APPIC Doctoral School Psychology Internship

Member - Association of Psychology Postdoctoral and Doctoral Internship Centers
The Jordan School District Doctoral Internship Program agrees to abide by all policies of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

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Acknowledgement of Receipt of Policies and Procedures

Jordan School District Doctoral Internship in School Psychology

I acknowledge that I have received a copy of the Jordan School District Doctoral Internship in School Psychology (JSDDISP) Employee Handbook for 2020-2021. I understand that internship handbook replaces any and all prior verbal and written communications regarding the JSDDISP working conditions, policies, procedures, appeal processes, and benefits.

I understand that the working conditions, policies, procedures, appeal processes, and benefits described in this handbook reflect the expectations for doctoral interns in the Jordan School District.

I have read and understood the contents of this handbook and agree to act in accordance with these policies and procedures as a condition of my internship employment with the Jordan School District.

I have read and understood the APA Ethical Principles of Psychologists and Code of Conduct (2016) and the NASP 2020 Professional Standards, including the Principles for Professional Ethics expected by the JSD DISP and I agree to act in accord with these Standards of Conduct as a condition of my employment.

I understand that if I have questions or concerns at any time about this handbook or the Standards of Conduct, I will consult my immediate supervisor, the Training Director, or the Human Resources staff for clarification.

Doctoral Intern____________________________________________ Date_______________

Training Director___________________________________________ Date _______________

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Overview and Goals

This Handbook was prepared as a reference document for prospective doctoral school psychology interns. Jordan School District (JSD) is a large suburban school district located in West Jordan, Utah. The district serves more than 53,600 children and adolescents who live in the nearby communities of Bluffdale, Copperton, Herriman, Riverton, South Jordan, and West Jordan, Utah. JSD includes 36 elementary schools, 10 middle schools, 8 high schools, and 3 schools for special populations.

JSD currently employs approximately 2699 licensed employees, including 62 school psychologists and school psychology interns. Guidance Services is located within Student Services Department and provides services related to school psychology services. School psychology interns also participate at the Jordan Family Education Center (JFEC). The JFEC is sponsored by the Jordan School District and provides short-term child-centered family counseling and parenting classes for parents and students.

The Jordan School District Doctoral School Psychology Internship

The Jordan School District (JSD) Doctoral School Psychology Internship is a full-time supervised internship experience which provides opportunities for practice and supervision of the major professional competencies required of a health service psychologist working in the schools as a school psychologist. The internship program has been a member of APPIC since 2014. At this time, three fully funded doctoral internship positions are available. The Jordan School District internship provides a planned, programmed sequence of training experiences with the primary focus being on assuring breadth and quality of training. The program consists of 2000 hours of training and professional experiences over a 12-month period; with at least 25% in direct client contact (minimum 500 hours). The School Psychology Doctoral Internship program in JSD follows a Practitioner-Scholar model to allow the intern to focus on 1) enhancing professional skills, as well as 2) implementing evidence-based research practices. The Practitioner-Scholar model is reflected in all aspects of training including individual and group supervision, didactic seminars, case conferencing, assessments, counseling and interventions, and consultation. There is an emphasis on using the scientific literature to inform and validate clinical decisions and treatment.

Aims of the Program

Aim #1: To promote the integration of research and practice in school psychology service delivery
Aim #2: To provide opportunities to address complex academic, behavior, social-emotional, and mental health problems at the individual, small group and systems levels.
Aim #3: To promote and facilitate culturally competent service delivery
Aim #4: To promote/facilitate the ethical/legal/professional practice of school psychology through continuing professional growth and development, and opportunities for further contributions to the field.

The JSD School Psychology Doctoral Internship Program training experiences adhere to the Utah Board of Psychology’s criteria for licensure in Health Service Psychology, as well as the Utah State Board of Education (USBE) license in School Psychology. The primary training goal is for Doctoral Interns to develop entry level psychological skills that exceed the minimum standards of training and practice, while adhering to the highest
ethical standards. Profession wide competencies are required for all interns who graduate from programs accredited in health service psychology. Interns must demonstrate competence in the following areas: **research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, supervision and consultation/inter-professional/interdisciplinary skills.**

Interns are expected to develop these professional competencies consistent with Health Service Psychology as they are applied in a school setting. Particular focus on core competencies in assessment, counseling/intervention, and consultation is provided by working directly with licensed psychologist supervisors during each specialty track. Interns receive training experiences which allow them to refine their skills in assessment procedures, integrating psychological, developmental and psychoeducational data, eligibility and placement decision-making, developing and implementing empirically-based interventions, and providing individual and group counseling. Under supervision, interns also regularly consult with administrators, teaching staff, parents and allied providers regarding psychological and behavioral issues prevalent in a school-based setting.

**Description of Training Program**

The JSD Doctoral School Psychology Intern position is a full-time, 40 hours per week, 12-month position. Two and one half days per week are completed in one elementary or secondary school, with the remainder of time spread across internship supervision, didactics and a specialty track in another school setting or specialty assignment. Jordan School District has traditional and center-based schools, as well as the Jordan Family Education Center (JFEC), which is an evening parent education resource center program. Therefore, interns complete a full year 2000-hour internship consistent with Utah Department of Professional Licensing (DOPL) requirements for Health Service Psychology by working from July 16 through June 30th. Interns are also eligible for licensure restricted to professional employment in a public education system in Utah through the Utah State Board of Education (USBE). The internship begins with a 4-week orientation and training period which includes scheduled orientation, attending didactics and the following:

**Typical APPIC Orientation and Training 2020-21**

**July/August 2020:** In addition to scheduled onboarding training and orientation (see below), interns are initially assigned to a preschool, elementary school or secondary school during the months of July, August, and June of the following year.

**WEEK 1: Orientation: Getting Ready for the School Year Tasks**

**Objectives:** Students will complete a number of typical tasks before students start attending school. They will be able to have their offices and caseload paperwork organized before the beginning of school.

1. Review existing caseload students IEPs and document their goals. Make sure they are in their guidance files.
2. Review existing IEP Goals for each student on their projected caseload.
3. Make appointments with parents of students with IEPs/or just check in with them on phone. *(This typically spills into first few weeks of regular school year)*
4. Review and update ADA 504 Accommodation Plans into SKYWARD and distribute to teachers.
5. Review any Benchmark form for each Tier II student who is continuing Guidance support. Review each student with new teacher and explain this is a Tier II student for behavior and what they should do.
6. Review copies of all Behavior Intervention Plans for teachers and distribute to all.
7. Contact all behavior contract students’ parents and review contracts *This carries over into first few weeks of school*.
8. Review parent permission forms (FERPA) and write cover Parent Letter ready to send home.
9. Meet with building administration and special education teams to determine specific building and grade level priorities for psychology services. Discuss school wide Positive Behavior Intervention Supports plan/goals for building and how psychology services are used to support various components. Discuss specific discipline system in place and how psychology services support interventions. Discuss the Response to Intervention (RTI) process at the school and what your role is.

*** Anything not completed in Week One rolls over into Week Two

WEEK 2: First Week of School

**Objectives:** Doctoral Interns will be available to provide direct services from the first day of school. Doctoral Interns will be able to develop their schedule, develop social skill and coping skill group lesson plans for up to 8 days and begin delivering IEP related services.

1. Get group lists and schedules made up
2. Prepare group curricula
3. Prepare group reinforcement system and set up
4. Finish anything from Week One.
5. Be available for helping with anxious/crying/non-compliant students.
6. Attend teacher and team meetings.
7. Review/create a Three Year Re-Eval Schedule
8. Review/create an Annual IEP Schedule
9. Create a data management system for behavior contracts
10. Review/create weekly schedule in consultation with supervisor and distribute to administration/your SPED team

**Didactic Topic:** Time Management for School Psychologists

**Didactic Topic:** How To Write Treatment Plans

WEEK 3:

**Objectives:** Interns will write present levels and IEP goals that are compliant with IDEA and USBE regulations and rules. Interns will discuss/identify professional boundaries and identify district policies regarding scope and sequence of their job descriptions. Students will develop at least two behavior plans/contracts for students on their caseloads.

1. Review sample and current Present Levels of Performance and IEP goals.
2. Meet with children individually, review their goals and send home FERPAS (you may cover generic goals in groups and send home FERPAS)
3. Set up Medicaid/Direct Service logs.
4. Observe IEP Caseload students at recess and in their classes.
5. Arrange meetings with parents/teachers for school refusal/other challenging behaviors students to start behavior plans.

**Didactic Topic:** Setting/Keeping Professional Boundaries

**Didactic Topic:** Behavior Plans/Contracts/Implementation

**Didactic Topic:** Special Education Law update
WEEK 4:

Objectives: Interns will review caseload log notes and behavior plans. Students will be able to describe the steps in the LRE process. Interns will discuss self-care and present a plan to balance personal and professional and student life.

