



## **APPIC Doctoral School Psychology Internship July, 2022 - June, 2023 Training Handbook**

**Member - Association of Psychology Postdoctoral and Doctoral Internship Centers**

*The Jordan School District Doctoral Internship Program abides by all policies of the Association of Psychology Postdoctoral and Internship Centers (APPIC).*

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**Updated 10/30/2021**

## 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 2022-2023. 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 56,000 children and adolescents who live in the nearby communities of Bluffdale, Copperton, Herriman, Riverton, South Jordan, and West Jordan, Utah. JSD includes 40 elementary schools, 12 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 the Student Services Department and provides all school psychology services for the district. 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<sup>[P]<sub>SEP</sub>]</sup>

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 18, 2022 through June 30, 2023. 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:

### **Projected/Typical APPIC Orientation and Training 2022-2023**

**July/August 2022:** In addition to scheduled onboarding training and orientation (see below), interns are initially introduced to a preschool, elementary school or secondary school during the months of July and August and June of the following year.

**July 18-21, 2022:** Orientation including a review of the APPIC Handbook, evaluations, and training in ADA/504, as well as didactic seminars, and a half-day rotation at the University of Utah Board Psychiatry Seminar Lecture.

**July 25- 29, 2022** will include attendance at the Utah Institute on Special Education Law, continued orientation and a half-day rotation at the University of Utah Board Psychiatry Seminar Lecture.

**August 1-3, 2022** will include orientation for all new school psychology hires, as well a full-day of special education orientation and a half-day rotation at the University of Utah Board Psychiatry Seminar Lecture..

**August 4-5, 2022** will include a full day of School Mental Health Team didactic training with district school psychologists, school psychology interns, school counselors, and social workers and a day spent in the home base school with orientation to caseloads, active behavior intervention and 504 Accommodation plans.

**August 8-9, 2022** will include didactic training with school psychologists and school psychology interns.

### **Orientation: Getting Ready for the School Year Tasks**

**Objectives:** In first weeks of internship, interns 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 documents describing their goals. Locate and review 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

### 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 with SPED team
8. Review/create an Annual IEP Schedule with SPED team
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: Writing 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 FERPA'S (you may cover generic goals in groups and send home FERPAS)
3. Review Medicaid Reporting procedures. 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 reevaluation 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, 2023/WEEK 1-2:**

**Objectives:** Interns will formulate a plan for wrapping up "loose ends", report writing and special education documentation/paperwork. Interns will discuss and review closure activities for students. Interns may also request work time for professional development or research during remaining time, including any activities associated with dissertation completion and defense, writing revisions, licensure, etc. Individual and group supervision continues as scheduled.

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 6<sup>th</sup> grade files.
6. Participate in other trainings as identified [e.g. sand tray therapy, play therapy, Internal Family Systems (IFS)].
7. Co-facilitate DBT skills class for adolescents through JFEC.

**WEEK 3:**

**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. Individual and group supervision continues as scheduled.

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.
5. Provide assessment and consultation services at the JSD Child Development Center (children age 2-5).

**FINAL WEEK 4**

**Objective:** Wrap up, process any remaining questions you may have about next steps in your career in school psychology. Individual and group supervision continues as scheduled.

1. Complete case notes for all files, paperwork finished and transfer files delivered
2. Complete any didactic experiences as needed.
3. Review internship evaluation with supervisors.
4. Complete evaluation of field supervisors.
5. Debriefing of internship experience with program faculty/Training Director

**Regular Placement and Rotation Assignments**

**August 2022 – May 2023:** Half-time Primary School Assignment—During the regular school year (August-June) each intern will be assigned to work 20 hours per week in one elementary or middle school. Each school is fully staffed with a special education team consisting of a qualified special education teacher(s), speech/language pathologist, and may include 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. A focus across each specialty track will consist of age and client appropriate therapy experience using principles and best practices associated with cognitive behavior therapies for a variety of presenting problems, including anxiety, OCD, depression, and post-traumatic stress. Each rotation will provide introductory experiences in multiple roles that a psychologist can hold when interacting with 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 up to 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. A focus across each specialty track will consist of age and client appropriate therapy experience using principles and best practices associated with cognitive behavior therapies for a variety of presenting problems, including anxiety, OCD, depression, and post-traumatic stress. Each rotation will provide introductory experiences in multiple roles that a psychologist can hold when interacting with children and families.

**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 center based 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 4 weeks of the internship, typically from June to July. During the beginning of the summer rotation, interns will receive a “nuts 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.

**Specialized Assessment and Consultation:** This rotation is provided under the supervision of **Dr. Cassandra Romine** and is developmentally structured to allow doctoral interns to assume increased responsibility and independence in specialized assessment and consultation activities. During the initial part of the rotation, interns observe and work collaboratively with a full-time licensed psychologist (Dr. Romine). Psychological services in which the intern may be involved includes psychological and neuropsychological assessment, crisis intervention, behavioral intervention, consultation services with school staff, parents, as well as pediatric medical and community-based mental health providers. Dr. Romine will provide initial and additional training experiences in the comprehensive assessment of suspected autism spectrum disorders using the Autism Diagnostic Schedule (ADOS) and other measures, and neuropsychological assessment as part of the district wide Traumatic Brain Injury team. Interns may also participate in in-depth learning disability evaluations and school violence risk assessment intakes and evaluations. The rotation provides an opportunity to increase the intern’s familiarity with moderate to severe impairment/psychopathology in child and adolescent populations and provides them an experiential training opportunity characterized by a high level of behavioral health programming. 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** 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.

**Mental Health Trauma Therapy /Elementary School Rotation:** Doctoral interns selecting this secondary rotation are placed in an elementary/middle school within the Jordan School District. Tier 1, 2, and 3 mental health services are provided by **Najmeh Hourmanesh, PhD, NCSP**, a licensed psychologist. Tier 1 services include class-wide social skills, a Suicide Prevention curriculum in 7th-9th 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 Focus:** 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. 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.

**Cognitive Behavior Therapy: Blackridge Elementary School:** This rotation, under the licensed supervision of **Dr. Romney Stevens** will offer interns added experience in multiple individual and group therapy cases, with a particular focus on ongoing cases that utilize CBT to address anxiety-related concerns. The intern will function

as a therapist in this setting. Program development during this rotation will involve creating, running and managing behavioral and skills based groups that will ideally become self-sustaining by the rotations end. Such group therapy may involve DBT skills, developing a unified protocol for clients, understanding behavioral activation, parent management training, etc. contingent on program needs and trainee experience. A focus across this specialty track will consist of age and client appropriate therapy experience using principles and best practices associated with cognitive behavior therapies for a variety of presenting problems, including anxiety, OCD, depression, and post-traumatic stress. This rotation will provide introductory experiences in multiple roles that a psychologist can hold when interacting with elementary age children.

