrists, care managers, psychiatric nurse practitioners, physician assistants, RN's, MAs, social workers, medical students, residents, graduate psychology students, and pharmacy students.

These services may include:

1. Consultation regarding behavioral health questions and presenting problems.

2. Consulting with physicians about patient care, mental health and health behavior change.
3. Provision of team based care.
4. Teaching and supporting patient self management skills.
5. Facilitation of health-related support groups.
6. Individual patient assessment and intervention.
7. Health promotion/disease prevention interventions.
8. Psychological screening and assessments.
9. Home visits with a multidisciplinary team.
10. Opportunities to supervise psychology practicum students.

Interns will contribute to the education and training of medical trainees via:

1. Collaborative care/clinical teaching.
2. Small group teaching.
3. Coaching physicians in techniques of health behavior change.
4. Medical precepting (supervision of psychosocial aspects of medical care).
5. Hospital rounds.

Interns may potentially participate in ongoing research and/or program development in community based medicine with options including:

1. Serving on grant writing teams.
2. Participation in clinical home visits.
3. Participation in practice based research working groups.
4. Focal study of a selected underserved population.

Interns will master a primary care psychology curriculum through:

1. Direct patient care in the primary care setting.
2. Selected readings.
3. Attending lecture and seminar series.
4. Participation in medical school education activities.
5. Participation in supervision.

Population of Clients

Our patient population includes insured and underinsured patients from a large variety of ethnic and socio-economic backgrounds.

Theoretical Approach

The rotation supervisors are well versed in evidence-based approaches to interventions in primary care, medical specialty, and traditional mental health settings. Trainees can expect to gain exposure to and expertise in behavioral activation, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, acceptance and commitment therapy, and health behavior change assessment and intervention.

Supervision

Interns will receive a minimum of 4 hours of supervision per week.

JFK Partners, Intellectual and Developmental Disabilities

University of Colorado Anschutz Medical Campus

University Center of Excellence in Developmental Disabilities

JFK Partners is a University Center of Excellence in Developmental Disabilities (UCEDD) for interdisciplinary training in Intellectual and Developmental Disabilities (IDD), including Autism Spectrum Disorder. It offers training to graduate and postgraduate trainees from a number of health, mental health, and educational disciplines in the complex needs of children with developmental disabilities, particularly as their needs interact with their family, school and community.

Professional disciplines represented at JFK include developmental pediatrics, clinical psychology, social work, speech and language pathology, occupational therapy, and special education. JFK Partners is affiliated with Developmental Pediatrics at Children's Hospital Colorado and all clinical work is completed within Developmental Pediatrics. JFK Partners is also actively involved with community agencies to address the needs of persons with IDD. Faculty at JFK Partners hold appointments in the Departments of Psychiatry and Pediatrics.

The JFK Partners Autism and Developmental Disabilities Clinic, a component of Developmental Pediatrics, provides a variety of interdisciplinary clinical services to persons of all ages. The Clinic provides a full range of clinical services, including disciplinary and interdisciplinary evaluations, consultation, therapies, and clinical research activities.

Goals & Objectives

JFK Partners is a university based interdisciplinary training program with a commitment to the following goals for psychology trainees:

1. Teach trainees about the needs and strengths of persons with IDD and their families.
2. Teach trainees a variety of specialized clinical skills for supporting persons with IDD, including psychological assessment, psychotherapy and consultation.
3. Teach trainees to work in an integrated fashion with members of an interdisciplinary clinical team.
4. Foster development of leadership skills and scholarly activities related to the field of IDD.
5. Introduce trainees to values involving inclusion, family and individually centered care, diversity, equity and inclusion, advocacy, and self-determination for persons with IDD.

Objectives:

1. The psychology intern will learn to administer (or gain mastery with) a variety of cognitive, academic and adaptive assessments for individuals with IDD, including ASD (ages 15 months – 21 years).
2. The psychology intern will learn to administer (or gain mastery with) gold standard autism assessment measures with individuals aged 15 months – 21 years.
3. The psychology intern will apply the basic tenets of evidence-based interventions to:
 - design teaching and educational strategies for persons with IDD to develop new skills
 - focus on strengths of the individual and how to best capitalize on these abilities as a means of forging positive social connection and supporting school and community participation

4. The psychology intern will learn to assess the complex co-occurring psychiatric needs of individuals with ASD/IDD, as well as deliver evidence-based interventions (individual, group, and family).
5. The intern will receive training on Facing Your Fears – a CBT group therapy program for managing anxiety in children with ASD. The psychology intern will co-facilitate a Facing Your Fears group for autistic youth without intellectual disability (ages 8-14) and a research group of Facing Your Fears adapted for autistic teens with intellectual disabilities (ages 12-18).
6. The psychology intern will work on an interdisciplinary team with members from other disciplines, including occupational therapy and speech/language pathology, and child psychiatry to evaluate and treat persons with IDD, and to provide comprehensive oral and written feedback to family members. The psychology intern will support residents from the Departments of Family Medicine and Psychiatry to gain knowledge around Autism evaluations during team assessments, in addition to collaborating with the resident for diagnostic interviews regarding the co-occurrence of psychiatric conditions.
7. The psychology intern will complete a scholarly project in collaboration with a supervisor on a topic related to ASD/IDD.

Optional activities:

- Monthly Developmental Pediatrics Research Didactic seminar focused on conducting research related to IDD. This group also generates ideas for new research projects and presents findings from ongoing projects.
- Monthly discussion/meetings within the wider Developmental Pediatrics clinic in which recent research projects/contributions to the literature are discussed.
- There are a number of core LEND classes. Psychology interns are not required to take the Assessment class or the Intervention class for ASD/IDD. However, some specialty topics and presentations may be of particular interest to interns (e.g. Sensory and Motor Interventions; Complementary, Alternative and Integrative Medicine; Sleep Disorders in Children with Special Needs, etc.) and are available for interns to join.
- Monthly ADOS reliability meetings within the Developmental Pediatrics community.

Additional Courses:

There are a variety of seminars, courses, and lectures provided by the UCEDD as a whole and available to all JFK trainees from all disciplines. While some courses are required for interns (e.g. Key Concepts, Leadership Dialogues) as part of the LEND training program, other course involvement is optional (see above).

Theoretical:

We use a mix of theoretical approaches, including cognitive-behavioral, developmental, and family systems theoretical orientations. Additionally, a major philosophy of JFK Partners is to promote culturally responsive, family focused interventions in inclusive settings. Each intern also becomes familiar with positive behavioral approaches for growth and change.

Types of Clinical Activities

- Interdisciplinary and disciplinary diagnostic services
- Positive behavioral methods for skill building and behavior management
- Cognitive/behavioral therapy (individual and group-based)

Population of Clients

- Individuals referred to JFK Partners are of all ages, from infancy to adulthood, with a diagnosis (or a question of a diagnosis) of a developmental disability. There is a focus on diagnosis and treatment of people with autism spectrum disorder. JFK Partners serves people with IDD throughout the Rocky Mountain region, both urban and rural settings, with a variety of racial/ethnic backgrounds and with varying access to social and economic resources.

Supervision:

The intern receives supervision for all clinical activities, including psychological assessment and psychotherapy. Two psychology faculty members are on site at JFK Partners (Drs. Judy Reaven and Audrey Blakeley-Smith) and three psychology faculty members are within Developmental Pediatrics (Drs. Lisa Hayutin, Lindsey DeVries, and Caitlin Middleton).

- **Assessment supervision** is shared by several primary faculty supervisors (Drs. Judy Reaven and Audrey Blakeley-Smith). The intern will be supervised for 6 months by each of these supervisors. Supervision for assessments averages 1 ½ - 2 hours per evaluation, not including live supervision during the assessment itself. Supervision covers preparation for the assessment, review and interpretation of data, and written and oral reporting in addition to live support in co-administration of certain assessments.
- **Psychotherapy supervision** is generally provided by one supervisor for the entire year, 1 hour per week. Live supervision is an important component of the supervision and faculty may observe telehealth sessions live as well. Each intern may participate in a psychotherapy group supervision (e.g., Facing Your Fears). Finally, interns are also able to help support the supervision of psychology externs on the team.

Reaching HOPE

The Reaching HOPE rotation gives interns the opportunity to gain experience conducting trauma therapy with children, teens, parents, families, and front line workers who have survived complex trauma, such as childhood sexual abuse, domestic violence, homicide, foster care, and other interpersonal traumas. Interns will be trained in a phase-based model for treating complex trauma in family systems. Interns will join a dynamic group of psychologists who tackle intergenerational trauma with a team approach—the whole family system is seen by the whole treatment team (everyone with their own individual therapist). Interns will provide individual, family, and group therapy to clients (ages two-75+). Family and group therapy sessions are co-led with other team members.

Reaching HOPE is a 501(c)3 non-profit located in Commerce City whose mission is to provide compassionate mental health services that support trauma survivors in ending the intergenerational cycle of violence. Clients are typically referred to Reaching HOPE by police departments, victim advocates, child advocacy centers, and human services after a crime has occurred. Reaching HOPE believes families heal best when they have the support of safe loved ones. As such, the whole family (excluding any offenders) is encouraged to attend the first intake appointment and meet our treatment team to collaborate on services for everyone in the family.

Funding for therapy services comes from a combination of grants, contracts, and Crime Victim Compensation. Most clients are with us long-term and, therefore, interns can expect to provide services to clients for nine+ months. Interns will also co-lead various trauma recovery groups; depending upon need, these may include a multi-family group for childhood sexual abuse, age-specific coping skill groups for children and adults, and sexual assault or domestic violence recovery groups.

Didactics within Reaching HOPE focus on understanding the systems trauma survivors interface with, trauma treatment, the oppression that exists for our clients and for ourselves, and the roles we play in dismantling racism and other forms of oppression. In part, this includes a focus on having a holistic approach to wellness, including a healthy work/life balance which starts with all team members working 10 hour work days in order to reduce travel time and days spent at work. This means that our interns can choose between having three Fridays (or another day each week) off per month or working only for a couple of hours one day every week. Additionally, we have quarterly team connection days and several opportunities for connection and laughter with one another.

Due to billing requirements, interns must hold a Master's degree - though, it does not need to be a terminal degree.

Goals and Objective

The primary objective of this program is to teach interns how to assess and treat complex trauma in family systems and to support helping/frontline professionals by implementing a phase-based approach. At the completion of this rotation, trainees will be able to:

1. Develop family systems and attachment-based conceptualizations of complex trauma.
2. Implement a phase-based approach to complex trauma treatment with family systems across different developmental ages utilizing individual, dyadic, and family therapy modalities.

3. Provide a model of healthy system functioning to clients by collaborating with treatment team on care for the whole family and co-leading joint sessions with family members.
4. Document clinical visits.

Intern Training Opportunities

Through this rotation, trainees will have the opportunity to:

1. Attend weekly Reaching HOPE Didactics.
2. Attend twice daily whole team group supervision.
3. Attend clinical trainings, therapist meetings, and participate in collaborative handoffs at Ralston House (child advocacy center) and other partner agencies.
4. Watch a phase-based family systems therapy delivery and provide this model across different developmental ages.
5. Consult, coordinate, and collaborate with members of treatment team on all joint family cases.
6. Coordinate with multi-disciplinary collaterals as appropriate (e.g., detectives, GALs, child protection workers, district attorneys, law enforcement).

Population of Clients

Reaching HOPE specializes in serving survivors of complex, intergenerational, and relational trauma. The vast majority of clients are survivors of childhood sexual abuse, domestic violence, sexual assault, homicide, foster care placement, and race-based trauma. Typically, most families are referred to Reaching HOPE following an outcry of abuse that is reported to police or human services. Most clients at Reaching HOPE have no out-of-pocket expenses for treatment. There is a small percentage of self-referred and self-pay clients at Reaching HOPE that do not qualify for one of our grants, contracts or funding sources. Occasionally, clients with single-incident trauma such as car accidents, carjackings, or home-invasions will present for treatment as well. Reaching HOPE also provides psychological assessments, often for diagnostic clarity on complex cases.

Theoretical Approach

Interns will be trained in a specific phase-based approach for treating complex trauma within a family system. Reaching HOPE's model integrates evidence-based practice for individuals with complex trauma and extends this to a family system. Theoretical orientation integrates Structural Family Therapy, Attachment Theory, and Trauma-Focused Cognitive Behavioral Therapy, with a focus on meeting a client where they are and addressing client identified needs first.

Supervision

Interns receive twice daily group supervision with the entire treatment team, run by a Licensed Psychologist. Additionally, interns receive individual supervision with 2 Licensed Psychologists, alternating weeks (one focused on adult and one focused on youth), meet with the Executive Director on a biweekly basis for Professional Development, and have one additional supervision on a weekly or bi-weekly basis dependent on their area of specialty. Informal supervision also occurs throughout the day with an open-door policy and debriefing on joint sessions.

Please see our website, ReachingHOPE.org for more information about our work and our team.