1. Continue groups
2. Set up assessment list/calendar
3. Continue completing new or revaluation assessments
4. Consultations/observations as needed.
5. Parent contact as needed.
6. Trouble shooting
7. Crisis management

Didactic Topic: LRE Process
Didactic Topic: Life Balance as a Psychologist and Professional Development

JUNE, 2021

WEEK 1:

Objectives: Interns will demonstrate a plan for wrapping up “loose ends”, report writing and special education paperwork. Interns will learn and demonstrate closure activities for students that attend school in June (year round schools).

1. Set up a priority list for unfinished evaluations, consultations, report writing.
2. Create final lesson plans and group activities
3. Meet with teams and discuss and share end of year projects.
4. Collect and file end of year progress data from teachers
5. Contact feeder middle schools and take over progressing 6th grade files.

WEEK 2:

Objectives: Interns will present their most challenging case and discuss what professional lessons were learned. Share IEP goals, objectives, report writing templates etc. that they have developed over the course of the school year. Review how to write End of Year Summaries, updating IEP files and Guidance Files.

1. Finish all evaluations
2. Write closure letter to parents if leaving specific school
3. Write progress reports
4. Start writing all end of year summaries.

WEEK 3

Objective: Wrap up and ask any last questions you have about your career in school psychology.

1. Complete case notes for all files, paperwork finished and transfer files delivered
Regular Placement and Rotation Assignments

**August - May:**

**Half-time Primary School Assignment**—During the regular school year (August-May) each intern will be assigned to work 20 hours per week in one elementary school. Each elementary school is fully staffed with a special education team consisting of a qualified special education teacher(s), speech/language pathologist, related staff such as physical/occupational therapist, audiologist and school nurse. The intern will be expected to provide assessment, individual and group counseling, consultation with parents, teachers, and staff, crisis intervention and behavioral interventions for general education and special education students. The intern will be required to participate in Special Education IEP meetings for students that they have evaluated and serve. Interns should be spending at least 10 hours per week in providing direct service to students in this half-time assignment. Doctoral interns are supervised by a licensed psychologist who provides two hours of face to face individual supervision per week. Doctoral interns are expected to see a minimum caseload of 20 special and regular education students, provide assessment and intervention services and consult with regular, special education, administrative staff and parents. The intern will also have the opportunity to observe and conduct preschool assessments of students who are being considered for placement in a Special Education self-contained support class during their kindergarten year.

**Available Specialty Tracks**

Each specialty track will last approximately thirteen weeks and be for a minimum of 20 hours per week, although, the length of the specialty track may be flexible depending on the intern’s interests and training needs. The interns will be under the direct supervision of a licensed doctoral level supervisor. Specialty track sites are listed below. As part of the application process, interns will declare preferences for each specialty track identified below at the time of their interview and will receive specific information regarding their assignment from the Training Director.

**Summer Rotation:** For the 2021-2022 school year and beyond, the summer rotation will be held at the Jordan Family Education Center (JFEC), which provides mental health services to families within the Jordan School District free of charge. **Dr. Romney Stevens** is a licensed psychologist and supervisor assigned to this summer rotation. The JFEC is housed in Rivers Edge School, a special education school specializing in emotional, social, and behavioral disorders. The summer rotation will last for the first 3 weeks of the internship, typically from July to August, and the last 3 weeks of the internship, typically from June to July. During the beginning of the summer rotation, interns will receive a “nits and bolts” didactic training on specific policies and procedures for evaluation, report writing, counseling, FERPA laws, consultation, special education rules and regulations, 504 plans, scheduling, and the district’s evaluation system. During this rotation, interns will also attend the special education law conference. Other roles during the summer rotation include conducting psychoeducational evaluations for preschool students, providing counseling to students who are receiving Extended School Year special education services, and learning, reviewing, observing, and/or participating in various Jordan Family Education Center roles including counseling, in-take assessments, and teaching. Interns will also assist in planning and implementing a summer DBT skills group.

**South Valley School:** South Valley School is a vocational/transitional, post -high school program for adult students with disabilities. The mission of this public special education school is to provide students with core knowledge of independent living skills as they transition into the community. South Valley School has 180 students from diverse backgrounds who come from all of the high schools in JSD. These students have not completed their high school diplomas, instead they have obtained a Certificate of Completion, which entitles them to continue their education under IDEA through their 22nd birthday. These students have a myriad of disabling challenges that benefit from remedial assistance and accommodations. Psychological services and
speech and language therapy are offered in addition to nursing care, occupational and physical therapy consultation and vision and mobility support. An expect to receive services in the following areas:

Students typically spend a portion of their day in a classroom setting working on skills such as money management, cooking, shopping, and meal planning, basic computer skills, recognizing safety and danger signs, schedule planning, and other areas. Vocational preparation focuses on job training and sampling help determine student vocational interests. Students job train in the local community with job coaches assigned to provide instruction and assistance. Learning how to access the community and its resources is an important part of independence. On a weekly basis, students participate in a variety of community activities such as: shopping, food purchases, learning to access their own local communities, public transit training, exercise at recreation centers, visiting libraries and other local points of interest. South Valley School offers elective classes in exercise, art, languages, environmental awareness, dancing, cooking, and many others. Extracurricular activities include: Special Olympics, after school dances, talent assemblies, LDS Institute released time, community service, karaoke assemblies, fund raisers and service projects to name a few. Life Design is a special program for students who are ready for a greater level of independence in the community. Although it is part of the South Valley School program, it is housed on the Salt Lake Community College campus in West Jordan. Students, parents, and staff work together to plan programs and activities allowing students to reach maximum independence. During the first quarter, students write a person-centered plan, choose their IEP goals, and lead their own IEP meetings. Students continue to work on academic skills but also learn to independently access public transportation, as well as how to apply, interview, get, and keep a job. There is also an emphasis on giving back through volunteerism in the community. Students may work on earning high school credits and many receive a diploma from Southpointe Adult High School.

At South Valley, mental health services are provided by a licensed psychologist, Dr. Abby Gottsegen who also provides supervision. Interns will have opportunities to 1) develop their diagnostic skills including creating a psychological assessment battery that is culturally appropriate for adolescent and early adult students who have disabling conditions; 2) learn about developmental, medical and psychopathology issues by attending a series of didactics at the University of Utah Neuropsychological Institute within the Department of Psychiatry; 3) make differential diagnoses using special education and DSM-V/ICD10 classifications systems; 4) create empirically validated interventions and accommodations for individuals from different cultural, ethnic, racial, economic, linguistic, religious, geographic, gender and lifestyle backgrounds and monitor their treatment outcomes; 5) understand and address ethical dilemmas specific to the setting when they arise; 6) provide individual and group interventions such as counseling and social skills, as well as provide internet safety, mood regulation, and interpersonal problem solving training; 7) review and implement evidence-based crisis intervention plans and evaluate effects and outcomes; 8) learn about models of consultation and collaboration with partners in the community, within the school environment, and with families and 9) network with the triple board, medical residents at University of Utah, the graduate interns in the department of School Psychology at the College of Education, the State Department of Workforce Services/Vocational Rehabilitation, The Independent Living Center, DSPD, and the Social Security Administration.

**Autism Emphasis School-based Service Delivery:** This rotation will provide doctoral level interns with entry level training in assessment of children/adolescents with suspected Autism Spectrum Disorder and in developing appropriate interventions based on applied behavior analysis to students in an elementary with autism spectrum disorders. Clients/students are typically referred from their home school to a licensed psychologist/specialist (Dr. Taryn Nicksic-Springer or Dr. Cassandra Romine) for comprehensive assessment of suspected ASD and follow up with family and home school staff. Interns will gain a fluid understanding of administering various Autism questionnaires, and (and their strengths and weaknesses), interpretation and how this may lead to appropriate referrals for further testing using ADOS-2 and ADIR and other appropriate assessments (e.g. CARS, ASRS, SRS2, GADS, etc.).
They will also gain entry level skills in conducting and interpreting observational assessments in a student’s natural environment such as recess, and in-class observations and what tools to use (e.g. peer comparison models, unstructured times). Interns will gain an understanding of the Educational Classification of Autism and what evaluation procedures must be included through multiple testing measures and write written interpretation and present findings to parents and other stakeholders.