**Social-Emotional Learning/Mindfulness: West Jordan Middle School:** This supervised experience will offer doctoral students the opportunity to observe and participate in a school-wide Mindfulness & Wellness program at West Jordan Middle School (WJMS), two-and-a-half days a week for eight weeks. Licensed supervisor **Fulvia Franco, Ph.D.** and field supervisors will be supervising this rotation.

**Olin Levitt, Ph.D.,** will provide interns the opportunity to see how to create and maintain a therapeutic milieu in a middle school setting based on principles of mindfulness and other mind-body practices. This comprehensive, primary prevention program targets all WJMS students (grades 7, 8 and 9) and is a continuation of the school's mindfulness initiative, initiated in 2017/18. It includes a morning "Mindful Moment" teaching, daily classroom "Brain Breaks", a Team Yoga program, and other school mindfulness and wellness activities, including multiple in-service trainings with all WJMS teachers.

A unique aspect in the delivery of the program is the inclusion of parents as targets of the intervention. This is accomplished through regular emails with parents, sharing the purpose of the program, and descriptions of the mindfulness and wellness activities. The inclusion of parents is based on a recently published study on Childhood Adverse Experiences (ACEs), indicating that the most potent Protective Factor (i.e., "salve" or "shield") against negative life experiences may be consistent quality time with parents who "talk to their child about things that matter or share ideas." (Robles A, Gjelsvik A, Hirway P, Vivier PM, High P. Adverse childhood experiences and protective factors with school engagement. *Pediatrics*. 2019; 144).

In addition to the above, interns will observe and participate in core traditional therapeutic activities conducted in the "Lion's Den", a wellness center where individual and group counseling/psychotherapy and mind-body practices will be conducted. In summary, interns at West Jordan Middle School will have the opportunity to see how Tier 1, 2, and Tier 3 interventions can be woven into a comprehensive fabric of support in a school setting.

### **Additional Training Activities:**

In addition to the five rotation options listed above, interns 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 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 participate in 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 1<sup>st</sup> 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 case formulations/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.

**Educational Language Services (ELS) (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 (**Dr. Fulvia Franco, Ph.D**) in the district.

## Professional Development Activities

Each year, the school psychologists engage in a minimum of 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 monthly to discuss individual intern needs and plans for future trainings. These needs are addressed through professional development didactics 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 in addition to group supervision provided by the Jordan School District. 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 2019-2020-2021 year. Topics for 2021-2022 also included HIPAA, supervision models, writing a vita, interview skills, writing IEP goals, setting up an office, case formulation skills, among others. These topics will be covered during a twelve-month period. During July/August/September, Interns also participate in seminars for Triple Board Psychiatry Residents at the University of Utah for 3.0 hours per week. Didactic topics vary and are provided by licensed psychologists, affiliated mental health providers and special education specialists across a broad range of relevant areas and include but are not limited to subjects such as behavior management, medication, diagnosis of autism and developmental disabilities, diversity issues, child psychosis, suicide, 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/ inter-professional/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, TBI, etc.

### **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 all staff, including 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 Doctoral Program. The University of Utah has agreed to allow any Jordan School District 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 district 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 the Jordan School District.

All interns are provided with a variety of resources to support their training activities. Each intern is provided with a laptop computer, printer, desk and file cabinet(s), etc. located in a dedicated private office space in their primary placement. Access to internet based online scoring programs is provided when they are available. All interns are provided with a broad selection of current assessment tools/test kits issued directly to the intern and also have access to a comprehensive test library with a broad range of assessments addressing a range of professional needs. The district also maintains a large library of professional resources, including reference texts, manualized treatment handbooks, and materials, etc. available for short term checkout.

### **Supervision and Evaluation**

Interns will receive a minimum of two (2) 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 Jordan School District Doctoral Internship in School Psychology (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 and as needed 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 least twice a year, and/or 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. See Appendix E for a copy of the district 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 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 are evaluated using student learning objectives (SLO) via a school climate survey. Evaluation criteria for these activities are periodically reviewed in supervision meetings. The 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. 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 JPAS and Intern Evaluation tools contained in Appendix D & E.

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 student 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 Training Director reviews three special education files submitted by the intern to determine appropriateness of the evaluation, interpretation of data, goals 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.

#### **Jordan School District Psychology Internship Supervision, Due Process and Grievance Procedures**

**Administrative Hierarchy and Definitions:** The district Internship Due Process procedures applies to APPIC school psychology interns and involves greater levels of support and intervention as an issue increases in persistence, complexity, or level of disruption to the doctoral psychology interns' experience or the training program. Intern trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. It is expected that the vast majority of supervision is devoted to promoting professional growth and responding to the interns needs across various areas of competency development.

Due Process is a written procedure that comes into use when an intern's unsatisfactory performance becomes a concern. Due process includes three elements: **Notice** (i.e. the intern must be notified that a concern has been identified and that the district internship program is addressing the concern); **Hearing** (i.e. the program must have a formal process by which the identified intern has an opportunity to hear concerns and to respond to the concerns); and **Appeal** (i.e. the intern must have an opportunity to respond to concerns and appeal any job actions taken by the program in regards to the identified concerns. Staff roles included herein are defined as follows:

*District Administrator:* Depending on the nature of a concern, any or all of the following administrators can be involved in due process: Principal, Director of Special Education, Director of Student Services, Human Resources Administrator, and Program Training Director. The principal at the intern's home-base school or rotation site provides administrative supervision.

*Supervisor:* Any licensed psychologist assigned to provide direct supervision or teaching to an intern.

*Program Training Director (PTD):* The supervisor who functions as the Director of Training. The PTD leads the internship Training Committee and serves as a voting member.

*Training Committee (TC):* The Training Committee is comprised of the TD and supervisor from each site. While two (or more) supervisors from each site may attend TC meetings, only one supervisor from each site acts as a voting member.