Minor Rotations

Each intern completes 2 six-month minor rotations over the course of the training year. Minor rotations average 12 hours per week. Minor rotations allow interns to acquire additional training in areas of interest to them.

Following match with our program, interns provide the training director with their top 4 preferred minor rotations for the year. Internship faculty and the training director are available for consultation regarding minor rotation selections. Interns are assigned minor rotations based on a number of factors which include: availability that year (i.e., some rotations may not be offered due to faculty availability), fit (i.e., some rotations require interviewing due to the requirements of certain clinical settings), class interest (i.e., each rotation typically will only allow 1 intern per semester), and schedule (i.e., some rotations require involvement on a specified day which may conflict with some major rotation training opportunities). Interns are typically provided one of their top two selections for their minor rotation, however, that cannot be guaranteed.

Upon recommendation of the training committee, an intern may be placed year-long in a rotation in order to achieve competencies for graduation. If a minor rotation supervisor is not available on any specified training day and specifically cancels the rotation for that day, the intern is to report to their major rotation instead. Given that minor rotations do not comprise as many clinical training opportunities due to the limited hours served per week, interns are encouraged not to miss more than

Adult Behavioral Sleep Medicine

National Jewish Health

The Adult Behavioral Sleep Medicine is offered through the Sleep Medicine Section of the Division of Pulmonary, Critical Care and Sleep Medicine, Department of Medicine at National Jewish Health. The Sleep Medicine Program at NJH is the oldest and most comprehensive sleep medicine program in the Denver region. The minor rotation provides interns the opportunity to gain knowledge and skills in the diagnosis and treatment of physiological and behavioral sleep disorders. Interns will evaluate and treat patients with a variety of presenting sleep complaints under the supervision of a licensed clinical psychologist, Jack Edinger, Ph.D., C.B.S.M.

Goals of training rotation

- The primary goal of this minor rotation is to teach interns how to evaluate, diagnose, and treat sleep disorders using evidence-based evaluations and therapies.
- Learn how to work within a multidisciplinary sleep medicine team
- Obtain knowledge of a wide variety of sleep disorders and apply that knowledge to differentially diagnosing and treating patients
- Proficiency in cognitive-behavioral therapy for insomnia

Objectives of Training Rotation

- To learn about basic sleep promoting mechanisms
- To learn about the range of sleep disorders encountered in sleep medicine practice
- To learn how to prepare comprehensive assessment reports for a range of patients with various types of sleep disorders.
- To learn how to administer cognitive behavioral insomnia therapy
- To learn other behavioral sleep medicine techniques including imagery rehearsal for nightmares, graded exposure treatment of CPAP related claustrophobia, methods for aiding patients discontinue sleep medications, and treatment strategies for circadian rhythm sleep/wake disorders.

Required Training Activities

- Interns are required to attend one day a week (8am-5pm) at the Sleep Medicine clinic. Sleep Medicine clinics are held on Mondays at the main campus of National Jewish Health and on Wednesdays at the Highlands Ranch location. On a typical day, 2-4 new patient evaluations are completed and 8-10 follow-up patients are seen.
- Interns will see patients jointly with Dr. Edinger to evaluate and diagnose patient's sleep complaints. Interns are responsible writing the diagnostic report for new patient evaluations.
- Interns will also be involved in the follow-up treatment of patients, which is brief and lasts between 1-6 sessions. Follow-up treatment is conducted using empirically-based treatments, which commonly involves cognitive-behavioral therapy for insomnia.

Optional Training

- If the intern has an interest and time available, there is opportunity to get involved in insomnia research being conducted by Dr. Jack Edinger.

Population of Clients

- A wide variety of patients are seen at the Adult Sleep Medicine clinic, including a range of sleep disorders, patient demographics, and co-morbid medical and psychiatric conditions. We treat patients with the following sleep disorders: circadian rhythm disorders, excessive sleepiness, insomnia, narcolepsy, obstructive sleep apnea, parasomnias, periodic limb movement disorder, and restless leg syndrome. We also see patients from a wide range of backgrounds, including socioeconomic, race/ethnicity, and education.

Supervision

Interns will be provided didactic materials (selected readings) to help them learn about basic sleep mechanisms, the range of sleep disorders likely to be encountered on the rotation and methods of sleep disorder diagnosis. In addition, Dr. Edinger and Dr. Devon Smith provide interns one-on-one discussion to aid them in their case conceptualization and treatment planning abilities. Much of the experience involves modeling as interns will have ample opportunity to observe Dr. Edinger and Dr. Smith performing assessment interviews and therapeutic interventions with various patient types.

Adult Neuropsychology Clinic University of Colorado

UC Health at the University of Colorado,

Anschutz Medical Campus

Department of Neurosurgery

The UCH Neuropsychology Clinic within the Department of Neurosurgery sees a wide variety of patients with acute and chronic medical and neurologic disease. The neuropsychology minor rotation follows the Houston Conference Guidelines for Education and Training in Neuropsychology. As such, the experience is intended to provide the intern with exposure to the field of neuropsychology, building upon the individual's prior experience and training in neuropsychology. The rotation is not structured to prepare the intern for independent practice as a neuropsychologist and is not intended to be fellowship training at the internship level.

Individuals interested in the minor rotation will be required to demonstrate basic proficiencies in neuropsychological assessment prior to acceptance into the minor rotation. Interns will need to complete an interview with the team to determine appropriate experience and fit.

The UCH Neuropsychology Clinic within the Department of Neurosurgery sees a wide variety of patients with acute and chronic medical and neurologic disease. The neuropsychology minor rotation follows the Houston Conference Guidelines for Education and Training in Neuropsychology. As such, the experience is intended to provide the intern with exposure to the field of neuropsychology, building upon the individual's prior experience and training in neuropsychology. The rotation is not structured to prepare the intern for independent practice as a neuropsychologist and is not intended to be fellowship training at the internship level. Individuals interested in the minor rotation will be required to demonstrate basic proficiencies in neuropsychological assessment prior to acceptance into the minor rotation.

Goals of the Training Rotation

- To educate trainees about the cognitive and psychological functioning of patients with chronic medical or neurologic disease.
- To teach trainees the administration and interpretation of a brief neuropsychological assessment battery.
- To teach trainees to communicate neuropsychological test results to patients and referring physicians.

Objectives of the Training Rotation

- The psychology trainee will be trained to administer and score a standardized neuropsychological assessment battery that includes measures of intellectual functioning, attention and information processing speed, executive functioning, learning and memory, language skills, visuospatial skills, and motor functioning. Brief psychological screening measures for depression and anxiety will also be administered.
- The psychology trainee will learn to administer a detailed neuro-medical interview with a specific focus on prior medical and neurologic illness, head injury, medication use, academic functioning and learning difficulties, social and occupational functioning,

- substance abuse, and psychiatric history.
- The psychology trainee will learn to document and communicate relevant behavioral observations from the neuropsychological assessment.
- The psychology trainee will learn to write a concise interpretative neuropsychological report that includes background information, behavioral observations, neuropsychological and psychological test results, as well as summary and treatment recommendations.
- The psychology trainee will participate in feedback sessions with individual patients regarding neuropsychological test results, including summary and recommendations.

Required Training Activities

- **Neuropsychological assessments:** Each intern will receive basic training in the administration, scoring, interpretation, and reporting of the neuropsychological assessment. Time devoted to each activity will vary as a function of the intern's experience, but each intern will be expected to independently complete two full neuropsychological assessments (including administration scoring, interpretation, report writing, and feedback) by the end of the six-month rotation.

Supervision:

Each intern will be supervised by faculty and staff in the UCH Neuropsychology Clinic in all aspects of their training. Weekly supervision meetings with faculty will serve as a forum to learn about general neuropsychological assessment issues, specific aspects of medical or neurologic illness relevant to patients the intern has seen, interpretation of neuropsychological test data, and communication of test results.

Feedback sessions: The intern will be supervised in the feedback of neuropsychological test results and recommendations to individual patients.

Theoretical Approaches

- The UCH Neuropsychology Clinic aims to provide assessment of brain function in a diverse patient population with neurological (e.g., dementia, epilepsy, brain tumor, traumatic brain injury) disease or injury. Neuropsychological assessment batteries are tailored to the individual needs of the patient and the referral question.

Population of Clients

- The UCH Neuropsychology Clinic serves adults over the age of 18 with a wide variety of medical and neurologic illnesses. Referrals are received from throughout the University of Colorado clinics and University of Colorado Hospital, particularly those in neurosurgery and neurology, as well as community physicians.

Psychological Health & Performance (PHP)

University of Colorado Boulder

Athletic Department

This rotation allows for interns to gain experience conducting outpatient psychotherapy focused on a range of mental health topics within a unique and culturally diverse population of student athletes. Interns will be part of a National Collegiate Athletic Association (NCAA), Football Bowl Subdivision (FBS), Pacific-12 (PAC-12) Conference, athletic department. The CU Athletic Department is comprised of approximately 380 student-athletes in a variety of sports. Interns will be involved with all aspects of PHP services. Most service provision is individual psychotherapy, but there are opportunities for small group facilitation, interdisciplinary consultation, specialized treatment team participation, and even data collection around pre-participation exam periods. Interns will be trained on the obvious and nuanced differences between a traditional counseling setting and that of an intercollegiate athletic department.

Some opportunities may exist outside of ‘normal business hours’ – practice attendance, competition attendance, so some nights and weekends may be available for intern involvement. For the most part, that time will not be required but may be offered to the intern as an opportunity for observation or relationship-building.

The PHP offices are in the athletic department’s Dal Ward Academic Center at the north end of Folsom Field on the main campus of the University of Colorado in beautiful Boulder, Colorado.

Goals and Objectives

The minor rotation in intercollegiate athletics is offered through the University of Colorado Athletic Department within the Psychological Health & Performance area. The primary objective of this rotation is to teach interns how to recognize, respond to, and treat the needs of intercollegiate student-athletes. At the completion of this rotation, trainees will be able to:

1. Conduct individual psychotherapy recognizing the unique attributes of a specialty population.
2. Consult with a variety of care providers across disciplines including but not limited to medical staff, academic staff, and administrative staff.
3. Implement a care plan for an individual taking into account the variety of factors influencing that individual given their participation in intercollegiate athletics.
4. Document clinical visits and consultations in the Titanium Software system.
5. Function as a member of an intercollegiate athletic department
6. Partake in a monthly multicultural dialogue and reflect on personal and professional impact of the chosen topics.

Through this rotation trainees will have the opportunity to:

1. Develop an understanding of and clinically address the unique needs of student-athletes
2. Attend weekly PHP Clinical Meetings
3. Attend practices and competitions of the individuals and team with whom they work

4. Consult with an interdisciplinary team of individuals including academic and medical staff

Counseling

Interns carry a caseload of 6-8 individual cases. Client visits are typically 30-60 minutes. Interns will also be requested to join practice and competition attendance when possible and available.

Outreach

Work in an intercollegiate athletic department requires an outreach-based approach. This means interns will be encouraged to attend practices and some competitions based on the teams with whom they work when possible and of interest. There may be opportunities to conduct outreach presentations to coaches and staff, and co-facilitation of the student-athlete mental health awareness group, “Bolder Buffs,” depending on intern interest.

Documentation

Interns are expected to complete documentation within 24 hours of client visits. PHP uses Titanium scheduling software – training on this software will be provided.

Theoretical Approach

The staff of the PHP are integrative therapists who draw on a number of theoretical orientations including ACT, CBT, and Interpersonal Process. Interns will hone their own approach with influences and guidance from the PHP staff.

Population of Clients

Clients seen in PHP are all Division I, student-athletes and range in age from 18-25. Generally, mood disorders, anxiety disorders, and relationship issues, are most common in this setting. PHP offers unlimited, free, and confidential services to all student-athletes at CU Boulder. Interns will be trained from a brief therapy model and will learn how to make effective disposition decisions. As warranted, interns may be asked to consult with coaches, athletic trainers, dietitians, administrators, and other athletic department staff members around topics of mental health.

Supervision

Interns will receive supervision with a Licensed Psychologist for at least one hour every week, and will be provided the opportunity to list preferences for supervision given that there are two Licensed Psychologists working at PHP. Supervision will typically focus on formulating diagnoses, case conceptualizations and treatment plans, discussing next steps for follow-up and ongoing patients, discussing issues of professional development and other relevant issues as needed. The utilization of video in supervision will be essential to this training experience. Additional supervision from a Licensed Professional Counselor and Licensed Addiction Counselor will be used as necessary given the presenting concerns of the student-athletes the intern is seeing. Lastly, group supervision will occur through the weekly case conference meeting with all staff and trainees.

Attention, Behavior, and Learning Clinic

University of Colorado Boulder

Department of Psychology

The Attention, Behavior, and Learning (ABL) Clinic in the Department of Psychology at the University of Colorado, Boulder provides affordable, comprehensive evaluations for children and adolescents in Boulder and surrounding communities. The program specializes in assessment of learning differences, attention problems, and other cognitive, emotional, or behavioral difficulties. We offer a limited number of scholarship slots so that we are able to serve a diverse group of families. Our goal is to better understand each child's needs and strengths, as well as the needs of his/her family, in order to help with strategies and recommendations for meeting a child's needs, and helping him/her successfully move forward in school and in life.