Training and experience in autism behavioral interventions will emphasize use of Applied Behavior Analysis Techniques. Interns will become familiar and identify appropriate tiered behavior intervention models (MTSS) using positive school wide supports, targeted supports and individualized behavior support plans, including use of Least Restrictive Behavior Interventions (LRBI) and legal constraints and permissions needed for various interventions. Interns will attain entry level skill in taking a referral for problem behavior from parent, administrator or teacher, analyze environmental factors that contribute (Antecedent, Behavior, Consequence) and make appropriate suggestions for modifying behavior. Interns will also conduct and complete formal functional analysis using standard questionnaires such as the FAST, MAS and informal measures such as open-ended questions and write behavior intervention plans (BIP) with follow up on data collection, coaching, and modeling program implementation and adjusting goals as the student’s behavior changes. Finally, interns will gain experience in lesson planning and conducting a tier two targeted social skills group for students with autism using research-based curriculum and interventions.

River’s Edge School is a self-contained special education school that serves elementary through transition age students with severe behavioral, social, and emotional deficits. These students come to River’s Edge School via the Least Restrictive Environment (LRE) process due to challenges experienced in a more traditional school setting. Program components include: academics, vocational training, social skills, life skills, and community access skills. The main goal of River’s Edge School is to assist students in learning new behaviors and alternate ways to deal with their emotions to enable them to become successful in their educational and personal lives.

The River’s Edge School rotation, under the supervision of Dr. Cassandra Romine is consistent with the overall Jordan School District internship training experience and is developmentally structured so that interns assume increased responsibility and independence as the rotation progresses. During the initial part of the rotation, interns will observe and work collaboratively with the full-time licensed psychologist (Dr. Romine) assigned to this school; increasing opportunities for independent service delivery occur with progression of the rotation. Psychological services in which the intern is involved include individual and group therapy, psychological and neuropsychological assessment, behavioral intervention, crisis intervention, and consultation services with school staff, parents, as well as medical and community-based mental health providers. The rotation provides an opportunity to increase the intern’s familiarity with moderate to severe psychopathology in child and adolescent populations and provides them an experiential training opportunity within a setting characterized by a high level of behavioral health programming. The rotation provides opportunities for completion of in-depth psychological evaluations. A focused goal of the training rotation experience is that the intern will be able to articulate an integrated comprehensive clinical case conceptualization including written case summaries and psychological evaluation reports, providing insights to help inform educational and intervention programming and to help aide in the identification of needed resources.

Valley High School is a facility that houses an alternative education program in the Jordan School District, including a state of the art “mindfulness room” and child daycare. Dr. Alice “Alie” Hoesch is a licensed psychologist and supervisor/member of the Training Committee assigned to this program. The school utilizes a multicomponent, evidenced based practice for secondary students who have not been successful in a traditional high school. Many of these students are demonstrating multiple risk indicators associated with dropping out, and have typically fallen off track and face significant challenges to success, including teen
pregnancy, homelessness, and difficulty with the law. As such, this rotation offers a unique opportunity for doctoral interns to work with crisis situations which involve cooperative intervention plans and consultation with outside providing agencies, as well as school staff, including a social worker and homeless liaison. The alternative education rotation also allows interns to develop skills with threat and risk analysis to a greater degree than in other settings. Doctoral interns completing the alternative education rotation, also continue to have opportunities to conduct routine psychological assessments, including behavioral assessments, and provide individual counseling and group therapy on topics such as life skills, stress management, loss issues, peer issues and anger management.

**Columbia Elementary:** Doctoral interns selecting this secondary rotation are placed at Columbia Elementary, a Title 1 school at Jordan School District. Columbia Elementary School is a public school located in West Jordan, UT with 613 students in grades K-6; it also houses 2 special education preschool classrooms. Columbia Elementary is one of the most culturally and economically diverse public schools in the Jordan School District with a significant latinx population. Sixty-six percent of students receive reduced or free lunch. At Columbia, Tier 1, 2, and 3 mental health services are provided by Najmeh Hourmanesh, PhD, NCSP, a licensed psychologist who is also assisted by a social worker. Tier 1 services include class-wide social skills for all-day kindergarten and first grade classes, a Suicide Prevention curriculum in 6th grade classes, and class-wide yoga and mindfulness interventions by teacher request. In addition to running small groups for students with anxiety and those with deficits in social skills, therapeutic 10-week-long small groups are offered in grief, divorce, and bullying. Finally, students are provided with individual therapy for various issues as well as for trauma. The intern will be introduced to services at all 3 Tier levels. Interns will assist in providing both individual and family therapy for their assigned therapy cases. Moreover, they will be exposed to various therapy modalities including Eye Movement Desensitization and Reprocessing (EMDR), Internal Family System (IFS), Cognitive Behavioral Therapy (CBT), Behavioral Therapy, Psychodynamic Therapy, specifically Jungian Therapy, Sand Tray Therapy, Child Parent Psychotherapy (CPP), and Play Therapy.

Psychotherapy Rotation: Interns can choose between 2 therapy tracks in this rotation. Interns in either track will also become familiar with the family system theory of conducting family therapy with their students; they will also see students and their families in a 10-session-long evening group called Strengthening Families with Coping Resources (SFCR). This group is aimed at supporting parents in developing skills to help their children in their recovery from their traumas or other mental health challenges. In the first track, interns will become familiar with presentations of Acute Stress Disorder, Post Traumatic Stress Disorder (PTSD), and Complex Trauma and hone their differential diagnostic skills by conducting informal and formal assessments. Subsequently, they will learn how to use these results in developing a case conceptualization and a treatment plan with appropriate goals and objectives for various mental health issues. Specifically, they will learn to use the evidence-based Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) combined with Play Therapy for the trauma cases. During this rotation, interns will still conduct psychoeducational assessments, write reports, develop behavioral interventions for referred students, support and consult with teachers regarding referred students, and run groups/class wide interventions, develop IEPS and 504 plans.

In the 2nd track interns will be trained in providing therapy to students using evidenced based Cognitive-Behavioral Therapy (CBT) combined with Play Therapy. Specifically, the interns will be trained in conducting informal and formal assessments to hone their differential diagnostic skills and case conceptualization in order to develop an effective treatment plan with goals and objectives for the referred therapy cases. Interns will be assigned therapy cases from diverse cultural groups and issues to increase their familiarity with related ethical and cultural issues. They will still conduct psychoeducational assessments, write psychoeducational reports,
develop behavioral interventions for referred students, support and consult with teachers regarding referred students, and run groups and class wide interventions, develop IEPS and 504 plans.

Additional Training Opportunities:

In addition to the five rotations listed above, interns are required to participate at the Jordan Family Education Center (JFEC) throughout the school year. Participation at the JFEC is a condition of employment for every school psychologist and school psychology intern.

Jordan Family Education Center (JFEC)

The JFEC is an evening program that is part of the Jordan School District. Parenting/Child focused skill classes, intake assessments, and short-term child-centered counseling is provided to families. (See Appendix C for a copy of the 2018 JFEC Spring Quarter class list). Doctoral School psychology interns are required to participate at the Jordan Family Education Center. Interns will be assigned to co-lead at least one parenting class or children’s group with an experienced co-leader based on the interns preferred training area. They will be paid 3.5 hours, at their hourly rate, to conduct a 2-hour class. The pay includes 1.5 hours for teaching the class, 1.5 hour for preparation time, and 30 minutes’ travel time. Classes are typically six-weeks long. As part of their training, they will also be asked to observe and conduct intake assessments and School Violence Risk Assessments (SVRA).

Families requesting short-term child-centered family counseling must first undergo an intake assessment. The intake assessment involves an in-depth diagnostic clinical interview of the student(s) and parent(s). The purpose of the intake assessment is to evaluate the student and family’s concern and determine the most appropriate services to address the presenting problem. All intakes are conducted by an intake specialist, who is a school psychologist trained to conduct a clinical interview and complete a mental status exam of the client. Interns will observe licensed psychologists conduct the intakes and once trained, will be expected to conduct intake assessments and present their findings at the clinical staffing meeting. Families with students between the ages of preschool through 18 that live within the Jordan School District boundaries are eligible to receive an intake. Intakes are provided on a weekly basis throughout the year. Intakes and short-term child-centered family counseling are provided for students during the months of June and August as well as the rest of the year. Intake specialists participate in a clinical staffing committee meeting where intakes conducted that week are reviewed during the traditional school year (September through the 1st week of June). The committee discusses appropriate recommendations and determines whether the family would benefit from participating in short-term counseling at the JFEC. If the student’s presenting problem is determined to be long-term and primarily non-educational in nature, the family is informed of other services provided by local mental health agencies and/or private practitioners, as per their insurance. Interns will participate as an observer during intakes and staffing and also be expected to conduct intake assessments and present their findings in a clinical staffing committee. Interns will be expected to attend and participate in clinical staffing meetings on a weekly basis as part of their didactic training activities requirement. Interns will be paid at their hourly rate for clinical staffing committee meetings that they attend. An average of over 400 families a year receive an intake at the JFEC.