*Due Process Procedures:* Due process procedures are implemented when a building administrator or a member of the training team raises a concern about the functioning of a doctoral school psychology intern. These procedures are intended to protect rights and are implemented in order to afford the intern with every reasonable opportunity to remediate concerns in a positive and supportive environment. These procedures are intended to be formative rather than punitive.

**Supervision and Professional Growth Activities:** Intern trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. When a supervisor (Field Supervisor, Building Administrator or the Program Training Director) becomes concerned about a school psychology intern's performance, the first step should be to raise the issue with the intern directly as soon as feasible in an attempt to informally resolve the concern. Strategies to resolve concerns may include but are not limited to increased supervision, didactic training, and/or structured readings. This process should be documented in writing in supervision notes and may be discussed with the PTD and possibly the TC, but will not become part of the intern's professional file.

A District Administrator, Field Supervisor, Program Training Director and University Supervisor are informed when unsatisfactory performance issues are determined to be of concern. Issues identified as "concerning" typically require remediation when they include one or more of the following characteristics: 1) the area of concern potentially causes harm to a student or identified client 2) the intern fails to acknowledge, understand, or address the concern when it is identified; 3) the concern is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical supervision or didactic training; 4) the quality of services delivered by the intern is significantly negatively affected; 5) the concern is not restricted to one area of professional functioning; 6) a disproportionate amount of attention by training personnel is required; 7) the doctoral psychology intern's behavior does not reasonably change as a function of feedback, and/or time; 8) the concern has potential for ethical violation(s) or legal ramifications if not addressed; 9) the intern's behavior negatively impacts the public view of the school district; 10) the concern negatively impacts the intern cohort; and/or, 11) the concern violates appropriate interpersonal communication with agency staff.



Professional growth activities are implemented when an intern receives a rating below 3 on any professional APPIC competency or any of the following conditions occur that broadly create interference in an intern's professional functioning. The issue may be reflected in one or more of the following ways: 1) a difficulty in acquiring and integrating professional standards into one's repertoire of professional behavior; 2) a difficulty in acquiring professional skills in order to reach an acceptable level of competency; and/or 3) a difficulty in managing personal stress, psychological challenges, and/or excessive emotional reactions which interfere with professional functioning. Professional judgment is used by the training director or supervising psychologist in consultation with the appropriate district administrator as to when an issue becomes problematic rather than solely of concern. A Remediation Plan may be developed as a professional growth activity.

**Competency Development Process:** If a psychology doctoral intern's problem behavior persists following a documented attempt to resolve the issue informally (20 working days or less), or if the intern receives a rating below a "3" on any competency on a supervisory evaluation, the following process is initiated:

**A. Notice:** The building administrator/principal, Program Training Director, university supervisor, and psychology doctoral intern will be notified that the intern has received a rating below 3 on a competency on an evaluation completed by the field supervisor. Additional evaluation is obtained by the building administrator and Program Training Director using the Jordan Performance Appraisal System (JPAS). See Appendix DP311-Evaluation of Licensed Personnel for a detailed description of JPAS procedures.

**B. Internship Evaluation Meeting:** The Field Supervisor will meet with the Program Training Director and Psychology Doctoral intern within 10 working days of requesting a meeting to discuss any rating below 3 on a competency and determine what action needs to be taken to address the issue. The psychology doctoral intern will have the opportunity to provide a written statement related to their response to issue(s) noted in the Internship Evaluation. The psychology doctoral intern will meet with the Program Training Director to discuss the results of the Field Supervisors Evaluation and explore appropriate action(s).

**C. Outcome and Next Steps:** The result of the Internship Evaluation Meeting will be shared with the Building Administrator. The following options may be considered by the Program Training Director, Building Administrator and Field Supervisor. This outcome will be communicated to the intern in writing within 5 working days of the meeting by the Program Training Director:

- 1) Acknowledgement: a) the Program Training Director and Building Administrator are aware of and concerned with the issue(s); b) that the problem has been brought to the attention of the psychology doctoral intern; c) the Program Training Director and Field Supervisor will work with the psychology doctoral intern to specify the steps in a competency development plan necessary to rectify the skill or performance deficit(s) addressed by the inadequate evaluation rating. A sample competency professional development plan is provided in APPENDIX I.
- 2) The psychology doctoral intern may be allowed to change supervisors within the internship if it is believed the intern's difficulties are the result of a poor "fit" between the intern and supervisor and the intern could be successful in a different supervisory relationship. Additional parties who are knowledgeable about the intern's abilities may be involved in order to inform decision making.

D. If the problem is not rectified through the aforementioned processes, the intern may elect to file a formal grievance in accordance with district policy ([DP315 NEG – Grievance Procedure—Licensed](#)). If the problem represents gross misconduct or ethical violations that have the potential to cause harm, district orderly termination policies will be followed (<https://policy.jordandistrict.org/> DP316 NEG – Orderly Termination Procedures—Licensed).

**Appeals Process:** If the intern wishes to challenge the decisions made, he or she may request a formal Appeals Hearing in accordance with grievance procedures and existing district policies. (<https://policy.jordandistrict.org/>)

**Notifying the Sponsoring Doctoral Program:** If either the Acknowledgment Notice or the Professional Competency Development Plan (PCDP) action occurs, the TD will inform the intern's sponsoring university within five working days, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university. Once the Acknowledgment Notice or Professional Competency Development Plan is developed by the TD, it is expected the status of the inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of Professional Competency Development Plan, no later than the time limits identified in the Professional Competency Development Plan. If the issue has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken. In the event of dismissal, APPIC and the intern's Director of Clinical Training at the intern's sponsoring university doctoral program will be contacted within five working days.

### **Psychology Intern Grievance Procedures**

The program stresses the importance of informal communication with the appropriate supervisor early in the internship to resolve any concerns experienced or expressed by the psychology intern. Supervisors are particularly mindful of each intern's perception of vulnerability and potential anxiety experienced during the internship. In the event an intern has difficulty or disagreements with a supervisor, experiences harassment or has other grievances about the training program, the intern should:

1. Raise the issue with his/her Field Supervisor, Building Administrator or Program Training Director 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 follow the District's established policies for formal due process and grievances. Interns should consult the District's Policies (<https://policy.jordandistrict.org/>) or follow link in the Appendix ([DP315 NEG – Grievance Procedure—Licensed](#)) 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 biased. 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 follow district guidelines and 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. Interns receive evaluations using the Intern Evaluation form at midyear and end of year as well as Jordan Performance Appraisal System (JPAS) twice per year.

