

### **Aim**

*The aim of the Nevada Psychology Internship Consortium (NV-PIC) is to prepare doctoral psychology interns to 1) provide, with cultural humility, broad psychological services to underserved clients in the Nevada public behavioral health system and 2) retain NV-PIC graduates to continue to serve the people of Nevada.*

### **Program Structure**

The Nevada Psychology Internship Consortium (NV-PIC) represents the collaborative effort of two behavioral health agencies within the Nevada Division of Public and Behavioral Health to share resources and faculty to provide a broad and general educational program for doctoral psychology interns. NV-PIC offers one-year, full-time internship positions at treatment centers across Nevada. By the conclusion of the internship year, interns are expected to have demonstrated ability consistent with expectations for an entry-level psychologist in the following competencies:

### **NV-PIC Training Competencies and Training Elements**

*Interns will achieve competence appropriate to their professional developmental level in the areas of...*

#### 1. Research

- a. Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems
- b. Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentations, publications)
- c. Disseminates research and other scholarly activities (e.g., case conference, presentations, publications) at the local, regional, or national level

#### 2. Ethical and Legal Standards

- a. Demonstrates knowledge and acts in accordance with each of the following:
  - i. the current version of the APA Ethical Principles of Psychologists and Code of Conduct and relevant professional standards and guidelines; and
  - ii. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
- b. Recognizes ethical dilemmas as they arise, applies ethical decision-making processes, and seeks supervision and consultation in order to resolve ethical dilemmas
- c. Conducts self in an ethical manner in all professional activities

#### 3. Individual and Cultural Diversity

- a. Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases affects how one understands and interacts with people different from them
- b. Demonstrates knowledge of the current theoretical and empirical knowledge base as it

relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service

- c. Articulates and applies a framework for working effectively with areas of individual and cultural diversity
- d. Demonstrates the ability to independently apply knowledge and approaches in working effectively with a range of diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews create conflict with one's own
- e. Has the ability to integrate and awareness and knowledge of individual and cultural differences in the conduct of professional roles
- f. Considers relevant cultural issues in case conceptualization, selection of assessment tools, diagnosis, and determination of treatment modality

#### 4. Professional Values, Attitudes, and Behaviors

- a. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, cultural humility, and concern for the welfare of others
- b. Engages in self-reflection regarding one's personal and professional functioning
- c. Engages in activities to maintain and improve performance, well-being, and professional effectiveness
- d. Actively seeks and demonstrates openness and responsiveness to feedback and supervision
- e. Responds professionally in increasingly complex situations with a greater degree of independence as s/he/they progresses through internship
- f. Actively participates in scheduled appointments, training activities, and meetings consistently and on-time
- g. Maintains appropriate boundaries in professional and clinical relationships
- h. Completes all required documentation in a timely manner
- i. Follows proper procedure in protecting client information and case files

#### 5. Communication and Interpersonal Skills

- a. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- b. Demonstrates effective interpersonal skills and the ability to manage difficult situations well
- c. Produces, comprehends, and engages in clear, informative, and well-integrated professional written communication
- d. Produces, comprehends, and engages in clear, informative, and well-integrated professional oral communication
- e. Is attuned to, incorporates, and responds to clients' verbal and non-verbal communication

## 6. Assessment

- a. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- b. Demonstrates a thorough working knowledge of clinical interviewing techniques and utilizes clinical interviews to collect relevant data leading to appropriate diagnoses/conceptualization
- c. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)
- d. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including the context to the assessment and/or diagnostic process
- e. Appropriately and accurately selects and applies assessment methods that draws from the empirical literature and that reflects the science of measurement, accurately administers and scores assessment instruments
- f. Appropriately interprets assessment results following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
- g. Identifies and synthesizes relevant data from multiples sources and methods into a holistic understanding of client and client's treatment needs
- h. Generates recommendations consistent with assessment questions and assessment findings
- i. Communicates the findings and implications of the assessment in an accurate and effective manner to a range of audiences

## 7. Intervention

- a. Establishes and maintains effective professional relationships with clients
- b. Develops effective treatment plans and implements evidence-based interventions specific to the service delivery goals
- c. Demonstrates the ability to apply the relevant research literature to clinical decision making
- d. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking
- e. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation
- f. States and explains one's theoretical orientation regarding behavior change
- g. Conceptualizes cases correctly and specifically to case, context, and diversity characteristics
- h. Appropriately assesses and intervenes with clients who are at risk of harm to self or others
- i. Demonstrates self-awareness and impact of self on therapeutic relationship
- j. Terminates treatment appropriately and successfully

## 8. Supervision

- a. Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals
- b. Applies the supervisory skill of observing in direct or simulated practice
- c. Applies the supervisory skill of evaluating in direct or simulated practice
- d. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice
- e. Communicates supervision needs and preferences
- f. Seeks supervision to address challenges and barriers in clinical work
- g. Appropriately discusses hypotheses and approaches to clinical work in supervision
- h. Integrates feedback in order to further professional development and enhance clinical skills
- i. Works with supervisor to set training goals and tracks progress toward achieving those goals

## 9. Consultation and Interprofessional/Interdisciplinary Skills

- a. Demonstrates knowledge and respect for the roles and perspectives of other professions
- b. Applies knowledge of consultation models and practices with staff across disciplines
- c. Demonstrates ability to work within a team-based approach to clinical services

## 10. Public Behavioral Health

- a. Demonstrates understanding of the public behavioral health system
- b. Demonstrates understanding of and sensitivity to the specific social and environmental stressors of underserved client populations by appropriately considering these factors in assessment, diagnosis, and treatment planning
- c. Demonstrates knowledge of organizational, local, and state policies, regulations, and statutes and their impact on the profession of psychology and the delivery of services
- d. Demonstrates the ability to critically evaluate the system of care, including strengths, challenges, and impacts on persons served

### **Evaluation of Competencies:**

A score of "1" or 12 or more ratings of "2" on the 3-month evaluation will initiate the program's Due Process procedures. On the 7-month evaluation, a score of "1" or if 3 or more elements are rated a 2 will initiate the program's Due Process procedures. By the end of the internship year, interns are expected to achieve intermediate to advanced level of skills on all elements and competencies. Thus, interns must receive a rating of 3 or above on all elements and competencies to successfully complete the program. Please see the Intern Evaluation policy (page 62) for more information.