Goals of the Training Rotation

- Goals of this rotation include a greater understanding of common childhood disorders, including etiology, trajectory, and empirically supported treatments. Interns will also develop increased proficiency in administration of psychological and neuropsychological tests with children. Participants will also gain skills in integrating and presenting complex feedback information to parents, as well as synthesizing key information in comprehensive reports.

Required Training Activities

- Required activities include performing evaluations of the type described above, giving case presentations at the ABL case conferences, participating in discussions of others' cases, jointly providing feedback to parents about evaluation results, developing specific intervention plans, becoming knowledgeable about specific community resources and relevant legal issues, and writing reports. Students will also be expected to do some readings about various disorders affecting cognitive performance.
- It is required that interns work on Tuesday, Wednesday, or Thursday. Thursdays are ideal as case conference meetings will be some Thursdays from 12 to 2 pm.

Optional Training Activities

- Optional activities include further readings and participation in research activities. Students who enter with some previous training in neuropsychology may participate in more comprehensive neuropsychological evaluations.

Theoretical Approaches

- There is a close integration of research and practice in this clinic, and the overall theoretical perspective derives from developmental cognitive neuroscience and behavioral and molecular genetics. So, there is a considerable emphasis on understanding the genetic and environmental risk and protective factors that have shaped the development of the client's cognitive and psychosocial profile, and on empirically-supported treatments for helping to optimize the client's development.

Types of Clinical Approaches

- Clinical activities include individual evaluation, development of skill in relating to school personnel both for information gathering as well as to facilitate subsequent intervention, and

providing education to parents and school personnel regarding the nature of a child's difficulties.

Population of Clients

- Clients seen at this clinic are referred from the community, frequently by pediatricians, psychiatrists, tutors, and psychologists. The age range of clients is approximately age 5 through college-age.

The Center for Dependency, Addiction, and Rehabilitation, (CeDAR)

**UC Health at the University of Colorado,
Anschutz Medical Campus**

CeDAR is UCHealth's premier facility for addiction treatment. It serves as both a major rotation and a minor rotation. We have been located at the University of Colorado's Anschutz Medical Campus in Aurora, CO since our doors opened on October 16, 2005. Our world-class treatment for substance use and co-occurring psychiatric and medical disorders has been recognized as America's Best Addiction Treatment Center in Colorado by Newsweek annually since 2020. And, in 2022 we were ranked #2 in America.

The unique collaboration between UCHealth and the University of Colorado School of Medicine creates the opportunity for an evolving, multidisciplinary treatment team at CeDAR. Our team is comprised of national leaders, clinicians, scholars, and trainees in the areas of Addiction Psychiatry, Addiction Medicine, Psychology, and Counseling and is rounded out by our remarkable Admissions, Spirituality, Fitness, Direct Care and Alumni teams. Our program integrates the science of evidence-based clinical, medical, and pharmacological interventions with the crucial benefits of 12-Step Tradition and milieu therapy to provide our patients with an individualized biopsychosocial-spiritual approach to recovery.

CeDAR psychologists function as clinicians and consultants. We facilitate a variety of group therapies, offer advanced training, conceptualization and clinical intervention, participate in multidisciplinary treatment team meetings, and utilize psychological testing to provide diagnostic clarification and facilitate treatment planning. Our interns get the opportunity to participate in all of this alongside our licensed psychologists.

Training the next generation of addiction professionals is also crucial to our mission. Each year we get the privilege of teaching and working alongside psychology interns, addiction medicine and addiction psychiatry fellows, medical residents and medical students, chaplain residents, and nursing and counseling students.

Goals of the Training Rotation

CeDAR has a commitment to the following goals for Minor Rotation Psychology Interns:

- Minor interns will learn how to identify individual patient needs and how their strengths can be elevated to address substance use and co-occurring psychiatric and medical disorders at the residential level of care.
- Interns will learn how to effectively participate in a multidisciplinary team in which clinical decision making is a collaborative process.
- Interns will learn how substance use disorders manifest across the spectrum of SES and how to navigate the diversity of funding and referent sources (e.g., Medicare, self-pay).
- Interns will be guided by program values involving inclusion, family and individually centered care, diversity, advocacy, and self-determination for persons with substance use disorders.

Objectives

- The intern will learn to deliver a concise conceptualization of a patient's needs and strengths based on milieu and therapeutic interactions.
- The psychology intern will gain mastery of delivering evidence-based clinical interventions in group and individual therapeutic contexts.
- The intern will learn how to be an effective consultant to the multidisciplinary team at CeDAR.
- The intern will gain experience using the American Society of Addiction Medicine (ASAM) placement criteria for driving clinical decision making.

Required Activities

Group Therapy: The intern will co-facilitate and observe a variety of process and psychoeducational groups throughout the training year.

Multidisciplinary Treatment Teams: The intern will participate in a weekly multidisciplinary treatment team.

Supervision: Secondary interns at CeDAR receive one hour of clinical supervision per week. Drs. Ellingson and Hacker have an open-door policy; if an intern needs more support outside of this time, it is available. Additionally, our broader team at CeDAR is available for consultation and support as needed.

****Minor Rotation Interns must be at CeDAR on Wednesdays.**

Optional Activities

- **Detox:** Interns can shadow our addiction medicine team to gain increased understanding of the detox process.
- **Family Program:** Interns can offer support to family members of CeDAR patients and alumni through the Family Program. The specifics of this are determined with the Behavioral Health Supervisor.
- **Gratitude Meeting:** The Gratitude Meeting is facilitated by our Alumni Program and happens each year on Thanksgiving. Many CeDAR alumni come to campus to join current patients and staff for a fellowship meeting focused on gratitude.
- **Individual Therapy:** Interns at CeDAR do not carry a traditional caseload; however, as the year progresses, they have the opportunity to offer specialized individual therapy sessions to clients in the residential treatment setting. This is an opportunity for interns to fine tune their current clinical skill set, learn new interventions specific to substance use disorders, to enhance their abilities to effectively collaborate with the broader team, and support patients with more complex presentations. Interns can learn biofeedback, offer focused practice of DBT and mindfulness-based skills, and provide more focused trauma interventions during these sessions.
- **Presentations:** Interns can provide didactic presentations to CeDAR staff and trainees on topics of their expertise. They are also encouraged to attend presentations provided by other staff throughout the training year.

Connections Program for High-Risk Infants and Families

UC Health at the University of Colorado, Anschutz Medical Campus

This rotation allows interns to gain experience working as part of the inpatient consultation-liaison team at University of Colorado Hospital in the Neonatal Intensive Care Unit (NICU). The hospital is a tertiary care facility and brings in patients from the local community, the state of Colorado and the surrounding 7-state region.

UCH has a 50-bed Level III NICU that serves families from the metro Denver area, as well as the 7-state region. Clinicians on the team work with infants, families, and medical providers to promote health and developmental outcomes of infants and family engagement.

Goals of the Minor Rotation

- Develop health behavior assessment and intervention skills to promote infant health, development, and family engagement in the NICU.
- Collaborate and liaison with a multidisciplinary team.
- Build knowledge and skills in working with families of high-risk infants and provide psychoeducation and anticipatory guidance for needs that may present after NICU discharge.
- Develop and coordinate treatment plans for infants and their families as they prepare for discharge.

Objectives of the Minor Rotation

- Interns will learn CL skills for working in a NICU setting.
- Obtain competence in health behavior assessment and intervention approaches for infants born with medical complexities.
- Engage in consultation and liaison services with the medical team, including providing feedback about patient and family care approaches and trauma-informed care practices.

Specific Training Activities

- Health behavior assessments and interventions with infants in the NICU.
- Participation in multidisciplinary rounds and meetings.
- Maternal mental health screening and response.
- Participation in quality improvement activities to improve family engagement in the NICU.

Theoretical Approach

Supervisor theoretical approaches include cognitive-behavioral, interpersonal therapy, and infant mental health orientations.

Types of Clinical Approaches

- Maternal mental health screening and response.
- Health Behavior Assessments and Interventions including caregiver-infant dyadic interventions, communication training, problem-solving skills training, brief cognitive-behavioral interventions to promote parental coping.
- Participation in multidisciplinary team rounds.
- Quality and process improvement.
- Psychoeducation about infant social-emotional, behavioral, and cognitive development.
- Multidisciplinary collaboration.
- Consultation and Liaison

Population of Clients.

- The NICU provides Level III medical services to children born with neonatal complications and is the largest Level III NICU in Metro Denver. The unit cares for an average of 650 unduplicated patients per year. Approximately 25% of admitted infants are born at gestational ages less than 29 weeks and/or birth weight of less than 4 lbs, and about 20% are considered very low birthweight. The payer mix is around 40% Medicaid and 60% private insurance. Average length of stay is 14-17 days for the entire patient population. The Connections program delivers maternal mental health screening and response, health behavior interventions, and wellness promotion services to infants and families on the unit and during their transition home.
- The Connections Program automatically sees infants born under 32 weeks gestation and older babies if specific concerns are identified that necessitate a consult to the service. On average, the team has a case load of approximately 20-25 infants per week divided among the various clinicians on the service.

Supervision

At least one hour of weekly supervision is provided to the intern for initial assessments, brief intervention, and consultation-liaison services. Service delivery typically involves a preceptor model in which the clinician is present to observe a portion of the session and discuss case conceptualization and recommendations in real time. We adopt developmental and reflective supervision approaches and work to align the training experiences with the trainee's professional goals and training background/experiences. Interns will have the opportunity to attend biweekly reflective supervision/peer consultation with the perinatal/infant mental health providers in the department of psychiatry. Interns begin by shadowing for orientation and then incrementally advance to a preceptor model.

Developmental Neuropsychology Clinic

University of Denver

Interdisciplinary Developmental Cognitive Neuroscience

This is a diagnostic clinic at the University of Denver to which children and adolescents are referred because of concerns about possible learning disorders, including dyslexia, ADHD, speech/language disorders, intellectual disability, or broader neuropsychological problems related to certain medical (e.g., genetic disorders, brain injury, perinatal problems) or mental health concerns (e.g., mood and anxiety disorders).

This Clinic was founded by Dr. Bruce Pennington as part of his Developmental Neuropsychology Lab. It is part of the Department of Psychology's APA accredited doctoral program in clinical Child Psychology and interdisciplinary Developmental Cognitive Neuroscience program.

Goals of the Training Rotation

- Goals of this rotation are for students to develop a greater understanding of learning differences and other common neurodevelopmental disorders, including etiology, trajectory, and evidence-based assessment and intervention. Interns will develop greater proficiency in administering assessment measures with children, as well as further developing case conceptualization and presentation skills, presenting complex feedback to parents, and integrating information in comprehensive reports.

Required Training Activities

- Required activities include performing individual evaluations, giving case presentations at the weekly Clinic case conference, participating in discussions of others' cases, conducting parent interviews and jointly providing feedback to parents about evaluation results, developing specific intervention plans, becoming knowledgeable about specific community resources, and writing reports. Evaluations also often involve review of previous records and consultation with teachers and other providers. Students will also be expected to do some readings about various disorders affecting cognitive performance.
- Interns must attend the Clinic case conference on Wednesdays, 12:00 to 2:00 PM.

Optional Training Activities

- Optional activities include further reading and participation in research activities. Trainees who enter with some previous training in neuropsychology may participate in more comprehensive neuropsychological evaluations.

Theoretical Approaches

- There is a close integration of research and practice in this clinic, and the overall theoretical perspective derives from developmental cognitive neuroscience and behavioral and molecular genetics. So, there is a considerable emphasis on understanding the genetic and environmental risk and protective factors that have shaped the development of the client's cognitive and psychosocial profile, and on empirically-supported treatments for helping to optimize the

client's development.

Types of Clinical Approaches

- Clinical activities include individual evaluation, development of skill in relating to school personnel both for information gathering as well as to facilitate subsequent intervention, and providing education to parents and school personnel regarding the nature of a child's difficulties.

Population of Clients

- Clients seen at this clinic are referred from the community, frequently from pediatricians, teachers, learning specialists, and psychologists. We usually work with children who are having difficulties in school and presenting with a range of academic, behavioral, and social/emotional concerns. We also sometimes see children who have medical conditions or experienced neurological insults that may interfere with their learning. The age range of clients is approximately 5 through college-age.

Integrated Behavioral Health and Primary Care: Boulder

University Family Medicine Boulder

The Integrated Behavioral Health and Primary Care minor rotation at the University Family Medicine Boulder (UFMB) Clinic provides interns the opportunity to function as an integral member of an interdisciplinary team to provide whole-person, patient-centered behavioral health and primary care. UFMB is a Level III NCQA Patient Centered Medical Home that serves patients of all ages, including infants, children, adolescents, adults, pregnant women and seniors.