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. Competency development plans are implemented for competencies requiring further development and receive a rating below 3. Each plan includes a specific time-frame for expected remediation and specifies the consequences for failure to attain a rating of 4 or higher on the Intern Evaluation by the conclusion of the internship.
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 referenced 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, APPIC and the university internship coordinator will be immediately notified by the Training Director.

### **Formal Appeal Procedure: General Guidelines**

Should the intern disagree with an action, or part of an action taken, the intern must follow the appropriate formal District Appeal procedures. (<https://policy.jordandistrict.org/>)

### **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 period. 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 2021-2022 school year, all **doctoral interns** with a Master's degree receive a base salary of \$33,000, adjusted annually. 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, and 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 2021-2022 school year, the traditional contract year begins on August 9, 2021; therefore, the first full paycheck is issued on September 25 and monthly thereafter.** All district employees are paid once a month. The last paycheck will be issued August 25, 2022. The

additional days worked above the 187-day contract are submitted on an electronic time sheet by the end of the month, and paid on the 25<sup>th</sup> (or business day before if the 25<sup>th</sup> falls on a weekend/holiday) of the following month. Interns will submit hours worked in July and August of 2021 and June 2022 on an electronic time sheet. 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 are typically assigned halftime in a 6 to 20 week specialty track to a variety of responsibilities under the supervision of a licensed psychologist to attain the full 2000 hours.

### **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 status and authorization determined by the Department of Homeland Security (DHS) and the U.S. Citizenship and Immigration Services (USCIS).
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. Applicants who match thru APPIC school psychology positions complete an application online (<https://www.applitrack.com/jordandistrict/onlineapp/default.aspx?Category=Licensed+Special+Education&subcategory=Psychologist+FT>) specifying interest in a school psychology internship position in the Jordan School District. The link will take them to the application form needed to complete this application. This is only required for candidates that match with Jordan District for APPIC.

Note: 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 doctoral psychology intern/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 2021-2022

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
	Assistant Professor—University of Utah
	Department of Educational Psychology
Todd Romney Stevens, Ph.D.	Licensed Psychologist/Intern Supervisor

### Other Contributors

Travis Hamblin	Director of Student Services
	Jordan School District
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
Olin Levitt, Ph.D.	School Psychologist, Jordan School District
Daniel Olympia, Ph.D.	Emeritus Associate Professor—University of Utah
	Department of Educational Psychology

# Appendix B

## Didactic Seminars List 2019-2021

**JORDAN SCHOOL DISTRICT  
SCHOOL PSYCHOLOGY DIDACTIC SEMINARS 2019-2020**

<b>Date</b>	<b>Topic</b>	<b>Presenter</b>	<b>Time</b>
August 2019	Decreasing Classroom Disruption & Improving Social & Self-Regulation Skills For Kids with High Functioning Autism	Melisa Genaux, M.Ed., Autism Specialist Jordan School District	3 hours
August 2019	Autism Update	Julia Connelly, Ph.D., Clinical Director University of Utah Autism Spectrum Disorders Clinic	1 hour
October 2019	Psychotherapy Effectiveness	Zach Imel, Ph.D., Assistant Professor University of Utah	3 hours
December 2019	The Art of Consultation: Helping Kids by Attaining Adult Buy-In & Follow-Through	Melisa Genaux, M.Ed., Autism Specialist Jordan School District	2 hours
January 2020	Section 504	Glenn Williams, 504 Teacher Specialist Jordan School District	2.0 hours
February 2020	Divorce in High Conflict Situations	Valerie Hale, PhD Licensed Psychologist in Private Practice	1.5 hours
	SKIP: Supporting Kids/Incarcerated Parents	Gayle Threet, MS Project Aware Counselor	1.0 hour



March 2020      Cancelled due to COVID and school closure

May 2020      Cancelled due to COVID and school closure

***JORDAN SCHOOL DISTRICT  
SCHOOL PSYCHOLOGY DIDACTIC SEMINARS  
2020-21 thru 4/12/2021***

<b><i>DATE</i></b>	<b><i>TOPIC</i></b>	<b><i>PRESENTER</i></b>	<b><i>TIME</i></b>
8/4/20	School Mental Health Teams	Travis Hamblin Director of Student Services Jordan School District	1.25 Hr
8/4/20	Working Together for Wellness	McKinley Withers, Ed.D. Health & Wellness Specialist Jordan School District	1 Hr
8/4/20	Intervening with an Actively Suicidal Student	Sheila Crowell, Ph.D. Director of the Dialectical Behavior Therapy Program Director of Research & Training Utah Center for Evidence-Based Treatment	2 Hrs

8/6/20	Special Education Update	Kim Lloyd Director of Special Education Jordan School District	1 Hr.
8/6/20	Creating Culturally Relevant Environments	Michelle Love-Day Consultant, Educational Language Services Jordan School District	.5 Hr
8/6/20	Section 504 Training	Glenn Williams 504 Teacher Specialist Jordan School District	2 Hrs
8/7/20	An Overview of Student Services-- FERPA, Noncustodial Parent Rights, Subpoenas, Retentions/ Accelerations	Caleb Olsen Consultant, Planning & Student Services Jordan School District FERPA Officer	.75 hr
8/7/20	Trauma, COVID-19, & Strategies for Helping Anxious Children & Teens	Doug Goldsmith, Ph.D. Licensed Psychologist in Private Practice	1.5 Hrs
10/9/20	Telehealth in Schools for Children & Adolescents	Najmeh Hourmanesh, Ph.D, RPT-S Miriam Walkingshaw, Doctoral Intern AnaMelissa Gutierrez, CSW Jordan School District	1.5 Hrs
10/9/20	A Review of FERPA	Heidi Alder, Attorney Lear & Lear, PLLC	1 Hr
10/9/20	ACES Study	Olin Levitt, Ph.D. School Psychologist Jordan School District	.5 Hr
12/4/20	Traumatic Brain Injury	Melissa McCart, Ed.D. Director of Oregon TBI Trauma	1 Hr

