



Doctoral School Psychology Internship

**Accredited on Contingency by the Commission on Accreditation
of the American Psychological Association**

July, 2023 – June, 2024 Training Handbook

Member - Association of Psychology Postdoctoral and Doctoral Internship Centers

The Jordan School District Doctoral Internship Program has been accredited on contingency by the American Psychological Association (effective 4/6/2022, with full approval pending submission of final proximal and distal data) and abides by all policies of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and APA.

***Questions related to the program's accredited on contingency status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation**

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Acknowledgment of Receipt of Policies and Procedures Jordan School District Doctoral School Psychology Internship

I acknowledge that I have received a copy of the Jordan School District Doctoral Psychology Handbook for 2023-2024. I understand that the internship handbook replaces any and all prior verbal and written communications regarding the JSD working conditions, policies, procedures, appeal processes, and benefits. I understand that the working conditions, policies, procedures, record keeping, appeal processes, and benefits described in this handbook reflect the expectations for doctoral psychology 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 Doctoral Psychology Internship, and I agree to act in accordance 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 Field Supervisor, the Program Training Director, or the Human Resources staff for clarification.

Doctoral Psychology Intern _____ Date _____

Program Training Director _____ Date _____

Cc: file
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Overview and Goals

This Handbook was prepared as a reference document for prospective doctoral 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 3364 licensed employees, including 77 school psychologists and doctoral psychology interns. [Guidance Services](#) is located within the Student Services Department and provides all school psychology services for the district. Doctoral psychology interns also participate at the Jordan Family Education Center (JFEC). The JFEC is sponsored by the Jordan School District and provides short-term child-centered family counseling and parenting classes for parents and students.

The Jordan School District Doctoral School Psychology Internship

The Jordan School District (JSD) Doctoral Psychology Internship is a full-time supervised internship experience that provides opportunities for practice and supervision of the major professional competencies required of a psychologist working in the schools as a school psychologist. The internship program has been a member of APPIC since 2014 and is accredited on contingency by the Commission on Accreditation of the American Psychological Association. At this time, two 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 Doctoral Psychology Internship program in JSD follows a Practitioner-Scholar model to allow the doctoral psychology 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 and Competencies

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 Doctoral Psychology Internship Program training experiences adhere to the Utah Division of Occupational and Professional Licensing's criteria for licensure in Psychology, as well as the Utah State Board of Education (USBE) license in School Psychology. The primary training goal is for doctoral psychology 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 doctoral psychology interns who graduate from programs accredited in health service psychology. Doctoral psychology interns must demonstrate competence in the following areas: *research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, behaviors, communication, and interpersonal skills, assessment, intervention, supervision, and consultation/inter-professional/interdisciplinary skills.*

Doctoral psychology interns are expected to develop these professional competencies consistent with Health Service Psychology as they are applied in a school setting. A particular focus on core competencies in assessment, counseling/intervention, and consultation is provided by working directly with licensed psychologist supervisors during each specialty track. Doctoral psychology interns receive training experience that allows 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, doctoral psychology 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 Psychology internship position is a full-time, 40+ hours per week, 12-month position. Two-and one-half days per week are completed in one elementary school, with the remainder of time spread across internship supervision, didactics, and a specialty track in another school setting or specialty assignment with a rotation supervisor. 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, doctoral psychology 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, 2023, through June 30, 2024. Doctoral psychology interns are also eligible for licensure restricted to professional employment in a public education system in Utah through the Utah State Board of Education

(USBE). The internship begins with a 4-week orientation and training period, which includes scheduled orientation, attending didactics, and the following:

Typical Doctoral Psychology Internship Orientation and Training (2023-2024)

July/August 2023: In addition to scheduled onboarding training and orientation (see below), doctoral psychology 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 17th - August 1st, 2023: Orientation, including a review of the APA Internship 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 26th – 29th, 2023: It will also 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 22nd -4th, 2023: will include orientation for all new school psychology hires, as well as a full day of special education orientation.

August 7th -11th, 2023: Will include didactic training with school psychologists and doctoral psychology interns and a day spent in the home base school with orientation to caseloads, active behavior intervention, and 504 Accommodation plans.

August 15th, 2023: Will include a full day of School Mental Health Team didactic training with district school psychologists, doctoral psychology interns, school counselors, and social workers.

Regular Placement and Rotation Assignments

August 2023 – May 2024: Half-time Primary School Assignment—During the regular school year (August-June), each doctoral psychology intern will be assigned to work 20 hours per week in one K-12 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 a physical/occupational therapist, audiologist, and school nurse. The doctoral psychology 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 doctoral psychology intern will be required to participate in Special Education IEP meetings for students that they have evaluated. Doctoral psychology interns should be spending at least 10 hours per week providing direct service to students in this half-time assignment. Doctoral psychology interns are supervised by a licensed psychologist who provides two hours of face-to-face individual supervision per week. Doctoral psychology interns are expected to see a minimum caseload of 10 special and regular education students in individual or small group contacts.

Available Specialty Tracks

Each specialty track will last up to thirteen weeks and be for a minimum of 20 hours per week. Doctoral psychology interns will rotate through the specialty tracks on a predetermined schedule. The Doctoral psychology interns will be under the direct supervision of a licensed doctoral-level supervisor. Specialty track

supervisors and experiences are listed below. 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 disorder. Each rotation will provide introductory experiences in multiple roles that a psychologist can hold when interacting with children and families.

Summer Rotation in June: For the 2023-2024 school year and beyond, the summer rotation will be held at the District Office and Jordan Family Education Center (JFEC), which provides mental health services to families within the Jordan School District. **Dr. Romney Stevens** is a licensed psychologist and supervisor assigned to provide group supervision during the 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 the month of June. During this rotation, doctoral psychology interns may provide counseling to students through the JFEC. Doctoral psychology interns may also assist in planning and implementing a DBT skills group, and participate in professional development trainings. Individual and group supervision will be provided.

Specialized Assessment and Consultation: This rotation is provided under the supervision of **Dr. Cassandra Romine** and is developmentally structured to allow doctoral psychology interns to assume increased responsibility and independence in specialized assessment and consultation activities. During the initial part of the rotation, doctoral psychology interns observe and work collaboratively with a full-time licensed psychologist (**Dr. Romine**). Psychological services in which the doctoral psychology intern may be involved include psychological and neuropsychological assessment, crisis intervention, behavioral intervention, consultation services with school staff and 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. Doctoral psychology 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 doctoral psychology intern's familiarity with moderate to severe impairment/psychopathology in child and adolescent populations and provides them with an experiential training opportunity characterized by a high level of behavioral health programming. A focused goal of the training rotation experience is that the doctoral psychology 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 aid 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. Cassandra Romine** also provides supervision on location as a licensed psychologist and supervisor/member of the Training Committee assigned to this program. The school utilizes a multi-component, 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 for graduation 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 psychology interns to work with crisis situations that 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 doctoral psychology interns to develop skills in threat and risk analysis to a greater degree than in other settings. Doctoral psychology 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 /Middle School Rotation: Doctoral psychology interns attending this secondary rotation are placed in a middle school within the Jordan School District. Tier 3 mental health services are provided by **Najmeh Hourmanesh, Ph.D. NCSP**, a licensed psychologist, in small groups or individually for students on an IEP as well as for at-risk students in regular education. Referred students receive individual therapy for various issues as well as for trauma. Doctoral psychology interns will assist in providing individual therapy for their assigned therapy cases. Moreover, they will be exposed to an integrative approach to addressing mental health issues using various therapy modalities, including Eye Movement Desensitization and Reprocessing (EMDR), Internal Family System (IFS), Sensorimotor Psychotherapy (SP), Cognitive Behavioral Therapy (CBT), Psychodynamic Therapy, specifically Jungian Therapy, Play Therapy, Sand Tray Therapy, Child Parent Psychotherapy (CPP), and Behavioral Therapy.

Psychotherapy Focus: During this rotation, doctoral psychology interns will continue to perform all the typical responsibilities of a school psychologist, including conducting psychoeducational assessments, writing reports, developing interventions for referred students, supporting and consulting with teachers regarding referred students, running groups, and developing IEPs and 504 plans. However, in addition, they 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 evidence-based Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) combined with Play Therapy for trauma cases.

Cognitive Behavior Therapy: This rotation, under the licensed supervision of **Dr. Romney Stevens**, will offer doctoral psychology interns added experience in preschool through elementary school-age children, and multiple individual and group therapy cases, with a particular focus on ongoing cases that utilize CBT to address anxiety-related concerns. The doctoral psychology 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 play therapy, 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.

Additional Training Activities:

In addition to the three rotation options listed above, doctoral psychology 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 doctoral psychology intern.

Jordan Family Education Center (JFEC)

The JFEC is an evening program that is part of the Jordan School District. Parenting and child-focused skill classes, clinical intake assessments, and short-term child-centered family counseling is provided to families.

