JORDAN SCHOOL DISTRICT

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Doctoral Internship in School Psychology

Accredited by the Commission on Accreditation of the American Psychological Association

July 2026 – June 2027 Training Handbook

Member - Association of Psychology Postdoctoral and Doctoral Internship Centers
Accredited by the American Psychological Association
(Full Accreditation Effective 08/12/2024)
This program abides by Association of Psychology Postdoctoral and Internship Centers (APPIC) and APA policies.

***Questions related to the program's accreditation 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**
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Acknowledgment of Receipt of Jordan School District Doctoral School Psychology Internship Handbook

I acknowledge that I have received a copy of the Jordan School District Doctoral School Psychology Internship (JSD DSPI) Employee Handbook for 2026-2027. I understand that the internship handbook replaces any and all prior verbal and written communications regarding the JSD DSPI 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 DSPI, 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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Table of Contents

Overview and Goals 4
Aims and Competencies 4
Description of Training Program 5
Typical Doctoral Psychology Internship Orientation and Training (2025-2026) 6
Regular Placement and Rotation Assignments 6
Available Specialty Tracks 6
Jordan Family Education Center (JFEC) 9
Training Emphasis 10
Supervision and Evaluation 12
Doctoral Psychology Intern Grievance Procedures 16
Salary and Benefits 18
Qualifications of JSD Doctoral Psychology Interns 19
Application Process 19

Appendices

A. Internship Advisory Committee Members List
    a. Training Director/ Primary Supervisors
    b. Rotation/Site Supervisors
    c. Other
B. Didactic Seminars List 2019-2026
C. Jordan Family Education Center (JFEC) Sample Spring Quarter Class List
D. Jordan School District Evaluation Field Supervisor
E. School Psychology Internship Field Supervisor Evaluation of Intern
F. Jordan Performance Appraisal System (JPAS) for School Psychologists
G. JSD Evaluation of Licensed Personnel (DP311)
   Jordan School District Grievance Policy
   Jordan School District Orderly Termination Procedures - Licensed Policy
H. APA, NASP, and JSD Ethical Guidelines and Policy Links
I. Sample Professional Competency Development Plan (PCDP)
J. Documentation of Hours

Overview and Goals

This Handbook was prepared as a reference document for prospective and current doctoral psychology interns. Jordan School District (JSD) is a large suburban school district located in West Jordan, Utah. The district serves more than 55,800 children and adolescents who live in the nearby communities of Bluffdale, Copperton, Herriman, Riverton, South Jordan, and West Jordan, Utah. JSD includes 68 schools (42 elementary schools, 13 middle schools, 7 high schools, 3 K-12 online schools elementary, middle, and high school, and 3 schools for special populations.

JSD currently employs approximately 3400 licensed employees, including 80 school psychologists, school psychology and doctoral psychology interns. The Guidance Program is located within the Student Services Department and provides all school psychology services for the district. Doctoral psychology interns also participate in the Jordan Family Education Center (JFEC), which is sponsored by the Jordan School District and provides short-term child-centered family counseling and parenting classes for parents and students.

The Jordan School District Doctoral School Psychology Internship

The Jordan School District (JSD) Doctoral School Psychology Internship is a full-time supervised internship experience 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 presently accredited by the Commission on Accreditation of the American Psychological Association (APA). At this time, up to three fully funded doctoral internship positions are available. The Jordan School District Doctoral School Psychology 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, behavioral, 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 School Psychology Internship Program meets the Utah Division of Professional Licensing's licensure criteria and 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. Demonstration of profession-wide competencies is required for all doctoral psychology interns who graduate from programs accredited in health service psychology, including school 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 under the supervision of licensed psychologists 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, faculty/staff, parents, and allied providers regarding psychological and behavioral issues prevalent in a school-based setting.

Description of Training Program

The JSD Doctoral School Psychology Internship position is a full-time, 40+ hours per week, 12-month position. Two and a 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 and the Jordan Family Education Center (JFEC), 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 17, 2026, through June 30, 2027. 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 (2025-2026)

July/August 2027: 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, August, and June of the following year.

2026: Orientation, including a review of the APA Internship Handbook, evaluations, and training in ADA/504, as well as didactic seminars in CBT, supervision, Utah Institute on Special Education Law, and School Violence Risk Assessments (SVRA).
July 20- August 4, 2026: Orientation for all new school psychology hires and a full day of special education orientation.
August 3-7, 2026: This will include didactic training with school psychologists and doctoral psychology interns and a day spent at the home base school with orientation to caseloads, active behavior intervention, and 504 Accommodation plans.
August 11, 2026: A District-wide Professional Development Day including a 2-hour Morning Keynote, an optional one-hour session of your choice (JSD Insurance Services Presentation or Utah Retirement Systems Presentation), and a required afternoon session at your home-based school.

Regular Placement and Rotation Assignments

August 2026 – June 2027: Half-time Home Base School—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) and 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 whom 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 individual and small group experiences 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: For the 2026-2027 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. Romney Stevens, Ph.D. and Kade Downs, Ph.D., are licensed psychologists and 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.

Valley High School houses an alternative education program in the Jordan School District, including a state-of-the-art "mindfulness room" and child daycare. Cassandra Romine, PhD 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, evidence-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.

This rotation 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 Observation Schedule (ADOS-2) 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.

Cognitive Behavior Therapy: Blackridge Elementary School: This rotation, under the licensed supervision of Dr. Romney Stevens will offer interns added experience in multiple individual and group therapy cases, with a particular focus on ongoing cases that utilize CBT to address a wide variety of mental health related concerns. The intern will function as a therapist in this setting. Program development during this rotation will involve creating, running and managing behavioral and skills-based groups that will ideally become self-sustaining by the rotations end.

Such group therapy may also involve DBT skills, mindfulness practices, 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. There are also opportunities for elementary and preschool-aged evaluations and to help facilitate a mindfulness group for parents and/or teachers in the community. This rotation will provide introductory experiences in multiple roles that a psychologist can hold when interacting with elementary age children.

Secondary Bilingual School Psychology: This rotation under the licensed supervision of Dr. Fulvia Franco and assisted by Dr. Kade Downs will offer doctoral psychology interns added experience at Mountain Ridge High School in traditional school psychology services in English and Spanish (e.g., bilingual assessment, intervention, consultation and case management) with secondary students across tiers, and including those placed in self-contained support classrooms (e.g., life-skills, social-emotional/behavior). *Participating interns do not need to speak another language to participate*, with the focus being on providing intervention to students from diverse backgrounds, not on interns developing their own second language (unless they have the desire). This site has recently developed a unique systems approach to respond to the needs of a rapidly growing population of students who recently immigrated to the United States from Spanish-speaking countries in Central and Latin America, primarily Venezuela. To complement existing resources like the English Language Development program, school psychologists offer individual counseling and interpersonal processing groups to students in Spanish, focused on reducing risk and increasing adjustment to life learning a new language in a new culture. Additionally, school psychologists work collaboratively with students to create a community within the school and with feeder middle schools by facilitating opportunities (e.g., activities promoting traditional Latino activities and culture) for students to connect and find belonging with students from all backgrounds.

Secondary School Psychology:
Doctoral psychology interns will have the opportunity to complete a training rotation in West Jordan High School, a diverse high school setting. This rotation is under the licensed supervision of Dr. Cassandra Romine and assisted by Rylee Jensen**,** Ph.D., a licensed psychologist and board-certified behavior analyst (BCBA) who provides mental health and behavioral health support to special education, ADA/504, and general education students in individual and group settings. A primary training goal of this specialized rotation is that the doctoral psychology interns will be able to conceptualize a case, identify appropriate target areas for intervention, and make data-driven decisions from a client-centered, strengths-based approach. West Jordan High School is a large suburban high school that houses Life Skills and Social-Emotional-Behavioral support classrooms. The placement allows the doctoral psychology intern the opportunity to learn how to adapt and blend services and interventions to meet the unique needs of these populations. Doctoral psychology interns will be exposed to third-wave cognitive behavioral therapy modalities, such as ACT. Other techniques, approaches, and therapy modalities may involve the use of motivational interviewing, solutions-focused brief therapy, Trauma-Focused CBT, Unified Protocol, and other evidence-based practices to address concerns related to anxiety, depression, stress management, trauma exposure, grief, self-esteem, and interpersonal relationships.

Additional Training Activities:

In addition to the five rotation options listed above, all 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 are provided to families. (See Appendix C for a link to the webpage with a sample copy of the current JFEC class list). Doctoral psychology interns are required to participate at the Jordan Family Education Center. Doctoral psychology interns will be assigned to co-lead a DBT Skills class for adolescents. Interns will be paid 4 hours at their hourly rate to conduct a 2-hour. The pay includes 2 hours for teaching the class, 1.5 hours for preparation time, and 30 minutes for travel. Classes are typically six weeks long.

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 intake assessment aims 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 who live within the Jordan School District boundaries are eligible to receive an intake. Intakes are provided every week throughout the year. Intakes and short-term child-centered family counseling are offered to students during June and August, as well as the rest of the school 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 observers during intakes and staffing and will 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 may 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 at JFEC 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 (SAVRY). 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 child 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 parents.

Child-Centered Family Counseling – Doctoral psychology interns will be expected to provide short-term child-centered family counseling at the JFEC for up to ten 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 Program Training Director (PTD) **(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 Linehan, Dr. Alec Miller, and Dr. Jill Raphus. Additional didactic virtual training may be provided in sand-tray therapy and cognitive behavioral therapy. Since doctoral psychology interns' training needs are unique compared to those of experienced school psychologists, additional training needs are identified by the Internship Advisory Committee. This committee is made up of field supervisors and the PTD. 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 2019-2026 years. Didactic topics vary and are provided by licensed psychologists, affiliated mental health providers, and special education specialists across a broad range of relevant areas and include but are not limited to subjects such as behavior management, medication, diagnosis of autism and developmental disabilities, diversity issues, child psychosis, and suicide prevention and intervention. Doctoral psychology interns also attend a one-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 interns 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 School 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 School 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, or neuropsychological assessments.

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 clinical staffing at the Jordan Family Education Center. Group supervision is provided weekly with the University of Utah School Psychology Program, which is APA accredited, or group supervision in the district on alternating weeks. The University of Utah has agreed to allow any Jordan School District doctoral psychology interns who are not currently enrolled at the University of Utah to participate in these seminars without tuition costs. The district provides monetary compensation for participation in the university seminar as these seminars are held after contract time.

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

Supervision: 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. 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 monthly, and as needed, with the PTD to discuss individual doctoral psychology intern needs or concerns, 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 (IR C-15 I). 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, by the Jordan Doctoral Internship or by other means (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.). Logs should be shared with supervisors during supervision meetings.

Evaluation: 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 Proficient Professional Competence for each competency and element by the conclusion of the internship. See Appendix E for a copy of the Jordan District Doctoral Internship in School Psychology Field Supervisor Evaluation form. 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 as the need is observed for it, the field supervisor will complete a formal written evaluation of the doctoral psychology intern's performance. The completed evaluation is reviewed by the field supervisor with the doctoral psychology intern. The document is signed by both and the completed evaluation is reviewed by the PTD, who uses the data to monitor the doctoral psychology intern's performance and guide ongoing program development.

Since doctoral psychology interns are **paid provisional employees**, they are required, as all other school district employees, to participate in the Jordan Performance Appraisal System (JPAS) in compliance with Jordan School District Policy and Utah State law (See Utah Code 53G-11-410, Utah State Board of Education R277-323). 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). Evaluation criteria are reviewed in supervision meetings. The internship and district policy allow ample time to address or remediate any and all deficits noted on a JPAS evaluation. The PTD and the Field Supervisor will work directly with the doctoral psychology intern to address any deficits noted on the JPAS evaluation. It is important to note that the evaluation portion of the JPAS provided by the home base 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 Field Supervisor and using the Doctoral Internship in School Psychology Field Supervisor Evaluation contained in Appendix E.

JPAS evaluations are based on the doctoral psychology interns' performance in their home-base school and are 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 two to three consultations 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.

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 as employees and involve greater levels of support and intervention if 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 district 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 may 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 intern's doctoral-level rotation as part of an internship.

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

Internship Training Committee (ITC): The Training Committee is comprised of the PTD and supervisors 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 afford the doctoral psychology intern a reasonable opportunity to remediate concerns in a positive and supportive environment. They 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 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 School Psychology Internship competency or any of the following conditions 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.

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 university supervisor, building administrator, PTD/Co-Director, 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/Co-Director 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).

Notice: The building administrator, PTD/Co-Director, 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.

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 form 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 the 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/)

Record Keeping

In accordance with Standard I.C. 4 of the Internship Standards of Accreditation, "*The program must document and permanently maintain accurate records of the interns' training experiences, evaluations, and certificates of internship completion for evidence of the interns' progress through the program as well as for future reference and credentialing purposes*." 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) 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. All physical records are permanently maintained in a locked file cabinet located in the PTD's office, while electronic records are permanently maintained on an encrypted computer assigned to the PTD.

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. Compensation as of the 2026- 2027 school year, all full-time doctoral psychology interns with a Master's degree receive a base salary of $53,016. Doctoral psychology interns are also compensated with additional pay for any Internship hours worked above the contract. In order to earn 2000 hours in a calendar year, doctoral psychology interns also participate in scheduled didactics and Jordan Family Education Center activities and complete a summer rotation after the traditional school year ends. *Additionally, each doctoral psychology intern receives a salary benefits package that includes alternate leave and health 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 of 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 29 days during the 2026-27 school year). This compensation is not a tax-exempt contract. Doctoral psychology interns also receive travel mileage reimbursement, as well as a desktop computer and/or a laptop 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* an additional 30 days above the contract for a total of 217 days. Additional days above the contract begin July 17, 2026. The traditional 187-day contract year begins on August 10, 2026, and ends on June 7, 2027. The remainder of the additional days are worked from June 8 through June 30, 2027.

The first full monthly paycheck of the traditional contract year is issued on September 25, and the last paycheck will be issued on August 25, 2027. First-year employees have the option of receiving their annual base pay over thirteen pay cycles, with the first paycheck being issued on August 25, 2026.

Qualifications of JSD Doctoral Psychology Interns

Internship applicants must have all required coursework 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 School 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 through the APPIC National Matching Service must complete a Frontline application online on the Jordan School District website. A link will be provided by the PTD, which 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 through the APPIC process. This is the only required school district application for candidates who match with the Jordan District for the Doctoral Psychology Internship. Doctoral interns will also be required to obtain their

Associate Educator License (AEL) from the Utah State Board of Education (USBE) prior to starting their internship with the Jordan School District.

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 https://policy.jordandistrict.org/sub/background-checks/ for the complete policy. The portion of the policy related to employment screening is listed below:

"Employment Screening

1. ***Utah law requires background checks on all prospective employees. Accordingly, the District requires each prospective employee to submit to a background check prior to employment or service in the District. However, the prospective employee may begin working or volunteering while the background check is in process.***
2. ***The District will pay the cost of the background check. The background check is a condition of employment or volunteering if:***
    a. ***the prospective employee is selected as the "successful applicant" for the particular job or volunteer position; and***
    b. ***the prospective licensed employee has not been the subject of a background check of similar scope during the preceding two (2) years that was requested by the USBE.***
    c. ***Volunteers with significant unsupervised access to students must also complete a background check.***
3. ***The prospective employee will be considered an at-will, temporary employee pending results of the criminal background check. The District may require additional information from the prospective employee. If the prospective employee begins an at-will temporary position and subsequently fails to pass the criminal background check, the offer of employment with the District will be rescinded or the prospective employee will be dismissed. Upon successful completion of the background check, the at-will employee's job status would change to a provisional employee as outlined in District policies, if applicable.***
4. ***The prospective employee shall have the opportunity to respond in writing to any information received as a result of the background check. In no case will the prospective employee be given a copy of the Criminal History Report. The prospective employee may be given the opportunity to expunge the conviction(s) as outlined in the BCI expungement guidelines.***
5. ***Prospective employees with the following types of convictions or pleas will not be considered for employment, regardless of expungement eligibility:***
    a. ***any felony sex offense or felony offense against a person;***
    b. ***any violent felony as defined in Utah Code 76-3-203.5(1)(c), or felony inchoate offense under Utah Code Title 76 Chapter 4 relating to such a felony and any offense under federal law or the laws of another state that is substantially equivalent to these offenses;***
    c. ***any felony alcohol-related offense or felony drug-related offense occurring in the previous fifteen (15) years;***
    d. ***any sex offense occurring in the previous twenty (20) years;***
    e. ***any class A misdemeanor offense against a person occurring in the previous fifteen***

(15) years;

f. any offense related directly to the essential functions of the prospective employee's position occurring in the previous ten (10) years.

6. Prospective employees with the following types of convictions or pleas (which are not otherwise identified in Section 5 to preclude employment) may only be considered for employment at the approval of the Superintendent and notification to the Board in a closed meeting:

a. any felony;

b. two or more class A misdemeanor offenses occurring in the previous ten (10) years.

7. Upon written request by the prospective employee to review the background check, the matter shall be submitted for an administrative review. The prospective employee shall be granted an informal review at which the prospective employee may present documentary and/or verbal evidence for review and reconsideration. The decision of the administration regarding this review shall be final.

8. If a prospective employee is denied employment due to information obtained through a criminal background check, the prospective employee shall be given written notice of reasons for denial and shall have the opportunity to respond to the reasons in writing and to have an informal administrative review as set forth in section B. 7. of this policy. If a current employee is dismissed from employment because of information obtained through a background check, the District will follow the procedures as outlined in District Policy DP316 NEG Licensed, DP316A Administrators, or DP316B Education Support Professionals.

9. Each current employee and prospective employee must agree to have his/her fingerprints taken and sign a document of acknowledgment and waiver permitting the District to request a background check of any state or federal criminal history file that the District might deem applicable as a condition of employment or volunteering. Student employees under the age of eighteen (18) years are not required to be fingerprinted."

Important: As previously noted, if employed as a doctoral psychology intern in the Jordan School District, the intern must also apply for and obtain an Educator License issued by the Utah State Board of Education (USBE). Prior to starting the internship.

Notification of Non-Discrimination Policy

Jordan School District adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The District does not discriminate in its educational programs or activities, admissions practices, or employment practices on the basis of sex/gender. As a recipient of federal financial assistance for education activities, Jordan School District is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex (includes sex, gender identity, gender expression, sexual orientation, and pregnant or parenting status). Jordan School District prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process. Sexual harassment, sexual assault, dating, domestic violence, and stalking are forms of sex discrimination, which are also prohibited under Title IX and by Jordan School District.

Any member of the school community, guest, or visitor who acts to deny, deprive, or limit the educational or employment opportunities and/or benefits of any member of the school community on the basis of sex is in violation of Jordan School District Policy (AS94 – Student Discrimination and Harassment and/or DP358 – Employee Discrimination and Harassment)

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours).
https://jordandistrict.org/resources/accessibility/

Title IX
Contact: Melissa Flores
801-567-8110

Appendix A

JORDAN SCHOOL DISTRICT INTERNSHIP ADVISORY COMMITTEE 2026-2027

Fulvia Franco, Ph.D., NCSP	Program Training Director/Licensed Psychologist
Abby Gottsegen, Ph.D., NCSP	Licensed Psychologist/ Intern Supervisor
Jeffrey Morris, Ph.D., NCSP	Co-Director/Licensed Psychologist/ School Psychologist Specialist
Cassandra Romine, Ph.D.	Licensed Psychologist/ Intern Supervisor
Todd Romney Stevens, Ph.D.	Licensed Psychologist/Intern Supervisor
Kade Downs, Ph.D.	Licensed Psychologist/School Psychologist
Rylee Jensen, Ph.D.	Licensed Psychologist/School Psychologist
Paige Dubrow, Ph.D.	Licensed Psychologist/School Psychologist
Daniel Olympia, Ph.D.	Emeritus Associate Professor—University of Utah Department of Educational Psychology

Other Contributors

Elaine Clark, Ph.D.	Licensed Psychologist Professor—University of Utah Department of Educational Psychology
Keith Radley, PhD., BCBA-D, NCSP, LP	Professor, Licensed Psychologist, Department of Educational Psychology
Kate Helbig, PhD., BCBA-D, NCSP, LP	Assistant Professor, Licensed Psychologist, Department of Educational Psychology
Kayleigh Brennan, PhD, LP	Clinical Assistant Professor, Licensed Psychologist, Department of Educational Psychology
Buddy Alger, Ed.S.	Director of Student Services Jordan School District

Appendix B

Seminar Syllabus University of Utah
2026-2027
Didactic Seminars List
2019-2026

University of Utah Department of Educational Psychology
Educational Psychology 7910 Syllabus Internship in School Psychology
Fall 2026 – Spring 2027; 4:00 - 6:00 p.m. Mondays, Location on Zoom or TBD
Zoom Link: https://utah.zoom.us/j/84511594595
Meeting ID: 845 1159 4595 Passcode: 234305

Instructors:
Keith Radley, PhD., BCBA-D, NCSP, LP
Professor of School Psychology, Associate Dean for Faculty Affairs, 1721 Campus Center Drive, SAEC 3224 Salt Lake City, Utah, 84112 Email: keith.radley@utah.edu
Office Hours: By appointment
Kate Helbig, PhD., BCBA-D, NCSP, LP Assistant Professor of School Psychology Director of Training, School Psychology 1721 Campus Center Drive, SAEC 3223 Salt Lake City, Utah, 84112 email: kate.helbig@utah.edu. Office Hours: By appointment
Kayleigh Brennan, PhD, LP Clinical Assistant Professor of School Psychology Director, Educational Assessment and Student Support Clinic 1721 Campus Center Drive, SAEC 3225 Salt Lake City, Utah, 84112 Email: kayleigh.brennan@utah.edu Office Hours: By appointment
Class Meeting Dates/Presenters: In addition to case presentations, a tentative draft schedule of dates, sample topics and presentations is provided below: (Note that attendance is mandatory).

Fall Semester
August 24, 2026: Goals and objectives, Supervision, and APPIC
September 14, 2026: APPIC, Introduction to Professional Issues and Case Discussions
September 28, 2026: Systems level PBS, and APPIC Continued, Case presentations
October 19, 2026: Ethical Dilemma scenarios, APPIC Continued, Case presentations
November 2, 2026: Report Writing/Record keeping/Case Management, Case presentations
November 9, 2026: Internship Open House
November 16, 2026: Transition Services
December 7, 2026: Culturally responsive practice

Spring Semester
January 11, 2027: School Psych v. psychometricians, case presentations, APPIC
January 25, 2027: Working with Difficult People
February 8, 2027: Use and misuse of technology
February 22, 2027: Case presentations
March 15, 2027: Leadership Discussion, Case Presentations
March 29, 2027: Supervision, Case Presentations
April 5, 2027: EPPP and State Licensure, Case presentations
April 19, 2027: Legal Issues, Wrap up

2025-2026 Doctoral Intern Didactic Training

School Violence Risk Assessment Training July 18, 2025
2.5 Hours

Abstract: Olin Levitt, Ph.D., will provide training on School Violence Risk Assessments (SVRAs). He examines best practices in conducting comprehensive school violence risk assessments through the integration of clinical interviews, clinical judgment, and standardized assessment methods. Participants will explore strategies for conducting in-depth clinical interviews, gathering relevant contextual information, and evaluating risk and protective factors that contribute to effective decision-making. The presentation will emphasize the integration of standardized assessment data with clinical observations and collateral information to support thoughtful, individualized risk formulation. Attendees will gain practical skills for enhancing the accuracy, consistency, and effectiveness of school violence risk assessment practices.
Competency 6: Assessment
Competency 7: Intervention
Objectives: By attending this training, you will:
a) Gain a foundational understanding of school violence risk assessments
b) Understand the types of data necessary to conduct a comprehensive threat assessment and in-depth clinical interview.

Clinical Supervision: Providing Effective Supervision,
Navigating Ethical Issues and Managing Risk
July 22, 23, 2025
12 Hours

Abstract: This two-day course by George Haarman, Psy.D., LMFT, was developed for experienced, postgraduate, and other licensed clinicians interested in or who have been providing clinical supervision. It is an intermediate-level course designed to introduce practitioners to best practices for providing clinical supervision. The presentation reviews clinical supervision models and discusses each model's advantages and disadvantages, details building blocks for delivering competent supervision, discusses individual versus group supervision, suggests various observation models to enhance feedback, and demonstrates constructive feedback strategies.
Competency 2: Ethical and Legal Standards
Competency 8: Supervision
Objectives: After this presentation, you will be able to:
A) To identify major ethical issues involved in supervision and discuss key legal issues associated with supervision.
B) Provide specific risk management strategies to address these ethical and legal issues.

July 25, 2025

Basics of Cognitive Behavioral Therapy (CBT): Essentials 1
5 hours

Abstract: Dr. Judith Beck helps health and mental health professionals of all skill levels expand their understanding of CBT in this self-directed interactive training. This course provides you with the history of CBT, the theory behind CBT, and a step-by-step description of how to apply the most critical techniques to yourself and your clients. Essential topics include conceptualizing cases according to the cognitive model, structuring sessions, developing a sound therapeutic relationship, and collaboratively developing Action Plans. You will practice using CBT techniques on yourself to understand better why and how to use specific interventions and better explain the rationales and process to clients. Role-play demonstrations, annotated transcripts, conceptualization diagrams, worksheets, and clinical roundtables with a panel of expert therapists illustrate the main principles of CBT treatment.

Competency 5: Communication and Interpersonal Skills
Competency 7: Intervention
Objectives: After this presentation, you will
A) Have an overview of the Cognitive Model, intro to Socratic Questioning.
B) Be introduced to the therapeutic relationship, values and aspirations, and typical day and goal setting.

July 25, August 1, 2025
Basics of Cognitive Behavioral Therapy (CBT): Essentials II
(Virtual On-Demand)
9 hours

Abstract: Led by Beck Institute Director of CBT Programs Dr. Allen Miller and organized around the Cognitive Therapy Rating Scale—Revised (CTRS-R), this interactive multimedia course digs into the “how” of practicing CBT: how to establish a therapeutic alliance, generate internal motivation, structure therapy sessions, and develop effective action plans for each client. You will also learn to design effective treatment plans based on your conceptualizations, elicit and respond appropriately to feedback, and much more.

Competency 5: Communication and Interpersonal Skills
Competency 7: Intervention
Objectives: After this presentation, you will
A) Have practiced the most current version of CBT
B) Be prepared to provide competent care for each client.

July 30, 2025

Utah Institute on Special Education Conference

(Virtual Live)
15 Hours

Abstract: This conference is designed for administrators, educators, service providers, parents, families, and others responsible for implementing IDEA 2004 and the Utah State Board of Education Special Education Rules. It 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.

October 10, 2025
Four-Directional Peacemaking: An Integrative Framework for Building Peace
2 hours

Abstract: Trevor Olsen, Ed.S., will introduce Four-directional peacemaking, a holistic approach to resolving conflict and building harmony. Rooted heavily in Indigenous wisdom and the medicine wheel, it requires achieving balance in four dimensions: mental (clarity/vision), emotional (passion/water), physical (action/earth), and spiritual (wisdom)

Presenter: Trevor Olsen, Ed.S., Associate Director

University of Utah
School-Based Mental Health Collaborative
Competency 5: Communication and Interpersonal Skills
Competency 3: Individual and Cultural Diversity
Objectives: After leaving this session, you will be able to:
A) Participants will analyze conflicts using the four dimensions to identify root imbalances.
B) Design a holistic resolution strategy utilizing all four directions.

December 5, 2025

Are We Overlooking Screen-induced Harm?
2 hours

Abstract: Dan Lathan, Ph.D., will present on compulsive screen use and the path to cognitive recovery. He will explore harmful digital media use through the lens of

behavioral addiction, highlighting how social media, gaming, and streaming can drive compulsive engagement, cognitive fatigue, and emotional dysregulation. Drawing on current research, the presentation covers how chronic digital overstimulation impacts anxiety, depression, and social withdrawal, and introduces practical strategies for prevention, harm reduction, and recovery, including environmental restructuring, habit redesign, and motivational alignment to support cognitive and emotional health.

Presenter: Dan Lathen, Ph.D., Adjunct Professor
Salt Lake Community College
Neuroscientist; Cognitive Performance Specialist

Competency 1: Research
Competency 7: Intervention
Objectives: After leaving this session, you will be able to:
A) Distinguish clinically significant patterns from high but non-problematic screen use and understand “brain rot,” a progressive erosion of attention, motivation, and executive control.
B) Understand how excessive screen use can affect attention, emotional regulation, and cognitive functioning, and identify practical strategies to support healthier digital habits.

January 5, 2026
How Do We Get Through This: Evidence-based Strategies for Mental Health and Emotional Wellness
2 hours

Abstract: Matthew Wappett, Ph.D., will explore how prolonged stress affects emotional well-being, decision-making, and the ability to effectively support others. Participants will examine the signs and contributors to compassion fatigue while learning practical, evidence-based strategies to build resilience, promote recovery, and sustain professional effectiveness. Attendees will leave with actionable tools to protect their own well-being while continuing to provide high-quality care and support to those they serve.

Presenter: Matthew Wappett, Ph.D.,
Research Associate Professor
College of Education and Human Services
Utah State University

Competency 5: Communication and Personal Skills
Competency 9: Consultation and interprofessional/interdisciplinary skills
Objectives: After leaving this session, you will be able to:
A) Describe how chronic stress and burnout contribute to compassion fatigue and identify practical strategies to increase resilience and sustain effective helping relationships.
B) Identify early warning signs of compassion fatigue and burnout and apply

at least three evidence-based strategies to promote personal resilience and long-term professional well-being.

February 20, 2026

Understanding Pediatric Traumatic Brain Injury:
Psychosocial Disruption, Behavior Sequelae, and Implications
1.5 hours

Abstract: Annie Morgan, R.N., This presentation examines the psychosocial impact of pediatric TBI, including common behavioral sequelae, executive functioning difficulties, emotional regulation, and the effects on family and school functioning. Participants will explore current research on factors that influence recovery and discuss evidence-based strategies for supporting children across home, school, and clinical settings. Practical recommendations will be provided to help professionals recognize persistent symptoms, implement appropriate interventions, and collaborate effectively to promote successful long-term outcomes.

Presenter: Annie Morgan, R.N.,
Director of Patient Care
Cognitive FX

Competency 1: Research
Competency 7: Intervention
Objectives: After leaving this session, you will be able to:
A) Identify common cognitive, behavioral, and psychosocial effects of pediatric traumatic brain injury and their impact on academic, social, and family functioning.
B) Apply evidence-based assessment and intervention strategies to support students with traumatic brain injury across school, home, and clinical environments.

March 13, 2026
From Pressure to Crisis: The Impact of Social Media on Body Image, Eating Disorders, and Suicide Risk in Adolescent Girls
2 hours

Abstract: Nicole Hawkins, Ph.D., This presentation examines the complex relationship between social media use, body image dissatisfaction, disordered eating, and suicide risk among adolescent girls. Participants will explore current research on the psychological and developmental factors that contribute to these concerns, as well as the role of social media in shaping self-perception and emotional well-being. The presentation will discuss warning signs, protective factors, and evidence-based approaches for early identification and intervention across school, clinical, and community settings. Practical strategies will be provided to help professionals support adolescents, collaborate with families, and promote resilience in an increasingly digital world.

Presenter: Nicole Hawkins, Ph.D.
Co-Chair REDC Ethics Committee
Licensed Psychologist
Chief Executive Officer
Center for Change

Competency 1: Research
Competency 7: Intervention

Objectives: After leaving this session, you will be able to:
A) Identify the relationship between social media use, body image concerns, eating disorders, and suicide risk among adolescent girls using current research and evidence-based practices.
B) Apply practical strategies for identifying at-risk youth and implementing early intervention and collaborative support across school, clinical, and family settings.

May 1, 2026
The Resistance Shield: Building Protective Systems Around At-Risk Youth
1.5 hours

Abstract: Sam Goldstein, Ph.D., ABPP, this presentation examines the factors that contribute to resilience and positive outcomes among youth experiencing adversity, risk factors, and developmental challenges. Participants will explore the concept of protective systems and how individual strengths, relationships, environments, and evidence-based supports can buffer against negative outcomes. The presentation will discuss practical approaches for identifying vulnerability, strengthening resilience, and creating supportive systems across home, school, and community settings. Attendees will gain strategies for promoting adaptive functioning and improving long-term outcomes for children and adolescents facing significant challenges.

Presenter: Sam Goldstein, Ph.D., ABPP
Board Certified in Pediatric Neuropsychology
Clinical Director
Neurology, Learning, and Behavior Center

Competency 3: Individual and Cultural Diversity
Competency 9: Consultation and Interprofessional/Interdisciplinary Skills
Objectives: After leaving this session, you will be able to:
A) Identify key risk and protective factors that influence resilience and developmental outcomes among children and adolescents.
B) Apply evidence-based strategies to strengthen protective systems and support adaptive functioning for youth experiencing academic, behavioral, emotional, or environmental challenges.

June 11–12, 2026

UVU Conference on Mental Health
(Hybrid Live)
15 Hours

Abstract: This conference is designed for mental health professionals, educators, healthcare providers, and other professionals seeking to enhance their understanding and application of current best practices in mental health care and support. The conference will explore emerging research, clinical approaches, and practical strategies related to critical mental health concerns, including anxiety, depression, addiction, interpersonal violence, and suicide prevention. Through presentations from experts in the field, attendees will gain knowledge and skills to better understand complex mental health challenges and implement effective, evidence-based approaches within their professional settings.

Competency: Research
Competency: Assessment

Objectives: By attending this conference, you will:
A) Increase understanding of current research and evidence-based practices related to assessment, prevention, and intervention for a variety of mental health concerns.
B) Develop practical strategies to support individuals experiencing mental health challenges through effective clinical, educational, and community-based approaches.

June 16, 2026
Building Resilience, Social Competence, and Self-Regulation In Children and Adolescents
(Virtual/On-demand)
2 hours

Abstract: This presentation explores the development of resilience and self-regulation skills in children and the critical role these abilities play in emotional, behavioral, and academic functioning. Participants will examine current research on factors that contribute to resilience, including supportive relationships, adaptive coping strategies, and environmental influences. The presentation will discuss evidence-based approaches for helping children develop emotional regulation, problem-solving skills, and strategies for navigating adversity. Attendees will gain practical tools for supporting children's social-emotional development across home, school, and community settings.

Competency: Intervention

Objectives: By attending this training, you will:
A) Describe key developmental factors associated with resilience and self-

regulation in children.
B) Identify evidence-based strategies to support children's emotional regulation, coping skills, and adaptive functioning.

June 17–18, 2026
Post Traumatic Growth Conference
(In-Person/Live Stream)
12 Hours

Abstract: This conference is designed for mental health professionals, educators, healthcare providers, first responders, and other helping professionals seeking to better understand trauma recovery, resilience, and post-traumatic growth. The conference will explore the impact of traumatic experiences, factors that contribute to healing and adaptation, and evidence-based approaches for supporting individuals following adversity and crisis. Participants will examine strategies for promoting hope, resilience, suicide prevention, and long-term psychological well-being across diverse populations. Attendees will gain practical knowledge and skills to support individuals, families, and communities as they navigate trauma and develop pathways toward recovery and growth.

Competency 4: Professional Values, Attitudes, and Behaviors
Competency 9: Consultation and interpersonal/interdisciplinary skills

Objectives: By attending this conference, you will:
A) Increase understanding of the psychological processes associated with trauma, resilience, post-traumatic growth, and recovery following adversity.
B) Identify evidence-based strategies to support individuals experiencing trauma-related challenges and promote resilience, coping, and psychological well-being.

June 22, 2026
Acceptance and Commitment Therapy (ACT)
Online Intensive
(On-Demand)
15 Hours

Abstract: This training provides an in-depth exploration of Acceptance and Commitment Therapy (ACT), an evidence-based approach designed to increase psychological flexibility and support meaningful behavioral change. Participants will examine the foundational principles and core processes of ACT, including acceptance, cognitive diffusion, mindfulness, values clarification, and committed action. The training will focus on applying ACT interventions to address common clinical concerns, including

trauma, anxiety, depression, and emotional distress. Attendees will develop practical skills for integrating ACT strategies into clinical practice to enhance client engagement, coping, and long-term psychological well-being.

Competency: Intervention
Objectives: By attending this training, you will:
A) Develop an understanding of the core principles and processes of Acceptance and Commitment Therapy and their application to clinical practice.
B) Apply ACT-based assessment and intervention strategies to support clients experiencing psychological distress and promote psychological flexibility and values-based change.

June 23, 2026
Targeted Violence: Prevention, Assessment, and Intervention
(On-Demand)
6 Hours

Abstract: This training is designed to enhance professionals' understanding of targeted violence, including the behavioral, psychological, and contextual factors that contribute to risk and prevention efforts. Participants will examine current research related to pathways toward violence, warning behaviors, threat identification, and the importance of multidisciplinary approaches to prevention. The training will focus on evidence-based strategies for assessment, intervention, and collaborative threat management while emphasizing ethical considerations and the avoidance of stigma toward individuals experiencing mental health concerns. Attendees will gain practical knowledge to support early identification, coordinated responses, and prevention efforts within schools, communities, and clinical settings.

Competency: Assessment
Objectives: By attending this training, you will:
A) Develop an understanding of the behavioral, psychological, and contextual factors associated with targeted violence risk and prevention.
B) Identify evidence-based approaches for assessing risk, collaborating with multidisciplinary teams, and implementing strategies to reduce the likelihood of targeted violence.

June 24 & 25, 2026
Obsessive Compulsive Disorder Treatment Specialist
(On-Demand)
16.5 Hours

Abstract: This training provides an in-depth examination of obsessive-compulsive disorder (OCD), including assessment, diagnosis, clinical presentation, and evidence-

based treatment approaches. Participants will explore current research and best practices related to OCD and associated conditions, including the application of Cognitive Behavioral Therapy (CBT), Exposure and Response Prevention (ERP), Acceptance and Commitment Therapy (ACT), and other intervention strategies. The training will focus on practical approaches for improving clinical understanding, supporting individuals across the lifespan, and addressing the complex factors that contribute to OCD symptoms and related challenges. Attendees will gain knowledge and skills to enhance identification, treatment planning, and intervention for individuals experiencing OCD and co-occurring concerns.

Competency: Intervention
Objectives: By attending this training, you will:
A) Develop an understanding of OCD symptom presentation, assessment considerations, and evidence-based approaches for diagnosis and case conceptualization.
B) Apply evidence-based intervention strategies, including Exposure and Response Prevention (ERP), CBT, and ACT-informed approaches, to support individuals experiencing OCD and related conditions.

June 26, 2026

Back to the Future: The Past, Present, and Future of
Jungian Analytical Play Therapy
(Live In-Person)
6 Hours

Abstract: This training provides an exploration of Jungian Analytical Play Therapy, examining its historical foundations, current applications, and future directions within the field of play therapy. Participants will explore the theoretical concepts underlying this approach, including symbolism, archetypes, imagination, and the role of play in supporting children's emotional expression and psychological growth. The training will examine how Jungian principles have been adapted for contemporary clinical practice and how symbolic play can help children develop self-awareness, process challenges, and access internal strengths. Attendees will gain an increased understanding of Jungian Analytical Play Therapy concepts and their application in supporting children and families through developmentally appropriate therapeutic interventions.

Competency: Intervention
Objectives: By attending this training, you will:
A) Develop an understanding of the foundational concepts of Jungian Analytical Play Therapy, including symbolism, archetypes, and the therapeutic role of play.
B) Apply Jungian-informed play therapy strategies to support children's emotional expression, self-awareness, and psychological development.

June 29, 2026

The Ultimate Grief Treatment Toolbox: Over 60 Interventions to Promote Healing & Hope Among Grieving Children, Adolescents & Adults
(On-Demand)
6.75 Hours

Abstract: This training provides an in-depth exploration of grief, bereavement, and evidence-based approaches for supporting individuals experiencing loss across the lifespan. Participants will examine the differences between typical grief responses and more complex grief presentations, as well as developmental considerations when working with grieving children, adolescents, adults, and families. The training will focus on practical therapeutic interventions, including creative, expressive, and relational strategies designed to help individuals process loss, develop coping skills, and foster healing. Attendees will gain applicable tools to enhance assessment, intervention planning, and support for individuals navigating grief and bereavement.

Competency: Intervention
Objectives: By attending this training, you will:
A) Develop an understanding of grief responses across developmental stages and identify factors that influence the grieving process.
B) Apply evidence-based therapeutic interventions to support children, adolescents, adults, and families experiencing grief and loss.

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)

DATE	***TOPIC***	***PRESENTER***	***TIME***
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 Krista Mecham Teacher Specialist Educational Language Services Jordan School District	1 Hr.
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, Licensed Psychologist
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=UDd3cFF0a0wwNVRGYUZjaTdxcEtlUT09
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 Department of Educational Psychology
Educational Psychology 7910 Syllabus
Internship in School Psychology
Fall 2023—Spring 2024
4:30-6:30 p.m. Mondays, Location on Zoom or TBD

Instructor: Fulvia E. Franco, Ph.D., NCSP, Licensed Psychologist
Jordan School District
7387 South Campus View Drive
West Jordan, UT 84084
Office Hours: By appointment
Telephone: (801)230-6254 (cell)
(801)567-8390 (work)

Fall Semester

August 21, 2023:	Review Syllabus, Goals & Objectives, Supervision, Evaluations, Ethical Principles for APA & NASP, Relevant Laws/Considerations, USBE Associate Educator License for Interns
August 28, 2023:	Review Internship Placements, Case Discussions, Professional Issues, Special Education responsibilities, Special Education Classifications—(Autism, Emotional/Behavior Disability, Other Health Impairment), Documentation of Medical History, 504, Time Management, Professional Organizations, and APPIC
September 11, 2023:	Systems Level PBIS, Behavior Management, Crisis Intervention, Preparation for District Performance Evaluations, Consultation, Case Discussions, and APPIC
September 25, 2023:	Ethical Dilemma Scenarios, Review Internship Placements, Case Discussions
October 23, 2023:	Report Writing/Record Keeping/Case Management, Advocacy, Review October DOPL Psychology Licensing Board Meeting--Licensure/EPPP & EPPP 2, Case Discussions
November 6, 2023:	Internship Open House (tentative—date to be determined)
November 20, 2023:	Internship Placements Review, Evaluations by supervisor/administrator, Case Discussions
December 4, 2023:	Review Fall Semester, Submit Fall Evaluations by supervisor, multicultural considerations in schools and clinical settings, applying for jobs as a school psychologist, case discussions

Spring Semester

January 8, 2024	Discipline Issues re: Special Education & 504, Manifestation Determinations, Least Restrictive Behavioral Interventions (LRBI), Case Discussions
January 22, 2024	Progress Reports, Internship Placements Review—Successes & Challenges, Supervision, Case Discussions
February 6, 2024	Use and misuse of technology, Advocacy Issues, Case Discussions
February 26, 2024	DEP Model of Supervision, Crisis Intervention, Case Discussions
March 11, 2024	Legal Issues, Leadership Opportunities in Professional Organizations, Case Discussions
March 18, 2024	Time Management, Retentions/Accelerations, Case Discussions
April 8, 2024	Legislative Review, Preparation for final evaluations by supervisor, record-keeping, Case Discussions
April 22, 2024	Final Evaluations by supervisor due, Case Discussions, Wrap-Up

Jordan School District Didactic Presentations and Associated SoA Competencies 2021-2024

Jordan School District Didactic Presentations and Associated SoA Competencies 2021-2022

District In-Service Trainings
August 3, 2021
2 hours

Abstract: Dr. Scott Poland is the Director of the Suicide and Violence Prevention Office at NSU Florida. He will discuss comprehensive suicide prevention in K-12 schools and review guidance from the American School Counselor Association. He will discuss risk factors, school-based suicide assessment, the Columbia Suicide Severity Rating Scale (C-SSRS), and safety planning for actively suicidal students.

10:00 am—12:00 pm **Presentation**: Intervening with an Actively Suicidal Student.

Presenter: Scott Poland, Ph.D., NCSP, Professor
College of Psychology
Nova South Eastern University
Director of Suicide and Violence Prevention

Competency 7: Intervention
Competency 2: Ethical and Legal Standards

Objectives: After this presentation, you will

A) Identify probing questions for suicide risk evaluations.
B) Be able to develop safety plans for actively suicidal students.
C) Identify professionals and agencies families and individuals can contact in a crisis.

August 3, 2021
2 hours

Abstract: This training provides an understanding of the experiences of LGBTQIA+ people and covers basic language, current research, and best practices related to the LGBTQIA+ community. As a result, attendees will understand the daily experiences of LGBTQIA+ people. Additionally, the training includes micro-aggressions, intersectionality, multiple marginalized statuses, the experiences of LGBTQIA+ youth (disparities in the group), and community resources available.

1:30 pm—3:30 pm **Presentation**: LGBTQIA+ Cultural Competency for Schools

Presenter: Amanda Darrow, M.Ed.
Director of Youth, Family, & Education Programs
Utah Pride Center

Competency 3: Individual and Cultural Diversity

Competency 4: Professional Values, Attitudes, and Behaviors

Objectives: After this presentation, you will

A) Gain increased familiarity, sensitivity, and understanding of cultural characteristics, history, values, belief systems, and behaviors of LGBTQIA+ individuals.
B) Learn that cultural differences (and similarities) exist and practice viewing these without assigning values (better or worse, right or wrong).

August 5, 2021
1.5 hours

Abstract: Janene Candalot, CMHC, will discuss Non-Suicidal Self-Injury (NSSI), including self-mutilation, deliberate self-harm, parasuicide, wrist-cutting, cutting, self-injury, and self-inflicted violence. She will also address NSSI in the DSM-5 as its own diagnostic entity. Suicidal behavior vs NSSI will be compared along with suicidal ideation and associating diagnoses.

10:30 am—12:00 pm **Presentation**: Understanding Non-Suicidal Self-Injury (NSSI)

Presenter: Janene Candalot, CMHC
Wasatch Mental Health

Competency 5: Communication and Interpersonal Skills
Competency 7: Intervention

Objectives: After this presentation, you will

A) Understand the difference between NSSI and suicidal behavior.
B) Identify the primary functions of NSSI.
C) Understand neurology and brain response related to NSSI.

August 5, 2021
1.5 hours

Abstract: Dr. Willoughby will discuss the research surrounding pornography use, including temporal effects, relational costs, and compulsive and addictive behavior related to pornography. He will also discuss statistics related to pornography, including use between men, women, and couples. Finally, he will discuss pornography use and its perception in religious cultures, dating, and communication about sexuality.

2:00 pm—3:30 pm **Presentation**: Understanding the Myths and Realities of Pornography Use Among Youth.

Presenter: Brian Willoughby, Ph.D.
Professor, School of Family Life
Fellow, The Wheatley Institute
Brigham Young University

Competency 1: Research
Competency 7: Individual and Cultural Diversity

Objectives: After this presentation, you will

A) Understand the actual rate of pornography use for youth.
B) Understand the likely effects of pornography on youth.

C) Understand how pornography influences future relationship patterns.

October 8, 2021
1.5 hours

Abstract: Dr. Alina Fong and Dr. Jaycie Loewen will discuss pediatric concussions, traumatic brain injuries (TBI), and instances of injuries at school related to TBI and concussions. In addition, they will identify structural causes and developmental correlates of susceptibility in children and adolescents with TBI. The lasting impacts, possible medical issues after TBI, and autonomic dysfunction will also be introduced. Finally, they will identify the importance of early reporting, proper documentation, concussion and head injury policies, and appropriate accommodations in the school setting.

12:30 pm—2:00 pm **Presentation**: Implications of Concussions and Research-Based Practices for Helping Students Suffering from Concussions Succeed.

Presenters: Dr. Alina Fong, Neuropsychologist
Dr. Jaycie Loewen, Clinical Neuroscientist from Cognitive FX

Competency 6: Assessment
Competency 7: Intervention

Objectives: After this presentation, you will

A) identify the leading causes of TBI in children and adolescents.
B) Know the lasting impacts and long-term medical implications of TBI.
C) Identify the top 5 symptoms associated with TBI.

December 10, 2021
1 hour

Abstract: Dr. Kirby will discuss suicide as a leading cause of death among youth. She will also discuss suicide in autism populations, including myths, risk factors, and suicidal behaviors. Dr. Kirby will also discuss suicide incidence rates for individuals with autism and suicide case characteristics. In addition, co-occurring conditions, specialized resources, clinician's perspectives, and interpersonal theory of suicide will be introduced.

1:00 pm—2:00 pm **Presentation**: Suicidality in Students with Autism

Presenter: Dr. Anne Kirby, Professor
University of Utah
Department of Occupational and Recreational Therapies

Competency 3: Individual and Cultural Diversity
Competency 7: Intervention

Objectives: After this presentation, you will

A) Understand autism throughout the lifespan and myths surrounding autism and suicide.
B) Know how the interpersonal theory of suicide may apply to those with autism.
C) Identify potential risk factors, predictors, interventions, and treatments for those with autism and at risk for suicidal ideation.

January 7, 2022
2 hours

Abstract: Brian King, Ph.D., and his behavior team will discuss functional behavior assessments (FBAs) and behavior intervention plans (BIPs) in the school setting. They will discuss using these for the pre-referral, evaluation, and IEP process.

1:00 pm—3:00 pm **Presentation**: Functional Behavior Assessments (FBAs) and Behavioral Intervention Plans (BIPs).

Presenters: Brian King, Ph.D., Principal
River's Edge School
Jordan School District

Toni Lee, Behavior Specialist
Jordan School District

Lucia Evans, BCBA, Behavior Specialist
Jordan School District

Competency 6: Assessment
Competency 7: Intervention

Objectives: After this presentation, you will

A) Know how to conduct an FBA.
B) Know how to form a team to write and appropriate FBA and BIP in the special education setting.

DBT Skills for Adolescents and Families
12 hours

Abstract: You will gain an understanding of how to orient teens and families to DBT skills training, along with 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. These 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 by using our interactive online platform.

Presenters: Jill H. Rathus, PhD; Alec L. Miller, PsyD; Marsha M. Lineham, PhD, ABPP

Competency 7: Intervention
Competency 5: Communication and Personal Skills

Objectives: After this presentation, attendees will

A) Understand the distinct roles of the DBT skills group leader and co-leader, how to manage therapy-interfering behaviors that occur during skills training, and how to conduct a graduation ceremony for teens and families who complete their skills course
B) Identify developmental considerations in applying DBT to adolescents and learn how to approach the unique challenges of implementing DBT skills with teens and families.

February 4, 2022
2 hours

Abstract: Deanna Smith, LCSW, will discuss anxiety disorders, including generalized anxiety disorder, social anxiety disorder, and panic disorder. She will also introduce obsessive-compulsive disorder (OCD), common compulsions, and a timeline for common symptom presentations. Deanna will also identify hallmark symptoms and vulnerability factors that impact symptoms. Finally, she will offer tricks and tips for family support.

12:30 pm—2:30 pm **Presentation**: Anxiety Through the Ages: How Symptoms of Anxiety and OCD Alter Throughout Stages of Development.

Presenter: Deanna Smith, LCSW
Center for Growth, LLC

Competency 1: Research
Competency 3: Individual and Cultural Diversity

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

A) Identify common themes of anxiety and hallmarks of developmental ages, which often exacerbate anxiety/ OCD symptoms.
B) Take away misinformation and misunderstandings of OCD & anxiety disorders to assist with proper differential diagnosis of OCD/ anxiety disorders.
C) Gain different skills to help family members of children and teenagers who are experiencing anxiety from an evidence-based perspective.

May 6, 2022
.75 hours

Abstract: Rebecca Cramer, School Psychologist in Jordan School District, will discuss autism in females, updates to the Diagnostic and Statistical Manual Fifth Edition Text Revision (TR), and assessment considerations. In addition, comorbidities, risk factors, and subtle differences in presentations across genders will be discussed.

1:45 pm—2:15 pm **Presentation**: Autism in Females: Updates to the DSM-5 TR, Assessment Considerations, and Risk Factors

Presenter: Rebecca Cramer, School Psychologist
Autism Assessment Team,

Competency 1: Research
Competency 6: Assessment

Objectives: After this presentation, you will

A) Understand differences in presentations of autism in females vs males, particularly regarding language and social impairment.
B) How to interpret standardized autism measures without relying solely on cut scores for interpretation.

Additional Didactic Trainings
2021- 2022

Special Education Law Conference July 26-27, 2021
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 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.

Utah Psychological Association Continuing Education
Understanding and Treating OCD
September 17, 2021
3 Hours

Abstract: Kate Morrison, Ph.D., will cover the basics of OCD and its treatments. Dr. Morrison will bring her 12+ years of clinical and research experience in treating OCD to provide practical clinical concepts and skills. Dr. Morrison will provide an introduction to Exposure and Response Prevention, the gold standard for treatment for OCD. A brief introduction will be provided to the use of Acceptance and Commitment Therapy for OCD. Participants will practice conceptualization and treatment of OCD through case examples. The webinar will include case examples, interactive practices, and slides. Clinical materials (e.g., handouts, tracking forms) and resources for additional learning will be shared.

Competency 7: Intervention
Competency 8: Assessment
Objectives: After attending this conference, you will be able to:

a) Describe and identify characteristics of obsessive-compulsive disorder (OCD)
b) Understand and have examples of an introductory level of treatment for OCD
c) Provide an introductory level of treatment for OCD with their clients

Critical Issues Conference, November 1-2, 2021
16 Hours

Abstract: Despite the challenges of 2020 and the evolving 'comeback' of 2021, this event is staying on course and continuing to deliver providers with the latest knowledge and practice tools for the critical issues facing their practice daily. Program content will be relevant to new and seasoned professionals working with youth and families facing behavioral health and substance use disorder issues running through today's diverse society. It

will distribute traditional and up-and-coming clinical content germane to today's changing world. Capture the latest knowledge and improved skills in this vibrant program specifically designed for professionals in the helping professions.

Competency: Ethical and Legal Standards
Competency: Intervention
Objectives: By attending this conference, you will:

a) Increase awareness and share current knowledge of the critical behavioral health and substance use issues facing youth and identify and define their relevancy to peers, family members, and other significant individuals and/or groups.
b) Develop strategies to promote the healthy growth and development of today's youth and adolescents dealing more effectively with said issues.

Utah Psychological Association Continuing Education
Cultivating Cultural Fortitude in Clinical Practice: A Multicultural Orientation Framework Approach
May 14, 2021
3 Hours

Abstract: Dr. Karen Tao is a licensed psychologist and assistant professor at the University of Utah. She will discuss the research on psychotherapy clients who choose to disclose and meaningfully discuss experiences related to their marginalized identities with their therapists, which leads to better outcomes than clients who consciously conceal salient aspects of who they are. This workshop will begin with a basic assumption, "Every interaction is a cultural interaction," followed by a description of the three pillars of the Multicultural Orientation (MCO) framework -cultural humility, cultural comfort, and cultural opportunity - and conclude with specific recommendations for how to incorporate MCO into clinical practice. This workshop will also invite attendees to (re)consider how they can leverage cultural fortitude and create space for clients and therapists to bring their whole cultural selves into the therapy room.

Competency 1: Research
Competency 7: Intervention
Objectives: After attending this conference, you will be able to:

a) Describe the three pillars of the Multicultural Orientation (MCO) framework.
b) Identify specific ways to apply the MCO framework in clinical practice.
c) Discuss how cultural conversations between clients and providers can positively influence clinical processes and outcomes.

Utah Center for Evidence Based Treatment
Calm and Confident Approaches for Assessing Self-Harm and Suicidality: Best Practices for Risk and Liability Management.
May 20, 2022
2 Hours

Abstract: Shelia Crowell, Ph.D., is the Director of the Dialectical Behavior Therapy Program and the Director of Research and Training for the Utah Center for Evidence Based Treatment (UCEBT). Join us this Friday for

our virtual "Calm and confident approaches for assessing self-harm and suicidality: Best practices for risk and liability management." This talk will cover current best practices for managing self-harm and suicide risk. It will explore the ethical issues that arise when working with this population.

Competency 1: Research
Competency 7: Intervention
Objectives: After attending this session, you will:

a) Know common ethical issues that arise when working with populations at risk for or experiencing suicidal ideation.
b) Understand best practices in serving at-risk populations to manage and reduce self-harm and suicidal behavior.

Mental Health America Conference
June 9-10, 2022
16 Hours

Abstract: With over 30 live-streamed workshops, plenary sessions, and special events, the MHA Conference is an important opportunity to connect with mental health champions and advocates as we come together to talk about recovery - both individual and collective - and ways to move forward together. The conference will cover identifying and responding to equity in mental health, coping with pandemic trauma and recovery, crisis response, storytelling, rest and self-care, and alignment for future actions in mental health.

Competency 4: Professional Values, Attitudes, and Behaviors
Competency 3: Individual and Cultural Diversity
Objectives: After attending this session, you will:

a) Identify ways to address trauma, crisis, and self-care.
b) Understand challenges to access and equity in mental health care.

Jordan School District Didactic Presentations and Associated SoA Competencies
2022 – 2023

SPED Law Conference July 26th – 27th, 2022

15 Hours

Abstract: This conference is designed for administrators, educators, service providers, parents, families, and others responsible for implementing IDEA 2004 and the Utah State Board of Education Special Education Rules. It 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:

c) Gain a foundational understanding of IDEA, FAPE, and the IEP Process.
d) Learn about specially designed instruction, the least restrictive environment, the IEP framework, and IEP Team compliance and best practices.

Beginning Expressive Sand Tray Therapy 8/1/2022

12 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) Asses 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.

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 of 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 people engaged in personal struggles.
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.

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.
c)

DSM – 5 TR CE Workshop August 26, 2022

1 Hour

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.

Utah Association of Play Therapy Annual Conference 9/16 – 17, 2022

16 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 and music and playing metaphors can create safety for clients to discuss mental health struggles and heal.

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.

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

December 2, 2022

Abstract: Douglas Goldsmith, Ph.D., will present on anxiety and depression in children. He will help define and differentiate anxiety and depression in younger populations and discuss potential root causes. Dr. Goldsmith will also cover topics such as current incidence and prevalence rates, COVID-19 and the Pandemic, and social media affecting anxiety and depression in children.

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 will 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.

Autism Spectrum Disorder Clinical Specialist (ASDCS) Intensive Training 12/5/2022

18 Hours

Abstract: This is an online certified autism spectrum disorder clinical specialist (ASDCS) training program that utilizes strength-based interventions. The 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.

Motivational Interview Training January 2023

10 Hours

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.

Sensorimotor Psychotherapy: Body Oriented Therapy Techniques for Trauma and Attachment
1/4/2023

7 Hours

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.

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 resistance 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.

UPA Workshop the Lives, Minds, and Motivations of Mass Attackers 1/27/2023

3 Hours

Abstract: This webinar starts by reviewing the justifications cited by perpetrators of mass attacks and considering 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.

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

Sand Tray Level 2 Training: Symbolic Integration & Theory 2/17/2023

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 concept of “play as a neural exercise” to develop 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)

March 10, 2023

Abstract: Terisa Gabrielsen, Ph.D., BYU professor, will
provide us with 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

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

May 5th, 2023
1.5 Hours

Abstract: Jamison Law, Ph.D., will give a presentation on secondary trauma and compassion fatigue. Specifically, secondary traumatic stress which has PTSD-like symptoms, including anxious, avoidant, or intrusive thoughts, and arousal or dissociative symptoms that occur after hearing or being exposed to trauma. Dr. Law will also introduce the concepts of compassion fatigue and vicarious trauma or cumulative undesired results to clinicians, which affect their physical, spiritual, behavioral, or psychological well-being.

1:00—2:30 Presentation: Secondary Trauma and Compassion Fatigue

Presenters: Jamison Law, Ph.D., Director of Clinical Education for the Counseling Program
Utah Valley University

Competency 3: Individual and Cultural Diversity

Competency 6: Assessment

Objectives: After this presentation, you will

A) Be able to identify “negative effects” of exposure to trauma for a long period of time for clinicians and mental health professionals.
B) Identify and discuss risk and protective factors for secondary trauma, compassion fatigue, and vicarious trauma.

Huntsman Addiction Conference June 12th and 13th, 2023

16 Hours

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 policy, research, and patient care professionals to mobilize to develop and implement prevention and intervention programs in Utah's business, community, and government systems and the intermountain states.

Jordan School District Didactic Presentations and Associated SoA Competencies 2023 -2024

July 18th & 20th, 2023
Introduction to the Use of Play Therapy/Sand Tray Therapy in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for Children and Adolescents.
11 Hours

Abstract: This training spans two days, from 9 AM. to 2 PM. The training covers several foundational concepts in the context of activities; it is experiential but provides some didactic info and theories behind the therapies introduced. This training will review the phases of therapy, including Stabilization, Processing, and integration (broad phases). In addition, attendees will become familiar with the Polyvagal Theory by Steven Porges, which discusses how therapy processing can only be effective when clients are within their Window of Tolerance. Further topics include informal assessment of students' emotional functioning using drawings, genograms, Sandtrays, and specific phases in Trauma-focused Cognitive Behavioral Therapy (TF-CBT) and the marriage of TF-CBT and play therapy for adolescents and children (CBPT). Finally, attendees will be introduced to psychodynamic therapy (e.g., Jungian therapy), Sandtray Therapy, and Somatic Therapies, specifically Sensorimotor Psychotherapy, developed by Pat Ogden.
Presenter: Najmeh Hourmanesh, Ph.D., Licensed Psychologist, NSCP, EMDRIA Approved Consultant & Certified EMDR, Internal Family Systems (IFS) & Sandtray Therapist, Registered Play Therapist – Supervisor (RPT-S), Sensorimotor Practitioner – Level 2, & CYP-500
Competency 7: Intervention
Competency 3: Individual and Cultural Diversity

Objectives: After this presentation, attendees will be able to

A) Conduct informal assessments of their clients for treatment planning.
B) Develop 2 TF-CBT narratives.
C) Identify the thought errors/unhelpful errors in the narrative and challenge them.

July 21st, 2023
Basics of Cognitive Behavioral Therapy (CBT): Essentials 1
(5 hours)

Abstract: Dr. Judith Beck helps health and mental health professionals of all skill levels expand their understanding of CBT in this self-directed interactive training. This course provides you with the history of CBT, the theory behind CBT, and a step-by-step description of how to apply the most critical techniques to yourself and your clients. Essential topics include conceptualizing cases according to the cognitive model, structuring sessions, developing a sound therapeutic relationship, and collaboratively developing Action Plans. You will practice using CBT techniques on yourself to understand better why and how to use specific interventions and better explain the rationales and process to clients. Role-play demonstrations, annotated transcripts, conceptualization diagrams, worksheets, and clinical roundtables with a panel of expert therapists illustrate the main principles of CBT treatment.

Socratic Questioning in CBT

(2.5 Hours)

Abstract: Learn about Socratic questioning, a foundational component of CBT, from Beck Institute faculty member Dr. Rob Hindman. This comprehensive, self-paced, on-demand technique training will cover all aspects of Socratic questioning through case examples, role-played therapy sessions, and discussions with Beck Institute expert clinicians. Learn about multiple Socratic questioning techniques for evaluating automatic thoughts, how to use Socratic questioning at different points in the therapy session, and how to determine which Socratic questioning strategy is appropriate based on each client's unique cognitive conceptualization.

8:00 AM. – 4:00 PM.

Competency 4: Professional Values, Attitudes, and Behaviors
Competency 5: Communication and Interpersonal Skills
Competency 7: Intervention

Objectives: After these presentations, you will

A) Know how to implement CBT and apply the most essential techniques to yourself and your clients.
B) Conceptualize cases according to the cognitive model, structure sessions, develop a sound therapeutic relationship, and collaboratively develop Action Plans.
C) Understand Socratic questioning when it progresses as planned and how to make adjustments when it doesn't.

2023 Utah Institute on Special Education Law
July 26 - 27, 2023

15 Hours

Abstract: This conference is designed for administrators, educators, service providers, parents, families, and others responsible for implementing the Individuals with Disabilities Education Act (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 students with disabilities receive Free Appropriate Public Education (FAPE).

8:00 AM. – 3:30 PM.

Competency 2: Ethical and Legal Standards
Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

Objectives: After this presentation, you will

A) Be familiar with current trends and topics regarding special education law.
B) Identify current best practices for providing a Free Appropriate Public Education (FAPE).

July 28th, 2023
Basics of Cognitive Behavioral Therapy (CBT): Essentials II

9 hours

Abstract: Led by Beck Institute Director of CBT Programs Dr. Allen Miller and organized around the Cognitive Therapy Rating Scale—Revised (CTRS-R), this interactive multimedia course digs into the "how" of practicing CBT: how to establish a therapeutic alliance, generate internal motivation, structure therapy sessions,

and develop effective action plans for each client. You will also learn to design effective treatment plans based on your conceptualizations, elicit and respond appropriately to feedback, and much more.

Competency 5: Communication and Interpersonal Skills
Competency 7: Intervention

Objectives: After this presentation, you will

C) Have practiced the most current version of CBT
D) Be prepared to provide competent care for each client.

Clinical Supervision: Providing Effective Supervision, Navigating Ethical Issues and Managing Risk

July 31st & August 1st, 2023

12 Hours

Abstract: This two-day course was developed for experienced, post-graduate, licensed clinicians interested in or have been providing clinical supervision. It is an intermediate-level course designed to introduce practitioners to best practices for providing clinical supervision. The presentation reviews clinical supervision models and discusses each model's advantages and disadvantages, details building blocks for the provision of competent supervision, discusses individual versus group supervision, suggests various observation models to enhance feedback, and demonstrates constructive feedback strategies.

Competency 2: Ethical and Legal Standards
Competency 8: Supervision

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

A) To identify major ethical issues involved in supervision and discuss key legal issues associated with supervision.
B) Provide specific risk management strategies to address these ethical and legal issues.

August 10, 2023

Abstract: Terisa Gabrielsen, Ph.D., BYU professor, will provide us with a presentation on updates to the DSM-TR that are relevant to school psychologists and school psychology. She will discuss the most common psychological disorders in children and adolescents, DSM, ICD-10, and Medicaid billing codes, and how and when we utilize these codes.

10:00 am—12:00 pm Presentation: Updates in DSM-5 TR Relevant to the Practice in School Psychology.

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

Competency 2: Ethical and Legal Standards
Competency 6: Assessment

Objectives: After this presentation, you will

G) Discuss differences in DSM, ICD-10, and Medicaid Billing Codes.
H) Understand the most common psychological disorders in children and adolescents.
I) Identify appropriate billing codes for different IDEA classifications and DSM-5 TR Diagnoses/Disorders.

August 10, 2023

Abstract: Byron McClure, D.Ed., NCSP Found of Lessons For SEL, will provide us with a presentation on team building activities for developing and restoring connections among team members. He will provide a framework for simple and effective strategies that can be easily implemented across a variety of settings to promote problem-solving and team-building among co-workers.

1:30 pm—3:30 pm Presentation: Restoring Connections: Tier 2 & Tier 3 Strategies for Restoring Connections.

Presenter: Byron McClure, D.Ed., NCSP

Competency 3: Individual and Cultural Diversity
Competency 5: Communication and Personal Skills

Objectives: After this presentation, you will

C) Have simple and effective strategies for team-building activities.
D) Be able to implement these strategies in a variety of settings easily
E) Use these strategies to develop relationships, connections, and teamwork in your building.

August 11th, 2023
2 Hours

Abstract: Jordan School District Director of Special Education, Kim Lloyd, will present updates regarding special education, identification, classification, and IEP procedures. Topics include changes to the Utah State Board of Education (USBE) Special Education Rules (June 2023) and Medicaid billing codes through the Embrace Direct Services (DS) portal.

1:30 pm—3:30 pm **Presentation**: Special Education Updates 2023

Presenter: Kim Lloyd, Director of Special Education, Jordan School District

Competency 3: Individual and Cultural Diversity
Competency 2: Ethical and Legal Standards

Objectives: After this presentation, you will

A) Know the changes to USBE SPED Rules, including the change to Emotional-Behavioral Disability (EBD).
B) Identify correct billing codes for Medicaid as they relate to IDEA classifications and direct services provided for IEPs.

August 14, 2023
DBT Skills for Adolescents and Families
12 hours

Abstract: You will gain an understanding of how to orient teens and families to DBT skills training, along with 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. These 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 by using our interactive online platform.

Presenters: Jill H. Rathus, PhD; Alec L. Miller, PsyD; Marsha M. Lineham, PhD, ABPP

Competency 7: Intervention
Competency 5: Communication and Personal Skills

Objectives: After this presentation, attendees will

C) Understand the distinct roles of the DBT skills group leader and co-leader, how to manage therapy-interfering behaviors that occur during skills training, and how to conduct a graduation ceremony for teens and families who complete their skills course
D) Identify developmental considerations in applying DBT to adolescents and learn how to approach the unique challenges of implementing DBT skills with teens and families.

August 15, 2023
2 Hours

Abstract: David Schramm, Ph.D., Certified Family Life Educator, is a professor at Utah State University. After graduating with his Ph.D. from Auburn University, he worked as a professor at the University of Missouri for nine years. Since arriving at USU in 2016, Governor Herbert has appointed him to serve on Utah's Commission on Marriage. Dr. Schramm will provide us with a presentation on developing a positive mindset to address negativity, stress, and other threats to our emotional well-being, work, and relationships.

1:30 pm—3:30 pm Presentation: Positive Mindset Mastery: Elevating Mental Health Practice

Presenter: David Schramm, Ph.D.

Competency 4: Professional Values, Attitudes, and Behaviors
Competency 5: Communication and Personal Skills

Objectives: After this presentation:

A) Participants will better understand the three essential human needs and why it is crucial to regularly meet them for themselves and those they work with.
B) Participants will learn about common barriers that distract them from their ability to focus on positivity and personal well-being.

Critical Issues Conference October 12-13, 2023
16 Hours

Abstract: The conference targets professionals who work with youth and families and will feature presentations showcasing current, evidence-based, practice-based, and innovative interventions for incorporation into all types of practices focused on this population. This program is well-respected as a quality program offering state-of-the-art -science clinical knowledge and skills as well as hands-on tools to increase the efficacy of clinical care provided to youth (0-18 years) and their families experiencing behavioral health issues.

Competency: Ethical and Legal Standards
Competency: Intervention
Objectives: By attending this conference, you will:

e) Gain knowledge of prevention and tertiary interventions.
f) Learn about the most critical issues that youth and adolescents face including school shootings, suicidal ideation, and mental health disorders.

October 20, 2023
30 Minutes

Abstract: Ben Washburn, Behavior Specialist in Jordan School District (JSD), will discuss Chapter 6 of the Utah State Board of Education (USBE) Least Restrictive Behavioral Intervention Manual (LRBI). Specifically, he will cover changes to the functional behavior assessment (FBA) process and how those changes influenced JSD's new FBA form. Ben will also cover the different sections of the new FBA form and how to conduct an FBA utilizing the new form appropriately.

2:00 pm—2:30 pm Presentation: Chapter 6: Supporting Students with Extensive Behavior Needs

Presenter: Ben Washburn, Behavior Specialist, JSD

Competency 7: Intervention
Competency 5: Consultation and Interpersonal/Interdisciplinary Skills
Objectives: After this presentation:

A) Participants will better understand new changes to USBE's FBA requirements.
B) How to integrate these changes into the FBA process and use JSD's new form to track and record data for FBAs and behavioral intervention plans (BIPs).

December 1st, 2023
2 hours

Abstract: Christy Kane, PsyD, CMHC, will discuss her work with children and adolescents, where she provides evidence-based research on brain functioning, how electronics impact neurotransmitters in the brain, and how to mitigate the development of an addiction to electronics.

1:00—3:00 Presentation: The Social Anti-Social Brain—How Social Media Is Impacting the Mental Health of Kids.

Presenter: Christy Kane, PsyD, CMHC

Competency 1: Research
Competency 4: Professional Values, Attitudes, and Behaviors

Objectives: After this presentation:

A) Participants will better understand the current research related to screen time and brain functioning
B) How to integrate these research findings when working with parents of children who are at risk for becoming addicted to electronics and or screen time.

January 5th, 2024

3 hours

Abstract: Melisa Genaux, M.Ed., will present on elopement, aggression, and other severe behaviors. She will cover topics such as prevention, reduction techniques, better positives, and replacement options. Melisa will also cover specific behavioral interventions that school psychologists/interns and teachers can use in the classroom to address severe behavioral issues.

12:30-3:30 Presentation: Prevention and Intervention for Severe Behavioral Issues

Presenter: Melisa Genaux, M.Ed.

Competency 7: Intervention
Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

Objectives: After this presentation:

A) Participants will be able to identify and utilize interventions for severe behaviors including elopement and aggression.
B) How to consult with teachers to implement classroom interventions for severe behaviors with a focus on prevention, reductive procedures, and replacement options.

February 2nd, 2024

2 hours

Abstract: Julien Smith, Ph.D., is a pediatric neuropsychologist and Director of Wasatch Pediatric Neuropsychology. She is giving a presentation on psychological testing with neurodiverse populations. Specifically, she will address the conceptualization of neurodiversity, testing, and appropriate language. She will also discuss the effort-achievement connection and how to get the most out of testing data.

12:45 –2:45 Presentation: Psychological Assessment with Neurodiverse Populations

Presenter: Julien Smith, Ph.D.
Wasatch Pediatric Neuropsychology, Inc.

Competency 6: Assessment
Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

Objectives: After this presentation:

A) Participants will be able to conceptualize psychological diversity and discuss different ways of thinking and learning in neurodiverse populations.
B) Participants will be able to discuss ways of supportive responding, specifically using strength-based language and supports with parents and teachers.

March 1st, 2024
1.5 Hours

Abstract: Cassie Helferich, LCSW from Wasatch Behavioral Health and a member of their Strengthening Families Program, will present brief interventions in the school-based setting. Specifically, she will discuss brief therapies, interventions, and tools that school-based mental health professionals can use to help students during times of emotional dysregulation, which may not require long-term therapy or counseling.

12:45-2:15 Presentation: Brief Interventions for the School-Based Setting

Presenter: Cassie Helferich, LCSW
Wasatch Behavioral Health

Competency 7: Intervention
Competency 3: Individual and Cultural Diversity

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

A) Incorporate new, brief therapies to assist youth with behavioral health challenges in ways that are crucial to the parasympathetic nervous system and explain to parents seeking more immediate and comprehensive interventions while school and clinical services are over-scheduled; and,
B) Apply the various brief therapies which are appropriate for such cases and be able to assess their effectiveness and shift to other modalities if they are not facilitating improvement.

May 3rd, 2024
1.5 Hours

Abstract: Julia Connelly, Ph.D., is a licensed psychologist from The Autism Clinic who will give us a presentation on Pathological Demand Avoidance (PDA). Dr. Connelly will identify PDA and how we can work with it in the school setting. She will identify common terms associated with PDA, such as meltdown, shutdown, and burnout. She will also discuss the characteristics of PDA along with the shared characteristics of ASD.

1:30 – 3:30 Presentation: Pathological Demand Avoidance: What it is and how we can work with it.

Presenter: Julia Connelly, Ph.D.
The Autism Clinic

Competency 7: Intervention
Competency 3: Individual and Cultural Diversity

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

A) Identify the common characteristics of PDA and how they are associated with features of ASD
B) Identify barriers to learning and participation of those with PDA and how we can support students with PDA in the school setting.

Huntsman Addiction Conference June 11th and 12th, 2024

16 Hours

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 policy, research, and patient care professionals to mobilize to develop and implement prevention and intervention programs in Utah's business, community, and government systems and the intermountain states.

June 12th, 2024
Understanding and Supporting Multiracial Youth and Their Families

2 hours

Abstract: This workshop will apply critical multiracial theory to identify multiracial youth's common social-psychological challenges and racial identity issues. Drawing on research, Dr. Csizmadia will discuss individual and environmental influences on multiracial youth's racial identity and how racial identity choices shape their adjustment. She will also describe race-related parenting behaviors that can promote healthy development. Participants will be able to identify salient developmental issues for multiracial youth, describe race-related supportive parenting strategies, and compile a list of best practices and recommendations for supporting multiracial youth and their families.

Presenters: Annamaria Csizmadia, Ph.D.

Competency 7: Intervention
Competency 3: Individual and Cultural Diversity

Objectives: After this presentation, attendees will be able to:

A) Discuss at least two individual and two contextual influences on racial identity that contribute to variation in social-emotional adjustment among multiracial youth.
B) Create a set of best practices for working with Multiracial youth and a list of recommendations for their families.

June 12th, 2024
Introduction to Motivational Interviewing Through the Deliberate Practice Lens
2.5 hours

Abstract: This interactive workshop will introduce participants to motivational interviewing (MI) basics through deliberate practice exercises. Participants will learn about the spirit of MI, with a particular emphasis on client change language. Two key concepts from the recently published Deliberate Practice in Motivational Interviewing book (Manuel, Ernst, Vaz & Rousmaniere, 2022) will be demonstrated, followed by participant opportunity for practice and questions. This workshop is geared toward clinicians and educators alike and is intended to serve as an introduction to MI for those new to MI, or as a refresher to those who have already been trained in MI.

Presenters: Jennifer Manuel, Ph.D.

Competency 7: Intervention
Competency 3: Individual and Cultural Diversity

Objectives: After this presentation, attendees will be able to:

A) Describe how to use deliberate practice to learn MI concepts and techniques
B) Define client change talk and demonstrate use of open-ended questions to elicit client change talk in role-play.

June 12th- 14th, 2024
Introductory/ Clinical Workshop
Autism Diagnostic Observation Schedule-2nd Edition (ADOS-2)
16 hours

Abstract: The Virtual ADOS-2 Introductory/ Clinical Workshop is a 2-day introductory training that uses a lecture format and video demonstrations to introduce the basic principles of administering and scoring **ADOS-2 Modules 1 through 4** and provides an essential step toward confidence in using the ADOS-2 in everyday clinical practice or for research purposes. In addition to a fundamental understanding of Modules 1-4, participants will gain experience observing and scoring two ADOS-2 assessments with the support of a certified trainer.

Presenters: Drexel University, A.J. Drexel Autism Institute

Competency 7: Intervention
Competency 3: Individual and Cultural Diversity

Objectives: After this presentation, attendees will be able to:

A) Identify the key features of the ADOS-2 approach, including the rationale for the approach and how it enhances autism assessment.
B) Demonstrate a basic understanding of how to apply ADOS-2 codes and score ADOS-2 algorithms.

June 13th- 14th, 2024
Trauma-Informed Motivational Interviewing: Rapid Treatment Results with Anxiety, Depression, Substance Use, PTSD & More
11.75 hours

Abstract: Trainers Ali Hall and Kristin Dempsey present a cutting-edge, trauma-informed motivational interviewing course that will enhance therapy at any level. In this unique training, you'll learn techniques to: Use a client-driven approach, empowering clients to process their own trauma. Support clients' sense of responsibility so they can start taking action in their lives. Expand your perspective and assessment beyond just looking at symptoms. Apply concepts from research on neuroscience and nervous system arousal to help clients regulate.

Presenters: Kristin Dempsey, Ed.D., LPCC, LMFT, and Ali Hall, J.D.

Competency 5: Communication and Interpersonal Skills
Competency 6: Assessment

Objectives: After this presentation, attendees will be able to:

A) Utilize the four components of the Spirit of MI to engage individuals in conversations about change.
B) Theorize each of the four process stages of motivational interviewing and state how each contributes to building motivation to change.

Autism Spectrum Disorder Clinical Specialist (ASDCS) Intensive Training
June 20th, 24th, and 27th
18 Hours

Abstract: This is an online certified autism spectrum disorder clinical specialist (ASDCS) training program that utilizes strength-based interventions. The 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.

Appendix C
Sample Schedule
Jordan Family Education Center

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

Rev. 9/19/22

JORDAN SCHOOL DISTRICT

Doctoral Internship in School Psychology

Field Supervisor Evaluation

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– Proficient "Professional" Competence – proficient level expected of a ***doctoral psychologist*** by *completion of the internship, requires minimal supervision*.

5–Exemplary "Professional" Competence – well developed competence reflecting the capability for independent functioning as a doctoral level psychologist; 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

Mean Rating _____

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

Mean Rating _____

6. Assessment						
1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	1	2	3	4	5	N/A
2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	1	2	3	4	5	N/A
3. Demonstrates the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	1	2	3	4	5	N/A

4. Selects and applies assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	1	2	3	4	5	N/A
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing aspects of assessment that are subjective from those that are objective.	1	2	3	4	5	N/A
6. Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	1	2	3	4	5	N/A

Mean Rating _____

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

Mean Rating _____

8. Consultation and Inter-professional/Interdisciplinary Skills

1. demonstrate knowledge and respect for the roles and perspectives of other professions	1	2	3	4	5	N/A
2. apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, inter-professional groups, or systems related to health and behavior.	1	2	3	4	5	N/A
Note: Direct or simulated practice examples of consultation and inter-professional/ interdisciplinary skills include but are not limited to: • role-played consultation with others, peer consultation, provision of consultation to other trainees.						

Mean Rating _____

9. Supervision						
1. Demonstrates knowledge of supervision models and practices.	1	2	3	4	5	N/A 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 for Further Development/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 Performance Appraisal System (JPAS) School Psychologist

Updated 6/29/2026

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. For initial Autism evaluations and re-evaluations, the assessment must meet JSD requirements.

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.
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-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

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 - 44 students per week.	Presents documentation or a log of serving an average of more than 44 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.
b. Justification: Domain 4: Mental and Behavioral Health Services and Interventions & Domain 5: School-Wide Practices to Promote Learning

Rubric			
Not Effective	**Minimally Effective**	**Effective**	**Highly Effective**
Does not present a log indicating collaboration with one staff member in implementing classroom management and/or behavioral strategies	Presents a log indicating collaboration with one staff member in implementing classroom management and/or behavioral strategies.	Presents a log indicating collaboration with at least two staff members in implementing classroom management and/or behavioral strategies.	Presents a log indicating collaboration with three or more staff members in implementing classroom management and/or behavioral strategies and following up with the staff member regarding recommendations.

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, 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 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 a 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 the 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://adminrules.utah.gov/public/rule/R277-217/Current%20Rules?searchText=R277-217

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):

Professional Competency Development Plan (PCDP)

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

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 PROFESSIONAL COMPETENCY DEVELOPMENT PLAN

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

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

I, _____, have reviewed the above summative evaluation of my competency development 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
Sample Doctoral Psychology Internship Distal Survey

Doctoral Psychology Internship Distal Survey
Return to: Fulvia Franco, PhD
Jordan School District
7387 S. Campus View Drive
West Jordan, UT 84084

Name
First
Middle
Last

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 ○

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

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

Not at All	Somewhat prepared	Well prepared	Very well prepared
◯	◯	◯	◯

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

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

Not at All	Somewhat prepared	Well prepared	Very well prepared
◯	◯	◯	◯

Aim #4: **To promote/facilitate the ethical/legal/professional practice of school psychology through continuing professional growth and development, and opportunities for further contributions to the field.**

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

Not at All	Somewhat prepared	Well prepared	Very well prepared
◯	◯	◯	◯

2. Professional Psychology Competencies

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

	Not Well Prepared	Adequately Prepared	Well Prepared
Interventions	◯	◯	◯
Assessment	◯	◯	◯
Consultation and Interprofessional	◯	◯	◯
Interdisciplinary Skills	◯	◯	◯
Supervision	◯	◯	◯
Individual and Cultural Diversity	◯	◯	◯
Research	◯	◯	◯
Ethical and Legal Standards	◯	◯	◯

Professional Values, Attitudes, and Behaviors
Communication and Interpersonal Skills

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 Very Well Prepared

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)

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

Other (e.g., Consulting) please specify

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

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

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

Other (please specify)

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

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

Other (please specify)

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

- ☐ Community Mental Health Center
- ☐ Health Maintenance Organization
- ☐ Medical Center
- ☐ Military Medical Center
- ☐ Private General Hospital
- ☐ General Hospital
- ☐ Veterans Affairs Medical Center
- ☐ Private Psychiatric Hospital
- ☐ State/County Hospital
- ☐ Correctional Facility
- ☐ School District/System
- ☐ University Counseling Center
- ☐ Academic Teaching Position- doctoral program
- ☐ Academic Teaching Position-Master's program
- ☐ Academic Teaching Position-4-Year College
- ☐ Academic Teaching Position- Community College
- ☐ Academic Teaching Position- Adjunct Professor
- ☐ Independent Practice
- ☐ Academic Non-Teaching Position
- ☐ Medical School
- ☐ Consortium
- ☐ Student
- ☐ None

Other (e.g., Consulting) please specify

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

What is your current job title?

10.Select all activities that apply to this position:

- ☐ Administration
- ☐ Psychotherapy
- ☐ Teaching
- ☐ Assessment
- ☐ Research
- ☐ Consultation
- ☐ Supervision
- ☐ 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 Internship LOG
(Required for doctoral psychology interns not using TIME TO TRACK or similar database)

Jordan School District Weekly Internship Log 2026-2027

Week of	Mon	Tues	Wed	Thu	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: _____

Required for interns not using Time to Track or similar database