Within this model, clinical psychology interns serve as behavioral health providers (BHPs) who function as consultants to primary care providers (PCPs) and patients by providing brief (15-45 minutes) consultations and short-term episodes of psychotherapy (5-6 visits). Focusing on brief consultation and psychotherapy allows BHPs to be available for other important administrative tasks (e.g., developing registries, implementing quality improvement and research initiatives, and working with clinic leadership to obtain federal and local reimbursement designations) and clinical functions (e.g., precepting, point-of-care interventions, and conducting shared medical appointments with PCPs). Though it can be tempting to function as the “in-house psychotherapist” due to the high need for mental and behavioral health interventions, providing brief episodes of care allows BHPs to function as an integral member of the primary care team as opposed to a “co-located” therapist (i.e., co-location involves providing psychotherapy only in the same location, but with little engagement within the clinic otherwise).

Goals/Objectives of the Training Program

The UFMB Minor Rotation is offered through the Department of Family Medicine at The University of Colorado School of Medicine. The primary objective of this program is to teach interns how to function as BHPs within primary care settings. At the completion of this rotation, trainees will be able to:

1. Rapidly conduct functional assessments of patient’s presenting problems to identify short- and long-term goals that align with patients’ values and PCP’s referral requests.
2. Provide appropriate levels of care to all patients ranging from 1-time consultations to brief episodes of psychotherapy/behavioral health interventions to coordinating outpatient mental health care.
3. Describe the rationale, process, and results of a quality improvement initiative within UFMB.

Specific Training Activities

Required Activities

This rotation may occur Tuesday, Wednesday, Thursday or Friday from 9 a.m. to 5 p.m. at the UFMB clinic.

Behavioral Health Clinic: Interns will see a mix of new and follow-up patients each week. After an initial training/observation period (2-4 weeks), interns will be responsible for conducting the initial consultation, developing an appropriate treatment plan in collaboration with the patient, and coordinating care inside and outside of the clinic. Differential diagnoses and treatment recommendations will be determined together with the supervisor (who will be present during the

clinic).

Professional Meetings: On the 3rd Thursday, interns will attend the monthly Behavioral Health Taskforce Meeting where professional issues (e.g., patient care, billing, scheduling) are discussed (2-3 p.m.). As members of the division give regular case presentations, the intern will also be required to give one case presentation at the end of the rotation.

Professional Project: Interns will choose a clinically-based, quality improvement project to work on each week while at UFMB. Projects will be informed by a needs assessment with UFMB leadership and in collaboration with the site supervisor. Although the time spent on this project is limited to the training time at UFMB, it is expected that the trainee will have a completed project at the end of the rotation. Potential projects include establishing or maintaining a registry, implementing universal screening protocols, developing self-help materials for a defined population, implementing a new clinical service, strengthening community ties with local outpatient providers, data evaluation, developing interprofessional education initiatives, etc.

Documentation: Interns are expected to complete their clinic notes prior to leaving UFMB. Extensions are granted under extenuating circumstances and with advanced notice and must be completed by the end of the week at the absolute latest.

Theoretical Approaches

The primary theoretical treatment approach at the UFMB is eclectic with an emphasis on Cognitive Behavior Therapy, Behavioral Activation (BA), Motivational Interviewing, Mindfulness-Based Cognitive

Therapy, and Acceptance and Commitment Therapy. Initial consultations emphasize a case conceptualization that highlights the relationships between a patient's life context, experience, and symptoms/behavior. Subsequent visits include evidence-based interventions based on collaborative decision-making between patients, trainees, and the clinical supervisor.

Population of Clients

Patients at the UFMB Clinic most commonly present with depression, anxiety, PTSD, adjustment disorder, marital dissatisfaction, parenting difficulties, substance use, weight loss, and management of chronic pain and other chronic diseases. A large proportion of patients are affiliated with the University of Colorado Boulder as students, staff, and faculty or have employee-sponsored or private health insurance.

Supervision

Interns receive regular supervision for at least one hour every week. This includes live supervision during patient consultations, as well as before and after the clinic to help formulate clinical hypotheses and treatment plans for new patients, and discuss next steps for follow-up and ongoing patients. Interns will also receive a minimum of 2 formal clinical evaluations, once at the beginning of the rotation and once halfway.

Integrated Behavioral Health: Westminster Location

The Integrated Behavioral Health and Primary Care minor rotation at the University of Colorado Family Medicine Westminster (UCFMW) Clinic provides interns the opportunity to work as part of a multidisciplinary team in providing whole-person, patient-centered integrated primary care. UCFMW is a Level III NCQA Patient Centered Medical Home that serves patients of all ages.

Within this model, clinical psychology interns serve as behavioral health providers (BHPs) who provide a range of services including: brief consultation, assessment, triage to appropriate levels of behavioral health treatment or care management, and brief therapy (5-6 visits). Interns also have the opportunity to work on new or existing clinical transformation or quality improvement projects, participate in grant writing, or participate in additional avenues to integrate behavioral health into primary care (shared or group visits, warm hand-offs, etc.).

Goals and Objectives:

The UCFMW Minor Rotation is offered through the Department of Family Medicine at The University of Colorado School of Medicine. The primary objective of this program is to teach interns how to function as BHPs within primary care settings. At the completion of this rotation, trainees will be able to:

1. Rapidly conduct functional assessments of patients' presenting problems to identify short- and long-term goals that align with patients' values and PCP's referral requests.
2. Provide appropriate levels of care to all patients ranging from 1-time consultations to brief episodes of psychotherapy/behavioral health interventions to coordinating outpatient mental health care.
3. Describe the rationale, process, and results of a quality improvement initiative within UCFMW.

Theoretical Approach:

The rotation supervisor is well versed in evidence-based approaches to interventions in primary care, medical specialty, and traditional mental health settings. Trainees can expect to gain exposure to and expertise in behavioral activation, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, acceptance and commitment therapy, and health behavior change assessment and intervention.

Population of Clients:

Our patient population includes insured and underinsured patients from a large variety of ethnic and socio-economic backgrounds.

Supervision:

The intern will receive a minimum of 1 hour of supervision per week. Some of this supervision is individual and some will be completed as part of a precepting model where you will have the opportunity to work with the supervisor with patients individually and learn from how they work and then discuss approaches to best serve those patients before and after encounters.

Johnson Depression Center

Anxiety Rotation

University of Colorado, Anschutz Medical Campus

Department of Psychiatry

This rotation allows for interns to gain experience conducting outpatient psychotherapy focused on anxiety disorders across the developmental spectrum (ages 3 to 93). Interns will be trained in an anxiety specific model and learn how to apply that model across the developmental spectrum. Interns will also learn how to provide this model across different modalities including individual therapy, group therapy, couples therapy, tele-health, family therapy, and intensive 3 day Bootcamps.

Of note, Bootcamps and groups typically happen after hours or on weekends so if you are interested in this rotation please note that there will be a need to work some night hours and weekends to learn this model across different modalities.

This rotation is housed in the Johnson Depression Center (JDC), a specialty center for mood and anxiety disorders. The intern will be part of the FAMILY team and have additional opportunities to interact and shadow psychiatrists, other psychologists, and LCSW's who focus their work on children, youth, and families.

Goals and Objectives

The anxiety specific minor rotation is offered through the University of Colorado School of Medicine in the Johnson Depression Center. The primary objective of this program is to teach interns how to evaluate, diagnose, and treat anxiety disorders, and implement a CBT / exposure based model for anxiety related issues. At the completion of this rotation, trainees will be able to:

1. Conduct anxiety specific diagnostic evaluations of psychological conditions taking into account psychosocial and medical factors
2. Develop exposure based conceptualizations
3. Implement an evidence-based psychotherapy for anxiety disorders across different contexts and developmental ages
4. Document clinical visits

Through this rotation trainees will have the opportunity to:

1. Attend JDC Monthly Didactic
2. Attend FAMILY specific meetings focused on children, youth, and families
3. Attend JDC Weekly Team Meetings
4. Consult with multidisciplinary members of care team
5. Watch anxiety specific therapy delivery and then to provide this model across different developmental ages

Initial Evaluations

Interns will be responsible for conducting clinic intakes, which includes a review of intake questionnaires, diagnostic interviewing and assessment of relevant psychosocial and medical factors. They will learn anxiety specific measures by different ages and how to quickly incorporate into larger clinical evaluations

Outpatient

Interns will carry a caseload of 4-6 individual anxiety specific cases. Client visits are typically 50-60 minutes. Interns will also be requested to join anxiety groups and boot camps when possible.

Documentation

Interns are expected to complete documentation for initial evaluations within 1 week and all other documentation within 48 hours of client visits.

Theoretical Approach

Interns will get trained in a specific CBT approach with a focus on developing appropriate exposures around anxiety

Population of Clients

Clients seen at the JDC range from early childhood to older adults. Due to the clinic specialization in mood and anxiety disorders, the JDC attracts many clients with treatment-resistant mood and anxiety difficulties. Although some clients use private insurance or Medicare, many clients pay for their JDC treatment out-of-pocket. Due to logistical issues with insurance billing, Interns will only see self-pay patients.

Supervision

Interns will receive supervision with a Licensed Psychologist for at least one hour every week. Supervision will typically focus on formulating diagnoses, case conceptualizations and treatment plans, discussing next steps for follow-up and ongoing patients, discussing issues of professional development and other relevant issues as needed.

Johnson Depression Center

Outpatient Psychotherapy

University of Colorado, Anschutz Medical Campus

Department of Psychiatry

This rotation allows for interns to gain experience conducting outpatient psychotherapy. Interns will conduct intake evaluations, develop case conceptualizations and treatment plans and implement evidence-based psychotherapies. Most psychotherapy will be individual but the possibility for assisting with groups may be available.

This rotation is housed in the Johnson Depression Center (JDC), a specialty center for mood and anxiety disorders. Thus, many JDC clients are experiencing symptoms of depression, Bipolar Disorder, trauma and/or anxiety disorders. However, other presenting issues may include eating disorder symptoms, grief and adjustment difficulties. The JDC includes an active telehealth program and so opportunities to see clients via secure video conferencing may be available. In addition, the JDC staff includes Psychiatrists and Psychiatric Nurse Practitioners. Thus, Interns have the opportunity to observe and consult regarding psychiatric medication evaluations and management, if interested.

Goals and Objectives of the Training Program:

The outpatient psychotherapy minor rotation is offered through the University of Colorado School of Medicine in the Johnson Depression Center. The primary objective of this program is to teach interns how to evaluate, diagnose, and treat psychological disorders, form case conceptualizations and implement evidence-based psychotherapies with adults. At the completion of this rotation, trainees will be able to:

1. Conduct diagnostic evaluations of psychological conditions taking into account psychosocial and medical factors
2. Develop psychotherapy case conceptualizations
3. Implement evidence-based psychotherapies for mood and anxiety disorders
4. Document clinical visits

Through this rotation trainees will have the opportunity to:

1. Attend JDC Monthly Didactic
2. Attend JDC Weekly Team Meetings
3. Consult with multidisciplinary members of care team

Specific Training Activities:

Initial Evaluations: Interns will be responsible for conducting clinic intakes, which includes a review of intake questionnaires, diagnostic interviewing and assessment of relevant psychosocial and medical factors.

Outpatient Therapy: Interns will carry a caseload of 4-6 individual outpatient psychotherapy

cases. Client visits are typically 50-60 minutes. Differential diagnoses, treatment formulation and treatment plan will be developed and refined over time in collaboration with the supervisor. Telehealth psychotherapy may be an option for patients in some cases.

Documentation: Interns are expected to complete documentation for initial evaluations within 1 week and all other documentation within 48 hours of client visits.

Theoretical Approaches:

Evidence-based psychotherapies are emphasized in the JDC. Depending on a client's presenting concern and diagnosis and the Intern's interest, approaches may include elements of Cognitive-Behavioral Therapy, Behavioral Activation, Acceptance and Commitment Therapy, Dialectical Behavior Therapy, Motivational Interviewing and Family Focused Therapy for Bipolar Disorder. The use of psychosocial and CBT-based case conceptualization is used to integrate components of these various evidence-based treatments into a treatment plan.

Types of Clinical Approaches:

Clinical activities include diagnostic interviews, standardized screenings for depression, and conducting evidence-based psychotherapies individually and in groups.

Population of Clients:

Clients seen at the JDC range from early childhood to older adults. Due to the clinic specialization in mood and anxiety disorders, the JDC attracts many clients with treatment-resistant mood and anxiety difficulties. Although some clients use private insurance or Medicare, many clients pay for their JDC treatment out-of-pocket. Due to logistical issues with insurance billing, Interns will only see self-pay patients.

Supervision:

Interns will receive supervision with a Licensed Psychologist for at least one hour every week. Supervision will typically focus on formulating diagnoses, case conceptualizations and treatment plans, discussing next steps for follow-up and ongoing patients, discussing issues of professional development and other relevant issues as needed.

