APPIC School Psychology Internship Overview

2016-17
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Overview and Goals

This overview was prepared as a reference document for prospective pre-doctoral school psychology interns. Jordan School District (JSD) is a large suburban school district located in West Jordan, Utah. The district serves more than 52,000 children and adolescents who live in the nearby communities of Bluffdale, Copperton, Herriman, Riverton, South Jordan, and West Jordan. JSD includes 33 elementary schools, 10 middle schools, 8 high schools, and 3 schools for special populations.

JSD currently employs approximately/more than 2699 licensed employees, including 41 school psychologists and school psychology interns. The Guidance Department provides services related to school psychology services. School psychology interns also participate at the Jordan Family Education Center (JFEC). The JFEC is sponsored by the Jordan School District and provides short-term child-centered family counseling and parenting classes for parents and students.

The School Psychology Internship program in JSD follows a Practitioner-Scholar model so that the intern focuses both on enhancing professional skills as well as evidence-based research practices. The Practitioner-Scholar model is reflected in all aspects of training including individual supervision, 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.

The JSD School Psychology Internship Program offers training experiences that adhere to the Utah Board of Psychology’s criteria for licensure. The primary training goal is for Interns to develop psychological skills that exceed the minimum standards of training and practice, while adhering to the highest ethical standards.

Interns are expected to develop three core competencies of assessment, counseling/intervention, and consultation by working directly with at least two field supervisors during their rotations. Interns receive training experiences in a variety of assessment procedures, providing individual and group counseling, integrating psychological and psychoeducational data, eligibility and placement decision making, and developing empirically-based interventions. Under supervision, interns regularly consult with administrators and staff regarding psychological and behavioral issues prevalent in a school-based setting.
Description of Training Program

The JSD APPIC School Psychology Intern position is a full-time, 40 hours per week, 12-month position. Twenty hours per week will be worked in one elementary or middle school, and a minimum of 20 hours per week will include a rotation in another school setting. Jordan School District has both traditional and year-round schools, as well as the Jordan Family Education Center, which is an evening program. Therefore, interns complete a 2000-hour internship by working from July through June 30th.

Half-time School Assignment—the intern will be assigned to work 20 hours per week in one elementary or middle school. The intern will be expected to provide assessment, individual and group counseling, consultation with parents, teachers, and staff, crisis intervention and behavioral interventions for general education and special education students. The intern will be required to participate in Special Education IEP meetings for students that they have evaluated and serve. Interns should be spending at least 10 hours per week in providing direct service to students.

Available Rotations—each rotation will last thirteen weeks and be for a minimum of 20 hours per week, although, the length of the rotation may be flexible depending on the intern’s interests and needs. The interns will be under the direct supervision of a licensed doctoral level supervisor who is assigned to the school. Rotation sites are listed below.

Elementary School-based Service Delivery:

Interns are assigned to a year-round school as a rotation during the months of July, August, and June of the following year. In this setting, interns will learn the day to day duties such as creating a schedule, collaborating with teachers and staff, using the web-based system for the development of IEPs, writing 504 plans, and working in a year-round setting with track changes. The intern will also conduct assessments, individual and group counseling, and assist with crisis intervention.

Interns will be assigned to Heartland Elementary School. The intern will have the opportunity to observe and conduct assessments, individual and group counseling, family therapy, crisis intervention, and behavioral interventions for the students. The intern will also be involved in Special Education IEP meetings for students that they are involved with in this school. This school has four Special Education self-contained High Functioning Autism and Multiple Disabilities/Autism support classes. These classes have no more than 15 students per class and are generally grouped by type of disability. The interns will also be provided opportunities to gain experience working with these students. The intern will also have the opportunity to observe and conduct preschool assessments of students who are being considered for placement in a Special Education
self-contained support class during their kindergarten year. The full-time licensed psychologist in this setting has implemented an evidence-based experiential parent training intervention program that strengthens families that are impacted by trauma. The program is called Strengthening Family Coping Resources. This is a trauma-focused skill-building intervention developed at the University of Maryland. The intern will have the opportunity to observe and be trained by the licensed psychologist to serve as a co-facilitator in this program. The licensed psychologist in this setting can provide exposure to four additional areas, although training will be limited to one or two of the areas, based on the intern’s interests and clinical and assessment skills. These areas include training in the Autism Diagnostic Observation Scale--2nd Edition (ADOS-2), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Sand Tray Therapy, and Play Therapy.

River’s Edge School:

River’s Edge School is a self-contained special education school that serves elementary, middle school, and high school students with severe behavioral, social, and emotional deficits. These students come to River’s Edge School via the Least Restrictive Environment (LRE) process due to challenges experienced in a more traditional school setting. Program components include: academics, vocational training, social skills, life skills, and community access skills. The main goal of River’s Edge School is to assist students in learning new behaviors and alternate ways to deal with their emotions to enable them to become successful in their educational and personal lives. River’s Edge School is one of the most restrictive special education placements in Jordan School District. Another component of River’s Edge School is the Independent University (IU) program designed for 18- to 22-year-old special education students with emotional and behavioral deficits. Students are trained in independent living skills and vocational skill.

Interns will be assigned to River’s Edge School for one rotation period for 20 hours per week. As part of this rotation, the intern will observe, as well as provide assessment counseling, behavioral intervention, and crisis intervention with these students. The intern will also participate as an observer of the Traumatic Brain Injury (TBI) Team four hours per week. Interns will also observe and be trained in the ADOS and ADI-R and indepth reading evaluations as part of this rotation. The intern will be under the direct supervision of a licensed psychologist that is assigned to this school on a full-time basis.

South Valley School & a High School-based Service Delivery:

South Valley School provides training for special education students in independent living skills, character education and vocational preparation in full-time and part-time programs. All students leave South Valley School with a post-graduation plan, in an
effort to help them succeed in the transition from school and throughout the rest of their lives. Students who attend this school range in age from 13-22.

Valley High School houses students in grades 10-12:

Interns will be assigned to South Valley School (8 hours) and to Valley High School (12 hours) for a total of 20 hours per week for a period of 13 weeks. Activities in both of these settings will include observation, assessment, individual and group counseling, crisis intervention, and consultation under the direction of a licensed psychologist assigned to these schools on a half to full-time basis.

Additional Training Opportunities:

In addition to the four rotations listed above, interns will be required to participate at the Jordan Family Education Center (JFEC) throughout the school year, and have the opportunity for additional training provided by the district. Participation at the JFEC is a condition of employment for every school psychologist and school psychology intern.

Diversity Training—This is a district-sponsored one-day training intended “to increase knowledge and understanding related to cultural diversity in the United States while simultaneously reducing social distance between groups.” Interns will be asked to attend this training.

Professional Development Activities: Each year, the school psychologists engage in up to 42 hours of professional development activities held in the district. These activities are organized by the program training director. Since interns training needs are unique compared to experienced school psychologists, additional intern training needs will be identified by the Internship Advisory Committee. This committee is made up of field supervisors, the program training director, and a professor from the University of Utah from the Department of Educational Psychology. See Appendix A for a list of current committee members and their credentials. This committee meets monthly to discuss individual intern needs and plans for future trainings. These needs will be addressed through professional development provided by the JSD, as well as, having the APPIC interns participate in the University of Utah’s School Psychology Intern Supervision group twice a month. Presenters will include field supervisors and other community-based professionals. See Appendix B for a complete listing of didactic topics and speakers at the Jordan School District and University of Utah during the 2013-14 year. Additional topics for 2014-15 will also include HIPAA, supervision models, writing a vita, interview skills, writing IEP goals, setting up an office, among others. These topics will be covered during a twelve-month period.
Jordan Family Education Center (JFEC)

The JFEC is a program that is part of the Jordan School District. Parenting classes, intake assessments, and short-term child-centered counseling is provided to families. (See Appendix C for a copy of the 2014 JFEC Spring Quarter class list). School psychology interns are required to participate at the Jordan Family Education Center. Interns will be assigned to co-lead at least one parenting class or children’s group with an experienced co-leader based on the interns preferred training area. They will be paid 3.5 hours, at their hourly rate, to conduct a 2-hour class. The pay includes 2 hours for teaching the class, 1 hour for preparation time, and 30 minutes travel time. Classes are typically six-weeks long. As part of their training, they will be asked to observe and conduct intake assessments and School Violence Risk Assessment (SVRA) rule-outs. They will also observe and provide family counseling 3 hours per week for at least 30 weeks during the year. They will be compensated at their hourly rate for services provided above contract time at the JFEC.

Families requesting short-term child-centered family counseling must first undergo an intake assessment. The intake assessment involves an in-depth diagnostic clinical interview of the student(s) and parent(s). The purpose of the intake assessment is to evaluate the student and family’s concern and determine the most appropriate services to address the presenting problem. All intakes are conducted by an intake specialist, who is a school psychologist trained to conduct a clinical interview and complete a mental status exam of the client. Interns will observe licensed psychologists conduct the intakes. Families with students between the ages of preschool through 18 that live within the Jordan School District boundaries are eligible to receive an intake. Intakes are provided on a weekly basis throughout the traditional school year (September through the beginning of June). Intakes and short-term child-centered family counseling are provided for students who attend year-round elementary schools during the month of June and August as well as the rest of the year. Intake specialists participate in a clinical staffing committee meeting where intakes conducted that week are reviewed. The committee discusses appropriate recommendations and determines whether the family would benefit from participating in short-term counseling at the JFEC. If the student’s presenting problem is determined to be long-term and primarily non-educational in nature, the family is informed of other services provided by local mental health agencies and/or private practitioners, as per their insurance. Interns will participate as an observer during intakes and staffing and also be expected to conduct intake assessments and present their findings in a clinical staffing committee. Interns will be expected to attend and participate in clinical staffing meetings on a weekly basis as part of their didactic training activities requirement. Interns will be paid at their
hourly rate for clinical staffing committee meetings that they attend. An average of over 200 families a year receive an intake at the JFEC.

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

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

Training Emphasis

There are three core competency areas emphasized in the JSD School Psychology Internship Program: assessment, counseling/intervention, and consultation. An overarching competency across all three core areas is professionalism.

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

Counseling/Intervention
Interns work with a diverse population of elementary and secondary students in the schools. Interns will have opportunities to provide individual, group, and family counseling services to students who have a variety of academic and/or emotional difficulties. The focus of counseling may be in the area of trauma, behavioral disorders,
depression, anxiety, anger management, etc. Interns will be trained in suicidal risk and other forms of crisis management. Interns will assess crisis situations as they arise and provide short-term interventions as necessary either individually or as a member of a school’s crisis team.

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

Professionalism
Professional development opportunities are regularly provided for interns. District-wide trainings are required and outside training opportunities are encouraged when possible and approved by the intern’s field supervisor, administrator, and director. Additionally, interns participate weekly in case conferences/clinical staffings at the Jordan Family Education Center and bi-monthly internship seminars sponsored by the University of Utah School Psychology Program. The University of Utah has agreed to allow any JSD APPIC interns, that are not currently enrolled at the University of Utah, to participate in these seminars without tuition costs. Although attendance at these seminars has been calculated into the total number of hours required for internship completion, the JSD will not provide monetary compensation for attendance. These seminars will be provided during fall and spring semester, during the summer additional seminars will be provided by JSD.
Supervision and Evaluation

Interns will receive a minimum of two hours per week of regularly scheduled, individual, face-to-face supervision for every 40 hours worked, including time at the Jordan Family Education Center. Additional supervision for any time worked above 40 hours will be provided as warranted. All supervisors are licensed psychologists employed by the Jordan School District on a full time basis. Supervision will be provided at either the home base school of the intern or the site of the supervisor. Each intern will be assigned two field supervisors during the year, with field supervisor rotations occurring approximately every six months. At the end of each supervisor rotation the intern will be required to complete the Jordan School District Evaluation of Intern Supervisor survey. See Appendix D. In addition to providing individual supervision to interns, the field supervisors also serve on the internship advisory committee. (Appendix A) This committee meets monthly with the program training director to discuss individual intern needs or concerns, gather materials, determine what additional training/opportunities may be necessary, as well as evaluate the efficacy of the current training program.

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

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

The JPAS evaluations are based on their experience in their home base school and will be conducted by the home base principal and the Program Specialist – Guidance. The home base principal reviews logs and documentation provided by the intern that verifies that the intern is meeting criteria in JPAS including a minimum caseload of 20 student per week for counseling, at least one consultation with a teacher or parent, and assessments are being completed. The evaluation conducted by the principal does not evaluate the intern’s skills in the areas of counseling, consultation, or assessment; rather the purpose is to verify that these job requirements are occurring.

The Program Specialist – Guidance (program training director), reviews three of five special education files submitted by the intern to determine appropriateness of the evaluation, and recommendations. In addition to the guidance provided by the field supervisor, this portion of the JPAS evaluation ensures follow through on the part of the intern for timeliness and implementation of the field supervisor’s recommendations.

Psychology Intern Grievance Procedures:

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

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

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

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

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

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

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

Appeal Procedure: General Guidelines

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

Salary and Benefits

The JSD School Psychology Intern position is a full-time, 40 hours per week, 12-month
position. Interns must complete a minimum of 2000 supervised hours of training during
a 12 month school year. Placement on the salary schedule is determined by the Jordan
School District Human Resource Department according to the individual’s degree and
qualifying experience. However, compensation is no less than $24,000 per year. We
calculated the state average of APPIC internship sites, and the state average was
$24,000. We anticipate that interns will be paid an additional $4,200 if assigned to a
year round school, however since this money is not guaranteed we did not include it in
the minimum compensation.

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

Funding for interns is not based on a stipend; since interns are considered employees
they are on traditional school year, 184-day contract, which is paid monthly. The
internship hours will begin accruing in the middle of July and end June 30 of the
following year. For example, for the 2015-2016 school year, the traditional contract year
begins on August 19, 2015; therefore, the first full paycheck will be issued on September
25. All district employees are paid once a month. The last paycheck will be issued August
25, 2016. The additional days worked above the 184-day contract are submitted on a
time sheet by the end of the month, and paid on the 25th of the following month.
Interns will submit hours worked in July and August of 2015 on a time sheet basis. The
exact days will be adjusted annually to reflect the dates of the traditional calendar. All
JFEC hours earned are above the 184-day contract, and are submitted on a monthly
time sheet, and paid the following month.

In order to earn 2000 hours in a calendar year, interns must work 31 days in addition to
those mentioned above during the summer months. The APPIC interns will be assigned
halftime in a six-week rotation with a licensed psychologist in a year round school, and
halftime in another year round setting.

**Qualifications of Interns**

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

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

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

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

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

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

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

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

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

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

*Jordan School District is an equal opportunity employer. Applicants are considered on the basis of employment qualifications without regard to race, color, political affiliation, religion, sex, national origin, age, marital status, medical conditions or handicap.*