School Violence Risk Assessments (SVRA)—SVRA’s are conducted by trained intake specialists when students who have made homicidal threats are referred for evaluation. The SVRA rule-out is an in-depth clinical interview conducted with the student and parent. These intakes normally take at least two hours to conduct.
Intake specialists who conduct SVRA’s are also trained in the Structured Assessment of Violent Risk in Youth. These cases are reviewed by the JFEC clinical staffing committee. The committee determines whether the student should be referred for further evaluation by a child/adolescent psychiatrist, at district expense. David Corwin, M.D., a forensic psychiatrist affiliated with the University of Utah, conducts the psychiatric evaluations for the district. The committee also makes family and school-based recommendations to the parent. Interns will observe 3 SVRA rule-out interviews conducted by a licensed psychologist. The interns may be allowed with supervision to conduct at least one SVRA rule-out interview after training. Interns will be asked to observe a SVRA family meeting when the psychiatrist reviews his findings and recommendations with the family and school personnel.

Alternative Language Services (ALS) (Optional) - Evaluations of English Learners (EL) -- Interns who express an interest will be provided with the opportunity to observe and participate in the consultation process and psychoeducational assessment of ELs who have been referred for academic or behavior difficulties. Supervision for this activity will be provided by the program Training Director in the district.

Professional Development Activities

Each year, the school psychologists engage in up to 42 hours of professional development activities held in the district. These activities are organized by the program training director. Since interns training needs are unique compared to experienced school psychologists, additional intern training needs are identified by the Internship Advisory Committee. This committee is made up of field supervisors, the program training director, and a professor from the University of Utah from the Department of Educational Psychology. See Appendix A for a list of current committee members and their credentials. This committee meets bi-monthly to discuss individual intern needs and plans for future trainings. These needs are addressed through professional development provided by the JSD, as well as, having the APPIC interns participate in the University of Utah’s School Psychology Intern Supervision group twice a month. Presenters will include field supervisors and other community-based professionals. See Appendix B for a complete listing of didactic topics and speakers at the Jordan School District and University of Utah during the 2018-19 year. Additional topics for 2018-19 will also include HIPAA, supervision models, writing a vita, interview skills, writing IEP goals, setting up an office, among others. These topics will be covered during a twelve-month period. Interns will also have the opportunity during July/August to attend seminars for Triple Board Psychiatry Residents at the University of Utah for about 2.5 hours per week. Lecture topics vary and are provided by specialists across a broad range of relevant areas and include subjects such as behavior management, medication, psychosis, and encopresis/enuresis.

Training Emphasis

At the completion of the internship, students will demonstrate minimum levels of achievement associated with entry level practice in following areas: application of principles of research to service delivery, understanding and practice in accordance with ethical and legal standards, appreciation of Individual and cultural diversity, demonstration of professional values, attitudes, and behaviors associated with professional psychology, use of appropriate communication and interpersonal skills, as well as assessment, intervention, supervision, and consultation/interprofessional/interdisciplinary skills required at the doctoral level. The internship is designed to enhance professional attitudes, responsibility, communication, and various professional and technical skills. The internship is a culminating experience which provides opportunities to work with a variety of conditions across an assortment of settings. Specifically, the Jordan School District Psychology internship gives the intern the opportunity to integrate all previous training experiences and to provide, under supervision, a broad range of outcome-based school psychological services for preventing and resolving individual, group, and system-level problems. In addition, the internship experience is designed to foster leadership skills in the creative use of existing resources and development of new resources that will enable a school and/or agency to provide most appropriate services to
children/youth, families and . As such, the purpose of the internship experience in the Jordan School District is to provide students with an opportunity not only to combine all of their previously learned skills and knowledge in a professional service delivery system but also to apply these skills in a manner that benefits clients, staff, and families. A particular focus on three core competency areas is emphasized in the JSD School Psychology Internship Program: assessment, counseling/intervention, and consultation. An overarching competency across all three core areas is professionalism.

Assessment
Interns complete psychoeducational and psychological evaluations of a diverse population of students presenting with academic and/or emotional difficulties. Upon completion of the evaluations, interns regularly participate in team meetings to discuss findings and recommendations with parents and staff. Depending upon skill level, interns may elect to pursue additional assessment opportunities in a specialty area, such as Autism Spectrum Disorder.

Counseling/Intervention
Interns work with a diverse population of elementary and secondary students in the schools. Interns will have opportunities to provide individual, group, and family counseling services to students who have a variety of academic and/or emotional difficulties. The focus of counseling may be in the area of trauma, behavioral disorders, depression, anxiety, anger management, etc. Interns will be trained in suicidal risk and other forms of crisis management. Interns will assess crisis situations as they arise and provide short-term interventions as necessary either individually or as a member of a school’s crisis team. Interns also provide and monitor behavioral interventions with a diverse population of k-12 students. Interns facilitate development and implementation of Functional Behavior Assessments (FBA’s) and Behavior Intervention Plans (BIP’s), implementation of appropriate behavioral interventions, monitoring/graph data and recommend adjustments as needed.

Consultation
Interns regularly consult with teachers, parents, administrators, staff, and other professionals regarding an individual student or group of students. Consultations may involve collaborative problem solving, or providing training to teachers/staff to enhance the skills of those who work directly with students.

Professionalism
Professional development opportunities are regularly provided for interns. District-wide trainings are required and outside training opportunities are encouraged when possible and approved by the intern’s field supervisor, administrator, and training director. Additionally, interns participate weekly in case conferences/clinical staffing at the Jordan Family Education Center and bi-monthly internship seminars sponsored by the University of Utah School Psychology Program. The University of Utah has agreed to allow any JSD APPIC interns, that are not currently enrolled at the University of Utah, to participate in these seminars without tuition costs. Although attendance at these seminars has been calculated into the total number of hours required for internship completion, the JSD does not provide monetary compensation for attendance. These seminars are provided during fall and spring semester, during the summer additional seminars will be provided by University of Utah and JSD.
Interns will receive a minimum of two hours per week of regularly scheduled, individual, face-to-face supervision for every 40 hours worked, including time at the Jordan Family Education Center. Two hours of group supervision will be provided weekly by licensed supervisors provided by the University of Utah and the JSD DISP. Additional supervision for any time worked above 40 hours will be provided as warranted. All supervisors are licensed psychologists employed by the Jordan School District on a full or part-time basis. Supervision will be provided at either the home base school of the intern or the site of the supervisor. Each intern is assigned a clinical field supervisor during the year. At the end of the year, the intern will be required to complete the Jordan School District Evaluation of Intern Supervisor survey (see Appendix D). In addition to providing individual supervision to interns, the field supervisors also serve on the internship advisory committee. (Appendix A) This committee meets quarterly with the program training director to discuss individual intern needs or concerns, gather materials, determine what additional training/opportunities may be necessary, as well as evaluate the efficacy of the current training program.

Throughout the training year, interns and supervisors are encouraged to discuss expectations, needs and recommendations to ensure successful completion of the training program. At the conclusion of each specialty track, the field supervisor will complete a formal written evaluation of the intern’s performance. These completed evaluations are then reviewed by the Jordan School District program training director who uses the data to monitor intern performance and to guide on-going program development and inform intern training needs. See Appendix E for a copy of the JSD School Psychology Internship Field Supervisor Evaluation Form.

Since interns are paid provisional employees, they are required, as all other paid school district employees are, to participate in the Jordan Performance Appraisal System (JPAS) in compliance with Jordan School District Policy and Utah State law (See Utah Code §53A-10-101/§53A-10-111). This tool is used twice annually to meet requirements to monitor educator performance, to develop educator skills and to assist educators whose performance needs improvement. JPAS items for school psychologist interns reflect the intern’s responsibilities in their home base school and correlate with their performance on the internship evaluation tool (See Appendix F). In addition to the JPAS evaluation system, interns and employees are evaluated using student learning objectives (SLO) and a school climate survey. Evaluation criteria for these activities are periodically reviewed in supervision meetings. Internship and district policy allows ample time to address or remediate any and all deficits noted on an evaluation. The program training director and the field supervisor will work directly with the intern to develop a formal remediation plan to address any deficits noted on the evaluation. Probation is not mentioned in the Jordan School District policy for provisional employees. For additional information about this policy see Jordan School District Policy DP311. (http://policy.jordandistrict.org/dp311/; Appendix G). It is important to note that the evaluation portion of the JPAS provided by the school principal is a review of documentation that supports completion of the job expectations, not a ranking or evaluation of the intern’s skills. The skills of the intern are evaluated by the program training director, and the field supervisor using the Intern Evaluation tools contained in Appendix D, & E.