Perinatal Behavioral Health Pathways Program

UC Health at the University of Colorado, Anschutz Medical Campus

This rotation allows interns to gain experience working as part of the inpatient consultation-liaison team at University of Colorado Hospital on the labor and delivery and mother-baby units. The hospital is a tertiary care facility and brings in patients from the local community, the state of Colorado and the surrounding 7-state region. UCH houses multiple obstetric care settings, including and obstetric emergency department, labor and delivery unit, antepartum unit (for women with maternal fetal complications), and a mother-baby unit, as well as a Level III NICU. There are nearly 4,000 deliveries per year in the hospital.

The Perinatal Behavioral Health Pathways team of clinicians includes psychologists, licensed clinical social workers, and psychiatrists who collaborate with the medical team to deliver care. Clinicians on the team conduct behavioral health assessments, brief evaluations, and consultation-liaison services and sees patients for a variety of concerns, including positive screens on measures of depression and/or substance use, delivery complications, medically complex pregnancies, and fetal/neonatal loss. In addition to direct patient care, the psychologists on the perinatal behavioral health pathways program engage in team rounds, quality improvement initiatives, program development, and scholarly projects.

Goals

- Develop assessment and brief intervention skills with individuals at risk for or presenting with perinatal mood and anxiety disorders.
- Collaborate and liaison with a multidisciplinary team.
- Build knowledge in perinatal mood and anxiety disorders, perinatal substance use disorders, and risk factors for these conditions.
- Develop and coordinate treatment plans for patients as they prepare for discharge.

Objectives of the Minor Rotation:

- Interns will learn CL skills for working with an acute multidisciplinary team with a focus on the perinatal population.
- Obtain competence in assessment and brief intervention approaches for perinatal mood and anxiety disorders.
- Engage in consultation and liaison services with the medical team, including providing feedback about patient care approaches and trauma-informed care practices.
- Provide psychoeducation about risk factors and symptoms of perinatal mood and anxiety disorders and resources available to patients and families after discharge.

Specific Training Activities

- Behavioral health evaluation and treatment recommendations and care coordination.

- Collaboration and coordination of care with multidisciplinary team and other medical providers.
- Attend rounds and provide feedback as appropriate to care team to promote trauma-informed care.

Theoretical Approaches

Supervisor theoretical approaches include cognitive-behavioral, interpersonal therapy, and infant mental health orientations.

Clinical Approaches

- Diagnostic interviewing.
- Brief individual psychotherapy.
- Care coordination.
- Quality and process improvement.
- Psychoeducation.
- Multidisciplinary collaboration.
- Consultation and Liaison.

Population of Clients

Out of the 7,155 patients admitted to the mother-baby unit in 2020, 6,498 (90%) were from urban/suburban areas of Colorado, thus 10% were from rural/frontier regions and/or out of state. Additionally, 1,703 (24%) had a primarily language other than English, and 4,586 (64%) identified with a race/ethnicity other than white, non-Hispanic.

Supervision

At least one hour of weekly supervision is provided to the intern for initial assessments, brief intervention, and consultation-liaison services. Service delivery typically involves a preceptor model in which the clinician is present to observe a portion of the session and discuss case conceptualization and recommendations in real time. We adopt developmental and reflective supervision approaches and work to align the training experiences with the trainee's professional goals and training background/experiences. Interns will have the opportunity to attend weekly reflective supervision/peer consultation with the perinatal providers in the department of psychiatry. Interns begin by shadowing for orientation and then incrementally advance to a preceptor model.

Psychosocial Oncology

The University of Colorado Hospital (UCH)

The University of Colorado Comprehensive Cancer Center (UCCCC) is the Rocky Mountain region's National Cancer Institute-designated comprehensive cancer center. UCCCC is located on the world renowned Anschutz Medical Campus in Aurora, Colorado. UCCCC encourages and facilitates close cooperation and communication between basic scientists, translational researchers, clinical investigators and social, psychological and other behavioral scientists.

As a psychology intern you will have opportunities to work with adult patients, caregivers, families, and healthcare providers affected by all types of cancer throughout the cancer journey. The psychosocial care of Oncology patients and bone marrow transplant (BMT) recipients takes place in our outpatient Cancer Center clinics, the Cancer Center Infusion Center, in our specialized BMT Infusion Center, and in the University of Colorado Inpatient oncology unit. All are conveniently situated adjacent to one another. This care can include individual, family, couples, and group therapy options. Health psychology and behavioral medicine assessments will be included in training.

The multidisciplinary oncology teams include a psychologist, social workers, nurses, physicians, nurse practitioners, pharmacists, consultants from other services, chaplains, nutritionists, as well as physical and occupational therapists. UCCCC and the BMT program, in particular, identify psychosocial oncology as an integral aspect of the multidisciplinary approach to cancer diagnosis, treatment, and survivorship.

Goals of the Minor Rotation

- Gain experience in the role of a psychologist on a medical team.
- Learn how to collaborate within and contribute to a multidisciplinary team.
- Gain knowledge about the field of psychosocial-oncology and related evidenced-based interventions.
- Learn to conduct health and behavior evaluations, as well as create reports of their findings.
- Increase their knowledge and skills for treating psychological, social, and behavioral issues which occur during the cancer experience.

Objectives of the Minor Rotation

- The psychology intern will learn consultation skills for working with a multidisciplinary team and provide appropriate psych-social collaboration.
- The psychology intern will gain competence in administering health and behavior evaluations to assess for mental and behavioral health issues in an adult population affected by cancer.
- The psychology intern will decide on appropriate, evidence-based interventions and provide psychological and behavioral health interventions in group, individual, family, and couples modalities.

- The psychology intern will observe physicians and nurse practitioners during clinics to learn about medical oncology, hematological malignancies, the blood and marrow transplant process, and multidimensional treatments of cancer and side effects.
- The psychology intern will participate in weekly multidisciplinary team meetings that include all members of the team to gain a sophisticated conceptualization of patients being treated with blood and marrow transplants, including test results, choice of and response to treatment, and further recommendations.

Theoretical Approaches

The range of issues and problems that arise for patients and their family members when faced with a serious, life-threatening illness often requires eclectic therapeutic approaches. In general, the goal is to promote healthy adaptation to the illness and optimal functioning of the patient and family. Cognitive- behavioral, existential, biopsychosocial and family systems theoretical approaches are commonly used to conceptualize and treat patients.

Types of Clinical Approaches

- Brief and long-term psychotherapy
- Adult individual psychotherapy
- Couples & Family psychotherapy
- Group psychotherapy
- Supportive psychotherapy
- Psychoeducation and Multidisciplinary

Population of Clients

Adults referred to the UCCCC have a diagnosis of cancer, which vary in type and stage (severity) of disease. The program attracts and treats patients from a range of ages, ethnic and racial backgrounds, socioeconomic statuses, and from rural and urban settings in Colorado and the Rocky Mountain region.

Supervision

Weekly supervision is provided to the intern for psychosocial assessment and psychotherapy cases. A developmental approach is used: initially the intern will be given reading material about the cancer diagnosis, treatment and transplant process and will follow the psychologist and other team members to promote understanding of the treatment process and the medical environment. Then, the intern will be assigned his/her own patients to follow. At least one hour of scheduled supervision is provided weekly to discuss cases and process one's experiences.

Solid Organ Transplant

University of Colorado Anschutz Medical Campus

Department of Psychiatry Consult Service

Interns participating in a minor rotation through the University of Colorado School of Medicine Department of Psychiatry Consult Service will have exposure to a variety of clinical settings and experiences that align with an interest in health service psychology. The scope of the psychiatry consult service spans all of the inpatient medical services in the University of Colorado Hospital. Licensed psychologists serve as participating members on all organ transplant teams, including liver, kidney, lung, and heart transplant recipients. Additionally, psychologists are designated to the living donor clinic where 100% of all living kidney and liver donor candidates receive psychological assessment and evaluation.

Primary responsibilities occur in the outpatient transplant center where candidates are comprehensively evaluated by the multidisciplinary teams. Additionally, the psychologists receive consultation and evaluation requests for urgent inpatient cases. Psychologists and psychology interns participate as an integral part of multidisciplinary selection committee meetings where they provide consultation on candidates' behavioral health variables and offer recommendations to help patients become more viable candidates. Behavioral health concerns may vary by team although substance use, long-term mismanagement of chronic health conditions, coping deficits, cognitive concerns, and co-morbid psychiatric problems are typical. Psychological assessment of patients often includes comprehensive psychodiagnostic and/or neurocognitive measures. These are utilized to help inform the process referred to as 'risk stratification' in transplant, provide more objective data regarding a patient's candidacy, and to guide treatment recommendations.

Goals

- Experience in the role of a psychologist on a multidisciplinary medical team
- Collaborate and liaison with multidisciplinary team
- Gain knowledge about transplant evaluations, interventions and liaison work with complex medical and psychiatric cases, and how to shape decision-making around specific consult questions
- Acquaintance with ethical concerns and considerations in transplant services
- Develop treatment plans or brief interventions appropriate for inpatient medical settings

Objectives

- Interns will learn consultation and liaison skills for working with a multidisciplinary team
- Gain competence in completing comprehensive psychodiagnostic assessments which may involve the inclusion of neurocognitive and other measures as necessary
- Use appropriate, evidence-based interventions for patients with psychological complications on an inpatient unit
- Learn how to construct consult evaluations on inpatient units involving unique challenges, such as delirium or severe encephalopathy
- Learn best practices in participating as a member of a multidisciplinary medical team

Specific Training Activities

Health Behavior and Psychological assessments: Semi-structured intake assessments to address specific consultation questions and guide treatment plan recommendations with the inclusion of psychological variables.

Psychotherapy: Conduct brief psychotherapeutic interventions for inpatients or post-transplant patients. This may involve in vivo interventions for patients who are experiencing barriers to engagement in recovery.

Treatment team meetings: Participate as an integral member of multidisciplinary selection committees. Interns will coordinate with a team of physicians including surgeons, hepatologists, nephrologists, pulmonologists, infectious disease and anesthesiologists, as well as other ancillary members including occupational therapists, physical therapists, nutritionists and others to determine the best care for transplant candidates or post-transplant patients.

Theoretical Approaches

Interns are encouraged to hone their own approaches using evidence-based practices. Typical situations which arise on both outpatient and inpatient transplant settings require biopsychosocial formulations with targeted brief interventions, such as solution-focused, trauma-based models, addiction recovery, cognitive behavioral, in vivo exposures, mindfulness, as well as adaptation of these interventions to specific cultural and ethnic needs, values, or paradigms.

Types of Clinical Approaches

- Brief and long-term psychotherapy (especially conceptualization)
- Adult individual psychotherapy
- Couples & Family psychotherapy
- Psychoeducation and Multidisciplinary

Population

Patients attending the transplant center span the entire Rocky Mountain geo-region. As the largest transplant center in the Rocky Mountain catchment, it is typical to see patients from rural Colorado, Wyoming, Montana, and New Mexico. The transplant center provides services to a large indigenous population from New Mexico and coordination with Indian Health Services (IHS) may be expected.

Supervision

Weekly supervision is provided to the intern for initial assessments, brief intervention, and psychotherapy. Supervision is conducted using a developmental approach so that the intern's specific training needs are met. Interns begin by shadowing for orientation and then incrementally advance to a preceptor model. At least one hour of supervision is provided weekly to discuss cases and process one's experiences, either immediately following cases or scheduled as needed.

Didactics:
Dr. Marisa Kostiuk

The Clinical Psychology Internship features an informative and interactive didactic seminar series that are held on Mondays from 9:00-12:00.

The aims of the seminar series are to complement clinical training and facilitate further professional development. Seminars are often organized into blocks where a specific topic is covered for multiple consecutive sessions. A diverse range of multidisciplinary presenters from the University of Colorado and surrounding community lend their expertise on an array of topics such as:

Outcomes Oriented Psychotherapy
Motivational Interviewing
Dialectical Behavior Therapy Skills
Multiculturalism
Pediatric Behavioral Health
Mental Health and the Law
Professional Development
Life After Internship and Career Trajectories
Ethics
Cultural Aspects of Case Studies
Integrated Primary Care
Substance Use Disorders
Latino Populations and Primary Care
Spiritual/Existential Approaches to End of Life

Didactics Syllabus
University of Colorado School of Medicine Psychology Internship Program
2022-2023

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Course Objectives:

This course is designed to provide psychology interns with information and education around topics relevant to their future career. Topics are focused around: professional development, ethics, diversity, clinical skills, and/or research skills. Interns will be exposed to a wide range of presenters on a variety of topic areas.

Course Outcome:

Interns will be familiar with and able to utilize information and skills within the outlined topic areas.

Course Description:

Didactics is a required series that will run weekly from 9:00 am-12:00 pm MST on Monday throughout the year. Didactics is structured into two different segments: one geared toward professional development topics and one focused on educational content in ethics, clinical skill building, diversity, and scholarly inquiry.