(See Appendix C for a sample copy of the current JFEC Spring Quarter class list). Doctoral psychology interns are required to participate at the Jordan Family Education Center. Doctoral psychology interns will be assigned to co-lead at least one parenting class or children's group with an experienced co-leader based on the doctoral psychology doctoral psychology intern's 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 hours for preparation time, and 30 minutes for travel. 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 concerns 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. Doctoral psychology interns will observe licensed psychologists conduct the intakes and, once trained, will be expected to conduct intake assessments and present their findings at the clinical staffing meeting. Families with students between the ages of preschool through 18 that live within the Jordan School District boundaries are eligible to receive an intake. Intakes are provided on a weekly basis throughout the year. Intakes and short-term child-centered family counseling are provided for students during the months of June and August as well as the rest of the year. Intake specialists participate in a clinical staffing committee meeting where intakes conducted that week are reviewed during the traditional school year (September through the 1st week of June). The committee discusses appropriate recommendations and determines whether the family would benefit from participating in short-term counseling at the JFEC. If the student's presenting problem is determined to be long-term and primarily non-educational in nature, the family is informed of other services provided by local mental health agencies and/or private practitioners, as per their insurance. Doctoral psychology interns will participate as an observer during intakes and staffing and also be expected to conduct intake assessments and present their findings to the clinical staffing committee. Doctoral psychology 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. Doctoral psychology 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. Doctoral psychology interns will also co-lead a 12-week/2-hour DBT skills class for students in grades 7-12.

School Violence Risk Assessments (SVRA)—SVRAs 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 SVRAs 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. Doctoral psychology interns may observe up to 3 SVRA rule-out clinical interviews conducted by a licensed psychologist. The doctoral psychology interns may be allowed, with supervision, to conduct at least one SVRA rule-out interview after training. Doctoral psychology interns will be asked to observe an SVRA family meeting when the psychiatrist reviews his findings and recommendations with the family and school personnel.

Child-Centered Family Counseling – Doctoral psychology interns will be expected to provide short-term child-centered family counseling at the JFEC for at least six families during their internship year.

Language and Culture Services (LCS) (Optional) - Evaluations of English Learners (EL) – Doctoral psychology 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 (PTD) (**Dr. Fulvia Franco, Ph.D.**) in the district.

Professional Development Activities

Each year, school psychologists and doctoral psychology interns engage in a minimum of 42 hours of didactic professional development activities held in the district. The doctoral psychology interns also receive 12 hours of virtual training in DBT. This training (DBT Skills for Adolescents and Families) is provided by Dr. Marsha Heinhan, Dr. Alec Miller, and Dr. Jill Raphus. Additional didactic virtual training will be provided in sand-tray therapy and cognitive behavioral therapy. Since doctoral psychology interns' training needs are unique compared to experienced school psychologists, additional training needs are identified by the Internship Advisory Committee. This committee is made up of field supervisors, the PTD, 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 doctoral psychology intern needs and plans for future trainings. These needs are addressed through professional development didactics provided by the JSD, as well as having the doctoral psychology interns participate in the University of Utah's School Psychology Intern Seminar group twice a month, in addition to group supervision provided by the Jordan School District. See **Appendix B** for a complete listing of didactic topics and speakers at the Jordan School District and the University of Utah during the 2019-2020-2021 year. Topics for 2022-2023 also included HIPAA, supervision models, writing a vita, interview skills, writing IEP goals, setting up an office, and case formulation skills, among others. These topics will be covered during a twelve-month period. During July/August/September, doctoral psychology interns also participate in **Seminars with Triple Board Psychiatry Residents** at the University of Utah for 3.0 hours per week. Didactic topics vary and are provided by licensed psychologists, child psychiatry fellows, 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. Doctoral psychology interns also attend a two-day workshop covering special education law practice and updates specific to Utah prior to starting work in schools.

Training Emphasis

At the completion of the internship, doctoral psychology will demonstrate minimum levels of achievement (MLA) associated with entry-level practice in the 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 that provides opportunities to work with a variety of conditions across an assortment of settings. Specifically, the Jordan School District Doctoral Psychology Internship gives the doctoral psychology 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 the development of new resources that will enable a school and/or agency to provide the most appropriate services to children/youth, families, and educators. 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 Doctoral Psychology Internship Program: assessment, individual and group counseling/intervention, behavioral intervention, and consultation. An overarching competency across all three core areas is professionalism.

Assessment

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

Counseling/Intervention

Doctoral psychology interns work with a diverse population of elementary and secondary students in the schools. Doctoral psychology interns will have opportunities to provide individual, group, and family counseling services to students who have a variety of academic and/or social and emotional difficulties. The focus of counseling may be in the area of trauma, behavioral disorders, depression, anxiety, anger management, etc. Doctoral psychology interns will be trained in suicidal risk assessment and other forms of crisis management. Doctoral psychology 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. Doctoral psychology interns also provide and monitor behavioral interventions with a diverse population of K-12 students. Doctoral psychology interns facilitate the development and implementation of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), implementation of appropriate behavioral interventions, monitoring/graph data, and recommend adjustments as needed.

Consultation

Doctoral psychology 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 doctoral psychology interns. District-wide trainings are required, and outside training opportunities are provided. Additionally, doctoral psychology interns participate weekly in case conferences/clinical staffing at the Jordan Family Education Center and bi-monthly internship seminars sponsored by the University of Utah School Psychology Program, which is APA accredited. The University of Utah has agreed to allow any Jordan School District doctoral psychology 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 the fall and spring semester; during the summer, additional seminars will be provided by the Jordan School District.

All doctoral psychology interns are provided with a variety of resources to support their training activities. Each doctoral psychology intern is provided with a laptop computer, printer, desk, file cabinet(s), etc., located in a dedicated private office space in their primary placement. Access to web-based online scoring programs is provided when they are available. All doctoral psychology interns are provided with a broad selection of current assessment tools/test kits issued directly to the doctoral psychology 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, materials, etc., available for short-term checkout.

Supervision and Evaluation

Doctoral psychology 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 Psychology Internship. Additional supervision for any time worked above 40 hours will be provided as warranted. *In-person supervision* is defined as: Supervision of psychological services where the supervisor is physically in the same room as the trainee. *Telesupervision* is defined as: Supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical location as the trainee.

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 doctoral psychology intern or the site of the supervisor. Each doctoral psychology intern is assigned a clinical field supervisor during the year. At the end of the year, the doctoral psychology intern will be required to complete the *Jordan School District Evaluation of Field Supervisor* survey (see Appendix D). In addition to providing individual supervision to doctoral psychology interns, the field supervisors also serve on the internship advisory committee. (Appendix A) This committee meets quarterly and as needed with the PTD to discuss individual doctoral psychology 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.

Telesupervision policy: Telesupervision is provided on a limited basis using generally accepted best practices to facilitate access to high-quality training experiences, to address temporary environmental conditions (i.e., pandemic risks), and to provide additional opportunities to develop skills for doctoral psychology intern trainees. All trainees may participate in telesupervision as long as there is an established relationship between supervisor and trainee at the onset of the supervisory experience; Technology and other requirements, including any education in the use of this technology required by either trainee or supervisor, are provided. Privacy and confidentiality of any client information and trainees are assured through HIPPA-compliant practice, and off-site supervisors maintain full professional responsibility for clinical cases. Non-scheduled consultation and crisis coverage are procedures identified during the orientation period. Telesupervision may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision and two hours (50%) of the minimum required of four total weekly hours of supervision. Supervision beyond the minimum number of required hours may utilize methods or modalities that are deemed appropriate by the JSD.

Tracking Hours: Doctoral psychology interns are typically required to keep a daily record or log of professional contact hours and to review those hours with their supervisor of record on a weekly basis. Use of various formats or online programs used by the doctoral psychology interns' doctoral professional psychology training

programs or by the Doctoral Psychology Internship (e.g., Time2Track, etc.) is suitable. The purpose of this documentation is to track internship hours in direct or indirect services, supervision, didactics, and administrative work required for licensure. (See Appendix K.)

Throughout the training year, doctoral psychology interns and supervisors are encouraged to discuss expectations, needs, and recommendations to ensure the 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 doctoral psychology intern's performance. These completed evaluations are then reviewed by the Jordan School District PTD, who uses the data to monitor the doctoral psychology intern's performance and guide ongoing program development. See Appendix E for a copy of the Jordan District Doctoral Psychology Internship Field Supervisor Evaluation Form. The evaluation is based on nine (9) profession-wide competencies described in the APA Standards of Accreditation for professional psychology. Doctoral psychology interns are expected to attain ratings reflecting entry-level proficiency for each competency (and element) by the conclusion of the internship.

Since doctoral psychology interns are considered **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, develop educator skills, and assist educators whose performance needs improvement. JPAS items for school psychologists and interns reflect responsibilities in their home-base school and correlate with their performance on the evaluation tool (See Appendix F). In addition to the JPAS evaluation system, school psychologists and doctoral psychology 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 PTD and the Field Supervisor will work directly with the doctoral psychology 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 the completion of the job expectations, not a ranking or evaluation of the school psychologist or doctoral psychology intern's skills. The skills of the doctoral psychology intern are evaluated by the PTD, and the Field Supervisor using portions of the JPAS and Doctoral Psychology Intern Evaluation tools contained in Appendix D & E.

JPAS evaluations are based on the doctoral psychology interns' performance in their home-base school and will be conducted by the home-base principal and the PTD. The home-base principal reviews logs and documentation provided by the school psychologist or doctoral psychology intern that verifies that they are meeting criteria in JPAS, including a minimum caseload of 10 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 doctoral psychology intern's skills in the areas of counseling, consultation, or assessment; rather, the purpose is to verify that these job requirements are occurring.

The PTD reviews three special education files submitted by the school psychologist or doctoral psychology intern to determine the 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 doctoral psychology intern for timeliness and implementation of the field supervisor's recommendations.

Jordan School District Doctoral Psychology Internship Supervision Due Process and Grievance Procedures
Administrative Hierarchy and Definitions: The district Internship Due Process procedures apply to JSD doctoral psychology interns and involve 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. Doctoral psychology 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 doctoral psychology intern's needs across various areas of competency development.

Due Process is a written procedure that comes into use when a doctoral psychology intern's unsatisfactory performance becomes a concern. Due process includes three elements: **Notice** (i.e., the doctoral psychology 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 doctoral psychology intern has an opportunity to hear concerns and to respond to the concerns); and **Appeal** (i.e., the doctoral psychology 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 the 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 PTD. The principal at the doctoral psychology intern's home base school provides administrative supervision.

Supervisor: Any licensed psychologist assigned to provide direct supervision or teaching to a doctoral psychology intern.

Secondary Supervisor: A licensed and/or credentialed doctoral-level psychologist who provides supervised training and appropriate experiences in a doctoral psychology interns' doctoral-level rotation as part of an internship.

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

Internship Training Committee (ITC): The Training Committee is comprised of the PTD and supervisor from each site. While two (or more) supervisors from each site may attend ITC meetings.

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 psychology intern. These procedures are intended to protect rights and are implemented in order to afford the doctoral psychology intern with a 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: Doctoral psychology interns 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 PTD) becomes concerned about a doctoral psychology intern's performance, the first step should be to raise the issue with the doctoral psychology 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 ITC, but it will not become part of the doctoral psychology intern's professional file.

A District Administrator, Field Supervisor, PTD, 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 doctoral psychology 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 doctoral psychology 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 doctoral psychology intern's behavior negatively impacts the public view of the school district; 10) the concern negatively impacts the doctoral psychology intern cohort; and/or, 11) the concern violates appropriate interpersonal communication with agency staff.

Professional growth activities are implemented when a doctoral psychology intern receives a rating below 3 on any professional Jordan District Doctoral Psychology Internship competency or any of the following conditions occur that broadly create interference in a doctoral psychology 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 PTD or supervising psychologist in consultation with the appropriate district administrator 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 doctoral psychology intern's problem behavior persists following a documented attempt to resolve the issue informally (20 working days or less), or if the doctoral psychology intern receives a rating below a “3” on any competency on a supervisory evaluation, the following process is initiated:

A. Notice: The building administrator, PTD, university supervisor, and doctoral psychology 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 PTD 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 PTD and doctoral psychology 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 doctoral psychology intern will have the opportunity to provide a written statement related to their response to the issue(s) noted in the Internship Evaluation. The doctoral psychology intern will meet with the PTD 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 PTD, Building Administrator, and Field Supervisor. This outcome will be communicated to the doctoral psychology intern in writing within 5 working days of the meeting by the PTD:

1) Acknowledgement: a) the PTD and Building Administrator are aware of and concerned with the issue(s); b) the problem has been brought to the attention of the doctoral psychology intern; c) the PTD and Field Supervisor will work with the doctoral psychology 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 doctoral psychology intern may be allowed to change supervisors within the internship if it is believed the doctoral psychology intern's difficulties are the result of a poor "fit" between the doctoral psychology intern and supervisor, and the doctoral psychology intern could be successful in a different supervisory relationship. Additional parties who are knowledgeable about the doctoral psychology intern's abilities may be involved in order to inform decision-making.

D. If the problem is not rectified through the aforementioned processes, the doctoral psychology 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 doctoral psychology 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 PTD 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 doctoral psychology 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 PTD, it is expected that the status of the inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of the 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 doctoral psychology 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 doctoral psychology intern's Director of Clinical Training at the doctoral psychology intern's sponsoring university doctoral program will be contacted within five working days.

Doctoral 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 doctoral psychology intern. Supervisors are particularly mindful of each doctoral psychology intern's perception of vulnerability and potential anxiety experienced during the internship. In the event a doctoral psychology intern has difficulty or disagreements with a supervisor, experiences harassment, or has other grievances about the training program, the doctoral psychology intern should:

1. Raise the issue with his/her Field Supervisor, Building Administrator, or PTD in an effort to resolve the problem.

2. If the issue cannot be resolved with the supervisor, the issue should be discussed with the PTD.
3. If the problem cannot be resolved with the doctoral psychology intern's Field Supervisor and the PTD, the doctoral psychology intern has the right to contact their respective university internship coordinator and/or the Jordan School District Human Resources Department. As doctoral psychology interns are considered employees of the Jordan School District, they follow the district's established policies for formal due process and grievances. Doctoral psychology 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 doctoral psychology interns are not arbitrarily or personally biased. The training program has identified specific evaluation procedures that are applied to all doctoral psychology interns equally and provides appropriate appeal procedures. The general due process guidelines follow district guidelines and include the following:

1. Doctoral psychology 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 PTD. See Appendix J.
2. Internship evaluation procedures are clearly stipulated, including when and how evaluations will be conducted. Doctoral psychology interns receive evaluations using the Intern Evaluation form at midyear and end of year as well as the 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 doctoral psychology interns.
4. The PTD and the university Internship Coordinator are informed of any difficulty with doctoral psychology 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 doctoral psychology intern Evaluation by the conclusion of the internship.
6. Doctoral psychology interns are given sufficient time to respond to any action taken by the training program.
7. Doctoral psychology 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 doctoral psychology interns during the internship orientation.

8. Decisions and recommendations regarding the doctoral psychology 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 doctoral psychology interns are also considered employees of the school district, the Jordan School District Orderly Termination Procedures- Licensed policy applies if the doctoral psychology 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 PTD.

Formal Appeal Procedure: General Guidelines

Should the doctoral psychology intern disagree with an action, or part of an action taken, the doctoral psychology intern must follow the appropriate formal District Appeal procedures.

[\(https://policy.jordandistrict.org/\)](https://policy.jordandistrict.org/)

Record Keeping

In accordance with Standard I.C.4 of the Internship Standards of Accreditation, the Jordan School District complies with relevant policies of the CoA Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures (revised November 2019, p.8) as well as Utah Employment History Records (GRS-1965) regarding record keeping and privacy. The PTD is responsible for keeping all records of application files, evaluations, correspondence with doctoral psychology interns' doctoral programs, certificates of completion, and other information, as well as records of all formal complaints and grievances against the program of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. Physical records are maintained in a locked file cabinet located in the PTD's office, while electronic records are maintained on an encrypted computer assigned to the PTD for a minimum of 10 years.

Salary and Benefits

The JSD Doctoral Psychology Intern position is a full-time, 40 hours per week, 12-month position. Doctoral psychology 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 2023-2024 school year, all full-time **doctoral psychology interns** with a Master's degree receive a base salary of \$35,365 plus possible additional credit on the salary scale for verifiable and acceptable employment experience. Doctoral psychology interns are also compensated with additional pay based on a daily rate for clinical work hours scheduled through the Jordan Family Education Center and any days above the traditional contract year (up to 35 days of additional pay), as this is a 12-month internship. Additionally, each doctoral psychology intern receives a salary benefits package that includes sick leave, alternate leave, and 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, 12 days alternative leave, and an Employee Assistance Program (EAP) are available. Doctoral psychology interns also do not work during fall recess, winter recess, spring recess, and selected federal and state holidays (a total of 26 days during the 2023-24 school year). This compensation is not a tax-exempt contract. Doctoral psychology

interns also receive travel mileage reimbursement, as well as desktop computers and/or laptops for their use during the internship.

Funding for doctoral psychology interns is not based on a stipend; since doctoral psychology interns are considered employees, they are on a traditional school year, 187-day contract, plus up to 35 additional days above the contract, which is paid monthly. The internship hours begin accruing on July 17 and end June 29 of the following year. **For example, for the 2023-24 school year, the traditional contract year begins on August 14, 2023; therefore, the first full paycheck is issued on September 25 and monthly thereafter.** All district employees, including doctoral psychology interns, are paid once a month. The last paycheck will be issued on August 25, 2024. 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 25th (or the business day before if the 25th falls on a weekend/holiday) of the following month. Doctoral psychology interns will submit hours worked in July and August of 2023 and June 2024 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 traditional contract, submitted on a monthly electronic timesheet, and paid the following month. In order to earn 2000 hours in a calendar year, doctoral psychology interns also participate in scheduled didactics, Jordan Family Education Center activities and complete a summer rotation.