The JPAS evaluations are based on interns performance in their home base school and will be conducted by the home base principal and the program training director. The home base principal reviews logs and documentation provided by the intern that verifies that the intern is meeting criteria in JPAS including a minimum caseload of 20 students per week for counseling, at least one consultation with a teacher or parent, and assessments are being completed. The evaluation conducted by the principal does not evaluate the intern’s skills in the areas of counseling, consultation, or assessment; rather the purpose is to verify that these job requirements are occurring.
The Program Specialist – Guidance (Program Training Director), reviews three special education files submitted by the intern to determine appropriateness of the evaluation, interpretation of data and recommendations. In addition to the guidance provided by the field supervisor, this portion of the JPAS evaluation ensures follow through on the part of the intern for timeliness and implementation of the field supervisor’s recommendations.

**Psychology Intern Grievance Procedures**

In the event an intern has difficulty or disagreements with a supervisor, or has other grievances about the training program, the intern should:

1. Raise the issue with his/her supervisor in an effort to resolve the problem.

2. If the issue cannot be resolved with the supervisor, the issue should be discussed with the program training director.

3. If the problem cannot be resolved with the intern’s field supervisor and the program training director, the intern has the right to contact their respective university internship coordinator and/or the Jordan School District Human Resources Department.

As psychology interns are considered employees of the Jordan School District, they are required to follow the District’s policies. Interns should consult the District’s Policies regarding the process for grievances should they wish to file a formal grievance against a Jordan School District employee. (See Appendix G)

**Due Process: General Guidelines**

Due Process ensures that decisions made about the interns are not arbitrarily or personally based. The training program has identified specific evaluation procedures that are applied to all interns equally and provides appropriate appeal procedures. The general due process guidelines include the following:

1. Interns are expected to adhere to APA and NASP ethical guidelines, as well as Jordan School District policies. During the internship orientation the program’s expectations for professional functioning are reviewed by the program training director. See Appendix J.
2. Internship evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions involved in making decisions about problematic performance and/or conduct are outlined for the interns.
4. The program training director and the university internship coordinator are informed of any difficulty with interns by the field supervisor.
5. Remediation plans are developed and implemented for identified problems. Each plan includes a time-frame for expected remediation and specifies the consequences for failure to rectify the problems.
6. Interns are given sufficient time to respond to any action taken by the training program.
7. Interns receive a written description of the procedures they may use to appeal the training program’s action. These procedures are included in the Internship Handbook, which is provided and reviewed with the interns during the internship orientation.
8. Decisions and recommendations regarding the interns’ performance and/or conduct are based on input from multiple professional sources.
9. Program actions and their rationale are documented in writing and provided to all relevant parties.
10. It should be noted that, since interns are also considered employees of the school district, the Jordan School District Orderly Termination Procedures - Licensed policy applies if the intern’s performance warrants such action. (See Appendix I). In such a case, the university internship coordinator will be immediately notified.

**Appeal Procedure: General Guidelines**

Should the intern disagree with an action, or part of an action taken, the intern must notify the program training director in writing within 10 school days. The program training director will notify the Jordan School District Administrator of Human Resources. The program training director will also organize a review panel consisting of at a minimum the intern’s field supervisor(s), the program training director, and the university internship coordinator; others deemed appropriate by the program training director and/or the Jordan School District Administrator of Human Resources. As part of the appeal process, the intern has the right to present any evidence and rationale. Within 15 school days of the completion of the appeal, the review panel will submit a determination in writing to the intern, the field supervisor, the program training director, and the intern’s university. The intern and the training program will then be required to abide by the determinations of the review panel.

**Salary and Benefits**

The JSD School Psychology Intern position is a full-time, 40 hours per week, 12-month position. Interns must complete a minimum of 2000 supervised hours of training during a 12-month school year. Placement on the salary schedule is determined by the Jordan School District Human Resource Department according to the individual’s degree and qualifying experience. Compensation as of 2018-2019 school year, all doctoral interns with a Master’s degree receive a base salary of $33,000. Doctoral interns are also compensated for additional pay based on a daily rate for clinical work hours scheduled through the Jordan Family Education Center. Additionally, each intern receives a salary benefit package which includes sick/family leave, personal leave, approved professional leave, full insurance benefits.

Medical benefits are available and partially paid by the Jordan School District. Voluntary dental insurance, voluntary vision insurance, long-term disability insurance, group life insurance, Utah Retirement System, 401K, 10 sick days, 2 personal leave days, and an Employee Assistance Program (EAP) are available. Interns also do not work during fall recess, winter recess, spring recess, and all federal and state holidays, a total of 23.5 days. This compensation is not a tax-exempt contract. Interns also receive travel mileage reimbursement, as well as desktop computers and/or laptops for their use during internship.

Funding for interns is not based on a stipend; since interns are considered employees they are on traditional school year, 187-day contract, which is paid monthly. The internship hours begin accruing as of July 15 and end June 30 of the following year. For example, for the 2019-2020 school year, the traditional contract year begins on August 10, 2018; therefore, the first full paycheck will be issued on September 25. All district employees are paid once a month. The last paycheck will be issued August 25, 2021. The additional days worked above the 187-day contract are submitted on a time sheet by the end of the month, and paid on the 25th (or business day before if the 25th falls on a weekend/holiday) of the following month. Interns will submit hours worked in July and August of 2018 on a time sheet basis. The exact days will be adjusted annually to reflect the dates of the traditional calendar. All JFEC hours earned are above the 187-day contract, and are submitted on a monthly time sheet, and paid the following month.

In order to earn 2000 hours in a calendar year, interns must work 31 days in addition to those mentioned above during the summer months. The APPIC interns will be assigned halftime in a 4-week specialty track
under the supervision of a licensed psychologist.

Qualifications of JSD DISP Interns

Internship applicants must have all required course work and comprehensive exams in the relevant area of school psychology completed prior to beginning the internship year. Only doctoral applicants who meet the following criteria will be considered:

1. Enrolled in an APA-accredited school psychology program.
2. Documentation of readiness for internship by the program training director of the intern’s school psychology training program.
3. Qualify as a U.S. citizen or have documentation of current INS Authorization.
4. Have applied experience working with child and adolescent populations.
5. Meet all Jordan School District requirements for hire.
Application Process

The JSD School Psychology Internship Program follows the guidelines of the APPIC Internship Matching Program. All internship position offers will be made through the Matching Program. All applicants must be registered for the APPIC Matching Program in order to be considered eligible to be matched to our program.

To be considered, applicants must submit all required application materials prior to the application deadline of December 1. Applicants should adhere to the following steps:

1. Register for the APPIC Matching Program through the National Matching Services, Inc.

2. Complete and submit the online APPIC Application for Psychology Internships (AAPI).

3. Include as part of the application:
   a. Official transcripts of all graduate coursework.
   b. Three letters of recommendation.
   c. A copy of your curriculum vita.

4. Complete a Teacher-Teacher application online (http://www.k12jobspot.com) specifying interest in a school psychology internship position in the Jordan School District.

Note that as a condition of employment, interns must pass a background check, which includes fingerprinting. See http://hr.jordandistrict.org/fingerprinting.html for details regarding background checks. The cost of the required background check is the responsibility of the school psychology intern if hired as an employee of Jordan School District.

If employed as a school psychology intern in the Jordan School District, the intern must obtain a letter of authorization from their university confirming that they are a student with any remaining program of study requirements listed. This letter will be used to obtain a one-year authorization from the Utah State Board of Education (USBE) that allows the employee to work in a Utah public school.

"Jordan School District is an equal opportunity employer. Applicants are considered on the basis of employment qualifications without regard to race, color, political affiliation, religion, sex, national origin, age, marital status, medical conditions or handicap."
Appendix A
JORDAN SCHOOL DISTRICT INTERNSHIP ADVISORY COMMITTEE

Fulvia Franco, Ph.D., NCSP  Program Training Director/Licensed Psychologist
Abby Gottsegen, Ph.D., NCSP  Licensed Psychologist/Intern Supervisor
Cassandra Romine, Ph.D.  Licensed Psychologist/Intern Supervisor
Najmeh Hourmanesh, Ph.D., NCSP, RPT-S  Licensed Psychologist/Intern Supervisor
Alice (Alie) Hoesch, Ph.D.  Licensed Psychologist/Intern Supervisor
Aaron Fischer, Ph.D., BCBA-D  Licensed Psychologist/BCBA
Taryn Nicksic-Springer, Ph.D.  Licensed Psychologist/BCBA
Romney Stevens, Ph.D.  Licensed Psychologist

Other Contributors

Elaine Clark, Ph.D.  Licensed Psychologist
Professor—University of Utah Department of Educational Psychology
John Davis, Ph.D.  Assistant Professor—University of Utah Department of Educational Psychology
Daniel Olympia, Ph.D.  Emeritus Associate Professor—University of Utah Department of Educational Psychology
Appendix B
## Jordan School District
### 2019-20 Sample Didactic Seminars

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
<th>Time</th>
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<tbody>
<tr>
<td>August TBA</td>
<td>Decreasing Classroom Disruption &amp; Improving Social &amp; Self-Regulation</td>
<td>Melisa Genaux, M.Ed., Autism Specialist</td>
<td>3 hours</td>
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<td></td>
<td>Skills For Kids with High Functioning Autism</td>
<td>Jordan School District</td>
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<tr>
<td>August TBA</td>
<td>Autism Update</td>
<td>Julia Connelly, Ph.D., Clinical Director</td>
<td>1 hour</td>
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<td>University of Utah Autism Spectrum</td>
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<td>Disorders Clinic</td>
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<td>October TBA</td>
<td>Administration &amp; Interpretation of the Wechsler Preschool &amp; Primary</td>
<td>Terisa Gabrielson, Ph.D., Assistant</td>
<td>3 hours</td>
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<td></td>
<td>Scale of Intelligence—4th Edition (WPPSI-4)</td>
<td>Professor</td>
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<td>Brigham Young University (BYU)</td>
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<tr>
<td>December TBA</td>
<td>The Art of Consultation: Helping Kids by Attaining Adult Buy-In &amp;</td>
<td>Melisa Genaux, M.Ed., Autism Specialist</td>
<td>2 hours</td>
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<td>Follow-Through Child Trauma &amp; the Family: Implications for School</td>
<td>Jordan School District</td>
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<td>Psychologists</td>
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<tr>
<td>January TBA</td>
<td>Administration &amp; Interpretation of the Gray Oral Reading Test-5 (GORT-</td>
<td>Natalie Buerger, M.S., School Psychologist</td>
<td>2.5 hours</td>
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<td></td>
<td>5), Comprehensive Test of Phonological Processing-2 (CTOPP-2),</td>
<td>Jordan School District</td>
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<tr>
<td></td>
<td>Wechsler Individual Achievement Test-III (WIAT-III)</td>
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<td>February TBA</td>
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<tr>
<td>Month</td>
<td>Title</td>
<td>Presenter(s)</td>
<td>Institution</td>
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<tr>
<td>March TBA</td>
<td>Identification &amp; Interventions for Students With Selective Mutism</td>
<td>Terisa Gabrielsen, Ph.D., Assistant Professor Brigham Young University (BYU)</td>
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<td></td>
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<td>Blake Hansen, Ph.D., Assistant Professor Brigham Young University</td>
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<tr>
<td>May TBA</td>
<td>Self-Injury—Interventions for Children &amp; Adolescents</td>
<td>Kim Kettle, LCSW, Program Supervisor Female Adolescent Residential Program University Neuropsychiatric Institute (UNI)</td>
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</tbody>
</table>
Instructor: Aaron Fischer, PhD, BCBA-D
3252 SAEC

Office Hours: By appointment
Telephone: (801) 581-7148 (department)
Email: aaron.fischer@utah.edu

Class Meeting Dates/Presenters: In addition to case presentations, a tentative schedule of topics and presentations is provided below: (Note that attendance is mandatory)

August 20: Goals and Objectives; Supervision and APPIC
September 3: APPIC Continued, Introduction to Professional Issues and Case Discussions
September 17: Multicultural Considerations for Practice in Schools and Clinical Settings
October 1: EPPP/PRAXIS II; Licensure, APPIC Continued, Case Presentations
October 15: Ethical Dilemma Scenarios, APPIC Continued, Case Presentations
October 29: Report Writing, Record Keeping, Case Management, Case Presentations
November 12: Systems Level PBS
November 26: Systems Level PBS
January 7: Case Presentations
January 21: Working with Difficult People, Case Presentations, APPIC Continued
February 4: Crisis Management
February 18: Internship Open House
March 4: Use and Misuse of Technology, Case Presentations
March 18: Leadership Discussion, Case Presentations
April 1: Supervision, Case Presentations
April 15: EPPP and State Licensure, Case Presentations
April 29: Transitioning Cases, Wrap Up
<table>
<thead>
<tr>
<th>Date</th>
<th>Junior child/TB residents and Adult residents/APPIC Interns</th>
<th>Senior Child/TB residents</th>
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<tbody>
<tr>
<td>July 4th</td>
<td>No lectures</td>
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<tr>
<td>July 11th</td>
<td>Safety/UNI orientation (Rebecca Hyde MD)</td>
<td>Same as Junior</td>
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<td>Risk Management (Suzette Goucher MD)</td>
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<td></td>
<td>Call</td>
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<td></td>
<td>(Adult residents and Josh Gibney at MHI orientation)</td>
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<td>July 18</td>
<td>Psychopharm overview (Kalyani Samudra MD)</td>
<td>Preschooler (Michelle Vo MD, Sarah Winter MD) (assessment, intro to early intervention)</td>
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<td>Therapy overview (Jennifer G O’Donohoe MD)</td>
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<td>Feedback Overview (Jennifer O’Donohoe MD)</td>
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<td>July 25</td>
<td>Evaluation</td>
<td>Leadership Seminar</td>
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<td>Formulation (Doug Gray MD)</td>
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<td></td>
<td>Suicidal teen (Doug Gray MD)</td>
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<td></td>
<td>Interviewing the child (Mary Burris MD)</td>
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<td>Aug 1</td>
<td>ADHD (Botts)</td>
<td>Downtown Clinic follow up</td>
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<td>Disruptive behavioral disorders (ODD/Conduct)</td>
<td>Maximize charting</td>
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<td></td>
<td>Joann Cook and Annalise Keen MD</td>
<td>Trouble shoot Coding</td>
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<td>Encopresis/Enuresis (KK)</td>
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<td>Aug 8</td>
<td>Autism</td>
<td>Same as Junior</td>
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<td>Patricia Aguayo MD – Clinical evaluation, OP management, meds, genetics</td>
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<td></td>
<td>Julia Connelly PhD - Therapies (interpersonal, behavior plans, Denver Early Start/ABA)</td>
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<tr>
<td>Aug 15</td>
<td>Development (Kristi Kleinschmit MD):</td>
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<td>Aug 22</td>
<td>EDO</td>
<td>Leadership</td>
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<td>IP (Kristin Francis MD)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenter(s)</td>
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<tr>
<td>Aug 29</td>
<td>1:15: Substance Use</td>
<td>Susie Wiet MD Re: Outpatient Management</td>
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<td>Therapy (TBD)</td>
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<td>3:15: Franchek Interpersonal Violence talk</td>
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<tr>
<td>Sept 5</td>
<td>Mood (depression, bipolar, DMDD)</td>
<td>Anne Lin MD, Doug Kondo MD, Matthew Pierson MD (treatment-resistant depression)</td>
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<tr>
<td>Sept 12</td>
<td>Trauma (Brooks Keeshin MD)</td>
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<tr>
<td>Sept 19</td>
<td>Trauma (Brooks Keeshin MD) 1:15 – 3:05</td>
<td>School Orientation (Abby Gottsegen PhD) 3:15 – 4:00</td>
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<tr>
<td>Sept 26</td>
<td>Anxiety and PTSD (Toni Hesse MD and Ashlee Hardesty MD)</td>
<td>Psychosis (diagnosis/evaluation- Chris Rich MD); Early intervention (Community MH program)</td>
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</tbody>
</table>
Appendix C
Sample Schedule
JFEC
ANGER MANAGEMENT CLASSES: These classes are held weekly throughout the traditional school year. Participants may start at any time during the school year.

1. High School: Wednesdays
   Megan McCormick, Ph.D.
   Sara Susan 7:00 – 9:00 p.m. (4 weeks)

2. Middle School: Wednesdays
   Romney Stevens, Ph.D.
   Levi Zring, Ph.D. 7:00 – 9:00 p.m. (4 weeks)

3. Elementary: Thursdays
   Olin Levet, Ph.D.
   Romney Stevens, Ph.D. 7:00 – 9:00 p.m. (3 weeks)

TUESDAY SCHEDULE

Support Group:
4. Caught in the Crossfire: A group for children dealing with divorce ages 7 – 12
   Melanie Nelson, Lisa Stillman 7:00 – 9:00 p.m.

Classes:
5. Truancy School for Students (3 weeks)
   This class is held weekly throughout the traditional school year.
   Call to register:
   Megan McCormick, Ph.D., Casey Paterson 7:00 – 9:00 p.m.

6. Calming the Storm Within: Anger management for adults
   Clinton Thurgood, Donna Salmon, Ph.D. 7:00 – 9:00 p.m.

7. Effective Parenting Training: How to get your children to do wht you want them to do
   This class provides a step-by-step approach to changing children's behavior in a positive way.
   Yannick-Springer, Ph.D., BBD, Amélie McCollard 7:00 – 9:00 p.m.

8. Just Breathe: Teens learning to live mindfully with stress and drama
   (Grades 7-12)
   Joyceyln Araya, Candace Fowles 7:00 – 9:00 p.m.