Professional development topics include anything related to your personal and professional wellness, taking the EPPP, licensure/reciprocity, etc. We also invite psychologists who work outside of academic medical settings or other traditional psychology settings to share their “professional pathway.” Professional development also includes presenting and facilitating a case conference during didactics-- one hour per month will be used for case conference presentations. This can be any kind of clinical case—therapy, testing, or otherwise. Interns will sign up for case presentation times during their orientation to didactics. Starting in April, each intern will also sign up to give a one-hour job talk during didactics. More information about this will be provided as the time nears.

Educational content topics include working with a variety of specific populations, ethical boundaries, using research in practice, utilization of a variety of psychological interventions in practice, etc. All topics are presented by specialists in the topic area, both in and out of the CU system.

In addition to the above, there are several series throughout the year. The various series span approximately three to eight weeks and include Psychologist as Leader, diversity in practice, evidence based-interventions, medication assisted treatment, and addictions psychology.

Logistics:

The schedule and other didactic information can be found at:

<https://ucdenver.egnyte.com/app/index.do#storage/files/1/Shared/DFM/Psychology%20Internship/Didactics>

Information, materials, power points or anything else shared by presenters will be uploaded to this folder.

We will meet in-person in the Benson Board room unless otherwise noted. The Benson Board room is located on the third floor of the Anschutz Health and Wellness Center at 12348 E. Montview. Parking is available for \$1/hour in the adjacent parking lot. The Anschutz Health and Wellness Center is also reachable via public transport using bus lines 15 or 20.

As noted above, didactics will occur in-person. However, we will allow you to attend didactics virtually three times in the year if needed (this does not include days that you are out sick). If you need to attend virtually, the directors of didactics must be notified the week prior. The directors of didactics will not sit in on lectures. On certain specific occasions we might attend but this will not be a regular occurrence. The directors of didactics will lead some of the professional development lectures.

The directors of didactics will organize quarterly meetings with each intern to ensure everyone is on track to be successful in didactics.

Audrey Blakeley Smith will have monthly drop-in office hours on Mondays from 8:00-9:00 am.

Policies & Procedures

Diversity Considerations:

As a program we are constantly striving to make all our training environments inclusive and supportive for trainees. We will do our best to create an environment where trainees feel comfortable asking questions, providing and receiving feedback, and further developing their professional identities. We also recognize that multiple forms of oppression as well as systems of oppression exist within our communities and as a result, we are actively working to create safe and comfortable learning environments for everyone. Consequently, the co-directors of didactics will ask each presenter to prioritize diversity in their presentations.

If you experience or witness a biased event or microaggression there are several avenues that can be taken if you decide to communicate your concerns. Firstly, we encourage you to directly address your concern with the relevant person/speaker. However, if you are not comfortable discussing your concerns with the relevant person, you can speak with the directors of didactics. The directors of didactics will then communicate the expressed concerns to the relevant person/speaker. If the concern occurred with a speaker and you do not want to speak to the directors of didactics about your concerns, you may write your concern in the speakers' online evaluation—please note that feedback provided on the online evaluation form is anonymous so we will not be able to address this directly with you unless you specifically indicate wanting to be followed-up with on your evaluation form.



Anschutz Medical Campus: Policy and Procedures

Code of Conduct

This Code of Conduct states the university's commitment to upholding the highest ethical, professional, and legal standards. As described below, University of Colorado employees must be cognizant of and comply with the relevant policies, standards, laws, and regulations that guide their work.

<https://www.cu.edu/sites/default/files/aps/80760-aps-2027-code-conduct/aps/2027.pdf>

Americans with Disabilities Act (ADA) Compliance

The goal of the Americans with Disabilities Act (ADA) is to ensure that individuals with disabilities are not discriminated against or denied equal access to the same programs, services, and facilities available to others.

The University of Colorado Denver | Anschutz Medical Campus is required to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment, and for persons who participate in or apply for participation in the University's program and activities.

Interns are considered university employees. If you are an employee at the University of Colorado Denver | Anschutz Medical Campus and need to make an application for accommodations or need information regarding the ADA, contact:

HR.ADACoordinator@ucdenver.edu

The Office of Equity

Discrimination and Harassment: Unlawful discrimination and harassment has no place on the CU Denver | CU Anschutz Campus and offends the University's core values, including a commitment to equal opportunity and inclusion. All University employees, faculty members, students and community members are expected to join with and uphold this commitment.

Robust discussion and debate are fundamental to the life of the University. Consequently, this policy shall be interpreted in a manner that is consistent with **student academic freedom policy** as defined in Regent Law, Article 5D.

- <https://www.ucdenver.edu/offices/equity/university-policies-procedures/discrimination-and-harassment>

The Office of Professional Excellence (OPE)

The CU Anschutz Office of Professional Excellence (OPE) provides a private resource to obtain a fair and equitable process and resolution for all matters pertaining to professionalism concerns regarding residents, fellows, staff members, and faculty in any school or college on the Anschutz Medical Campus.

The primary goal is to help those who have been involved in an incident to return to being valued and productive members of the Anschutz Medical Campus community. It is NOT to provide discipline or to be punitive, but rather to help work through those things which will most benefit a full and realistic recovery from difficult situations.

To provide a safe environment for reporting a lapse in professionalism, there are a variety of ways to contact the OPE:

- Phone: 303-724-4PRO (4776)
- E-mail: Professionalism@cuanschutz.edu
- Online Report Form
- <https://www.cuanschutz.edu/offices/professionalism>

The Office of Professional Risk Management

If you are looking to report a **patient occurrence**, request verification of **professional liability insurance**, or if an attorney has contacted you regarding care that you provided, please contact the office of Professional Risk Management at 303-724-7475 or PRM@ucdenver.edu.

- <https://www.cu.edu/risk/contact-us>

The Ombuds Office: Helping You Navigate Conflict

The Ombuds Office acts as a no-barrier, first-stop for students, faculty and staff seeking guidance, information and insight from a trusted advisor who is:

- **CONFIDENTIAL** We will protect your identity and the information you share and are not compelled to share details of any conversation with the University. Our only exception is imminent harm to self or to others.
- **INDEPENDENT** We are not affiliated with any other office or department at the University, but exist to present solutions and guidance that is independent of external and internal forces.
- **IMPARTIAL** We do not take sides, but work to address issues in a way that allows everyone involved in a dispute to be treated fairly and in good faith.
- **INFORMAL** Visiting us doesn't trigger a formal course of action often typical of HR or legal processes. Engaging an Ombuds is always "off the record".
- **VOLUNTARY** No one can be prohibited from visiting the Ombuds Office, nor can anyone be compelled to use our services.

<https://www.ucdenver.edu/offices/ombudsoffice>

University of Colorado School of Medicine
Department of Family Medicine Psychology
Internship Program

Policy on Due Process for Intern Evaluation and Grievances

This document provides guidelines for the evaluation of interns, grievance procedures, and the management of problematic performance or conduct. These guidelines are consistent with accreditation standards of the American Psychological Association and the policies of the University of Colorado. These guidelines emphasize due process and assure fairness in the program's decisions about interns, and they provide avenues of appeal that allow interns to file grievances and dispute program decisions.

THE EVALUATION PROCESS

The Psychology Internship Program assesses each intern's performance on a continuing basis. On a quarterly basis, supervisors provide written evaluations and meet with the intern to discuss the assessments and offer recommendations. After meeting, the supervisor and intern sign the written evaluation and forward it to the intern's Advisor, who reviews all of the evaluations with the intern. The Advisor summarizes the evaluations and forwards the evaluations and a brief written summary to the Training Director. The Training Committee meets quarterly to assess progress of all interns.

COMMUNICATION WITH INTERNS' HOME GRADUATE PROGRAMS

The Training Director communicates with each intern's sponsoring graduate program about the intern's activities and progress. Mid-year, the home graduate program receives information about the intern's training activities. At the end of the internship year, the home program receives a summary of the evaluation, indicating whether the intern has successfully completed the internship. At any time that problems arise casting doubt on an intern's ability to successfully complete the internship, the Training Director will inform the sponsoring graduate program. The home program will be encouraged to provide input to assist in resolving the problems.

DEFINITION OF PROBLEMATIC PERFORMANCE AND/OR CONDUCT

The program defines *problematic performance* and *problematic conduct* as follows. *Problematic performance* and/or *problematic conduct* are present when there is interference in professional functioning that renders the intern: unable and/or unwilling to acquire and integrate professional standards into his/her repertoire of professional behavior; unable to acquire professional skills that reach an acceptable level of competency; or unable to control personal stress that leads to dysfunctional emotional reactions or behaviors that disrupt professional functioning.

Guiding Principles to Ensure Due Process

The following principles serve to ensure that decisions made by the training program about interns are not arbitrary or personally based. These principles ensure that the intern is provided ongoing and meaningful feedback, opportunities for remediation, and information about appeals procedures.

- Presenting interns with written documentation of the program's expectations related to professional and personal functioning
- Stipulating the procedures for evaluation, including when and how evaluations will be conducted
- Articulating the various procedures and actions involved in making decisions regarding problem behaviors
- Communicating with interns early and often about how to address problem behaviors
- Instituting a remediation plan for identified inadequacies (including the competency domain(s) in which performance is not adequate), target behaviors, expectations for acceptable performance, steps for remediation, supervisors' responsibilities, time frame for expected remediation, and consequences of not rectifying the inadequacies.
- Providing a written procedure to the intern that describes how the intern may appeal the program's action
- Ensuring that interns have sufficient time to respond to any action taken by the program.
- Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
- Documenting, in writing and to all relevant parties, the action taken by the program and its rationale. Interns and faculty will sign any written action and evaluation.

Formally Addressing Performance Problems

This section addresses the sequence of supervisory actions to be taken when performance problems are identified. Attention is paid to remediation strategies that may be used to address these problems. Finally, there is a discussion of formal grievance procedures.

Supervisory Actions

If competence problems are noted by an intern's supervisor, the following procedures will be initiated:

- The intern's supervisor(s) will meet with the intern's Advisor and the Training Director to discuss the problem and determine what action needs to be taken.
- The intern will be notified, in writing, that such a review is occurring and will have the opportunity to provide an oral or written statement.
- In discussing the problem and the intern's response, the Training Director may adopt any one or more of the following methods or may take any other appropriate action.
 - Issue a verbal warning to the intern that emphasizes the need to engage in recommended amelioration strategies in order to alter the competence concern (as opposed to problem). No written record of this action is kept.

- Issue a "Performance Notice" which formally indicates that the faculty is aware of and concerned with the intern's performance, that the problem has been brought to the attention of the intern, that the faculty will work with the Intern to specify the steps necessary to rectify the competence problems, and that the behaviors are not significant enough to warrant serious action. Remediation strategies described below should be implemented at this time. A signed copy of the Remediation Plan will be kept in the intern's file, as will the Performance Notice.
 - Issue a "Probation Notice" which defines a relationship such that the faculty actively and systematically monitors, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problem behavior. The intern must be provided with a written statement that includes: a description of the actual problem behaviors, the specific recommendations for rectifying the problem, the time frame for the probation during which the problem is expected to be ameliorated, and the procedures designed to ascertain whether the problem has been appropriately rectified. Additional remediation strategies must be implemented at this time. A signed copy of the Probation Notice and the revised Remediation Plan will be kept in the intern's file.
 - Take no further action and inform all parties of this decision.
- The Training Director will then meet with the intern to review the action taken. If placed on probation, the intern may choose to accept the conditions or may challenge the decision. The procedures for challenging the decision are presented below (see **Procedures for Appeal by an Intern**).
 - Once the Performance Notice or Probation Notice is issued by the Training Director, it is expected that the intern's performance will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty, the intern and other appropriate individuals will be informed and no further action will be taken.
 - If it is determined that the conditions for revoking the probation status have not been met, the faculty may take any of the following actions:
 - Continue the probation for a specific time period, with written notice to the intern of ongoing steps that must be taken to ameliorate the problem in the specified time frame.
 - Issue a written "Suspension Notice" stating that the intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved.
 - Issue a written "Warning Notice" stating that if the problem behavior does not change, the intern will not meet criteria for internship graduation.
 - Issue a written "Termination Notice" that the intern will be terminated from the internship program as of the date specified in the notice.

When a combination of the aforementioned interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, including such actions as:

- Communicating to the intern that he or she has not successfully completed the internship, with the possibility of continuing an additional year.
- Terminating the intern from the training program. This includes issuing of a “Termination Notice.” This information will be communicated to the intern’s graduate school faculty.

Remediation Strategies

It is important to have meaningful ways to address performance problems once they have been identified. The training program therefore, in conjunction with the intern, will formulate strategies for remediation of such problems and will implement such strategies and procedures.

Several possible and perhaps concurrent courses of action designed to remediate problems include, but are not limited to, the following. These remediation strategies may also be used when addressing competence concerns as well. All of these remediation strategies need to be appropriately documented and implemented in ways that are consistent with due process procedures.

- Increasing supervision, either with the same or other supervisors.
- Changing the format, emphasis, and/or focus of supervision.
- Strongly recommending personal therapy (the Training Director and other faculty have lists of therapists willing to work with Interns at a reduced rate).
- Reducing the intern's clinical or other workload or modifying their schedule in other ways.
- Requiring specific academic coursework or independent study.
- Recommending, when appropriate, a leave of absence and/or a second internship.
- Recommending and assisting in implementing a career shift for the intern.