		University of Oregon	
12/4/20	Social Observations	Taryn Nicksic-Springer, Ph.D. BCBA-D, LBA School Psychologist Jordan School District	.5 Hr
1/8/21	FERPA Update—Major Changes	Caleb Olsen Consultant, Planning & Student Services FERPA Officer Jordan School District	.75 Hr
1/8/21	Behavioral Observations—Part 2	Taryn Nicksic-Springer, Ph.D., BCBA-D, LBA School Psychologist Jordan School District	.5 Hr
1/8/21	The Different Presentations of Autism & Autism-Associated & Mental Health Comorbidities in Children & Adolescents	Julia Connelly, Ph.D. The Autism Clinic	1.5 Hr
2/5/21	Culturally Responsive Environments	Michelle Love-Day Consultant—Educational Language Services Jordan School District	1 Hr
		Krista Mecham Teacher Specialist Educational Language Services Jordan School District	
2/5/21	Research re: Reinforcers for Secondary Students	Hunter King Doctoral Student Department of Educational Psychology University of Utah	.75 Hr

2/5/21	Mindfulness as a Stepping Stone To Change	Olin Levitt, Ph.D. School Psychologist Jordan School District	1 Hr.
3/12/21	The SELFIE Method: A Launchpad to Blast Off Your Well-Being	Casey Pehrson School Psychologist Jordan School District	1.5 Hrs
3/12/21	Introduction to Vocational Rehabilitation Services	Geoffrey Huntsman Vocational Rehabilitation Services	.5 Hr
3/12/21	Strategies to Engage Students During Online Instruction	Hunter King Doctoral Student Department of Educational Psychology University of Utah	.75 Hr
5/14/21	Strengthening Youth with Supportive Stories/ Metaphors	Melissa Heath, Ph.D Brigham Young University	1.5 Hr.
	Happy Kids Don't Punch you in the Face	Benjamin Springer, Ph.D/BCBA-D Wasatch Special Education	1.5 Hr.
August 3, 2021	Crisis Postvention: Guidelines & Procedures McKinley Withers, Ed.D. Health & Wellness Specialist Jordan School District		.5 Hr.
August 3, 2021	Intervening with an Actively Suicidal Student Scott Poland, Ph.D., NCSP, Professor Nova Southeastern University Director of the Suicide and Violence Prevention Office		2.0 Hrs.

August 3, 2021	LGBTQIA+ Cultural Competency for Schools Amanda Darrow, M.Ed. Director of Youth, Family, & Education Programs Utah Pride Center	2.0 Hrs.
August 5, 2021	Special Education Update Kim Lloyd, Director of Special Education Jordan School District	1.0 Hr.
August 5, 2021	Understanding Non-Suicidal Self-Injury (NSSI) Janene Candalot, CMHC Wasatch Mental Health	1.5 Hrs.
August 5, 2021	Understanding the Myths and Realities of Pornography Use Among Youth Brian Willoughby, Ph.D. Professor, School of Family Life/Fellow, The Wheatley Institute Brigham Young University	1.5 Hrs.
August 6, 2021	JPAS Evaluation for School Psychologists, and School Psychology Interns Rebecca Lee, Consultant Jordan School District	1.5 Hrs.
August 6, 2021	ADA/504 Training Glenn Williams, 504 Teacher Specialist Jordan School District	2.0 Hrs.
October 8, 2021	Accessing the Needs of Students with Traumatic Brain Injuries In a School Setting Alina Fong, Ph.D. Neuropsychologist & Director, Cognitive Fx Jaycie Loewen, Ph.D., Clinical Neuroscientist, Cognitive Fx	2.0 Hrs.

University of Utah Department of Educational Psychology  
Educational Psychology 7910 Syllabus  
Internship in School Psychology

Fall 2021 – Spring 2022

7:00 - 9:00 p.m. Mondays, Location on Zoom or TBD

**Instructor:**

Aaron J Fischer, PhD, BCBA-D

3235 SAEC

Office Hours: By appointment

Telephone: (801) 587-1842 (department);

(609) 760-4908 (cell)

Email: [aaron.fischer@utah.edu](mailto:aaron.fischer@utah.edu)

Join Zoom Meeting

<https://us06web.zoom.us/j/98685490062?pwd=UDd3cFF0a0wwNVRGYUZjaTdxETlUT09>

Meeting ID: 986 8549 0062

Passcode: 993635

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

**Fall Semester**

August 16, 2021: Goals and objectives, Supervision, and APPIC

August 30, 2021: APPIC, Introduction to Professional Issues and Case Discussions

September 13, 2021: Systems level PBS, and APPIC Continued, Case presentations

September 27, 2021: Ethical Dilemma scenarios, APPIC Continued, Case presentations

October 18, 2021: Internship Open House

November 1, 2021: Report Writing/Record keeping/Case Management, Case presentations

November 15, 2021: Transition Services

November 29, 2021; Multicultural Considerations in Schools and Clinical Settings

**Spring Semester**

January 10, 2022; School Psych v. psychometricians, case presentations, APPIC Continued

January 24, 2022; Working with Difficult People

February 7, 2022; Use and misuse of technology

February 28, 2022; Case presentations,

March 7, 2022; Leadership Discussion, Case Presentations

March 21, 2022; Supervision, Case Presentations

April 4, 2022; EPPP and State Licensure, Case presentations

April 18, 2022; Legal Issues, Wrap up

## **University of Utah Summer 2020 Psychiatry Triple Board Didactic Series**

### **Intro to Child lectures (1:15, 2:15, 3:15 unless otherwise specified)**

**Jordan District Liaison: Abby Gottsegen, Ph.D.**

	<b>Noon</b>	<b>Junior child/TB residents and Adult residents, APPIC doctoral interns</b>	<b>Senior Child/TB residents</b>
July 15	Journal Club	1:15: Suicide (Doug Gray) 2:15: Suicide II 3:15: Disruptive Behavior Disorders (Annalise Keen and Barbra JoAnn Cook)	Leadership Seminar (O'Donohoe)
July 22	Journal Club	1:15: Substance use (Stan Brewer) 2:15: C-L 3:15: C-L	1:15 Substance use (Stan Brewer) 2:15 Board Prep (2 <sup>nd</sup> year child fellows)
July 29	Journal Club	1:15-4:05: Mood Disorders (Anne Lin, Matt Pierson, and Doug Kondo)	1:15: Website/recruiting (Kleinschmit)
Aug 5	Journal Club	1:15: Social Media (Kyle Jones) 2:15: Interfacing with Schools (Crisjon Solano) 3:15: <i>Intro to Psychopharm (Samudra)</i>	1:15: Social Media (Kyle Jones) 2:15: MHI (Kleinschmit) 3:15: Outpatient management of DBDs (TBD)
Aug 12	Child Lunch	1:15: Autism (Aguayo) 2:15: Autism (Aguayo) 3:15: Autism therapies (Buerger)	1:15: Board Prep
Aug 19	Journal Club	1:15: OP care of EDO (McCarthy) 2:15: Nutrition approach to EDO (Ariel Fry) 3:15: IP care of EDO (Francis)	Leadership
Aug 26	Journal Club	1:15: Anxiety Disorders (Hesse & Hardesty) 2:15: Intro to Psychotherapy with children (O'Donohoe) 3:15: ABCD study (Erin McGlade)	1:15: Neuropsychological Testing (Amanda Stoeckel) 2:15: Follow up Outpatient clinic- trouble-shooting 3:15:

# Appendix C

## Sample Schedule JFEC





## Jordan Family Education Center

Located in River's Edge School • 319 West 11000 South • South Jordan Utah 84095

**CLASS LIST – SPRING 2018** • Classes begin the week of April 10, 2018

The Center will be closed for classes May 28th

All classes, unless otherwise specified, are held for six weeks.

Open Monday 8:00 am - 5:00 pm, Tuesday - Thursday 8:00 am - 9:00 pm, Friday 8:00 am - 3:00 pm

**To Register Call: 801-565-7442**

**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 Susov ..... 7:00 – 9:00 p.m. (4 weeks)
2. **Middle School:** Wednesdays Romney Stevens, Ph.D.; Levi Zitting, Ph.D. .... 7:00 – 9:00 p.m. (4 weeks)
3. **Elementary:** Thursdays Olin Levitt, Ph.D.; Romney Stevens, Ph.D. .... 7:00 – 9:00 p.m. (3 weeks)  
(Grades 3-6)

### 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 Pehrson .... 7:00 – 9:00 p.m.
6. **Calming the Storm Within: Anger management for adults**  
Clinton Thurgood; Donna Salmen, Ph.D. .... 7:00 – 9:00 p.m.
7. **Effective Parent Training: How to get your children to do what you want them to do**  
This class provides a step-by-step approach to changing children's behavior in a positive way.  
Taryn Nicksic-Springer, Ph.D., BCBA; Amelia McClelland . 7:00 – 9:00 p.m.
8. **Just Breathe: Teens learning to live mindfully with stress and drama** (Grades 7-12)  
Joycelyn 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 Levitt, Ph.D.; Stephanie Hengen ..... 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** (Fulfills half of USOE requirement for re-licensure) 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 – 6:00 p.m.

### WEDNESDAY SCHEDULE

#### Classes:

12. **Positive Parenting Practices: For the child with Attention Deficit/Hyperactivity Disorder (A.D.H.D.)** (9 weeks)  
Kevin Damron; 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.
14. **Parents helping children make and keep friends (Parent Group)**  
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 Pehrson; Alexis Walk ..... 7:00 – 9:00 p.m.
17. **Mind Shift: Managing your anxiety instead of it managing you** (Grades 7-12)  
Valerie Olson; Julie 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.
19. **Supporting Your Child Socially: A class for parents of children with Autism Spectrum Disorder**  
Elizabeth MacDougall; Sara Susov ..... 7:00 – 9:00 p.m.
20. **Liking the Girl in the Mirror: Self-Esteem** (Grades 7-12)  
Christie Robinson; Katharine Campbell. .... 7:00 – 9:00 p.m.
21. **Practical Parenting Solutions: Practical solutions for parenting challenging children and teens**  
Rex Prescott, 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

**Counseling** – Child-centered short-term counseling for families whose children are enrolled in the Jordan School District. Call for an intake appointment 801-565-7442.

**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 psychology interns employed by the Jordan School District.

**SPRING 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.

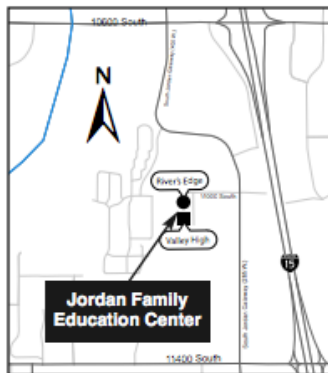
### Call now to register:

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.



River's Edge School



### 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.

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

## Field Supervisor Evaluation

**Jordan School District Internship  
Survey (rev. 5/29/2021)**

**Intern's Evaluation of Field Supervisor**

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

16. Helps me define and maintain ethical behavior in counseling, assessment & case management.	1	2	3	4	5
17. Encourages me to engage in professional behavior.	1	2	3	4	5
18. Maintains confidentiality to material discussed in supervisory sessions.	1	2	3	4	5
19. Deals with both content and affect when supervising.	1	2	3	4	5
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5
21. Helps me organize relevant case data in planning goals and strategies with my clients.	1	2	3	4	5
22. Helps me formulate a theoretically sound rationale of human behavior.	1	2	3	4	5
23. Offers resource information when I request or need it.	1	2	3	4	5
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.	1	2	3	4	5
25. Allows and encourages me to evaluate myself.	1	2	3	4	5
26. Explains his/her criteria for evaluation clearly in behavioral terms.	1	2	3	4	5
27. Applies his/her criteria fairly in evaluating my performance.	1	2	3	4	5

Note: These above items originally printed in Chapter 10 in the *Practicum Manual for Counseling and Psychotherapy* by K. Dimick and F. Krause, Muncie, IN: Accelerated Development, 1980.

#### ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix E

## Intern Evaluation



## School Psychology Doctoral Internship

### Field Supervisor Evaluation Form

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Intern: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Specialty  
track: \_\_\_\_\_ Date: \_\_\_\_\_

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/inter-professional/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



<b>1. Research</b>						
1. Knowledgeable of current research relevant to the practice of school psychology	1	2	3	4	5	N/A
2. Evaluates and integrates relevant research findings into professional practice.	1	2	3	4	5	N/A
3. 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.	1	2	3	4	5	N/A

Mean Rating \_\_\_\_\_

<b>2. Ethical and Legal Standards</b>						
1. Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct	1	2	3	4	5	N/A
2. Is knowledgeable of and act 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.	1	2	3	4	5	N/A
3. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	1	2	3	4	5	N/A
4. Conducts self in an ethical manner in all professional activities.	1	2	3	4	5	N/A