9. Mindfulness: Adults developing skills to decrease stress and improve relationships at home and work
   Olin Levet, Ph.D., Stephanie Hergen Answers 7:00 – 9:00 p.m.

10. Safeguarding Our Children and Teens: A seminar for parents addressing bullying, internet safety, child sexual abuse, substance use and abuse and suicide prevention
    (Adults Only)
    Date: Tuesday, May 15, 2018 (one night only)
    Elizabeth MacDougall, Steve Cherry 7:00 – 9:00 p.m.

11. Suicide Prevention Training for Educators (Fills half of USOE requirement for re-license) Register on-line on Jordan School District’s JPLS website. (Adults Only)
    Date: Tuesday, April 17, 2018 (one night only)
    Elizabeth MacDougall, Cindy Watkins 5:00 – 8:00 p.m.

WEDNESDAY SCHEDULE

Classes:
12. Positive Parenting Practices: For the child with Attention Deficit/Hyperactivity Disorder (A.D.H.D.) (9 weeks)
    Kevin Danron, John Simpson 7:00 – 9:00 p.m.

13. Making and Keeping Friends (Children’s Group) (Grades 2-6)
    Parents of children attending this class are required to attend the parent class (see class #14).
    Enrollment is limited.
    Elizabeth White, Dan Olympia, Aubree James 7:00 – 9:00 p.m.

    Parents of children in class #13 are required to attend this parent class.
    Andy Baggs; John Blodgett 7:00 – 9:00 p.m.

15. Blues Busters: A class for children who are sad or worried
    (Grades 3 – 6)
    Sarah Robbins, Holly Bell 7:00 – 9:00 p.m.

16. Blues Busters: Skills for parents of children who are sad or worried (Parent Group)
    Casey Peterson, Alesks Walk 7:00 – 9:00 p.m.

17. Mind Shift: Managing your anxiety instead of it managing you
    (Grades 7-12)
    Valerie Olson, Julia Walker 7:00 – 9:00 p.m.

THURSDAY SCHEDULE

Support Groups:
18. Reading Your Environment: A social skills group for students with Autism Spectrum Disorder
    (Grades 3-6) Enrollment is limited
    Monica Amador, Cindy Watkins 7:00 – 9:00 p.m.

Classes:
    Elizabeth MacDougall, Sam Susov 7:00 – 9:00 p.m.

20. Living the Girl in the Mirror: Self Esteem (Grades 7-12)
    Christine Robinson, Katharine Campbell 7:00 – 9:00 p.m.

21. Practical Parenting Solutions: Practical solutions for parenting challenging children and teens
    Rex Prestcott, Alyssa Jones 7:00 – 9:00 p.m.

22. Safeguarding our Children and Teens: A seminar for parents addressing bullying, Internet safety, child sexual abuse, substance use and abuse and suicide prevention
    (Adults Only)
    Date: Thursday, April 26, 2018 (one night only)
    Elizabeth MacDougall, Steve Cherry 7:00 – 9:00 p.m.

FAMILY RESOURCE PROGRAMS


Lending Library – Over 1,000 books and kits covering topics such as communication, stress, self-esteem, discipline, marriage enrichment, and many others.

The Jordan Family Education Center is staffed by school psychologists, counselors and school psycholo-

SUNSET QUARTER 2018

Additional class information and map on back
A CLOSER LOOK . . .

- **Caught in the Crossfire: A group for children dealing with divorce** (ages 7-12)
  This support group helps children develop an understanding of the emotions related to divorce.

- **Just Breathe: Teens learning to live mindfully with stress and drama** (grades 7-12)
  The purpose of this group is to introduce teens to mindfulness strategies that aim to help them manage stress and increase positive coping strategies.

- **Liking the Girl in the Mirror** (grades 7-12)
  This fun, interactive course for girls will examine what self-esteem is, the development and factors affecting self-esteem, an examination of the consequences and symptoms of low self-esteem, the behaviors associated with the symptoms of low self-image, and methods to rebuild and maintain a good level of self-esteem throughout life.

- **Mind Shift: Managing your anxiety instead of it managing you** (grades 7-12)
  This class will provide fun and exciting activities to support teens that may experience feelings of sadness, anxiety or worry.

- **Mindfulness: Adults developing skills to decrease stress and improve relationships at home and work**
  Mindfulness is a learnable skill that increases awareness, slows down reaction time, and helps one consciously choose words and actions that are skillful and compassionate. Improvements in these areas have a positive impact on stress, mood and relationships. This class will utilize proven techniques to help participants develop a more mindful approach to life's everyday challenges.

- **Practical Parenting Solutions: Practical solutions for parenting challenging children and teens**
  Parents will learn strategies for avoiding and resolving conflicts. Topics will include effective communication techniques, identification of conflict triggers and strategies to resolve the problem. The class is recommended for parents of children between the ages of 10 and 16 although parents of younger and older children may attend.

- **Reading Your Environment: A social skills group for students with Autism Spectrum Disorder** (grades 3-6)
  This support group helps children and youth with Autism Spectrum Disorder identify environmental cues and learn coping strategies to successfully navigate their world. Enrollment is limited.

- **Supporting Your Child Socially: A class for parents of children with Autism Spectrum Disorder**
  This class helps parents who have children with Autism Spectrum Disorder guide and support their child in socially adapting and successfully navigating their world.

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**Call now to register:**

801-565-7442 • http://www.jordandistrict.org/departments/jfec/

The Jordan Family Education Center is staffed by school psychologists, counselors and school psychology interns employed by the Jordan School District.

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**JORDAN SCHOOL DISTRICT SPECIAL EDUCATION CHILD FIND**

Every child is entitled to a public education regardless of disability. Children with disabilities may go without services because families are not fully aware of their options. If you know of a child, birth to age 22, who is not receiving any education services or feel that your child may be in need of special education services, please contact your local school or call the Special Education Department in Jordan School District at (801) 567-8176.

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Open Monday 8:00 am - 5:00 pm, Tuesday - Thursday 8:00 am - 9:00 pm, Friday 8:00 am - 3:00 pm • Located in River’s Edge School
Appendix D
The Jordan School District Training Program Director receives feedback on the intern’s supervision by asking interns to complete this form. The evaluation should be completed once for each supervisor at the end of the supervision period. The purposes are twofold: (1) to provide the District Training Program Director with feedback for improving supervision and (2) to encourage students to evaluate their own experience regarding supervision.

Intern Student: ____________________________________________________
Intern site-Supervisor: ______________________________________________

Supervision time period covered: ________ to ________

**DIRECTIONS:** School Psychology intern students evaluate their on-site supervision. Circle the number that best represents how you feel about the supervision you received. Please rate 1 (Inadequate) to 6 (Exceptional). After the form is completed, Jordan School District Program Training Director reviews the student’s comments and ratings.

1. Gives time and energy in directly observing my activities. 1 2 3 4 5 6
2. Accepts and respects me as a person. 1 2 3 4 5 6
3. Recognizes and encourages further development of my strengths and capabilities. 1 2 3 4 5 6
4. Gives me useful feedback when I do something well. 1 2 3 4 5 6
5. Provides me the freedom to develop flexible and effective counseling styles. 1 2 3 4 5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling and assessment skills. 1 2 3 4 5 6
7. Provides suggestions for developing my counseling and assessment skills. 1 2 3 4 5 6
8. Helps me understand the implications and dynamics of the counseling approaches I use. 1 2 3 4 5 6
9. Encourages me to use new and different techniques when appropriate. 1 2 3 4 5 6
10. Is spontaneous and flexible in the supervisory sessions. 1 2 3 4 5 6
11. Helps me define and achieve specific concrete goals for myself during the practicum/intern experience. 1 2 3 4 5 6
12. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6
13. Allows me to discuss problems I encounter in my practicum/intern setting. 1 2 3 4 5 6
14. Pays attention to both me and my clients. 1 2 3 4 5 6
15. Focuses on both my verbal and nonverbal behavior.

16. Helps me define and maintain ethical behavior in counseling, assessment & case management.

17. Encourages me to engage in professional behavior.

18. Maintains confidentiality to material discussed in supervisory sessions.

19. Deals with both content and affect when supervising.

20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.

21. Helps me organize relevant case data in planning goals and strategies with my clients.

22. Helps me formulate a theoretically sound rationale of human behavior.

23. Offers resource information when I request or need it.

24. Helps me develop increased skill in critiquing and gaining insight from my counseling and assessment via direct observation or reviewing logs and case notes.

25. Allows and encourages me to evaluate myself.

26. Explains his/her criteria for evaluation clearly in behavioral terms.

27. Applies his/her criteria fairly in evaluating my performance.


ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Signature:  Date
Appendix E
Intern Evaluation
Field supervisors should meet individually with the intern to discuss all ratings. When giving feedback, please provide examples of both strengths and areas for improvement, including discussion of how the intern might address any areas of concern in future training.

(note: all students are expected to achieve a Minimum Level of Competency (MLA) of 4 or higher for all core competencies at completion of internship). These include: research, ethical and legal standards, individual and cultural diversity, professional values/attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, supervision and consultation/interprofessional/interdisciplinary skills

Use the following guidelines to rate the intern across the core competencies:

1"–"Minimal" Competence – competence is below the level expected of a doctoral intern, or minimal or no competence noted; requires extensive supervision

2"–"Adequate" Competence – adequate competence to the level that the doctoral intern can function without direct supervision; requires ongoing supervision

3"–"Emerging "Professional" Competence – competence is beyond that expected by a beginning intern, but not yet at the initial professional level; requires ongoing supervision

4"–"Entry Level "Professional" Competence – competence at a level expected of an entry level licensed school psychologist by completion of internship.

5"–"Professional" Competence – well developed competence reflecting the capability for independent functioning; requires little or no supervision

N/A – Insufficient basis for making a rating
<table>
<thead>
<tr>
<th>Research</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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<tr>
<td>Knowledgeable of current research relevant to the practice of school psychology</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>N/A</td>
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<tr>
<td>Evaluates and integrates relevant research findings into professional practice.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>N/A</td>
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<tr>
<td>Demonstrates substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.</td>
<td>1</td>
<td>2</td>
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<td>N/A</td>
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<tr>
<td>Assists in the evaluation and interpretation of program, school, or community outcome data to design appropriate improvements.</td>
<td>1</td>
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<td>5</td>
<td>N/A</td>
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Mean Rating ________________

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<tr>
<th>Ethical and Legal Standards</th>
<th>1</th>
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<th>N/A</th>
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<tr>
<td>Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
<td>N/A</td>
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<td>Demonstrates ethical behavior as defined by APA and NASP.</td>
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<td>N/A</td>
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Mean Rating ________________
## Individual and Cultural Diversity

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<th>Task</th>
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<tr>
<td>Demonstrates an understanding of how individual personal/cultural history, attitudes, and biases may affect understanding and interacting with people different from themselves.</td>
<td>1 2 3 4 5   N/A</td>
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<tr>
<td>Appropriately assesses and identifies meaningful interventions for individuals from different cultural, ethnic, racial, economic, linguistic, religious, geographic, and lifestyle backgrounds.</td>
<td>1 2 3 4 5   N/A</td>
</tr>
<tr>
<td>Demonstrate the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.</td>
<td>1 2 3 4 5   N/A</td>
</tr>
<tr>
<td>Demonstrates ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).</td>
<td>1 2 3 4 5   N/A</td>
</tr>
</tbody>
</table>

Mean Rating ________________

## Professional Values, Attitudes and Behaviors

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of current scientific literature/research and the application of these empirically supported assessment techniques and interventions into practice.</td>
<td>1 2 3 4 5   N/A</td>
</tr>
<tr>
<td>Demonstrates professional responsibility (e.g., follows appropriate procedures, completes documentation requirements and assignments in a timely manner, punctuality, confidentiality, respect for others, etc.)</td>
<td>1 2 3 4 5   N/A</td>
</tr>
<tr>
<td>Demonstrates an understanding of the role and function of a school psychologist within a school setting and adheres to all school, district, and state practice and policies, standard job functions and performance standards.</td>
<td>1 2 3 4 5   N/A</td>
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Demonstrates behaviors reflective of inquiry and a desire for professional growth and development evidenced by participation in self-reflection, supervision, knowledge of current research, contribution to team meetings and self-motivation.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1</th>
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<tr>
<td>Demonstrates the ability to select an appropriate psychological assessment battery based on a specific referral question</td>
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<td>N/A</td>
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<tr>
<td>Demonstrates the ability to administer, interpret and integrate a variety of assessment measures (e.g., clinical interview, cognitive, academic, behavioral, social emotional, memory, adaptive, motor and language functioning etc.)</td>
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<td>N/A</td>
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<tr>
<td>Demonstrates an understanding of child and adolescent learning and psychopathology and the ability to make differential diagnoses using special education and DSMHV classifications systems.</td>
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<td>N/A</td>
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<tr>
<td>Demonstrates the ability to develop appropriate case formulations, link assessment data to recommendations, communicate results and prepare a quality written report.</td>
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<td>N/A</td>
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Mean Rating ________________

Counseling and Interventions

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<thead>
<tr>
<th>Counseling and Interventions</th>
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<th>N/A</th>
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<tr>
<td>Demonstrates the ability to develop a competent case conceptualization and to formulate an appropriate treatment plan with obtainable therapeutic goals.</td>
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<td>N/A</td>
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<tr>
<td>Demonstrates the ability to develop a case conceptualization and select appropriate empirically validated interventions based on a student's specific</td>
<td></td>
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<td>N/A</td>
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<td>Demonstrates the ability to implement a variety of effective interventions (individual, group, crisis intervention) and to appropriately evaluate treatment outcomes.</td>
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<td>5</td>
<td>N/A</td>
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Demonstrates the ability to develop and maintain appropriate therapeutic relationships (e.g., build rapport, define boundaries, termination, etc.)

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<tr>
<th>Rating</th>
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Mean Rating ________________

## Consultation and Collaboration

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<th>Description</th>
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<tr>
<td>Demonstrates the facilitation of effective problem solving through consultation and collaboration with teachers, counselors, administrators, community professionals, and family members.</td>
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<td>5</td>
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<tr>
<td>Demonstrates effective utilization of consultation/collaboration skills to diffuse difficult situations and promote consensus.</td>
<td></td>
<td>1</td>
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<td>N/A</td>
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<td>Demonstrates support for other team members in the provision of services.</td>
<td></td>
<td>1</td>
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<td>5</td>
<td>N/A</td>
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<td>Demonstrates active promotion of effective change at the systems level.</td>
<td></td>
<td>1</td>
<td>2</td>
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Mean Rating ________________

## Supervision

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Mean Rating ________________

## Overall Intern Rating

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<th>Rating</th>
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Overall Intern Rating ________________
Attestation: This evaluation record is based in part on direct observation of doctoral intern in any or all of the aforementioned areas.

Supervisor ______________________________ Date ____________________

Interns Areas in Need of Improvement:

Specialty track Passed___ Specialty track NotPassed___

Signature of Field Supervisor: ________________________________
Date: ______________________________

Signature of Internship Director: ________________________________
Date: ______________________________

*Signature of Intern: ________________________________
Date: ______________________________

*Note: Signature of Intern indicates that the evaluation results were shared with the intern, and does not necessarily indicate agreement with it.
Appendix F
Jordan School District Performance Appraisal System

School Psychologist Appraisal Rubric
Link to documents

http://jes.jordandistrict.org/specialized-subgroups/psychologists/
G. JSD Evaluation of Licensed Personnel (DP311)

http://policy.jordandistrict.org/dp311/

H. Jordan School District Grievance policy
http://policy.jordandistrict.org/dp315_neg/

I. Jordan School District Orderly Termination Procedures - Licensed policy
http://policy.jordandistrict.org/dp316_neg/
APPENDIX J

APA, NASP, and Utah/JSD Ethical Guidelines and Policy Links

APA:

NASP:

Utah/Jordan:
APPENDIX K
Sample Remediation Plan
Jordan School District Doctoral Internship
Competency Remediation Plan

Date of Competency Remediation Plan Meeting:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee’s performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee’s attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):
## Competency Remediation Plan

<table>
<thead>
<tr>
<th>Competency Domain/ Essential Components</th>
<th>Problem Behaviors</th>
<th>Expectations for Acceptable Performance</th>
<th>Trainee's Responsibilities/ Actions</th>
<th>Supervisors'/ Faculty Responsibilities/ Actions</th>
<th>Timeframe for Acceptable Performance</th>
<th>Assessment Methods</th>
<th>Dates of Evaluation</th>
<th>Consequences for Unsuccessful Remediation</th>
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</table>
I, ______________________, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. My comments, if any, are below (PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

______________________________
Trainee Name

______________________________
Date

______________________________
Training Director

______________________________
Date

Trainee’s comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.
SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):
Date(s):
In Attendance:

<table>
<thead>
<tr>
<th>Competency Domain/ Essential Components</th>
<th>Expectations for Acceptable Performance</th>
<th>Outcomes Related to Expected Benchmarks (met, partially met, not met)</th>
<th>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</th>
<th>Next Evaluation Date (if needed)</th>
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I, ________________________, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. My comments, if any, are below. (PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

___________________________________________________________________  ___________________________________________________________________
Trainee Date  Training Director Date

Trainee’s comments (Feel free to use additional pages):