Grievances Initiated by Interns

Situations may arise in which an intern has a complaint or grievance against a faculty member, staff member, other trainee, or the program itself, and in which the intern wishes to file a formal grievance if he/she feels that the informal grievance process has not effectively resolved the situations. The following steps are intended to provide the intern with a means to resolve perceived conflicts that cannot be resolved by informal means. The program leadership will do its best to ensure that interns who pursue grievances in good faith will not experience adverse personal or professional consequences. Nothing here precludes attempted resolution of difficulties by adjudication at a clinic, hospital, or university level.

- Prior to filing a formal grievance, the intern should raise the issue with the supervisor, staff member, other trainee, intern’s Advisor or Training Director in an effort to resolve the problem.
- If the matter cannot be resolved, if it is inappropriate to raise the matter with the other individual, or if the intern fears potential repercussions, the issue should be brought to the attention of the intern’s Advisor or Training Director. If the Training Director is involved in the grievance or is unavailable, the issue should be raised with the intern’s Advisor, who may function as the Director in responding to the complaint.
- The intern’s Advisor or Training Director will initially attempt to mediate the complaint between the parties involved.
- If the intern’s Advisor or Training Director can not resolve the matter, the intern’s

Advisor or Training Director will choose a faculty member, agreeable to the intern, and request that individual mediate the matter. Written material will be sought from both parties.

- If mediation fails, the Training Director will convene a Review Panel within 30 days of receiving the written complaint. The panel will consist of the Director, two faculty members selected by the Director, and two faculty members selected by the intern. Any party involved in the dispute may not serve on the panel. The Review Panel will review all written materials (from the intern, other party, mediation). A review hearing will be conducted, chaired by the Training Director, in which evidence is heard. All parties in the dispute retain the right to be present at the hearing, to hear all facts, and to dispute any evidence or claims presented. Within 15 days of the completion of the review hearing, the Review Panel files a written report, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote of the five panel members. The intern is informed of the recommendations by the Training Director and receives a copy of the panel report. Recommendations of the Review Panel are forwarded to the appropriate University, Clinic, or Hospital administrator for review and response. It is the responsibility of the Training Director to follow-up on the response to these recommendations.

Procedures for Appeal by an Intern

Interns who wish to contest supervisory actions and decisions must submit a written challenge to the Training Director within 15 days of receipt of the faculty decision. Failure to submit a written challenge within 15 days will be taken as assent to the supervisory actions and decisions. Once a written challenge is received, the following steps will occur:

- The Training Director will convene a Review Panel consisting of the Director, the intern's Advisor and one faculty member selected by the Director, and two faculty members selected by the Intern.
- A review hearing will be conducted, chaired by the Training Director, in which evidence is heard from the faculty supervisor, who has the right to be present at the hearing. The intern retains the right to be present at the hearing, to hear all facts, and to dispute or explain his or her behavior.
- Within 15 days of the completion of the review hearing, the Review Panel files a written report, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote of the five panel members. The intern is informed of the recommendations by the Training Director and through receipt of a copy of the panel report.
- If the Review Panel finds in favor of the intern, no further action against the intern is taken. The Training Director will consult with the intern's Advisor and the intern's major and minor rotation supervisors concerning the decision.
- If the Review Panel finds in favor of the faculty supervisor, the original supervisory action is implemented.
- The Review Panel may, at its discretion, find neither in favor of the supervisor nor the intern. It may instead modify the original supervisory action or issue and implement its own action. In this instance, the Training Director will consult with both the faculty supervisory and the intern concerning the decision.

- Decisions of the Review Panel may be appealed to the Chair of the Department of Family Medicine that employs the intern. A further appeal may be directed to the Senior Associate Dean for Clinical Affairs (or designee) of the University of Colorado School of Medicine. The decision of the Dean is final.

2018 Standard of Accreditation (SoA)
Competency Benchmarks in Professional Psychology

Intern name: _____

Rotation: _____

Major or Minor Rotation _____

Dates of rotation: _____

Supervisor/s: _____

Assessment Methods used (check all that apply)

<i>Direct Observation</i>	<i>Review of Written Work</i>	<i>Discussion of Clinical Interaction</i>
<i>Video tape</i>	<i>Review of Raw Test Data</i>	
<i>Audiotape</i>	<i>Review of Process Notes</i>	<i>Feedback from other staff</i>
<i>Case Presentation</i>		

COMPETENCY STANDARDS

Use the following scale to make ratings in all areas listed below that are applicable to the intern's training on this rotation. *It is expected that most interns will progress from 2 - 4 over the course of the training year. The following is required:*

End of first quarter, intern must have an average of 2 or better within each domain

End of second quarter, intern must have an average of 3 or better within each domain

End of third quarter, intern must have an average 3 or better within each domain

End of fourth quarter, intern must have an average 4 or better within each domain

- | | |
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| 1 | Development lags expectations, remedial action required
Trainee exhibits basic knowledge, skills, and abilities, but requires remedial training and direction in specific areas of weakness and/or lack of prior experience. Direct observation and modeling may be required for certain clinical activities. Scores in this range may require a remediation plan and always trigger a review by Training Director and Training Committee. |
| 2 | Development lags expectations, address within supervision
Trainee exhibits basic knowledge, skills, and abilities, but requires close supervision for unfamiliar clinical activities and/or novel circumstances. Direct observation and modeling may be required for new experiences. |
| 3 | Developing as expected towards basic competency; requires regular supervision |

	Trainee generalizes knowledge, skills, and abilities across clinical activities and settings. Can engage in routine clinical activities with minimal structure, but may need closer supervision for more complex situations. Direct observation and modeling is rarely required.
4	Achieved basic competency; supervision is needed only for non-routine cases Trainee consistently integrates knowledge, skills, and abilities into all aspects of professional service-delivery. Able to engage in less familiar clinical activities, and function proactively and independently in most contexts. Prepared for entry level practice and professional licensure.
5	Achieved advanced competency; comparable to independent practice Trainee is ready for independent practice and can handle complex situations with minimal consultation. Sound critical thinking/judgment evident overall.

COMPETENCY 1: RESEARCH COMPETENCY

Trainees need to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (case conference, presentations, publications) at the local (including the host institution), regional, or national level. Program evaluation projects that involve the analysis of data are considered research.

	Evaluation Period	1	2	3	4
1	Demonstrates knowledge of readings in seminars and case conferences				
2	Integrates scientific knowledge during supervision and case conferences				
3	Applies knowledge and understanding of scientific findings into clinical care				
4	Disseminate research through presentation at case conferences, seminars, and in supervision				
	Average				

COMPETENCY 2: ETHICAL AND LEGAL STANDARDS COMPETENCY

Trainees respond professionally in increasingly complex situation with greater degree of independence across levels of training, including knowledge and in accordance with APA Code and relevant laws, regulations, rules, policies, standards, and guidelines

	Evaluation Period	1	2	3	4
1	Demonstrates understanding of the Ethical Guidelines through his/her conversations in supervision, approach to ethical dilemmas in patient care and contributions to case conferences and seminars.				
2	Recognizes ethical dilemmas as they arise, and applies ethical decision-				

3	making processes in order to resolve them				
	Seeks consultation appropriately when confronted with ethical dilemmas				
	Addresses reporting issues with patients/caregivers and handles these issues in a sensitive and therapeutic manner				
4	Average				

COMPETENCY 3: INDIVIDUAL AND CULTURAL DIVERSITY COMPETENCY

Trainees must demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. They demonstrate knowledge, awareness, sensitivity and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

Cultural and individual differences and diversity is defined as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Self-Awareness

Evaluation Period		1	2	3	4
1	Demonstrates understanding of the ways in which his/her own life and background affects his/her perceptions of and work with patients from a wide range of backgrounds				
2	Demonstrates understanding that diversity applies to a broad range of categories including, but not limited to, race, religion, ethnicity, age, sexual preference, socioeconomic status, geographic origin, type of family, etc.				
3	Addresses these issues as a means of facilitating treatment when it is necessary to do so				
4	Recognizes when his/her patients or families are responding to him/her based on such differences (e.g. when it might be interfering with the formation of a therapeutic alliance) and addresses these concerns				

Patient Life Experience

1	Is familiar with important aspects of the lives of his/her patients – e.g. the degree to which poverty might affect a				
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2	patient's ability to attend therapy on a regular basis				
	Provides referrals to community resources that might be more consistent with their patients' "world view" than psychological services (e.g., supports patient in accessing a religious leader with power in the community).				
	Evaluates the treatments he/she is using in the context of their applicability to the population he/she is seeing				
	Is conversant with literature and research that helps him/her evaluate the applicability of his/her therapy techniques to the population they are seeing.				
Application of Cultural Knowledge					
1	Questions his/her patients and families in a non-threatening way about aspects of their lives that he/she does not understand				
2	Follows appropriate boundaries when children or families ask about his/her background or personal life				
3	Addresses issues of cultural difference especially when such differences are interfering with clinical care				
4	Demonstrates cultural competence during supervision and case presentations				
5	Incorporates relevant literature addressing issues of diversity including as it pertains to interpreting psychological testing				
6	Chooses tests appropriate to the population he/she is testing				
7	Interprets psychological test in the context of relevant issues of diversity				
	Average				
COMPETENCY 4: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS					
Demonstrate maturing professional identities and senses of themselves as "Psychologists" and awareness of and receptivity in areas needing further development					

Professional Responsibility

Evaluation Period		1	2	3	4
1	Is well prepared for supervisory meeting and uses supervision effectively				
2	Takes initiative to meet the needs of patient and families.				
3	Effectively engages with staff and clinical team members.				
4	Completes all assigned tasks (e.g., progress notes, reports) in a timely manner				
5	Sets work priorities appropriately and independently				
6	Responsibly adheres to institution policies (e.g., leave, dress code, etc.)				

Use of Reflective Practice, Self-Assessment, and Self-Care in Professional Development

1	Actively engages in self-reflection regarding performance and interactions with staff and patients				
2	Is open and non-defensive in accepting feedback				
3	Exhibits awareness of professional and personal barriers to professional development and engages in self-care				
Average					

COMPETENCY 5: COMMUNICATION AND INTERPERSONAL SKILLS

Develop effective communication skills and the ability to perform and maintain successful professional relationships

Multi-disciplinary Collaboration

Evaluation Period		1	2	3	4
1	Collaborates effectively as a member of a team and with other disciplines/health professionals				
2	Communicates effectively, both orally and in writing				

Interpersonal Skills

1	Relates to patients, colleagues, supervisors, and other health professionals				
2	Demonstrates the ability to work collaboratively				

3	Handles differences with staff and clinical team members tactfully and effectively				
4	Maintains appropriate boundaries with patients				
	Average				

COMPETENCY 6: ASSESSMENT COMPETENCY

Trainees develop competence in evidence-based psychological assessment with a variety of diagnoses, problems and needs

	Evaluation Period	1	2	3	4
1	Diagnostic interviewing skills				
2	Selects and applies assessment methods supported by the empirical literature				
3	Administration/scoring of psychological assessment instruments				
4	Interpretation of psychological tests and case conceptualization				
5	Assesses risk for harm to self and others				
6	Clarity and conciseness of report writing				
7	Integration of behavioral observations, historical data, medical records and other non-test based information				
8	Formulates appropriate recommendations				
9	Communication of results (e.g., to patient, family members, other professionals)				
	Average				

COMPETENCY 7: INTERVENTION COMPETENCY

Demonstrate competence in evidence-based interventions consistent with a variety of diagnoses, problems and needs and across a range of therapeutic orientations, techniques, and approaches

Formulation of a Treatment Plan

	Evaluation Period	1	2	3	4
1	Establishes and maintains an effective therapeutic alliance				
2	Formulates useful case conceptualization				
3	Formulates specific treatment recommendations based on his/her case conceptualization				

4	Formulates treatment plans that are appropriate to the individual's age, culture, and developmental/educational level				
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Implementation and Monitoring of a Treatment Plan

1	Effective and flexible adaptation and application of therapeutic strategies				
2	Awareness and use of current literature and research in intervention				
3	Monitors or evaluates progress of intervention using appropriate measures or methods				
4	Formulate changes in treatment as necessary				
Average					

COMPETENCY 8: SUPERVISION

The supervision broad competency domain is completed by an adjunctive evaluation by the supervision seminar instructor. Supervision related items vis a vis clinical work are evaluated in other broad competency domains in this evaluation.

Evaluation Period		1	2	3	4
1	Demonstrates knowledge of supervision models and research				
2	Demonstrates beginning to intermediate competence as a supervisor of practicum students				
3	Acts as a mentor to practicum students				
4	Acts as a professional role model with practicum students and maintains responsibility/accountability for activities overseen as an intern supervisor				
Average					

COMPETENCY 9: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Demonstrate knowledge applying 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.

Evaluation Period		1	2	3	4
1	Conducts consultation with skill and knowledge				
	Maintains a climate of mutual respect and shared values in regards to interprofessional practice. This includes appreciation and integration of contributions and perspectives of other professions.				
2					
3	Use knowledge of one's own role and those of other professions to appropriately assess and address (i.e., coordinate) the healthcare needs of patients and populations served.				
	Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of illness				
4					
Average		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Please provide a summary of the intern's strengths and weaknesses. In particular, please address all ratings of 2 or lower.

Required Signature Form For Each Major and Minor Rotation for Each Quarter

This is required to be completed and uploaded by the intern to their Egnyte folder

<i>Please check one of the following</i>	
	The intern HAS successfully met the above competency goals. We have reviewed this evaluation.
	The intern HAS successfully met the above competency goals, yet would benefit from additional steps to ensure continued growth in some areas of relative weakness. This evaluation has been reviewed and the Director of Training has been notified. The Training Director will discuss these areas with this Intern and in collaboration with the supervisors, come up with a training plan that will augment the Intern's training experience to further develop these areas of relative weakness. This will be written in memo form, signed by Supervisor, Training Director and Intern and placed in Intern's file. <u>It does not indicate</u> that the Intern is on formal remediation. If this box is checked as part of the final evaluation, the memo outlining the training plan will be shared with the supervisors on the Intern's next rotations.
	The intern HAS NOT successfully met the above competency goals. Remedial steps will be necessary as outlined in the Due Process section of the Psychology Training Policy.

Please have all parties sign and date:

Supervisor _____ Date _____

Supervisor _____ Date _____

Director of Training _____ Date _____

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Intern _____ Date _____

Holiday Schedule 2022-2023

University of Colorado Anschutz Holiday Calendar	2022-2023
Independence Day	Monday, July 4 th 2022
Labor Day	Monday: September 5, 2022
Thanksgiving	Thursday: November 25 2022
Friday after Thanksgiving	Friday: November 25, 2022
Floating Holiday	Friday: December 23, 2022
In Observance of Christmas	Monday: December 26, 2022
In Observance of New Years	Monday, January 2, 2023
Martin Luther King Jr Day	Monday: January 16, 2023
President's Day	Monday: February 20, 2023
Memorial Day	Monday: May 29, 2023
Juneteenth Day	<p>This was approved in 2022 as a floating holiday, but please stay tuned for updates on the below website for 2023:</p> <p>https://www.cu.edu/employee-services/holidays</p>

Leave Policy

Sick Leave

Interns may have 5 sick days for leave. Interns are encouraged to seek medical attention as necessary so that they may best serve their patients and attend to assigned duties. Sick leave may not be used in lieu of vacation, and such substitution is strictly prohibited.

Vacation

Interns are granted 11 university holidays (please see attached holiday schedule) and 11 days for paid vacation. Leave should be scheduled as far in advance as possible to maintain compliance with duty hours and clinic schedules. Leave must be approved by major rotation, minor rotation, director of didactics, and the training director. Leave must also be in keeping with internship policies and should be scheduled such that internship training experiences are not negatively impacted (i.e., if a minor rotation is only one day a week and that day is consistently requested off, that leave request may be denied as would take place for overuse of Monday leave requests given didactics). Before starting leave, an intern must have completed all patient medical records in the hospitals and clinics.

Professional Development

5 professional days are provided for use for professional activities such as post-doc interviews, conferences, dissertation defense, graduation, etc. Professional leave may not be used for vacation time and must be authorized by the intern's major rotation supervisor and training director.

Bereavement

3 days of leave are provided to those who experience close, personal loss over the course of internship.

Public Health Emergency Leave for Covid:

We are currently following public health emergency leave for COVID (up to 80 hours that doesn't count against your regular sick time that is authorized once within the internship training year) that must be approved by Human Resources and is only authorized over the life of the state authorization:

https://ucdenverdata.formstack.com/forms/publichealthemergencyleave_application

Medical Leave of Absence

During your time at the University of Colorado Anschutz, you may experience life situations, or medical and/or psychological conditions that significantly interfere with your ability to complete internship. In these instances, it may be necessary to take time away from CU Anschutz to focus on your health. A medical leave of absence is intended to provide you with the opportunity to fully attend to your health and wellbeing and will be approved through Human Resources and the training director.

Procedure for Requesting Leave

All interns must email their major rotation supervisor, minor rotation supervisor, director of didactics, training director, and psychology internship coordinator to request leave. Leave is subject to denial if it interferes with an essential clinical training opportunities. In addition, leave cannot be taken the last two weeks of internship to ensure that all required clinical and administrative tasks are completed prior to internship completion.

Inclement Weather Policy

Our internship houses rotations at many different sites. Interns will defer to the closure schedule of the rotation site they are scheduled to attend that day given that weather conditions may differentially impact closures across the city. If a site is not officially closed due to weather, then the expectation is that the intern would arrive at that site for a regular work day. Working from home in this situation does not substitute for live clinical provision of services and would require the intern to request and use a vacation day.

The Ancora Imparo*

Award

Established by:	2008-2009 intern cohort
Annually Awarded:	To a teacher, supervisor, mentor, or advisor for outstanding and inspirational contributions to intern training
Awarded By:	Graduating intern cohort
Presented at:	Annual Graduation
Nomination Process:	Initiated at the end of third quarter of internship year by intern cohort
Eligibility:	Any professional, regardless of discipline, who is involved in the teaching, supervision, mentoring, or advising of one or more interns and is in good standing with the university.
Nomination Criteria:	<ol style="list-style-type: none">1) Models a professional identity characterized by integrity and lifelong learning2) Displays an engaging and motivational teaching approach3) Encourages one or more interns to integrate a broad definition of multiculturalism into the practice of psychology4) Not the previous year's recipient (i.e., no one may receive the award two years in a row)
Selection Process:	<ol style="list-style-type: none">1) <u>Any number</u> of individuals can <u>be nominated by</u> interns2) Intern cohort discusses nominations with respect to nomination criteria and retains individuals who meet criteria3) Each intern places an anonymous vote for one retained individual into a "hat"4) Votes are tallied to determine recipient5) In case of a tie, only the tied individuals should be included in a new vote (e.g., if three nominees were initially voted on and two of them tied for most number of votes, only those two should be included in a new vote)6) In the event of a tie following a new vote, multiple recipients may be named
Recipient Recognition:	Name engraved on traveling annual recipient award plaque, to be displayed by recipient during the subsequent internship year

*translation from Latin = I am still learning.

Helpful Links

Interactive Map of the CU Anschutz campus

<https://www.cuanschutz.edu/about/cu-anschutz-map>

Campus Community Health (CCH)

Campus Community Health (CCH) is designed to meet convenient care needs of anyone who works or studies on campus. The CCH strives to enhance a multi-disciplinary care experience for students by providing a spectrum of physical and behavioral healthcare in an integrated care model, thereby exposing future scientists, health professionals and public health practitioners to seamless and coordinated systems of care.

Services: Behavioral/mental health care and physical health care

Hours: Mental health providers are available Monday through Friday – 9:00 a.m.-7:00 p.m. and

Saturday 9:00 a.m.-1:00 p.m. (on a trial basis; check the website for current hours); walk-in hours have been specifically dedicated for student mental health care during hours of greater demand, i.e., Monday through Friday 10:00-11:00 a.m. and 3:00-4:00 p.m.

Note: We are accepting new patients at this time. CCH is open by appointment and here to meet all your primary care needs. All visits require an appointment by calling 303-724-6242.

Modified Hours of Operation:

Tuesdays 8:00 am – 5:00 pm

Thursdays 9:00 am – 1:00 pm

(closed 1-2 for lunch)

Additional telehealth appointments available outside of these hours, please call for availability.

You may also be seen at the [Bellevue Point Clinic](#) at 5001 S. Parker Rd. #215, Aurora, Colorado by calling 303-315-6200.

<https://nursing.cuanschutz.edu/patient-care/campus-community-health>

CU Faculty and Staff Mental Health Clinic.

Phone: (303) 724-4987

While the Faculty and Staff Mental Health Clinic is currently only available to faculty and staff employed at CU Anschutz, we are working with our hospital partners to create an entry point of mental health care

for hospital staff members. At this time, however, staff at our hospital partners can access mental health services in the following ways:

- UCHHealth staff: <https://thesource.uchealth.org>
- Children's Hospital Colorado staff: 844-236-5178
- VA staff: magellanassist.com/default.aspx
- CSEAP (Colorado State Employee Assistance Program) 1-844-493-8255
 - <https://www.colorado.gov/c-seap>

CU Anschutz Health and Wellness Center:

Join us for a warm, supportive, and welcoming wellness community. Train with our world-class fitness specialists, relax in our therapy pool and hot tub, recover and heal with our amazing integrative bodywork team, and so much more. When you become a member, you get:

- UNLIMITED access to 45+ weekly [group fitness](#) classes
ONE FREE 50-Minute Fitness Consultation
PREFERRED PRICING on [massage](#) and other [wellness services](#)
FREE WEEKLY cooking classes
ACCESS to our elite [fitness professionals](#)

We would love for you to join our unique wellness community! Check out the options below, or call us at 303-724-8221 to get started or visit <https://anschutzwellness.com/>

CU Anschutz Strauss Library

<https://library.cuanschutz.edu/about/strauss-library>

CU Off Campus Housing

<https://www.cuanschutz.edu/student/resources/housing>

Developmental Psychobiology Research Group

<https://medschool.cuanschutz.edu/psychiatry/programs-centers/dprg-seminars>

DPRG is a group of researchers who meet regularly to share their ideas and knowledge with the goals of mutual stimulation, collaboration and support. Twice monthly, DPRG members present their ideas and work, which may include anything from the initial broad strokes of a project to the final summaries of a completed study. The meetings also provide a forum for presentations by visiting researchers.

The group would like to invite new participants, including graduate and postdoctoral students, staff and faculty. Members come from any of the educational and research institutions in the Denver area and front range. Members are psychologists, physicians, and biologists, as well as members of other disciplines who are engaged in research related to developmental processes.

The DPRG is able to fund small grants for its members, typically as seed money to explore new ideas and for supplemental funds for continuing projects. The only requirement for becoming a DPRG member is attendance at 50% of the meetings within any 12 month period. Funds are awarded on a competitive

basis. Fellowships, funded by the NIMH, are awarded annually to postdoctoral students who wish to work with DPRG faculty members.

University Child Care Resources:

<https://www.cuanschutz.edu/student/resources/child-care>

University IT Services

<https://www.cuanschutz.edu/student/resources/technology#:~:text=If%20you%20are%20still%20unable%20to%20connect%2C%20contact,web%2C%20see%20OIT%27s%20page%20on%20email%20and%20webmail.>

If you have a technology issue or need to report an outage:

Email: UCD-OIT-HELPDESK@ucdenver.edu

Phone: 303-724-4357 (4HELP on campus)

Hours of operation are Monday through Friday, 7:30 a.m. - 5:00 p.m.

University Police

At CU Anschutz Medical Campus, call 9-1-1 from a campus phone or 303-724-4444 from a non-campus phone.

University Risk Management, Worker's Compensation

Psychology interns are required to promptly report all occupational injuries and exposures without delay. For non-emergency or follow-up medical care for work related injury/illness, go to one of the CU Designated Medical Providers (Concentra, HealthOne, Arbor, Workwell, CCOM). Their contact information is on the URM website on the workers' compensation information page. If injury is after hours or while traveling, go to the nearest urgent care facility or medical emergency room, then contact University Risk Management (888) 812--9601 or (303) 860--5682 for further instructions.

<https://www.cu.edu/risk/services/workers-compensation>

Expense Reimbursement

Setting up your profile online for the Concur Travel & Expense system. The instructions follow below:

You will need to set up your Concur Travel & Expense profile. This will allow you to enter all of your information once (including frequent flyer and hotel traveler programs), which will eliminate the need to provide it every time you travel. In addition, it will allow you to delegate a travel arranger, who will be able to book trips for you. To set up your Concur travel profile, navigate to the Concur Travel system:

1. Log in to the myCU portal
(<https://portal.prod.cu.edu/UCDAccessFedAuthLogin.html>)
2. Click on the “Quick links” orange circle icon on the right
3. Click on the “Concur Travel & Expense” to open the Concur system
4. Click on the “Profile” upper right corner then the “Profile Settings”
5. Fill out as much as possible. The following is what is required to allow you to book travel:
 - a. Name as it appears on government-issued ID
 - b. Employee ID, supervisor, email address c. One contact phone number
 - d. Gender
 - e. Date of birth
6. Left side panel under Expense Settings, select “Expense Delegates”
 - a. Click “Add an Assistant”.
 - b. Click “Add” type Lyon and search for Jesse S Lyon (might be under Jessica S Lyon) then select add.
 - c. Make sure Laura Washington “Can Prepare” and “Can Review Receipts”
 - d. Most important part hit “SAVE”

Once all this has been completed, you are ready to go.