Mean Rating \_\_\_\_\_

<b>3. Individual and Cultural Diversity</b>						
1. Demonstrates an understanding of how individual personal/cultural history, attitudes, and biases may affect understanding and interacting with people different from themselves.	1	2	3	4	5	N/A
2. Appropriately assesses and identifies meaningful interventions for individuals from different cultural, ethnic, racial, economic, linguistic, religious, geographic, and lifestyle backgrounds.	1	2	3	4	5	N/A
3. Demonstrate the ability to independently apply knowledge framework and approach in working effectively with the range of diverse individuals and groups encountered during internship.	1	2	3	4	5	N/A
4. 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).	1	2	3	4	5	N/A

Mean Rating \_\_\_\_\_

<b>4. Professional Values, Attitudes</b>						
1. Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	1	2	3	4	5	N/A
2. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness	1	2	3	4	5	N/A
3. Actively seeks and demonstrate openness and responsiveness to feedback and supervision	1	2	3	4	5	N/A

4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Mean Rating \_\_\_\_\_

5. Communication and Interpersonal Skills						
1. Develops and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1	2	3	4	5	N/A
2. Demonstrate a thorough grasp of professional language and concepts; produce, comprehend, and engage in communications that are informative and well-integrated.	1	2	3	4	5	N/A
3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	1	2	3	4	5	N/A

Mean Rating \_\_\_\_\_

6. Assessment						
1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	1	2	3	4	5	N/A
2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	1	2	3	4	5	N/A
3. Demonstrates the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	1	2	3	4	5	N/A
4. Selects and applies assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	1	2	3	4	5	N/A

5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing aspects of assessment that are subjective from those that are objective.	1	2	3	4	5	N/A
6. Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	1	2	3	4	5	N/A

Mean Rating \_\_\_\_\_

7. Interventions						
1. Establish and maintain effective relationships with the recipients of psychological services.	1	2	3	4	5	N/A
2. Develop evidence-based intervention plans specific to the service delivery goals.	1	2	3	4	5	N/A
3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	1	2	3	4	5	N/A
4. Demonstrates the ability to apply, modify and adapt the relevant research literature to clinical decision making.	1	2	3	4	5	N/A
5. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.	1	2	3	4	5	N/A

Mean Rating \_\_\_\_\_

8. Consultation and Inter-professional/Interdisciplinary Skills						
1. demonstrate knowledge and respect for the roles and perspectives of other professions	1	2	3	4	5	N/A
2. apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, inter-professional groups, or systems related to health and behavior.	1	2	3	4	5	N/A

*Note: Direct or simulated practice examples of consultation and inter-professional/ interdisciplinary skills include but are not limited to: • role-played consultation with others, peer consultation, provision of consultation to other trainees.*

Mean Rating \_\_\_\_\_

9. Supervision						
1. Demonstrates knowledge of supervision models and practices.	1	2	3	4	5	N/A
2. Applies this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.	1	2	3	4	5	N/A
3. Apply the supervisory skill of observing in direct or simulated practice.	1	2	3	4	5	N/A
4. Apply the supervisory skill of evaluating in direct or simulated practice	1	2	3	4	5	N/A
5. Apply the supervisory skills of giving guidance and feedback in direct or simulated practice	1	2	3	4	5	N/A

Mean Rating \_\_\_\_\_

<b>Overall Intern Rating</b>	1	2	3	4	5
------------------------------	---	---	---	---	---

**Attestation:** *This evaluation record is based in part on direct observation of doctoral intern in any or all of the aforementioned areas.*

**Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

Intern's Areas in Need of Improvement:

Specialty Track Passed \_\_\_\_\_ Specialty track NotPassed \_\_\_\_\_

***Signature of Field Supervisor:*** \_\_\_\_\_

Date: \_\_\_\_\_

***Signature of Internship Director:*** \_\_\_\_\_

Date: \_\_\_\_\_

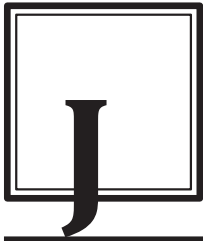
**\*Signature of Intern:** \_\_\_\_\_

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





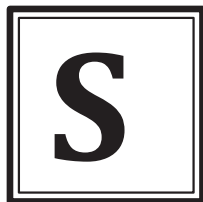
**ordan School District**



**erformance**



**ppraisal**



**ystem**



# *School Psychologist Appraisal Rubric*

Link to JPAS evaluation  
procedures and documents

<https://jes.jordandistrict.org/specialized-subgroups/psychologists/>



# APPENDIX G

## Jordan School District Human Resources Formal Policy Documents Applicable to APPIC Interns

# Jordan School District Human Resources Formal Policy Documents Applicable to APPIC Interns

1. JSD Evaluation of Licensed Personnel (DP311)  
<http://policy.jordandistrict.org/dp311/>
2. DP313 – Provisional and Probationary Licensed Personnel  
<https://policy.jordandistrict.org/dp313/>
3. DP315 NEG – Grievance Procedure—Licensed  
[DP315 NEG – Grievance Procedure—Licensed](#)
4. DP 316B - Jordan School District Orderly Termination Procedures – Licensed policy  
[https://policy.jordandistrict.org/dp316\\_neg/](https://policy.jordandistrict.org/dp316_neg/)

# APPENDIX H

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

APA:

<https://www.apa.org/ethics/code/ethics-code-2017.pdf>

NASP:

<https://www.nasponline.org/standards-and-certification>

Utah/Jordan:

<https://rules.utah.gov/publicat/code/r277/r277-515.htm>

APPENDIX I

Sample Professional Competency  
Development Plan

# Jordan School District Doctoral Internship Professional Competency Development Plan (PCDP)

**Date of Competency Development Plan Meeting:**

**Name of Doctoral Psychology Intern:**

**Field Supervisor:**

**Training Director:**

**All Additional Pertinent Supervisors:**

**Date for Follow-up Meeting(s):**

Circle all competency domains in which the trainee's performance receives a rating of less than 3 on the Internship Evaluation:

Foundational Competencies: Professional Values and Attitudes, Individual and Cultural Diversity, Ethical and Legal Standards.

Functional Competencies: Communication and Interpersonal Skills, Assessment, Interventions, Consultation and Inter-Professional/Interdisciplinary Skills, Research, Supervision.