Qualifications of JSD DHSPI 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 PTD of the doctoral psychology 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. Meet all Jordan School District requirements for hire.

Application Process

The JSD Doctoral Psychology Internship Program follows the guidelines of the APPIC Internship Matching Program. All internship placements 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 November 15th. 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. Applicants who match thru APPIC school psychology positions must complete a Frontline application online (<https://www.applitrack.com/jordandistrict/onlineapp/>) 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. Letters of recommendation and transcripts are not required

for this process, as they have been submitted thru the APPIC process. This is the only required school district application for candidates that match with Jordan District for the Doctoral Psychology Internship.

4. "The Jordan School District Doctoral Psychology Internship program is partially affiliated with the University of Utah (self-study, Standard III.A.2). As part of this affiliation, all qualified University of Utah applicants are offered interviews for the program if they submit an APPIC application and designate the JSD Doctoral Psychology internship program as a site of interest". The handbook is posted on the APPIC and school district websites.

Note: As a condition of employment, doctoral psychology 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 may be the responsibility of the doctoral psychology intern if hired as an employee of Jordan School District. If employed as a doctoral psychology intern in the Jordan School District, the doctoral psychology 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 2022-2023

Fulvia Franco, Ph.D., NCSP	PTD/Licensed Psychologist
Abby Gottsegen, Ph.D., NCSP	Licensed Psychologist/ Intern Supervisor
Najmeh Hourmanesh, Ph.D., NCSP, RPT-S	Licensed Psychologist/Intern Supervisor
Cassandra Romine, Ph.D.	Licensed Psychologist/ Intern Supervisor
Todd Romney Stevens, Ph.D.	Licensed Psychologist/Intern Supervisor
Aaron Fischer, Ph.D., BCBA-D	Licensed Psychologist/BCBA/Intern Supervisor
	Associate Professor—University of Utah
	Department of Educational Psychology

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
Jeffrey Morris, M.Ed.	School Psychologist Specialist Jordan School District
Daniel Olympia, Ph.D.	Emeritus Associate Professor—University of Utah Department of Educational Psychology

Appendix B

Didactic Seminars List 2019-2023

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

Date	Topic	Presenter	Time
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)***

<i>DATE</i>	<i>TOPIC</i>	<i>PRESENTER</i>	<i>TIME</i>
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	1 Hr.

Jordan School District

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 Olson 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 Ana Melissa 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 University of Oregon	1 Hr.

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 Olson 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	Olin Levitt, Ph.D.	1 Hr.

	To Change	School Psychologist Jordan School District	
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		2.0 Hrs.

Utah Pride Center

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 2022 – Spring 2023

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

Join Zoom Meeting

<https://us06web.zoom.us/j/98685490062?pwd=UDd3cFF0a0wwNVRGYUZjaTdxctU09>

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: 7:00 pm start

August 15, 2022: Goals and objectives, Supervision, and APA INTERNSHIP

August 29, 2022: APA INTERNSHIP, Introduction to Professional Issues and Case Discussions

September 12, 2022: Systems level PBS, and APA INTERNSHIP Continued, Case presentations

September 26, 2022: Ethical Dilemma scenarios, APA INTERNSHIP Continued, Case presentations

October 17, 2022: Internship Open House

November 7, 2022: Report Writing/Record keeping/Case Management, Case presentations

November 21, 2022: Transition Services

December 5, 2022; Multicultural Considerations in Schools and Clinical Settings

Spring Semester: 7:00 pm start

January 9, 2023; School Psych v. psychometricians, case presentations, APA INTERNSHIP Continued

January 23, 2023; Working with Difficult People

February 6, 2023; Use and misuse of technology

February 27, 2023; Case presentations,

March 13, 2023; Leadership Discussion, Case Presentations

March 27, 2023; Supervision, Case Presentations

April 10, 2023; EPPP and State Licensure, Case presentations

April 24, 2023; Legal Issues, Wrap up

University of Utah Summer 2022 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.

Location/Access TBD

	Noon Offerings	Junior CAP/TB and Adult Ψ Trainees	Senior CAP/TB Trainees
Jul. 6	CAP Lunch with Dr. Rapaport	CAP Jrs: Orientation TB: Join Senior CAP Adult Ψ: Join Senior CAP	1:15: Overview Neuropsych Testing (Stoekel) 2:15: Trauma Care Process Model (Keeshin) 3:15: Updating your CV's (Kleinschmit)
Jul. 13	Child Lunch	CAP 101 (1:15-4:05) – Mood Disorders Bipolar Disorder diagnosis and treatment in CAP Approaches to Depression Treatment, including Treatment Resistant Depression DMDD w/ Anne Lin, Matt Pierson, & Doug Kondo	<u>Leadership Seminar (O'Donohoe)-UNI (1:15-4:00) Meeting Room B</u>
Jul. 20	Journal Club – TADS & TORDIA (Matt Pierson??)	CAP 101 (1:15-4:05) – Disruptive Bx Disorders 1:15-2:30: ADHD lecture and journal club- MTA study (Luke Dwyer) 2:45-4:05: Disruptive Behavior Disorders (Annalise Keen and Barbra JoAnn Cook)	<u>Leadership Seminar (O'Donohoe)</u>
Jul. 27	TB Lunch	Adolescent Medicine Update- Adam Dell 1:15-2:05: Health Screenings in Teens 2:15-3:05: Approach to Transgender Care Research Overview 3:15-4:05: HMHI CAP research overview (Kohler, Langenecker?, Huber?)	Adolescent Medicine Update
Aug 3	Lunch & Learn: ABCD study (Erin McGlade)	1:15: Substance use (Stan Brewer) 2:15: Intro to Peds C-L (Peds C-L group) 3:15: Intro to Peds C-L	<u>Leadership Seminar (O'Donohoe)</u>
Aug. 10	CAP Lunch	CAP 101 (1:15-4:05) – Autism Spectrum w/ Patricia Aguayo, Luke Dwyer & Natalie Buerger	<u>Leadership Seminar (O'Donohoe)</u>
Aug. 17	Lunch with Dr. Rapaport	CAP 101 (1:15-4:05) – Eating Disorders 1:15: OP care of EDO (McCarthy) 2:15: Nutrition approach to EDO (Ariel Fry) 3:15: IP care of EDO (Francis)	1:15: Leadership Seminar
Aug. 24	TB lunch	1:15: Social Determinants of Health (Franchek/Hobson) 2:15: Enuresis/Encopresis (Dwyer) 3:15: School Orientation for 1 st year CAP only (Gottsegen)	1:15: <u>Career development (Baese)</u> 2:15: <u>Glad PC for MHI- Kyle Smith</u> 3:15: <u>Board study time</u>
Aug 31	Journal Club – CAMS (Faculty Lead?)	CAP 101 (1:15-4:05) – Anxiety Disorders 1:15: Anxiety Disorders (Hesse & Hardesty) 2:15: Intro to Pediatric Ψ Pharm (Kalyani Samudra) 3:15: Interfacing with Schools (Crisjon Solano)	1:15: Eating Disorders in the outpatient world (Kristin Francis) 2:15: Boards study time
Sep. 7		1:15: <u>Intro to Psychotherapy with children (O'Donohoe)</u>	1:15: Outpatient Clinical Work: Rong Xiao

		2:15: Interviewing the Child (Mary Burris) 3:15: Interpersonal Violence (Kathy Franchek)	2:15: Outpatient management of DBDs (JoAnn Cook, LCSW) 3:15: Boards study time
Sep. 14	CAP Lunch	1:15: Approach to the suicidal teen (Giles) 2:15-4:05: Teen suicide in Utah-state efforts and research (Keeshin)	Boards – No Didactics
Sep. 21		Infant Mental Health (TBD)	Infant Mental Health (TBD)
Sep. 28		Trauma Curriculum (1:15-4:05) w/ Keeshin and O’Donohoe	Trauma Curriculum (1:15-4:05) w/ Keeshin and O’Donohoe

**Jordan School District Didactic Presentations
and Associated SoA Competencies
8/8/2022 thru 3/10/2023
August 8, 2022**

Abstract: Tyler Renshaw, Ph.D., will introduce Acceptance & Commitment Therapy (ACT) as an evidence-based intervention grounded in mindfulness and behavior change processes. ACT is scalable, adaptable, and flexible, providing effective interventions for a wide variety of concerns.

10:00 – 12:00 Presentation: An Overview of Acceptance & Commitment Therapy (ACT)

Presenter: Tyler Renshaw, Ph.D., Associate Professor
Department of Psychology
Utah State University

Competency 5: Communication and Interpersonal Skills

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

Objectives: After leaving this session, you will be able to:

- A) Discuss the theory behind ACT and how it influences valid alternatives in trying to change the way you think, including mindful behavior, attention to personal values, and commitment to action.
- B) Identify the six core processes that promote psychological flexibility: acceptance, cognitive dysfunction, being present, self as context, values, and committed action.

August 9, 2022

Abstract: Brian Miller, Ph.D. will discuss the Components for Enhancing Clinical Experience and Reducing Trauma (CE-CERT) Model which focuses on secondary trauma experienced by mental health care providers. This model integrates a set of skills that can be acquired with intention, practice, and coaching.

10:00—12:00 Presentation: CE-CERT: Components for Enhancing Career Experience and Reducing Trauma

Presenter: Brian C. Miller, Ph.D.

Competency 4: Professional Values, Attitudes, and Behaviors

Competency 5: Communication and Interpersonal Skills

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

Objectives: After attending this presentation, you will be able to:

- A) Describe the emotional toll on those who deal intensively and empathically with persons engaged in a personal struggle.
- B) Identify the major components of the CE-CERT model aimed at supporting the emotional well-being of providers exposed to the effects of secondary trauma and burnout.

October 14, 2022

Abstract: Doctoral student Juliana Peterson will discuss applications of ACT to treat multiple, complex, co-occurring youth mental health problems. She will also discuss ACT as a universal, targeted prevention to support teachers, parents, and youth.

12:30 – 3:30 Presentation: Acceptance & Commitment Therapy (ACT) Clinical

Presenter: Juliana Peterson, Doctoral Student
Clinical/Counseling Psychology Program
Utah State University

Competency 7: Intervention

Objectives: After leaving this session, you will be able to:

- A) Apply the theory behind ACT, and use it as a foundation for psychosocial interventions aimed at developing valid alternatives to change clients' thinking, including mindful behavior, attention to personal values, and commitment to action.
- B) Integrate six core processes affecting psychological flexibility: acceptance, cognitive dysfunction, being present, self as context, values, and committed action, in the development and implementation of psychosocial interventions addressing the academic and behavioral needs of your clients.

December 2, 2022

1:00—2:30 Presentation: Depression & Anxiety in Children

Presenter: Douglas Goldsmith, Ph.D.,
Licensed Psychologist
Private Practice

Competency 1: Research

Competency 7: Intervention

Objectives: After attending this presentation, you be able to:

- A) Discuss current data regarding mental health issues impacting today's youth.
- B) Identify warning signs of depression and anxiety, including biological signs, suicidality, and peer and family stressors.

January 6, 2023

Abstract: Deborah Bilder, M.D., will discuss managing psychiatric conditions in children. She will also identify sources of distress, treatment hierarchy, and medication selection and monitoring. Finally, she will discuss the considerations for treatment-resistant in children with psychiatric disorders.

12:30-2:30 Presentation: Managing Psychiatric Conditions in Children

Presenter: Deborah Bilder, M.D.

Competency 8: Consultation/interprofessional/interdisciplinary

Objectives: After leaving this session, you will be able to:

- (A) Identify sources of distress related to childhood psychiatric conditions such as autism spectrum disorder, attention-deficit/hyperactivity disorder, major depressive disorder, and bipolar/mania.
- (B) Discuss and collaborate with other health providers, such as doctors and nurses, regarding treatment hierarchy, medication selection, and treatment resistance.

Feb 3, 2023

Abstract: Sam Goldstein, Ph.D., will discuss the evolution of Disruptive Mood Dysregulation Disorder (DMDD) and its current diagnostic criteria in the DSM-5. He will also discuss the evaluation and treatment of DMDD in children and provide resources for clinicians to gain a deeper understanding of DMDD.

12:30 - 3:30 Presentation: "Understanding, Evaluating, and Treating Disruptive Mood Dysregulation Disorder (DMDD) in Children"

Presenter: Sam Goldstein, Ph.D., ABPP - Board Certified in Pediatric Neuropsychology

Competency 3: Individual and Cultural Diversity

Competency 7: Intervention

Objectives: Following this presentation, you will:

- A) Possess an understanding of the evolution of DMDD
- B) Understand and be able to apply the DSM-5 criteria for DMDD
- C) Utilize various assessment methods in a comprehensive evaluation of DMDD
- D) Have an awareness of the emerging methods of treatment for DMDD

March 10, 2023

Abstract: Terisa Gabrielsen, Ph.D., BYU professor/Licensed Psychologist, will provide a presentation on Demystifying the Identification of Nuanced Autism in Females in School Settings. This presentation will cover assessment approaches, data interpretation, and recommendations specific to autism presentations in females.

1:30--3:30 Presentation: Evidence Base for Identification of Autism in Females and Nuanced Presentations in School Settings.

Presenter: Terisa Gabrielsen, Ph.D., Professor
Brigham Young University

Competency 3: Individual and Cultural Diversity

Competency 6: Assessment

Objectives: After this presentation, you will

- A) Discuss differences in interpretation of assessment data for female and nuanced presentations of autism.
- B) Provide recommendations to support autism in females and nuance presentations.
- C) Identify targeted, empirically-supported assessment approaches to more effectively identify nuanced presentations of autism.

May 20, 2023

Abstract: Dr. Jamison Law, Assistant Professor at Utah State University will provide a presentation on Secondary Trauma and Compassion Fatigue in the helping professions. **Compassion fatigue, or secondary traumatic** stress disorder, is a natural but disruptive by-product of working with traumatized clients. This presentation will address how mental health practitioners can recognize compassion fatigue and secondary trauma when working with complex clients, how to use specific strategies to prevent or minimize their impact, and general coping methods. as well as when to obtain consultation.

1:30-3:30 Presentation: **Trauma and Compassion Fatigue**

Presenter: Jamison Law, Ed.D., Utah Valley University, Assistant Professor, Director of Clinical Education

Competency: Ethical and Legal Standards,

Competency: Professional Values, Attitudes, and Behaviors

Competency: Supervision

Competency: Consultation

Objectives: After this presentation, you will

- A) Understand a working definition of terms such as compassion fatigue, secondary trauma and vicarious victimization
- B) Describe signs of secondary trauma and stages of secondary traumatization and compassion fatigue
- C) Identify strategies to anticipate and manage secondary traumatic experiences.

Special Education Law Conference July 26-27, 2022

14 Hours

Abstract: This conference is designed for administrators, educators, service providers, parents, families, and others responsible for the implementation of IDEA 2004 and the Utah State Board of Education Special Education Rules. This conference will combine regulatory requirements, relevant case law, and best practices to ensure that students with disabilities receive FAPE.

Competency: Ethical and Legal Standards

Objectives: By attending this conference, you will:

- a) Gain a foundational understanding of IDEA, FAPE, and the IEP Process.

- b) Learn about specially designed instruction, the least restrictive environment, the IEP framework, and IEP Team compliance and best practices.

DBT Skills for Adolescents & Families 8/16/22

12 hours

Abstract: Master clinicians provide demonstrations and didactics on both the basics and the nuances of engaging and teaching DBT skills to teens and families in various formats, including multi-family skills groups, individual sessions, family skills sessions, parent sessions, and crisis coaching. Explore methods to integrate DBT Skills for teens and families into your practice and obtain feedback from the treatment developers using our interactive online platform.

Competency: Intervention

Objectives: By attending this training, clinicians will:

- a) Understand how to orient teens and families to DBT skills training.
- b) Learn how to teach the 5 DBT Skills, including Mindfulness, Distress Tolerance, Emotion Regulation, Interpersonal Effectiveness, and the teen-family-specific module, Walking the Middle Path.

DSM – 5 TR CE Workshop August 26, 2022

2 hours

Abstract: This workshop provides an overview of the critical diagnostic developments and departures of the DSM-5-TR in relation to its predecessor, the DSM-5. Marquis’s diagnostic developments in the Text Revision include the return of Mood Disorders, the inclusion of ICD-10 codes for Suicidal Behavior and Non-Suicidal Self-Injury, and the addition of Prolonged Grief Disorder, among others. These inclusions are joined by diagnostic revisions or clarifications to dozens of additional disorders, in addition to more comprehensive attention to issues of race, equity, and discrimination.

Competency: Assessment

Objectives: After this course, participants will be able to:

- a) Identify at least three new inclusions in the DSM-5-TR
- b) Discuss the rationale for at least three of the diagnostic manual’s novel inclusions or revisions.
- c) Distinguish grief from depression.
- d) Describe the prevalence and criteria for Prolonged Grief Disorder.
- e) Explain the rationale for the change from gender identity disorder to gender dysphoria.
- f) Compare and contrast the DSM-5-TR with the DSM-5 and the ICD-11.

Beginning Expressive Sand Tray Therapy August 1, 2022 8 Hours

Abstract: In this workshop, participants will learn the method of Sandtray therapy through demonstrations and the opportunity to experience their own Sandtrays personally. Through the use of sand, water, and miniatures, you will learn how the unconscious manifests itself and how to bridge the play into conscious awareness. You will also learn how to witness and honor the creative play process. You will personally experience a variety of expressive play therapy modalities and learn how to integrate them into a Sandtray session. No prerequisites are required.

Competency: Intervention

Objectives: At the end of this workshop, participants will be able to:

- a) Explain the use of a sandtray in a play therapy session through personal experiential exercises.
- b) Demonstrate how to create and set up a play therapy sandtray room.
- c) Assess how to witness and honor the play therapy process.
- d) Explain the use of sand and water in play therapy.
- e) Summarize how to document and photograph a sandtray play therapy session.
- f) Discuss and practice the role of a therapist during the play therapy sandtray session.
- g) Explain how to incorporate expressive play therapies in the sandtray session.

Play Therapy Training September 16-17, 2022 14 hours

Abstract: Using the therapeutic powers of play, we will discuss how to engage a client with their favorite music and use music for mindfulness, self-regulation, and coping skills. We will also cover musical storytelling techniques in play therapy. You will walk away with interventions you can immediately implement with clients in your play therapy practice.

Competencies: Interventions

Objectives: During this training, participants will:

- a) Review the latest research and evidence-based theories enhanced by music and play therapy.
- b) Demonstrate five play therapy interventions that incorporate music.
- c) Articulate how storytelling with lyrics, music, and play metaphors can create safety for clients to discuss mental health struggles and heal.

Utah Association of School Psychologists Annual Conference

Thursday, December 1st, 9:00 am – 3:00 pm.

Granite School District Complex

2500 S. State Street, South Salt Lake, UT

Dr. Peter Faustino, Keynote: *Autism and Mental Health: Comorbid Crossroads*

Afternoon Session: Advocacy: Advocating for You, Students, and the Profession.

Lauren, Rich, Assistant Director, USDB Campus Programs

Motivational Interview Training January 2023

Abstract: Motivational interviewing (MI) is a well-researched and broadly applied practice that enables us to have conversations about change with diverse individuals. Practitioners use MI with adolescents, young adults, and parents to successfully support their values and guide them toward their desired change targets. This session will discuss research-based MI interventions for youth and specific strategies to reduce resistance and engage young people in conversations about and movement toward personally meaningful change.

Competencies: Individual and Cultural Diversity; Communication and Interpersonal Skills

Objectives: After attending this workshop, mental health providers will be able to:

- a) Determine at least one type of motivation-based intervention appropriate for children, adolescents/young adults, and parents.
- b) Construct at least one values-based intervention to help guide adolescents and young adults toward change targets.
- c) Practice two interventions to reduce resistance and support the autonomy of youth engaged in conversations about change.
- d) Design one conversation about change intended to support and guide parents of youth involved in change.

ASDCS Autism Training December, 2022 19.25 Hours

Abstract: Online certified autism spectrum disorder clinical specialist (ASDCS) training utilizing strength-based interventions. This training aims to embrace neurodiversity, take the client's lead, build on strengths while supporting needs, and identify how the body and brain use behavior to manage surroundings.

Competencies: Professional Values, Attitudes, and Behaviors; Assessment and Intervention

Objectives: After completing this training, you will be able to:

- a) Offer effective, strengths-based interventions, strategies, and approaches to support your clients with autism
- b) Identify the extraordinary potential of those with autism and strategies for celebrating their interests, ideas, and unique individual differences.

Sensorimotor Psychotherapy: Body Oriented Therapy Techniques for Trauma and Attachment January, 2023 1 hour

Abstract: Trauma and the Body: A Sensorimotor Approach to Psychotherapy incorporates theory and technique from traditional talk-therapy methods with body-oriented—or sensorimotor psychotherapy; somatic psychology pioneer Pat Ogden and her colleagues present a breakthrough in trauma treatment and expertly explain how using body sensation and movement can help heal the wounds of trauma.

Competencies: Intervention; Individual and Cultural Diversity

Objectives: After completing this training, you will be able to:

- a) Choose three somatic resources to regulate arousal.
- b) Determine “bottom-up processing” to resolve traumatic memory.

- c) Distinguish proximity-seeking actions and how they relate to the client experience.
- d) Integrate embedded relational mindfulness within treatment planning for client sessions.

Trauma Treatment Mastery: Effective Healing Interventions for the Mind and Body January, 2023

17.25 Hours

Abstract: Online course features some of the field's leading trauma innovators to share their proven methods of creating safety and therapeutic attunement that leads to lasting healing. From their decades of scientific research and clinical insight, you will learn about some of the most powerful trauma treatment methods available (EMDR, Somatic Experiencing, Sensorimotor Psychotherapy, Brainspotting, CBT, and the Collaborative Stage Model).

Competencies: Assessment; Intervention; Research

Objectives: By attending this training, you will learn:

- a) Specific tools for reading clients' psychological and physical cues and using their natural instincts to heal and rebalance their physiology.
- b) A brain-based method of clearing trauma blockage without clients having to talk about it nurtures their capacity for natural self-healing.
- c) Powerful treatment methods, including somatic interventions, CBT, and the family trauma therapy model

UPA Workshop the Lives, Minds, and Motivations of Mass Attackers January 27, 2023

3 hours

Abstract: This webinar starts with a review of the justifications cited by perpetrators of mass attacks and a consideration of underlying psychological dynamics. Next, three psychological types of mass attackers will be presented to demonstrate the intersection of their internal dynamics and life experiences. Following this, four additional cases will be reviewed to highlight the variability in functioning among perpetrators and the need to look behind superficial accomplishments to detect risk factors for violence.

Competencies: Research; Ethical and Legal Standards; and Intervention

Objectives: After this course, participants will be able to:

- a) Identify three psychological categories of mass attackers.
- b) Explain the role of identity issues and aspirations in mass attackers.
- c) Discuss the intersection of psychological dynamics and life experiences as risk factors for violence.

Sand Tray Level 2 Training: Symbolic Integration & Theory March 2-4, 2023

12 Hours

Abstract: In this workshop, participants discuss and work with symbolic meaning and basic theoretical ideas related to healing trauma and other clinical issues with sandtray therapy. The purpose of the didactic information, in conjunction with hands-on experiences, is to demonstrate why it is essential to help clients experience the sandtray materials in a way that allows them to collaborate with their embodied brains, not just their cognitive processes. This training focuses on trauma as it is embedded throughout the body rather than in the cognitive layers of the brain only. In Level 2, participants continue to build on the concepts of “play as a neural exercise” for developing a nervous system that is flexible and resilient.

Competencies: Intervention; Individual and Cultural Diversity

Objectives: This training will help participants to:

- a) Identify skills for facilitating sandtray play therapy for trauma.
- b) Describe culturally responsive sandtray play therapy techniques for clinical applications.
- c) Compare universal and idiosyncratic symbolic material that emerges during sandtray play therapy.
- d) Recite language that helps client experience their sandtray creations.
- e) Describe the evolving meaning of symbolic material during sandtray play therapy (from unconscious to the conscious).
- f)

Huntsman Institute for Mental Health Addiction Conference

Abstract: Aimed at medical, addiction, and behavioral health professionals, the conference is focused on changing attitudes and increasing knowledge and competencies around substance use disorder issues facing today's diverse society. This focus will help professionals to develop and implement effective prevention and intervention treatment programs through science, policy, and practice. Ultimately, the conference aims to improve systems, clinical practices, and client care for individuals, families, and communities.

Competencies: Consultation and interprofessional/interdisciplinary skills

Objectives: By attending this conference, you will:

- a) Develop strategies to promote the healthy growth and development of individuals more effectively in all developmental stages and various cultural/ethnic backgrounds dealing with substance use, misuse, and abuse.
- b) provide tools for professionals in policy, research, and patient care to mobilize to develop and implement prevention and intervention programs in business, community, and government ‘systems’ of Utah and the intermountain states.

Appendix C

Sample Schedule

JFEC

<https://guidance.jordandistrict.org/jfec/>

Appendix D

Evaluation of Field Supervisor

**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 PTD 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:

Signature: _____

Date: _____

Appendix E

Intern Evaluation



Doctoral Psychology
Internship

Field Supervisor
Evaluation Form

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 *psychologist* by completion of the 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

1. Research						
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 _____

2. Ethical and Legal Standards						
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 _____

3. Individual and Cultural Diversity						
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 _____

4. Professional Values, Attitudes						
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
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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
<i>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.</i>						

Mean Rating _____

9. Supervision						
1. Demonstrates knowledge of supervision models and practices.	1	2	3	4	5	N/A 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 _____

Overall Intern Rating	1	2	3	4	5
------------------------------	---	---	---	---	---

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

Supervisor _____ **Date** _____

Intern's Areas in Need of Improvement:

Signature of Field Supervisor: _____

Date: _____

Signature of Program Training Director: _____

Date: _____

***Signature of Doctoral Psychology Intern:** _____

Date: _____

*Note: The signature of the Intern indicates that the evaluation results were shared with the doctoral psychology intern, and does not necessarily indicate agreement with it.

Appendix F



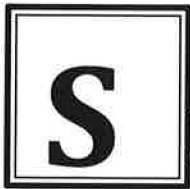
Jordan School District



Performance



Appraisal



System



*School Psychologist
Appraisal Rubric*

Jordan Performance Appraisal System (JPAS)

School Psychologists & School Psychology Interns

Domain 1: Data-Based Decision Making

Domain 1 is completed by District Guidance Consultant.

1. Determine areas in need of assessment

- a. Note: Instruments selected address the areas of concern section of the referral or Response to Intervention form. For example, if behavioral or adaptive/self-help concerns are identified on the referral, then a standardized behavior and or adaptive rating scale from parent and teacher must be present in the files. In the case of a re-evaluation, the school psychologist/school psychology intern should address the classification the student holds. If there is a change in classification, there must be documentation in a psychological report, student log, dated correspondence from a parent, teacher, physician or outside agency, or team meeting notes that indicates the areas of concern and justifies the testing in a different area and subsequent change in classification.
- b. Justification: Domain 1: Data-Based Decision Making & Domain 3: Academic Interventions and Instructional Supports

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files address all areas of concern on the referral	One of the three files address all areas of concern on the referral	Two or three files address all areas of concern on the referral and/or re-evaluation data review	Two or three files address all areas of concern on the referral and/or re-evaluation data review AND include documentation and assessments that address eligibility as required by the USBE for classification. When concerns in related areas are noted, the school psychologist collaborates with other team members regarding further assessment in those areas. There is no feedback suggesting lack of collaboration.

2. Selects appropriate assessment procedures

- a. Note: Instruments in all three files are selected with regard to age, timeframes for completion of tests by teachers, areas of assessment, population, standardization group and examinee characteristics (e.g., language skills, cultural/socioeconomic factors, physical disabilities, English proficiency).
- b. Justification: Domain 1: Data-Based Decision Making, Domain 3: Academic Interventions and Instructional Support, & Domain 8: Equitable Practices for Diverse Student Populations

Rubric

Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND address areas of assessment required by the USBE for classification. When there are clinically significant findings in some areas (e.g., depression, anxiety, etc.), further assessment is completed.

3. Administers and scores assessment instruments using standard procedures

- a. Note: The school psychologist/school psychology intern appropriately administers and scores assessment instruments in all three files in accordance with standard procedures outlined in manuals. Any deviation from standardized administration procedures and rationale for doing so should be noted on the protocol and the psychological report. Example: Chronological age is correct, basal and ceiling levels are established as per standard procedures, examinee's responses are recorded as per standard procedures, examinee's responses are probed/queried with notations made on the protocol as per standard procedure.
- b. Justification: Domain 1: Data-Based Decision Making

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND address areas of assessment required by the USBE for classification. Additional index scores are obtained in explaining assessment results (e.g., GAI Index on WISC-V)

4. Interprets, summarizes and reports assessment information in appropriate written form

- a. Note: Files contain complete reports which include: reason for referral, developmental history, interpretation of test results, summary and recommendations, current service pattern and current classification, if applicable. Reports contain relevant information, are clearly organized, useful for target audience(s), completed in a timely manner (within 30 **working** days), and address student characteristics (e.g., language skills, cultural/socioeconomic factors, physical disabilities, English proficiency).
- b. Justification: Domain 1: Data-Based Decision Making, Domain 2: Consultation and Collaboration, Domain 3: Academic Interventions and Instructional Support, & Domain 8: Equitable Practices for Diverse Student Populations

Rubric

Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND include relevant background information, suggested accommodations based on significant test results, validity scales of checklists when appropriate, and thorough interpretation of all tests that were administered, including testing done by special education staff.

5. Uses assessment results to develop goals that meet the students' needs

- a. IEPs meet student needs in the following ways: goals address areas found in PLAAFP'S, goals on the IEP are clearly linked to assessment results, goals are measurable and individualized, there are two short-term objectives/benchmarks per student who takes the Dynamic Learning Maps (DLM) assessments, goals on the IEP address major student problems, specific objective criteria with accuracy over time for each IEP goal.

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two-three of the files meet the criteria	Two-three files meet the criteria AND goals clearly address assessment results and major student problems, and include a goal that addresses replacement behaviors

- b. Justification: Domain 1: Data-Based Decision Making

Domains 2-10 are completed by building level LEA.

Domain 2: Consultation & Collaboration

6. Provides consultation services to parents, educators, and/or staff

- a. Notes: The log should include the date of the consultation/collaboration, names of participants in consultation/collaboration, and the reason for the consultation/collaboration. The consultation/collaboration must have taken place during the current school year. The evidence also could consist of the following: handouts, a list of materials shared, a copy of materials shared, an administrative note indicating the in-service provided, evaluation forms collected from an in-service, communication from parents about materials shared with them.
- b. Justification: Domain 2: Consultation and Collaboration

Rubric

Not Effective	Minimally Effective	Effective	Highly Effective
Does not present a log of consultation/collaboration services	Presents a log of one consultation/collaboration service to parents, educators, and/or staff	Presents a log of two-three consultation/collaboration services to parents, educators, and/or staff.	Presents a log of four or more consultation/collaboration services to parents, educators, and/or staff

7. Clearly explains results of student evaluations to IEP team

- a. Notes: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist/school psychology intern having met the described requirements or not. Prior to marking this indicator, the evaluator must complete an observation of an IEP and complete the Evaluation Explanation Checklist. Effective is marked if all the items on the checklist are marked yes. Not Effective is marked if any item on the checklist is marked no.
- b. Justification: Domain 2: Consultation and Collaboration

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist/school psychology intern has not met this requirement	N/A	The school psychologist has met this requirement	N/A

Domain 4: Mental & Behavioral Health Services & Intervention

8. Provides direct services to students including individual and/or group counseling, responsive mental health support/interventions, and/or classroom and school-wide social-emotional learning programs/lessons.

- a. Note: Provides documentation or log that includes the names of students served. This may also include students served in guidance-related classroom services. School psychologists/school psychology interns use their understanding of student diversity when designing and implementing direct services. Full-time school psychologists or school psychology interns should serve at least 20 different students. Less than full-time staff should pro-rate the number of students based on their FTE (*0.5 FTE = 10 students*).
- b. Justification: Domain 4: Mental and Behavioral Health Services and Interventions & Domain 8: Equitable Practices for Diverse Student Populations

Rubric

Not Effective	Minimally Effective	Effective	Highly Effective
Does not present a log/record of servicing students	Presents documentation or a log of serving an average of fewer than 20 students per week.	Presents documentation or a log of serving an average of at least 20 students per week.	Presents documentation or a log of serving an average of more than 20 students per week.

9. Implements and monitors behavioral interventions for students

- a. Notes: The school psychologist/school psychology intern provides behavioral interventions such as contracts, data charts or graphs, home notes, etc. specifically related to individual students. For each intervention, a notation of the date when it was implemented is included. Interventions were implemented during the current academic year. Data correlates with behavioral interventions.
- b. Justification: Domain 4: Mental and Behavioral Health Services and Interventions

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
Presents no behavior intervention or data on a student	Presents a behavior intervention and data collected for one student	Presents a behavior intervention and data collected for two to three students.	Presents more than one behavior intervention and data collected, with recommended changes to interventions based on the data, for two-three students.

Domain 5: School-Wide Practices to Promote Learning

10. Assists in the implementation of classroom management and behavioral strategies designed to provide educational opportunities for students.

- a. The log should include dates of discussions (must have been held within the current academic year), name of school team member(s) consulted with, nature of consultation, and recommendations for solutions.

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
Does not present a log	Presents a log indicating	Presents a log indicating	Presents a log indicating

indicating collaboration with one staff member in implementing classroom management and/or behavioral strategies	collaboration with one staff member in implementing classroom management and/or behavioral strategies.	collaboration with at least two staff members in implementing classroom management and/or behavioral strategies.	collaboration with three or more staff members in implementing classroom management and/or behavioral strategies and following up with the staff member regarding recommendations.
--	--	--	--

b. Justification: Domain 4: Mental and Behavioral Health Services and Interventions & Domain 5: School-Wide Practices to Promote Learning

Domain 6: Services to Promote Safe and Supportive School

11. Provides crisis counseling or support in an unplanned event or emergency situations according to District Guidelines.

a. Note: Provides evidence such as suicide risk or threat assessment, safety plans, student logs, and documentation of unplanned events such as death, suicide, fire, injury, natural disaster, student pregnancy, angry parent, student elopes from classroom or building, medical emergency, abuse, suspected abuse, violent outbreaks, weapon use, etc.

b. Justification: Domain 6: Services to Promote Safe and Supportive School

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
Does not present evidence of handling an unplanned event or crisis/emergency.	Presents evidence of handling one unplanned event or crisis/emergencies	Presents evidence of handling two-three unplanned events or crisis/emergencies	Presents evidence of handling four or more unplanned events or crisis/emergencies

Domain 7: Family, School, and Community Collaboration

12. Provides intake assessments, family counseling, parent education classes, or other duties as assigned through the Jordan Family Education Center (JFEC)

a. Note: This indicator is either scored as Effective or Not Effective, depending upon the school psychologist/school psychology intern having met the described requirements or not. Effective is marked if the school psychologist/school psychology intern presents a Jordan Family Education Center Service (JFEC) Documentation Form indicating completion of JFEC assignments since the last evaluation.

b. Justification: Domain 7: Family, School, and Community Collaboration

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist/school psychology intern has not met this requirement.	N/A	The school psychologist/school psychology intern has met this requirement.	N/A

Domain 9: Research and Evidence-Based Practice

13. Presents rules and consequences

- a. Notes: Rules and consequences for student behavior should be established and time should be devoted to explaining those rules and consequences. Effective rules delineate both positive and negative behaviors.
- b. Justification: Domain 9: Research and Evidence-Based Practice

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
Does not present/post rules and consequences for student behaviors	N/A	Presents/posts rules and consequences for student behaviors	N/A

Domain 10: Legal, Ethical, and Professional Practice

14. Reflection and Continuous Growth

- a. Notes: School psychologists participate in continuing professional development activities. Activities must have been completed within the current school year. Professional development activities such as a record of a conference or convention attended, a degree earned, a professionally-related book read or research on a particular topic, a presentation at a school psychologist in-service/conference, and enrolment record for a university class, a record for completion of a district in-service class, a document of committee participation leadership

service in a professional organization, and learning new technology tools.

b. Justification: Domain 10: Legal, Ethical, and Professional Practice

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
Does not show participation in a professional learning activity in the past year	N/A	Shows participation in a professional learning activity completed within the current school year	N/A

15. Tracks work in progress

a. Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist/school psychology intern having met the described requirements or not. Effective is marked if the school psychologist/school psychology intern shows an example of a systematic method for tracking progress and completing assessments and a systematic method of tracking counseling services.

b. Justification: Domain 10: Legal, Ethical, and Professional Practice & Organizational Principle 1: Organization and Evaluation of Service Delivery

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has not met this requirement	N/A	The school psychologist has met this requirement	N/A

16. Provides the principal with a current schedule of daily routine, related activities, and list of students seen for services.

a. Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if the schedule includes time periods, list of students seen for services, and planned events to account for all contract time in a typical work week. The schedule must be for the current academic year. If the school psychologist/school psychology intern serves more than one school, the schedule must show what the school psychologist/school psychology intern does at each school. School psychologist updates the schedule as needed.

b. Justification: Domain 10: Legal, Ethical, and Professional Practice & Organizational Principle 1: Organization and Evaluation of Service

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has not met this requirement	N/A	The school psychologist has met this requirement	N/A

17. Assigns priority rankings to job assignments

- a. Note: This indicator is either scored as Effective or Not Effective, depending upon the school psychologist having met the described requirements or not. Effective is marked if the school psychologist/school psychology intern shows a plan which has been developed collaboratively with a school administrator assigning priority to three-five school psychologist related tasks based on school needs. The plan must have been developed within the first month of the current academic year or be a revision of that plan. (If the school psychologist/school psychology intern is assigned to two schools, plans for both schools must be shown.) The plan might include priority for that school year that was given to the school psychologist/school psychology intern such as providing crisis intervention, group work with students, testing and working with school-wide behavior management plan, etc.
- b. Justification: Domain 10: Legal, Ethical, and Professional Practice & Organizational Principle 1: Organization and Evaluation of Service

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has not met this requirement	N/A	The school psychologist has met this requirement	N/A

18. Responds to complaints

- a. Note: School psychologists/school psychology intern responds to complaints. Effective is marked if school psychologist/school psychology intern has received no written complaints within the past year. Minimally Effective is marked if the school psychologist/school psychology intern has responded to all written administrative requests to resolve complaints over the past calendar year. Not Effective is marked if the administrator presents a record of the school psychologist not responding to written administrative requests to respond to complaints within the past calendar year.
- b. Justification: Domain 10: Legal, Ethical, and Professional Practice

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective

Administrator presents a record of the school psychologist not responding to written administrative requests to respond to complaints within the past calendar year.	School psychologist/school psychology intern has responded to all written administrative requests to resolve complaints over the past calendar year	School psychologist/school psychology intern has received no written complaints within the past year	N/A
--	---	--	-----

19. Out-of-class duties

- a. Note: This is scored as either Effective or Not Effective, dependent upon the school psychologist/school psychology intern having met the described requirements or not. Effective is marked if there are no written administrative records showing that the school psychologist/school psychology intern has a pattern of unexcused absences for required meetings and/or duties during the past year. Not Effective is marked if the administrator presents written administrative records that show the school psychologist/school psychology intern has a pattern of unexcused absences from required meetings and/or duties over the last year.
- b. Justification: Domain 10: Legal, Ethical, and Professional Practice

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has not met this requirement	N/A	The school psychologist has met this requirement	N/A

20. Professional and ethical behavior

- a. Note: This is scored as either Effective or Not Effective, dependent upon the school psychologist/school psychology intern having met the described requirements or not. Effective is marked if there are no written administrative records showing that the school psychologist/school psychology intern is out of compliance with laws, rules, policies, and directive within the past calendar year. Not Effective is marked if the administrator presents a record of the school psychologist/school psychology intern out of compliance with laws, rules, policies, and directives within the past calendar year.
- b. Justification: Domain 10: Legal, Ethical, and Professional Practice

Rubric			
Not Effective	Minimally Effective	Effective	Highly Effective

The school psychologist has not met this requirement	N/A	The school psychologist has met this requirement	N/A
--	-----	--	-----

National Association of School Psychologists. (2020). The Professional Standards of the National Association of School Psychologists. Bethesda, MD.

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 Doctoral Psychology Interns

Jordan School District Human Resources Formal Policy Documents Applicable to Doctoral Psychology 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/

APPENDIX H

APA, and NASP Ethical Standards, and Utah Educator Professional Standards

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 the doctoral psychology intern disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Doctoral Psychology Intern Name	Date	Program Training Director	Date
---------------------------------	------	---------------------------	------

Doctoral Psychology Intern'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 the doctoral psychology intern disagrees with the outcomes and next steps, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).*

 Doctoral Psychology Intern Date Program Training Director Date

Doctoral Psychology Intern’s comments (Feel free to use additional pages):

APPENDIX J

Doctoral Psychology End-of-Year Survey

Doctoral Psychology Post-Doctoral Internship Distal Survey

Completed by Internship Graduates at 2 and 5-year post internship

Jordan School District Doctoral Psychology Internship

Doctoral Psychology End-of-Year Survey

Date _____

Name (optional):

First

Middle

Last

Date/Year you will complete your JSD doctoral psychology internship.

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Psychology Competencies

Jordan School District has outlined 9 expected professional psychology competencies which guide the program’s curriculum and evaluations. At 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 Behavior



Communication and Interpersonal Skills



Please rate/comment on other aspects of the internship in the following areas: 1-Needs improvement, 2-Adequate, 3- optimal.

	1	2	3	Comments
Workload				
Time off				
Compensation				
Access/support for diversity				
Supervisors Flexibility				
Access to training (DBT, Sand Tray, Trauma Informed Care, etc.)				
Triple Board Psychiatry lectures, Other				
Rotation format				
Group Supervision				
Life/work balance				
Program atmosphere felt inclusive, safe and respectful of all members				

2. Overall, how well do you believe your internship with Jordan School District has prepared you for your next professional role?

Not well prepared



Adequately prepared



Well prepared



Not applicable



Doctoral Psychology Post-Doctoral Internship Distal Survey

Return to: Fulvia Franco, PhD

Jordan School District

7387 S. Campus View Drive

West Jordan, UT 84084

Name	<input type="text"/>
First	<input type="text"/>
Middle	<input type="text"/>
Last	<input type="text"/>

Date Completed: _____

Year you completed your JSD doctoral psychology 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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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)**

- | | |
|--|--|
| <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

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
- Assessment
- Research

- Unknown
- Other

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:

APPENDIX K

Weekly LOG

(Required for interns not using MY TRACK or similar database)

Jordan School District Weekly Internship Log 2023-24

Week of	Mon	Tues	Wed	Thur	Fri	Total	Cumulative Total
Supervision/Didactic/Learning							
Supervision Face-to-face (minimum 2 hours/week)							
Group Supervision (2 hours/week)							
Scheduled Learning Activities							
Seminars/Didactics							
Direct Client Contact							
Direct Intervention							
Individual Therapy							
Group Therapy							
Family Therapy							
Consultation							
Psychoeducational Assessment							
Indirect Service							
Intakes/Interviews/IEP Meetings							
Systems Intervention							
Supervision of Others/Simulated/Role Play							
Support Activities							
Records Review							
Test Scoring/Interpretation/Planning							
Report Writing, etc.							
Program Evaluation							
Other							
TOTAL							

Doctoral Psychology Intern Name: _____

Internship Site: _____

Doctoral Psychology Intern Signature: _____

Field Supervisor Signature: _____