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 issue(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the issue(s):

## Competency Development Plan

<u>Competency Domain</u>	<u>Expectations for Acceptable Performance (rating of 4 or higher)</u>	<u>Trainee's Responsibilities/ Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Time frame for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

I, \_\_\_\_\_, have reviewed the above professional competency development 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

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

All supervisors 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:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Expected Benchmarks (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>

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):



## APPENDIX J

Distal Survey completed by Internship Graduates at  
2 and 5 year post internship

## **School Psychology POST Doctoral Internship Survey**

**Return to: Fulvia Franco, PhD**

**Jordan School District**

**7387 S. Campus View Drive**

**West Jordan, UT 84084**

**Name:**

**First**

**Middle**

**Last**

**Year you completed your JSD doctoral internship.**

Jordan School District has identified several aims and related expected profession wide competencies which guide the internship program's curriculum and evaluations. Following the completion of your internship, how well did the internship program prepare you in each of the following areas? (Please consider all exposure to each area in your response. Your exposure may have been through didactic/other seminars, supervision, or through direct clinical or other experiences.)

### **Program Aims and Competencies**

1. **Aim #1: To promote the integration of research and practice in school psychology service delivery**

How did the program you completed while on internship promote opportunities for the integration of research and practice in school psychology service delivery?

Not at All

Somewhat prepared

Well prepared

Very well prepared

☐☐☐☐

**Aim #2: To provide opportunities to address complex academic, behavior, social-emotional, and mental health problems at the individual, small group and systems levels.**

How well did the internship provide opportunities to address complex academic, behavior, social-emotional, and mental health problems at the individual, small group and systems levels?

Not at All

Somewhat prepared

Well prepared

Very well prepared

☐☐☐☐

**Aim #3: To promote and facilitate culturally competent service delivery**

How well does the curriculum you completed while on internship promote and facilitate your ability to provide culturally competent service delivery?

Not at All

Somewhat prepared

Well prepared

Very well prepared

☐☐☐☐

**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.**

How well did the internship promote/facilitate the ethical/legal/professional practice of school psychology through continuing professional growth and development, and opportunities for further contributions to the field?

Not at All

Somewhat prepared

Well prepared

Very well prepared

☐☐☐☐

## 2. Professional Psychology Competencies

Jordan School District has outlined 9 expected professional psychology competencies which guide the program's curriculum and evaluations. Following the completion of your internship, how well did the program prepare you in each of the following areas? (Please consider all exposure to each area in your response. Your exposure may have been through didactic/ other seminars, supervision, or through direct school, clinical or other experiences.)

	Not Well Prepared	Adequately Prepared	Well Prepared
Interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation and Interprofessional/ Interdisciplinary Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and Cultural Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical and Legal Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Values, Attitudes, and Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication and Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. Overall, how well did your internship with Jordan School District prepare you for your current professional role?

Not well prepared	Adequately prepared	Well prepared	Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## First Employment Following Internship Graduation

**4. Please think about your FIRST employment following internship. In what type of setting was the employment? (Select all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> Community Mental Health Center  | <input type="checkbox"/> Academic Teaching Position- Doctoral program  |
| <input type="checkbox"/> Health Maintenance Organization | <input type="checkbox"/> Academic Teaching Position-Master's program   |
| <input type="checkbox"/> Medical Center                  | <input type="checkbox"/> Academic Teaching Position-4-Year College     |
| <input type="checkbox"/> Military Medical Center         | <input type="checkbox"/> Academic Teaching Position- Community College |
| <input type="checkbox"/> Private General Hospital        | <input type="checkbox"/> Academic Teaching Position- Adjunct Professor |
| <input type="checkbox"/> General Hospital                | <input type="checkbox"/> Independent Practice                          |
| <input type="checkbox"/> Veterans Affairs Medical Center | <input type="checkbox"/> Academic Non-Teaching Position                |
| <input type="checkbox"/> Private Psychiatric Hospital    | <input type="checkbox"/> Medical School                                |
| <input type="checkbox"/> State/County Hospital           | <input type="checkbox"/> Consortium                                    |
| <input type="checkbox"/> Correctional Facility           | <input type="checkbox"/> Student                                       |
| <input type="checkbox"/> School District/System          | <input type="checkbox"/> None  |
| <input type="checkbox"/> University Counseling Center    |  |

Other (e.g. Consulting) please specify

**5. What was your job title for your first employment after your doctoral internship?**

**6. Please select the emphasis of any formal postdoctoral training.**

- ☐ Primarily Clinical  
☐ Primarily Research  
☐ Equally Clinical and Research

Other (please specify)

**7. Please select the activities that apply to your first employment after internship, whether a postdoctoral fellowship or otherwise. (Select all that apply)**

- ☐ Administration
- ☐ Assessment
- ☐ Consultation
- ☐ Intervention/therapy
- ☐ Research
- ☐ Supervision
- ☐ Teaching

Other (please specify)

**8. Please think about your current employment. In what type of setting is the employment? (Select all that apply)**

- ☐ Community Mental Health Center
- ☐ Health Maintenance Organization
- ☐ Medical Center
- ☐ Military Medical Center
- ☐ Private General Hospital
- ☐ General Hospital
- ☐ Veterans Affairs Medical Center
- ☐ Private Psychiatric Hospital
- ☐ State/County Hospital
- ☐ Correctional Facility
- ☐ School District/System
- ☐ University Counseling Center

- ☐ Academic Teaching Position- doctoral program
- ☐ Academic Teaching Position-Masters program
- ☐ Academic Teaching Position-4-Year College
- ☐ Academic Teaching Position- Community College
- ☐ Academic Teaching Position- Adjunct Professor
- ☐ Independent Practice
- ☐ Academic Non-Teaching Position
- ☐ Medical School
- ☐ Consortium
- ☐ Student
- ☐ None

Other (e.g. Consulting) please specify

**9. Select all setting types that apply to your current employment:**

**What is your current job title?**

**10. Select all activities that apply to this position:**

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Psychotherapy  | <input type="checkbox"/> Supervision  |
| <input type="checkbox"/> Teaching       | <input type="checkbox"/> Unknown      |
| <input type="checkbox"/> Assessment     | <input type="checkbox"/> Other        |
| <input type="checkbox"/> Research       |                                       |

**11. Have you obtained licensure as a psychologist?**

- ☐ Yes-full independent licensure  
☐ Yes-temporary licensure  
☐ No

**12. If you chose yes, in what state(s) are you licensed? \_\_\_\_\_**

**13. Are you a member of a professional society (APA, NASP, etc.)?**

- ☐ Yes  
☐ No

**14. If you chose yes, which one?**

**15. Please tell us about other professional achievements you've obtained since internship that you would like to share.**

Other Comments: