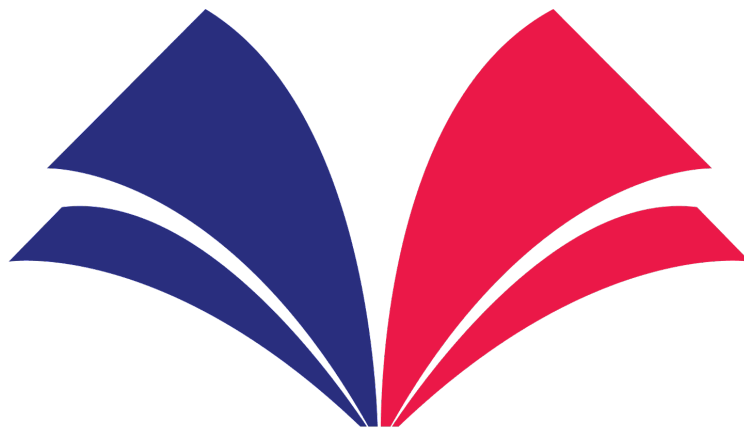


# PSYCHOLOGY INTERNSHIP PROGRAM

*Intern Training Manual 2023-24*



**AVONDALE**  
Elementary School District

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## General Information

### Introduction and Internship Aim

The Avondale Elementary School District (AESD) was a member of the Arizona Psychology Training Consortium beginning in 2008. The Arizona Psychology Training Consortium (AZPTC) was a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). AESD offered internships through AZPTC until 2014, at which time AESD became an independent member site with APPIC. AESD was awarded APA accreditation June 7, 2016. AESD is offering a total of 11 one-year, full-time doctoral school psychology internship positions beginning July 2023 and ending June 30, 2024.

The mission of AESD is to grow every child as a thinker, problem solver, and communicator to pursue their future without limits. The aim of the AESD school psychology internship program is to provide planned and programmed training in assessment and consultation to produce independent school psychologists that are passionate and committed to high quality service to children and families.

The AESD Psychology Internship program consists of four separate school districts, including the Avondale Elementary School District (AESD), Deer Valley Unified School District (DVUSD), Saddle Mountain Unified School District (SMUSD), and Phoenix Union High School District (PXU). The Training Director is located in AESD. The Training Committee is composed of primary and secondary supervisors from each of the four districts.

The 11 internship positions are separated into the following: AESD (5 positions), DVUSD (2 positions), SMUSD (2 positions) and PXU (2 positions). In each school district, except PXU, the school psychology intern is assigned their own school, where they will remain for the duration of the internship year. This assignment allows the school psychology intern to develop autonomy with the support of the primary supervisor who is at a separate location. In PXU, the school psychology intern shares a high school with their primary supervisor and secondary supervisor. This is site specific due to the high number of enrolled students at the high school, which requires a division of the caseload to best service students and families. Each school district has at least one licensed psychologist who provides primary supervision.

The four school districts offer a range of school, clinical, and didactic experiences that represent the necessary depth and breadth required for professional practice in school settings. School psychology interns in all settings are afforded a similar core experience of working as part of a multidisciplinary evaluation team with a focus on providing direct services to children and families within the school district. Regardless of placement, all school psychology interns complete psychoeducational assessment, consultation, training, brief counseling, behavior management, and crisis intervention services. School psychology interns also participate in shared didactic and supervisory experiences on a weekly basis. Each school psychology intern receives a minimum of four scheduled hours of supervision,

including two hours of individual face-to-face supervision from a licensed psychologist at their site, as well as one hour of secondary supervision with a school psychologist at their site, and one hour of group supervision via distance technology on a weekly basis. In addition, school psychology interns participate in two hours of didactic seminars on a weekly basis, provided both in person and through distance technology.

## Accreditation and APPIC Membership

AESD is currently a member of the Association of Psychology and Postdoctoral and Internship Centers (APPIC). We were granted membership in October 2014. Our NMS match number is 2316. AESD is currently accredited by the American Psychological Association (APA). Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

APA Commission on Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 2002  
Phone: (202) 336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

All other questions about the internship program may be directed to Shaunna Haley, Psy.D., AESD Director of Training, at 602-763-1452 or [shaley@chooseaesd.org](mailto:shaley@chooseaesd.org)

## Non-Discrimination and Diversity Policy

The AESD school psychology internship program strongly values diversity and believes in creating an equitable, safe, and inclusive learning environment for all its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by AESD to create a climate in which all staff and interns feel respected, comfortable, and in which success is attainable. AESD strives to make every effort to increase awareness and comfort with multicultural experiences. AESD's training program includes multiple experiences, which are provided throughout the year. The internship evaluation also specifically assesses the school intern's competency in individual and cultural diversity.

AESD firmly believes that all forms of diversity serve to enhance the training environment and professional growth of interns and faculty alike, as well as allow the diverse range of students and families to see themselves in the school psychologist's working with them. To this end, AESD recruits applicants from diverse backgrounds, and AESD gives priority to qualified applicants whose diverse backgrounds align with the population served in AESD. Furthermore, AESD takes into consideration the potential commitment or interest of diverse interns to remain in Arizona following internship and work in the school and/or behavioral health field. Developing a strong school and behavioral health workforce is an important consideration for the state, and an interest in remaining in Arizona to join the workforce is to be considered a benefit to the potential intern.

AESD provides equal opportunity to all prospective school psychology interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a school psychology intern. If an applicant or school psychology intern requires accommodations, they should contact the internship director of training to initiate this process.

## AESD School Psychology Internship Program Sites

### Avondale Elementary School District

5 school psychology positions, APPIC Match #231611

The Avondale Elementary School District encompasses parts of the cities of Goodyear and Avondale in the western suburbs of the metropolitan Phoenix area. AESD serves students from preschool through eighth grade. Student enrollment is approximately 5,800 over nine campuses and one alternative program. Seven of the schools are structured as K-8 campuses, one is a K-4, one is a 5-8, and the alternative program is a K-8 program. AESD also has a community education program that includes a typical preschool and before and after school programs. Finally, AESD provides a special needs preschool for district residents.

The Exceptional Student Services Department (ESS) within AESD serves approximately 680 students identified with special education needs. AESD also services approximately 160 students identified with gifted abilities. The ESS department has 80 employees that contribute to providing services for these students. The staff members working within ESS include school psychologists, speech pathologists, occupational therapists, a physical therapist, special education teachers, paraprofessionals, nurses, school counselors, and school social workers.

AESD is a Title 1 school district providing educationally based services to an exceptionally diverse population (e.g. racial/ethnic group membership, socioeconomic status, English Language Learners). Over 70% of students district-wide receive a free and reduced lunch with some areas reaching over 90%. School psychology interns receive a broad experience with diverse populations. AESD is composed of the following races: 65% Hispanic, 18% White, 12% Black, 2% Asian, 2% two or more races, 1% American Indian, and 0% Native Hawaiian or Other Pacific Islander. Furthermore, AESD is composed of 51.3% male students and 48.7% female students. Age ranges from 3 to 5-years-old in developmental preschool and 5 to 14-year-olds K-8.

### Deer Valley Unified School District

2 school psychology positions, APPIC Match #231612

The Deer Valley Unified School District is a large district. It covers 367 square miles and serves portions of the cities of Phoenix, Glendale, Peoria, Anthem, New River, Cave Creek and unincorporated areas of Maricopa County in the northwestern portion of the Phoenix

metropolitan area. DVUSD educates students from preschool through twelfth grade. Nearly 34,000 students are enrolled. There are 15 K-6 schools, 14 K-8 schools, three middle schools, five high schools, and one alternative campus. In addition, more than 1,200 preschool students are enrolled in 19 typical preschool programs and 17 developmental preschool sites for preschoolers with special needs. DVUSD provides before and after care programs through its Community Education Department. The district also provides online learning program courses and evening high school courses for students who need alternative schedules.

The Exceptional Student Services Department in DVUSD provides support and services to approximately 4,000 students identified with special education needs and an additional 1,000 students with 504 accommodations. The district provides instruction in elementary schools across the district for students with gifted abilities, including two programs housed on campuses that serve students with highly gifted abilities. DVUSD employs 36 school psychologists. Other staff members working within the ESS department include speech pathologists, occupational therapists, physical therapists, special education teachers, adaptive P.E. teachers, paraprofessionals, audiologists, teachers of the hearing impaired, and teaches of the visually impaired.

DVUSD provides a wide variety of educationally- based services to diverse populations, which school psychology interns receive a broad experience with. DVUSD is composed of the following races: 66.4% White, 20.9% Hispanic, 3.9% Asian, 3.8% Black, 3.7% two or more races, 1.0% American Indian, and 0.4% native Hawaiian or Other Pacific Islander. Furthermore, DVUSD is composed of 50.3% male students and 49.7% female students. Age ranges from 3 to 5-years-old in developmental preschool and 5 to 19-year-olds K-12.

## Saddle Mountain Unified School District

2 school psychology positions, APPIC Match #231613

The Saddle Mountain Unified School District is located in the rural areas in far west Maricopa County. With a population of 11,000 there is certainly room for growth, and growing we are, with an average population increase of about 36%. SMUSD has purchased land next to current schools to allow for growth. SMUSD encompasses more than 500 square miles of land in Tonopah and Buckeye and SMUSD and services 4,000 students from these two cities. SMUSD educates students from preschool through twelfth grade. SMUSD currently has five schools (three elementary schools, one middle school, and one high school). SMUSD also serves 70 students in a typical preschool setting as well as preschool students with developmental disabilities across three developmental preschool classrooms. SMUSD uses technological based learning programs. After school programs are available at some of the elementary schools and the middle school.

The Exceptional Student Services Department in SMUSD provides support and services to approximately 600 students identified with special education needs as well as an additional 50 students with 504 accommodations. The ESS department consists of four school psychologists, two occupational therapists, one physical therapist, and three speech pathologist's, special education teachers, and paraprofessionals. Each school campus has a

variety of resource and self-contained classrooms. Speciality programs serve students with Multiple Disabilities, Autism Spectrum Disorder, and Positive Behavioral Support.

SMUSD is a Title 1 school district providing educationally based services to an exceptionally diverse population. SMUSD's enrollment consists of the following races: 52.5% Hispanic, 39.4% White, 4.6% Black, 2% two or more races, 0.9% American Indian, 0.4% Native Hawaiian or Other Pacific Islander, and 0.2% Asian. Furthermore, SMUSD is composed of 51.2% male students and 48.8% female students. Age ranges from 3 to 5-years-old in developmental preschool and 5 to 19-year-olds K-12. 71% of students district-wide receive a free and reduced lunch.

## Phoenix Union High School District

2 school psychology positions, APPIC Match #231614

Phoenix Union High School District (PXU) is one of the largest and most progressive high school districts in the United States. With 23 schools, over 28,000 students, and nearly 4,000 employees, PXU covers 220 square miles of Arizona's capital city. If the K-8 students in its 13 elementary schools partner school districts were included, it would be among the 25 largest unified school districts in the country, with over 110,000 students. During the 2023-24 school year, PXU is opening its 24th school- The Educator Prep Academy, designed to recruit students to enter the educational and human service professions.

PXU has drastically improved graduation rates, reduced dropout rates, and continues to close the "Achievement Gap" so often cited between high-minority, low-income districts and national averages. PXU's four year graduation rate surpasses the state average, and its dropout rate is lower than the state average.

Diversity is a hallmark at PXU. Every comprehensive high school has a nurse, social worker, school psychologist, security staff, student and community liaisons, student prevention intervention specialists, behavior intervention specialists, freshman house coordinator, student success coordinators, and a team of academic counselors with the best counselor to student ratio in Arizona. The Exceptional Student Services Department (ESS) in PXU offers a robust and inclusive continuum of services to students who are eligible as gifted, protected under Section 504, as well as those students eligible for special education services under the Individuals with Disabilities Education Act (IDEA). PXU focuses on transition planning beginning at the time of enrollment and continuing through their educational journey so that the individualized, specialized supports and services are provided to help students reach their postsecondary goals. The English Language Development (ELD) program works alongside the ESS Department when students are dually identified and is as comprehensive as any in the state, from placement to testing to reclassification.

PXU schools offer a full array of activities and opportunities for students including student government, yearbook and newspaper, academic decathlon, speech and debate, national honor society, and more. There are 11 Army Junior ROTC programs. Performing visual arts are a staple in PXU. Bands, ensembles, choirs, dance troupes, and theater offer extracurricular opportunities for all students. There are 21 interscholastic sports available

and over 6,000 students participate. Almost 700 clubs, with 50 or more on each campus, cover everything from robotics to recycling, step teams to chess teams. PXU's schools of opportunity welcome, love, and inspire all to go places and do things that matter while preparing Every Student for Success in College, Career, and Life.

PXU provides a wide variety of educationally- based services to diverse populations, which school psychology interns receive a broad experience with. PXU is composed of the following races: 46% Hispanic, 36% White, 6% Black, 5% American Indian, 4% two or more races, 3% Asian, 0% Native Hawaiian or Other Pacific Islander. Furthermore, PXU is composed of 52.5% male students and 47.4% female students. Age ranges from 14 to 19-years-old, 9th-12th grades.

## Required Major Training Emphases

School psychology interns are involved in a wide range of training activities including assessment, counseling, parent and teacher consultation, in-service training, didactics, and professional conventions. The school districts serve children and families from diverse backgrounds, as well as students with varying disabilities and needs; therefore, training and experience in working with diverse populations is provided to all school psychology interns.

Although there is a formal training plan with specific objectives that must be completed, each school psychology intern, in conjunction with their supervisor, may add individualized training objectives that they wish to address. Training areas include:

### Assessment

Children referred for individualized assessments present with a variety of needs and disabilities. School psychology intern training includes completing psycho-educational evaluations of children with emotional and behavioral concerns, autism, attention difficulties, learning disabilities, and other concerns. Opportunities are available for participation in assessment of children with hearing impairments, vision impairments, intellectual disabilities, and traumatic brain injuries. Psycho-educational assessments may include record reviews, clinical interview, intellectual, achievement, adaptive, and social-emotional testing. School psychology interns across training sites spend approximately 10-15 hours per week in activities related to assessment. Interns

### Report Writing

School psychology interns are required to develop and refine report writing skills. School psychology interns are trained to write meaningful reports that meet the compliance requirements of the Arizona Department of Education (ADE) and the school district. Reports are also written in a parent friendly manner, while also including accurate test results and recommendations that can be realistically implemented within a school setting. School psychology interns across sites will also learn how to complete district specific paperwork related to special education. School psychology interns will spend approximately 10 to 15 hours a week on report writing and paperwork.



## Consultation and Collaboration

School psychology interns consult with teachers, parents, administrators, outside community professionals, among others. Collaborative opportunities include working with a multidisciplinary evaluation team. Consultation and collaboration may involve developing academic and/or behavioral interventions, behavior plans, facilitating program design, and/or developing educational modifications. School districts often work closely with several community based agencies with whom the school psychology intern may refer to or consult with on a regular basis. School psychology interns spend approximately 5 hours per week in activities related to consultation and collaboration.

## Counseling

Utilizing a brief solution-focused model, school psychology interns will conduct school based counseling throughout the year. School psychology interns gain experience in taking on a developmental view of the student's difficulties for purposes of designing and implementing effective interventions.

## Crisis Intervention

The school psychology intern receives training in crisis intervention in response to situations such as threats of suicide, death threat of students or faculty, or severe behavioral disturbances. The school psychology intern may participate in such risk assessments and/or intervention as the needs arise.

## Diversity

The school psychology intern gains experience in using varied approaches appropriate for working with students and families from a wide variety of diverse backgrounds including race, religion, socioeconomic status, sexual orientation, disability, national origin, and other cultural areas. Sensitivity to and respect for individual and cultural diversity is emphasized through the training year.

## Diagnostic and Intervention Skills

Use of the DSM-5 is emphasized in the assessment process. Included in assessment is participation in designing and implementing intervention to meet the student's individual needs. Specific clinical disorders that may be encountered in the school setting include:

ADHD	Anxiety Disorders
Intellectual Disabilities	Depressive Disorders
Autism Spectrum Disorders	Bipolar Disorder
Communication Disorders	Disruptive Disorders

Specific Learning Disorders

Psychotic Disorders

This is balanced with the process of making educational diagnoses as delineated in the Individuals with Disabilities in Education Act (IDEA). The school psychology intern will be exposed to students with disabilities from the following categories:

Specific Learning Disability  
Intellectual Disabilities  
Developmental Disabilities  
Other Health Impairments  
Speech Language Impairments

Emotional Disabilities  
Orthopedic Impairment  
Hearing and Vision Impairments  
Multiple Disabilities  
Preschool Related Disabilities

## Educational Presentations

School psychology interns may collaborate with other personnel in preparing for professional training in the school setting.

## Community Referral And Liaison Services

School psychology interns gain experience in working with professionals from other agencies. Through these activities, school psychology interns increase their knowledge of community resources. Ethical and legal considerations involved in interacting with outside agencies are emphasized.

## Policies and Ethics

School psychology interns are trained in federal, state, and local policies for provision of psychological services in schools. They are required to utilize the ethical standards and guidelines provided by the American Psychological Association at all times.

## Research

The training program includes opportunities for participation in ongoing research activities. Interns may have the opportunity to conduct individual research projects as appropriate, including dissertations.

Sample of Interns' Weekly Activities

Activity	Hours per Week-Approximate
Direct/Indirect Services	

Assessment	10
Observation	4
Counseling/Intervention	2
Consultation	5
MET/IEP Meetings	5
Professional Development	
Individual Supervision	2
Secondary Supervision	1
Group Supervision	1
Didactic Training	*8 hours monthly
Administration	
Report Writing	6
Case Management (e.g. emails, phone calls)	4

These activities may vary. In the summer more time is devoted to training activities, research, and report writing. During the school year more time is given to direct services. The entire internship is 2,000 hours over a 12-month period.

### School District Programs

Each school psychology intern may have the opportunity for providing psychological services in their district in the following general school district programs or settings:

#### Inclusion

The instructional arrangement/setting provides special education and related services to a student in the general education classroom, in accordance with the student’s IEP. Qualified special education personnel must be involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services to the student and/or the student’s general education classroom teacher(s) necessary to enrich the general education classroom and enable student success.

#### Resource

This instructional setting is any amount of the time that a student receives specially designed instruction from a special education teacher in a separate setting away from the

general education classroom to address the specific goals in their IEP, typically related to reading, writing, or math objectives. Resource must be intensive instruction aligned with the student's enrolled grade level curriculum. Generally, the student within this type of program is functionally at least two levels below grade level placement.

## Self-Contained Classrooms for students with Emotional Disabilities

Self-Contained classrooms for students with Emotional Disabilities provide a higher level of structure and individualization for student success that cannot be provided in a less restrictive environment. A student with an Emotional Disability that requires this level of placement, is a student with severe emotional/behavioral concerns that adversely affect their or other's educational performance and whose needs cannot be appropriately met in other settings.

## Self-Contained Classrooms for students with Autism Spectrum Disorder

The focus of a Self-Contained classroom for students with Autism Spectrum Disorder is to provide a higher degree of classroom structure with an emphasis on the development of effective communication skills through specialized, direct instruction based on the principles of applied behavior analysis. This includes, but is not limited to, high rates of reinforcement, discrete trial training, and a behavioral approach to the acquisition of language. The daily schedule for activities includes intensive teaching trials with carefully arranged contingencies. Another component is recognizing the importance of language development in the demonstration of social skills. Student's within this type of program, demonstrate moderate to severe symptoms of Autism. They have concerns that adversely affect their, or other's educational performance and whose needs cannot be appropriately met in other settings.

## Cross-Categorical Self-Contained Classrooms

The Cross-Categorical Self-Contained classrooms are for students with a variety of disabilities. Their functional and academic needs cannot be met in other settings. The student participates in the general education classroom to the maximum extent possible to meet their academic, social-emotional, and functional needs. The Cross-Categorical Self-Contained Classrooms are divided into those students with disabilities that are considered to be mild, moderate, or severe. The range of services provided in each setting can vary significantly depending on the need and make up of the students.

## Special Needs / Developmental Preschool

The Special Needs / Developmental Preschool is a program for students with disabilities, ages 3 to 5-years-old. This program is designed to provide instruction for students with

delays in cognitive, communication, physical, adaptive, and/or social-emotional development. A student must exhibit a moderate to severe delay in two or more areas to qualify for this type of program.

## Homebound

Homebound is a setting for providing special education and related services to eligible students who are served at home or a hospital bedside. The student is expected to be out of school for a minimum of 90 consecutive days as documented by a physician. Homebound instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least 90 days throughout the school year. Homebound students are generally unable to participate in extracurricular or co-curricular activities, work programs, outside jobs, and other activities away from home under normal circumstances.

## School Based Counseling

Licensed clinical social workers, guidance counselors, school counselors, licensed social workers, and school psychologists make up the school based mental health team. They provide counseling and guidance to students from general education and special education programs. During the course of the internship, school psychology interns interact with the mental health team members to consult on providing services to students. School counselors routinely participate in evaluation and IEP meetings. School based counseling takes a brief-solution focused approach.

## School Psychology Internship Program

The aim of the school psychology internship program is to provide a planned and programmed training in assessment, consultation, and brief solution focused counseling as needed to produce independent school psychologists that are passionate and committed to high quality service to children and families.

## Philosophy

The AESD school psychology internship program is designed to prepare interns to excel in the provision of psychological services to a school based community. Building on the professional skills and competencies acquired during graduate school training, school psychology interns gain practical experience and increasing independence in a variety of assessment approaches and interventions with diverse populations. Goals for training include preparing trainees to meet the standards for licensure and independent practice, and ensuring trainees are competent in the APA standards for professional practice. Training also includes a focus on increasing trainees awareness of, sensitivity to, and knowledge about issues impacting racial, ethnic, and economic minorities. In addition, school

psychology interns may have the opportunity to pursue individual interests throughout the training year as appropriate.

The school psychology staff and interns are part of the ESS Department. Research-based methods of assessment and intervention are utilized in the delivery of psychological services in the schools. To assist with these activities, school psychology staff and interns have access to books the ESS Department has purchased, many of which act as a research-based guide to the practice of psychology. Utilization of the Internet for scholarly research is also emphasized as being a source of information to integrate into daily practice. School psychology interns are encouraged to read current psychology journals to increase their knowledge and to share the information with other staff members so that the professional growth process is mutual. Reading of professional literature is also a requirement of the didactic training throughout the training year.

AESD maintains the philosophy that the welfare of the student is strongly related to their interactions with others. The ESS Department therefore provides an emphasis on working with the family and school "systems". In keeping with this philosophy, training opportunities may be available in parent education and behavioral management consultation with teachers. Maintaining communication with the family is considered crucial to the evaluation process and to designing interventions that are accepted and applied. School psychology trainees are trained to actively obtain thorough information from family members, including developmental and family histories. School psychology interns provide the family individualized information regarding evaluation outcomes.

## Training Program

### AESD Aim and Competencies

The aim of the AESD school psychology internship program is to provide planned and programmed training in assessment and consultation to produce independent school psychologist's that are passionate and committed to high quality service to children and families.

#### APA Profession Wide Competencies and Learning Elements

##### 1. Intervention

Learning Elements related to this competency include the following:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.

- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

## 2. Assessment

Learning Elements related to this competency include the following:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g. family, social, societal, and cultural).
- Demonstrate the ability to apply the knowledge of functional dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available 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.
- 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 the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

## 3. Interpersonal and Interdisciplinary Consultation

Learning Elements related to this competency include the following:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other healthcare professionals, interprofessional groups, or systems related to health and the behavior.

## 4. Supervision

Learning Elements related to this competency include the following:

- Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professions. Examples of direct or simulated practice of supervision include, but are not limited to, role-played supervision with clothes, and peer supervision with other trainees.
- Demonstrates knowledge of supervision models and practices.

## 5. Cultural and Individual Diversity

Learning Elements related to this competency include the following:

- An understanding of how their own persona/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The 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). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included, is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

## 6. Research

Learning Elements related to this competency include the following:

- Demonstrates the substantially independent ability to critically evaluate research.
- Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional, or national level.

## 7. Ethical and Legal Standards

Learning Elements related to this competency include the following:

- Be knowledgeable of and act in accordance with each of the following:
  - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - 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
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

## 8. Professional Values, Attitudes, and Behaviors

Learning Elements related to this competency include the following:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.



- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

## 9. Communication and Interpersonal Skills

Learning Elements related to this competency include the following:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

## Sequence of Training

The school psychology intern training sequence occurs in four phases. The first phase, the didactic phase, involves a seven day detailed series of presentations concerning the policies and procedures of the School Psychology Internship Program and general procedures for the state of Arizona as it relates to special education services. Discussion of special education law, ethics, and standards of professional practice are included as part of this training. School psychology interns receive didactic instruction in the administration of frequently used assessment techniques, methods of report writing, and communicating test results and recommendations to school staff and parents. Special topics relevant to psychological services in the school setting are also presented during this time.

During the initial phase of training interns are assigned to their primary supervisor with exceptions. In AESD, there is only one primary supervisor whom all five interns will be assigned to. In SMUSD and PXU, there is also only one primary supervisor that matched school psychology interns will be assigned to. In DVUSD, there are three primary supervisors and the assignment of supervisor will be based on consideration of the needs and professional interests of each intern, as well as the unique supervision style and experiential and training background of supervising psychologists. School psychology interns will also be assigned a secondary supervisor in each district who is at least a certified school psychologist. This enriches the school psychology interns experience in each school district. The primary supervisor and school psychology intern will also complete a training agreement reviewing the policies and procedures of AESD and developing individualized goals for the school psychology intern. The training agreement is a requirement for licensure in the state of Arizona.

The second phase of training allows school psychology interns to become familiar with their work setting and school district staff from various disciplines. During this phase, school psychology interns have the opportunity to observe supervisors as they function in different work roles. School psychology interns may observe their supervisor administer a test

battery, attend a MET or IEP meeting, sit in on a staffing, or observe various types of classrooms. This phase of training may last three to six weeks, depending on the past training and experience of the school psychology intern.

During the third phase of training, school psychology interns work independently on their own cases and work with their supervisors regarding the disposition of the case. Supervisors may observe school psychology interns as they provide direct services to students, consult with teachers and administrative staff, or participate in staffings, MET, or IEP meetings. The length of this phase is dependent on the progress of the school psychology intern.

The fourth phase involves increasingly independent work on the part of the school psychology intern. Initial cases are worked on in close contact with the primary supervisor and independence increases as skill and confidence develop. During this phase, all school psychology interns are expected to participate in multidisciplinary team evaluations. School psychology interns may also be assigned individual counseling cases. During this phase, school psychology interns may also have the opportunity to develop and implement a project of their own, such as social skills training or teacher stress management programs.

## **Policies**

### **Application Process and Selection Criteria**

The Avondale Elementary School District (AESD) Psychology Internship currently offers a total of 11 full-time school psychology internships. The 11 internship positions are separated into the following: AESD (5 positions), DVUSD (2 positions), SMUSD (2 positions) and PXU (2 positions). Applicants interested in applying for the school psychology internship program must submit an online application through the APPIC website ([www.appic.org](http://www.appic.org)).

A completed application consists of the following materials:

1. A completed online AAPI (APPIC's standard application)
2. Cover letter (part of the online AAPI) stating your preferred training site(s) and why you are interested in those sites specifically
3. A current Curriculum Vitae (as part of the online AAPI)
4. Three standard reference forms, two of which must come from individuals who have directly supervised the applicant's work (*please do not submit more than three letters*)
5. Official transcripts of all graduate coursework (as part of the online AAPI)

All application materials must be received by December 1 in order to be considered. Applicants are notified on or before December 15. Interviews are held in January. Video Conference interviews are preferred.

AESD Psychology Internship bases its selection process on the entire application package noted above; however applicants who have met the following qualifications prior to beginning internship are preferred:

1. APA-accredited doctoral program in school psychology with at least one practicum in a school setting
2. Assessment Exposure with children and adolescents
3. Experience and familiarity working with diverse populations
4. Successful proposal of dissertation with a defense expected to occur prior to the start of the internship year

The AESD Psychology Internship firmly believes that all forms of diversity serve to enhance the training environment and professional growth of school psychology interns and supervisors alike, as well as allow the diverse range of students and families served to see themselves in their providers. To this end, the internship recruits and encourages diverse applicants to apply.

Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship, as well as considered for the diversity that they may bring to the program. In addition to preferences noted above, the AESD Psychology Internship takes into consideration the potential commitment or interest in a prospective intern to remain in Arizona following internship and work in a school district or related speciality in psychology (e.g. private practitioner, therapist, hospital, etc.). Developing a strong contribution to the behavioral health workforce is an important consideration for the state and an interest in remaining in Arizona to join the workforce here is considered a benefit in a potential intern.

In addition to the education and training requirements and preferences listed above, the AESD Psychology Internship requires interns to meet additional site-level criteria including a background check and fingerprinting.

All applicants are screened by the AESD Psychology Internship Training Committee using a standard Application Rating Tool and evaluated for potential goodness of fit with the internship program. At least one member of the Training Committee reviews and scores each application. The Training Committee holds a selection meeting prior to December 15 to determine which applicants to invite for interviews based upon the application scores. As noted, applicants are notified of their interview status on or before December 15. Interviews are held in January. Interviews are conducted using a standard set of interview questions.

The Training Committee holds a meeting within two weeks of the final interviews being conducted in order to determine final applicant rankings. The full application package and information gathered from the interview process is used to determine rankings. This rank list is finalized by consensus among the Training Committee members and then submitted to the National Matching Service.

AESD Psychology Internship participates in the APPIC Match process and agrees to abide by all APPIC Match policies. In accordance, AESD does not solicit, accept, or use any ranking-related information from an intern applicant.

Questions regarding the application, interview, and/or ranking process may be directed to the AESD Psychology Internship Training Director, Dr. Shaunna Haley (shaley@chooseaesd.org)

## Diversity and Non-Discrimination Policy

The Avondale Elementary School District (AESD) Psychology Internship strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, contributes to the overall quality of the program, and strengthens communities and the workplace. Every effort is made by AESD to create a climate in which all staff and interns feel respected, comfortable, and in which success is possible and attainable. AESD Psychology Internship fosters an understanding of cultural and individual diversity as it relates to professional psychology. AESD strives to make every effort to dispel ignorance or anxiety associated with multicultural experiences. AESD's training program includes an expected competency in diversity training, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area. The internship avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in the training program or the profession. AESD Psychology Internship welcomes applicants from diverse backgrounds and underrepresented communities. The internship provides equal opportunity to all prospective interns and does not discriminate because of a person's race, ethnicity, color, religion, sex and gender, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship.

## Due Process and Grievance Procedures

AESD has developed Due Process Procedures that are implemented in situations in which a supervisor or other faculty member raises a significant concern about the performance, behavior, and/or functioning of a school psychology intern. These procedures are not intended to be punitive, rather they are essential to protecting school psychology intern rights and afford the intern the opportunity to remediate problems while receiving necessary support and assistance. Further, the procedures ensure that decisions made by the consortium are not arbitrarily or personally based and identify specific steps that are applied to all school psychology interns.

Doctoral-level school psychology interns are expected to maintain the highest standards of personal conduct, integrity and professionalism. They are expected to support and comply with APA Ethical Guidelines and to utilize supervision effectively in order to grow professionally. It also is the responsibility of the school psychology intern's primary supervisor and the AESD / School District staff to assure that high standards of professionalism are attained by the school psychology interns under their supervision. Maintenance of these standards will promote effectiveness of both the professional training provided by the internship and the quality of psychological work provided by the school

psychology interns to students, families and constituent communities of the consortium agencies.

### General Due Process Guidelines

Due process includes steps that assure fair evaluation of school psychology intern performance, school psychology intern awareness of options for resolution of performance issues and clearly defined steps for notice, hearing and appeal. General guidelines for due process at AESD include the following:

- A. AESD will present school psychology interns with the program expectations regarding professional functioning at the start of the training year. This occurs during the initial orientation days of the training year. The expectations, due process, and grievance procedures are provided in writing, and reviewed as a group during the orientation, with time left for questions and/or clarifications.
- B. Specify evaluative procedures, including the time frame and the method, in the School Psychology Training Agreement before the start of the training year.
- C. Define "problematic behavior"
- D. Communicate early and often with the graduate program about any difficulties and seek input from the programs about how to address the difficulties.
- E. Provide a remediation plan for skill deficiencies or problematic behavior, including time frame for remediation and the consequences of not rectifying the deficiencies or problematic behavior.
- F. Provide school psychology interns' with a written description of procedures they may use to appeal decisions and to file grievances.
- G. Ensure that school psychology interns' have sufficient time to respond to any action taken by the program that affects them.
- H. Use input from multiple professional sources, including the primary and secondary supervisor, when making decisions or recommendations regarding the school psychology interns' performance.
- I. Document, in writing and to all relevant parties, the actions(s) taken and its (their) rationale.

### Defining Areas of Concern

In the AESD Psychology Internship training program, areas of concern typically fall into two areas:

1. *Skill deficiency*. Skill deficiencies may include lack of doctoral-level
  - a. Psychological Assessment
    - i. Diagnostics;
    - ii. Test administration or interpretation;
    - iii. Forming therapeutic alliances with students;
    - iv. Counseling; or
  - b. Knowledge of pertinent research or additional weaknesses such as:

- i. Conducting professional activities beyond the school psychology interns scope;
- ii. Disregard for a supervisor's guidance; or
- iii. Resistance to opportunities for learning

2. *Problematic School Psychology Intern Behavior.* It is a professional judgment as to when a school psychology intern's behavior becomes problematic rather than of concern. School psychology interns' may exhibit behaviors, attitudes or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Issues typically become identified as problematic when they include one or more of the following characteristics:
- a. The school psychology intern does not acknowledge, understand, or address the problem when it is identified.
  - b. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
  - c. The quality of services delivered by the school psychology intern is sufficiently negatively affected.
  - d. The problem is not restricted to one area of professional functioning.
  - e. A disproportionate amount of attention by training personnel is required.
  - f. The school psychology intern's behavior does not change as a function of feedback, remediation efforts and/or time.
  - g. The problematic behavior has potential for ethical or legal ramifications if not addressed.
  - h. The school psychology intern's behavior negatively impacts the public view of the agency.
  - i. The problematic behavior negatively impacts the intern cohort.

### Administrative Hierarchy and Definitions

AESD's Psychology Internship Program Due Process procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Faculty roles included herein are defined as follows:

- Supervisor: Any faculty member who provides direct supervision or teaching to an intern.
- Training Director: The supervisor who functions as the program-level director of training. This person leads the Training Committee and serves as a voting member.

### Use of Videoconference

Videoconference may be utilized for situations that require the meetings of school psychology interns and training staff who are located in geographically different areas of the Phoenix Metropolitan area.

### Informal Review

When a supervisor believes that a school psychology intern's behavior is or may likely become problematic, the first step when addressing the issue should be to raise the issue

with the school psychology intern directly and as soon as feasible in an attempt to informally resolve the problem. This process should be documented in writing but will not become part of the school psychology intern's professional file.

### Formal Review

If a school psychology intern's problem behavior persists following an attempt to resolve the issue informally, or if a school psychology intern receives a rating below the minimal level of achievement (MLA) on a formal intern evaluation, due process procedures may be initiated. The MLA is defined as receiving a rating lower than "3" on a profession-wide competency or associated learning element at the 6-month evaluation or below a "4" at the 12-month evaluation. If a formal review is indicated, the following process is initiated:

- A. The supervisor will meet with the Training Director and the school psychology intern within ten (10) working days to discuss the problem and determine what action needs to be taken to address the issue. If the Training Director is the school psychology intern's direct supervisor another supervisor will be included in the meeting.
- B. The school psychology interns will have the opportunity to provide a written statement related to their response to the problem.
- C. After discussing the problem and the school psychology intern's response, the supervisor and Training Director may:
  1. Issue an "Acknowledgement Notice" which formally acknowledges
    - a. That the faculty is aware of and concerned with the problem,
    - b. That the problem has been brought to to the attention of the school psychology intern,
    - c. That the faculty will work with the school psychology intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating, and
    - d. That the problem is not significant enough to warrant further remedial action at this time,
    - e. A written notice will be submitted to the school psychology intern and the Director of Training at the school psychology intern's graduate institution. This notice will be issued within five (5) working days of the meeting.
  2. Place the school psychology intern on "Probation" via a Remediation Plan that defines a relationship such that the faculty, through the supervisors and Training Director, actively and systematically monitor, for a specified length of time, the degree to which the school psychology intern addresses changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period and remediation plan will depend upon the nature of the problem and will be determined by the school psychology intern's supervisors and Training Director. The remediation plan is a written statement to the school psychology intern and the Director of Training at the school psychology intern's graduate institution and includes:
    - a. The actual behaviors or skills associated with the problem,
    - b. The specific recommendations for rectifying the problem,

- c. The time frame for the probation during which the problem is expected to be ameliorated, and
- d. The procedures designed to ascertain whether the problem has been appropriately rectified.

The written remediation plan will be issued within five (5) working days of the decision. The training director or primary supervisor will notify the Human Resources department at the school psychology intern's district of employment. At the end of the probation period, the Training Director will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the school psychology intern's permanent file and will also be shared with the school psychology intern and sent to the Director of Training at the school psychology intern's graduate institution as well as the Human Resources department at the school psychology intern's place of employment. The school psychology intern shall receive a copy of the letter to the sponsoring university.

- 3. Document the problem and take no further action.

D. Once the Acknowledgement Notice or Probation/Remediation Plan is issued by the Training Director, it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the Remediation Plan. If the problem has been rectified to the satisfaction of the faculty and the school psychology intern, the sponsoring university and other appropriate individuals will be informed, and no further action will be taken.

E. If the problem is not rectified through the above processes the school psychology intern's placement within AESD Psychology Internship Program may be terminated.

F. If the problem represents gross misconduct or ethical violations that have the potential to cause harm, the school psychology intern's placement within AESD Psychology Internship Program may be terminated.

G. If the school psychology intern's employment is terminated by the site, the school psychology intern's placement within AESD Psychology Internship Program may be terminated.

## Supervision and Videoconference Policy

### General Supervision

The Avondale Elementary School District (AESD) Psychology Internship recognizes the rights of interns and faculty to be treated with courtesy and respect. To maximize the quality and effectiveness of the school psychology interns' learning experiences, all interactions among interns, training supervisors, and faculty/staff are collegial and conducted in a manner that reflects the highest standards of the profession. AESD faculty inform school psychology interns of these principles and of their avenues of recourse should problems arise through policies that are available in the intern handbook.

AESD Psychology Internship faculty regularly schedule supervision and are accessible for consultation to school psychology interns when they are providing clinical services. AESD Psychology Internship faculty provide school psychology interns with a level of observation,



guidance and supervision that encourages successful completion of the internship. Faculty serve as professional role models and engage in actions that promote school psychology interns' acquisition of knowledge, skills, and competencies consistent with the SoA 9 profession-wide competencies and associated learning elements.

The Internship Training Director is a full-time, licensed psychologist, who is employed by the Avondale Elementary School District. One licensed psychologist serves as primary clinical supervisor for each intern. Interns receive a minimum of four (4) hours of scheduled supervision each week. Interns receive two (2) hours of individual, face-to-face supervision each week from a licensed psychologist. Interns also receive at least one (1) additional hour of individual, face-to-face supervision from their primary or secondary supervisor. In addition, one (1) hour of weekly group supervision is required and conducted with all school psychology interns regardless of assigned school. Group supervision is facilitated by the Training Director. Group supervision may focus on clinical topics, legal/ethical issues, issues of cultural and individual differences, and applying research to clinical work.

### Videoconference Supervision

The Avondale Elementary School District (AESD) Psychology Internship uses videoconferencing to provide weekly group supervision to all school psychology interns. This format is used to promote interaction and socialization among interns and faculty. School psychology interns and the training director meet in a virtual conference room and interact in a high-quality real-time transmission of simultaneous video and audio. Group supervision in this format is required for all current school psychology interns for one hour each week, at a regularly scheduled time. AESD Psychology Internship places a high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings. This structure also provides all school psychology interns with the opportunity to experience a breadth of supervisor relationships beyond their primary supervisor. Given the geographical distance between training sites, this model allows the school psychology interns to form greater training connections than would be experienced otherwise. It is expected that the foundation for the supervisory relationship with the training director will be initially cultivated during orientation, such that school psychology interns will have formed a relationship with the training director prior to engaging in videoconference group supervision. For all cases discussed during group supervision, full professional responsibility remains the school psychology intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately.

School psychology interns also participate in one full day of didactic seminars (8 hours) on a monthly basis. A calendar of monthly group supervision meetings and didactics is developed each year and provided to interns during orientation with time to allow for questions and clarification.

### Didactic and Intern Group Attendance and Etiquette Policy

Attendance at the monthly Didactic seminar and other scheduled group training activities is mandatory for all interns in the AESD Internship Psychology Program and is required for

successful completion of the internship. Attendance at these scheduled activities **take priority over other site obligations each week/month**. Site supervisors are aware and supportive of these shared training activities, including their precedence over other responsibilities.

A schedule for the Didactic training seminars is distributed at Orientation and may be updated throughout the year. A school psychology intern is permitted no more than **three** absences during the calendar year. After the second absence, school psychology interns receive a reminder from the Training Director. After the third absence, the Training Director initiates AESD Due Process procedures. School psychology interns may use only three of their allotted vacation and/or professional development days on didactic training days. The Training Director must be notified in advance of planned absences. School psychology interns who miss a meeting of the didactic seminar or other group because of a serious emergency or a serious illness should alert their primary supervisor and the Training Director as soon as possible. **For all didactic absences, school psychology interns must review a research article related to the didactic topic and submit a 1-2 page review of the article, or if the intern misses didactic for another training, the school psychology intern can submit a 1-2 page review of the training that they attended. This review must be submitted to the Training Director and their site supervisor and is due one week from the absence.**

School psychology interns are expected to join all shared training experiences consistent with the format of didactic training for that month. Most didactic training will occur in person and the location will vary across the Metropolitan Phoenix area (i.e. one of the four school districts). Other didactic training may occur via videoconference to accommodate for didactic presenters who are not able to travel for in person didactic training (i.e. presenter lives out of state). When didactic training is held via videoconference, school psychology interns are expected to join from a private, quiet space. Calling into a didactic training presentation by phone is discouraged.

During didactics, group supervision, and any other internship videoconferencing function, professional and attentive etiquette is expected at all times. Please sit in an appropriate and well-lit area, turn the video camera on and give the screen your undivided attention. Be mindful of what you are doing while on video (drawing, looking at your phone, eating, etc) and please avoid doing anything you would not normally do in person. Most importantly please do not use the computer to go on the internet, email, or do other work.

**Acknowledgement:**

I acknowledge that I have received and reviewed the Didactic and Intern Group Attendance and Etiquette Policy of the AESD Psychology Internship Program. I agree to abide by the procedures outlined in this document. I have been provided with a copy of the document to keep in my file.

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Printed Name

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Signature

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Date

## Code of Conduct Policy

In addition to making progress towards the AESD Aim and Profession-Wide Competencies during the training year, it is expected that school psychology interns follow the AESD Code of Conduct at all times during the year. Failure to meet these requirements may result in the initiation of the AESD Due Process Procedures.

### AESD Psychology Internship Program Code of Conduct

1. Compliance with the APA 2017 Ethical Principles and Code of Conduct
2. Compliance with all AESD policies and expectations
3. Honesty and integrity in all professional interactions
4. Respectful and professional behavior toward all AESD faculty members, school psychology interns, agency, staff, guests, students, and families both within and outside of standard work hours
5. Support of and contribution to the betterment of the AESD Psychology Internship program
6. Active and meaningful participation as a member of the internship cohort
7. Willingness to be supervised, including following supervisors' directives, and to accept constructive criticism
8. Acceptance of responsibility for one's own actions
9. Pursuit of problem resolution through appropriate channels
10. Submit necessary documentation within specified timeframes
11. Compliance with any codes of conduct or policies regarding professional expectations at AESD Psychology Internship Program Member Agencies

### **Acknowledgement:**

I acknowledge that I have received and reviewed the AESD Psychology Internship Program's Code of Conduct Policy. I agree to abide by the code during my training year with AESD. I have been provided with a copy of the document to keep in my file.

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Printed Name

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Signature

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Date

## Intern Evaluation, Retention, and Termination Policy

Evaluation and feedback are an integral aspect of the AESD training program. School psychology interns are formally evaluated twice during the training year. School psychology interns also provide formal evaluation of both the training program and their supervisory experience. Evaluations of intern progress are completed by the primary supervisor in collaboration with the supervisee and other professionals who have worked closely with the intern.

The Avondale Elementary School District (AESD) Psychology Internship requires that school psychology interns demonstrate minimum levels of achievement across all nine APA profession-wide competencies, as measured by the AESD Intern Evaluation. Informal feedback to school psychology interns should be ongoing throughout the training year, with any concerns discussed early and often. School psychology Interns are formally evaluated by their primary supervisor twice annually (mid-year and end-of-year). Evaluations are conducted using a standard rating form using a Likert Scale that includes comment spaces where supervisors include specific written feedback regarding the school psychology interns' performance and progress. The evaluation form includes information about performance in all nine profession-wide competencies and associated learning elements. Supervisors are expected to review these evaluations with the school psychology interns and provide an opportunity for discussion if the school psychology intern has questions or concerns about the feedback. Upon completion of the review both the school psychology intern and supervisor sign the evaluation. The school psychology intern receives one copy and another is provided to the Training Director who reviews and signs the document before it is placed in the school psychology intern's file, where it is maintained indefinitely. If a school psychology intern disagrees with the evaluation ratings they receive, this disagreement should first be discussed with their primary supervisor. If a resolution cannot be reached, the school psychology intern may file a grievance as discussed in the AESD Due Process and Grievance Procedures.

### Evaluation Scoring

The scoring rubric for intern evaluations uses a 5-point Likert scale, with the following rating values:

1= Significant Development Needed; the intern does not understand or is unable to effectively demonstrate the element

2= Some Development Needed; the intern has a basic foundation in the element and moves toward acquiring competence in it

3= Nearing Mastery of Element; the intern is aware of the element and can utilize this awareness to inform their work in the internship setting, though the intern may still need assistance to regularly use the element

4= Mastery of Element; the intern is functioning at an entry level of professional psychology

5= Significantly Exceeds Expectations; the intern has a well-established competence in the element and is seen as an expert regarding this element

### Minimal Levels of Achievement

The minimal level of achievement (MLA) on each evaluation changes over the course of the training year, reflecting expected growth in competence. The MLA's are as follows:

6-month Evaluation: MLA is a score of 3

12-month Evaluation: MLA is a score of 4

If an intern receives a score lower than the MLA at any evaluation point, or if supervisors have reason to be concerned about the intern's performance or progress, the internship's Due Process procedures may be initiated. The Due Process guidelines can be found in the AESD Intern Handbook, which is carefully reviewed during Orientation. At the final evaluation period, interns must achieve a rating of "4" for each competency, reflecting their readiness to practice at an entry level as defined by: the ability to independently function in a broad range of clinical and professional activities; the ability to generalize skills and knowledge to new situations; and the ability to self-assess when to seek additional training, supervision, and/or consultation.

Additionally, all AESD interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement, attending required training experiences (e.g. didactic seminar), and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

### Communication with Graduate Training Programs

Communication with the school psychology intern's home doctoral program begins with a successful match and is provided throughout the internship year at each formal evaluation point when the Director of Training is sent a copy of the evaluation. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if a school psychology intern enters into the formal review step of the Due Process procedures, the home doctoral program is contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the intern's progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by AESD as a result of the Due Process procedures, up to and including termination from the program.

### Additional Evaluations

In addition to the evaluations described above, school psychology interns must complete an evaluation of their primary supervisor and a program evaluation twice per year, in order to

provide feedback that informs any changes or improvements in the training program. All evaluation forms can be located in the AESD Intern Handbook.

#### Internship Records Retention Policy

The Avondale Elementary School District (AESD) Psychology Internship permanently maintains all intern records. Records are kept in an electronic system that is encrypted. Passwords are provided to those individuals approved by AESD Faculty and essential to the functioning of the internship.

AESD Psychology Internship documents and permanently maintains accurate records of the interns' training progress through the program and for future reference and credentialing purposes. Additionally, AESD Psychology Internship informs interns of its records retention policy during Orientation.

AESD Psychology Internship keeps information and records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. This information is stored electronically.

### Record Retention

Avondale Elementary School District (AESD) Psychology Internship permanently maintains all intern records. Records are kept in an electronic system that is encrypted. Passwords are only provided to those individuals approved by AESD Faculty and essential to the functioning of the internship.

AESD Psychology Internship documents and permanently maintains accurate records of the interns' training experiences, evaluations, and certificates of internship completion for evidence of the interns' progress through the program and for future reference and credentialing purposes. Additionally, AESD Psychology Internship informs interns of its records retention policy during orientation.

AESD Psychology Internship keeps information and records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. This information is stored electronically. AESD is aware that the Commission on Accreditation will examine a program's records of intern complaints as part of its periodic review of the program.

### Internship Stipend, Benefits, and Resources

The annual stipend for Avondale Elementary School District (AESD) Psychology Internship is \$30,000. School psychology interns are employees of the district in which they match. School psychology interns receive health benefits and paid time off equivalent to all district employees. Questions regarding the specific benefit package can be directed to the Human Resources Department in each respective district:

Avondale Elementary School District: 623-772-5000, [aesdhr@chooseaesd.org](mailto:aesdhr@chooseaesd.org)

Deer Valley Unified School District: 623-445-5000, [heather.marzano@dvusd.org](mailto:heather.marzano@dvusd.org)

Saddle Mountain Unified School District: 623-474-5101

Phoenix Union High School District: 602-764-8306, <https://www.pxu.org/Page/29097>

In addition, AESD school psychology interns have access to numerous resources. Funding for professional development comes from each respective district where the school psychology intern is placed. Each intern additionally has access to administrative and IT support through their respective district.

## Directory of Psychology Staff

### AESD

SHAUNNA HALEY, Psy.D., B.A. Cleveland State University; Psy.D. Argosy University/Phoenix

**Role:** Training Director, Primary Supervisor

**Internship:** Arizona Psychology Training Consortium, Avondale Elementary School District

**Postdoctoral Residency:** Arizona Psychology Training Consortium

**Licensure/Certification:** Licensed Psychologist, Certified School Psychologist

**Professional Affiliations:** American Psychological Association, Arizona Association of School Psychologists

**Areas of Special Interests:** Assessment, Early Childhood, Autism, Crisis Intervention, Behavioral Intervention, Integrated care between schools and mental health

TERESA VALLEDOR, Ed.S., B.A., University of South Florida; M.S., Ed.S., Florida State University

**Role:** Secondary Supervisor

**Internship:** Cartwright School District

**Licensure/Certifications:** Certified School Psychologist

**Professional Affiliations:** National Association of School Psychologists, Arizona Association of School Psychologists

**Areas of Special Interest:** English Language Learners, Assessment of Bilingual Children, Early Childhood Education, School, Family & Community Partnerships

SARAH SCOTT, Ph.D., M.Ed., B.A., Saginaw Valley State University; M.Ed., University of Nevada Reno, M.Ed.; Indiana State University, Ph.D. Ball State University

**Role:** Secondary Supervisor

**Internship:** Avondale School District (APA and APPIC Accredited)

**Licensure/Certification:** Certified School Psychologist

**Professional Affiliations:** National Association of School Psychologists, Arizona Association of School Psychologists

**Areas of Special Interest:** Early Childhood, Autism, Academic Interventions, Social/Emotional Development

**DVUSD**

SEAN M. MCGLAUGHLIN, Ph.D. B.S.Ed., Missouri State University; M.A., Ph.D., University of Missouri-Columbia

**Role:** Primary Supervisor

**Internship:** Nebraska Internship Consortium in Professional Psychology (APA Accredited)

**Postdoctoral:** Omaha Public Schools

**Licensure/Certifications:** Licensed Psychologist, Certified School Psychologist

**Professional Affiliations:** Arizona Association of School Psychologists, National Association of School Psychologists

**Areas of Special Interest:** Specific Learning Disability Identification, Students who struggle with Math, Cognitive Assessment, Supervision of Interns

SHERI ORRAHOOD, Psy.D., NCSP, B.A. Whittier College; Psy.D, Argosy University, Phoenix

**Role:** Primary Supervisor

**Internship:** Arizona Psychology Training Consortium/Avondale Elementary School District

**Postdoctoral:** None

**Licensure/Certifications:** Licensed Psychologist, Certified School Psychologist

**Professional Affiliations:** American Psychological Association, National Association of School Psychologists, Arizona Association of School Psychologists

**Areas of Special Interest:** Developmental Disabilities, Executive Functioning Assessment and Intervention, Trauma-Informed Practices. Assessment, Consultation

SHELBY MCGREW, Ph.D., B.S. University of Southern Mississippi; Ph.D. Mississippi State University

**Role:** Primary Supervisor

**Internship:** Avondale Elementary School District

**Postdoctoral Residency:** Deer Valley Unified School District

**Licensure/Certification:** Licensed Psychologist, Certified School Psychologist

**Professional Affiliations:** National Association of School Psychologists

**Areas of Special Interests:** Behavior Intervention, Trauma-Informed Practices

PATRICIA COON, M.A., Ottawa University

**Role:** Secondary Supervisor

**Internship:** Deer Valley Unified School District

**Licensure/Certifications:** Certified School Psychologist

**Professional Affiliations:** Arizona Association of School Psychologists, National Association of School Psychologists

**Areas of Special Interest:** Trauma Informed Practices and Early Childhood

**SMUSD**

SHANE HUNT, Psy.D., NCSP, B.A. Whittier College; PsyD, Argosy University, Phoenix

**Role:** Primary Supervisor

**Internship:** Scottsdale Unified Public Schools



**Postdoctoral:** Alhambra Elementary School District, Show Low School District, Arrowhead Evaluation and Therapeutic Services  
**Licensure/Certifications:** Licensed Psychologist, Nationally and State Certified School Psychologist  
**Professional Affiliations:** Arizona Psychological Association, Arizona Association of School Psychologists  
**Areas of Special Interest:** Evaluation of Developmental Disabilities, Mental Illness in Youth, Emotional Disabilities, Threat/ Risk Assessment, Crisis Intervention

PXU

SARAH OUROKU, Psy.D., B.S. Arizona State University; M.A. Arizona State University/Glendale; Psy.D, Argosy University, Phoenix

**Role:** Primary Supervisor

**Internship:** Arizona Psychology Training Consortium/Avondale Elementary School District

**Postdoctoral:** Arizona Psychology Training Consortium/Avondale Elementary School District

**Licensure/Certifications:** Licensed Psychologist, Certified School Psychologist

**Professional Affiliations:** National Association of School Psychologists, Arizona Association of School Psychologists

**Areas of Special Interest:** Working with Adolescents/Teens

NICOLE FERGUSON

**Role:** Secondary Supervisor

**Internship:** Tolleson High School District

**Licensure/Certifications:** Certified School Psychologist

**Professional Affiliations:** Arizona Association of School Psychologists, National Association of School Psychologists

**Areas of Special Interest:** Psycho-educational evaluation process; Behavioral Intervention; Self-Care, Compassion Fatigue, and Secondary Trauma

For more information, contact

Shaunna Haley, Psy.D., Director of Training

Avondale Elementary School District Exceptional Student Services, Lead Psychologist

[shaley@chooseaesd.org](mailto:shaley@chooseaesd.org)

602-763-1452

## Appendix A - Trainee Admission, Support, and Outcome Data

### Avondale Elementary School District

Annual Stipend/Salary for Full-Time Interns	\$30,000
Annual Stipend/Salary for Half-Time Interns	n/a
Program provides access to medical insurance for interns?	Yes
<b>If access to medical insurance is provided:</b>	
Trainee contribution to cost required?	No
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): Intern is eligible for 5 days per year which is accrued and 2 days are granted	
Hours of Annual Paid Sick Leave: Interns earns 1 hour per 30 hours of work with a maximum of 40 hours per school year	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): AESD offers two options for medical, dental, and vision coverage. The intern may elect coverage for family members, legally married partner, or domestic partner at employee cost. Domestic partner coverage requires documentation of eligibility be provided.	

### Deer Valley Unified School District

Annual Stipend/Salary for Full-Time Interns	\$30,000
Annual Stipend/Salary for Half-Time Interns	n/a
Program provides access to medical insurance for interns?	Yes
<b>If access to medical insurance is provided:</b>	
Trainee contribution to cost required?	No
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes

Coverage of domestic partner available?	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): 49 hours of personal leave for 9 month employee and 68 hours for 10 month employee. No vacation time.	
Hours of Annual Paid Sick Leave: 5 sick days prorated	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Trainee contribution cost is not required for employee only, high deductible plan coverage. For the traditional PPO Plan, there is a cost to the employee.	

### Saddle Mountain Unified School District

Annual Stipend/Salary for Full-Time Interns	\$30,000
Annual Stipend/Salary for Half-Time Interns	n/a
Program provides access to medical insurance for interns?	
<b>If access to medical insurance is provided:</b>	
Trainee contribution to cost required?	
Coverage of family member(s) available?	
Coverage of legally married partner available?	
Coverage of domestic partner available?	
Hours of Annual Paid Personal Time Off (PTO and/or Vacation):	
Hours of Annual Paid Sick Leave: Interns earns 1 hour per 30 hours of work with a maximum of 40 hours per school year	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe):	

### Phoenix Union High School District

Annual Stipend/Salary for Full-Time Interns	\$30,000
---------------------------------------------	----------

Annual Stipend/Salary for Half-Time Interns	n/a
Program provides access to medical insurance for interns?	Yes
<b>If access to medical insurance is provided:</b>	
Trainee contribution to cost required?	No
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): The intern accrues ten days during the fiscal year. If they work on the first day of the contract they will receive an additional two days.	
Hours of Annual Paid Sick Leave: Interns earns 1 hour per 30 hours of work with a maximum of 40 hours per school year	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): N/A	

## Appendix B - Initial Post-Internship Positions

This information includes an aggregate Tally for the preceding three cohorts

<b>2019-22</b>		
Total # of interns who were in 3 cohorts?	24	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing their doctoral degree?	2	
	PD	EP
Academic Teaching	PD = 1	EP = 2
Community Mental Health Center	PD = 1	EP = 0
Consortium	PD = 0	EP = 0
University Counseling Center	PD = 0	EP = 0
Hospital/Medical Center	PD = 0	EP = 2
Veterans Affairs Health Care System	PD = 0	EP = 0
Psychiatric Facility	PD = 0	EP = 0
Correctional Facility	PD = 0	EP = 0
Health Maintenance Organization	PD = 0	EP = 0
School District/System	PD = 0	EP = 10
Independent Practice Setting	PD = 2	EP = 1
Other	PD = 1	EP = 2

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, the setting that represents their primary position is indicated.

## Appendix C - AESD Intern Evaluation

**AESD Intern Evaluation:** To be completed by supervisor

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

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_ Training site: \_\_\_\_\_

Methods used in evaluating competency:

\_\_\_\_ Direct Observation      \_\_\_\_ Review of Audio/Video      \_\_\_\_ Case Presentation

\_\_\_\_ Documentation Review      \_\_\_\_ Supervision      \_\_\_\_ Comments from other staff/faculty

Scoring Criteria:

<b>1 Significant Development Needed</b> - Significant improvement in functioning is needed to meet expectations and achieve competence
<b>2 Some Development Needed</b> - Basic foundation established with some improvement functioning needed to meet expectations and achieve competence
<b>3 Nearing Mastery of Element</b> - Foundation established though may rely on supervision to regularly and effectively implement the element. Expected level of functioning by the mid-point of internship.
<b>4 Mastery of Element</b> - High intermediate level of functioning. Interns at this level are considered prepared for entry level independent practice and licensure at the conclusion of internship.
<b>5 Significantly Exceeds Expectations</b> - Well-established competence or expertise that consistently exceeds expectations for level of training.
N/A--Not Applicable/Not Observed/Cannot Say.

NOTE: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. As described in the AESD Intern Evaluation Retention, and Termination Policy, the minimal level of achievement (MLA) changes over the course of the training year to reflect expected growth in competence. The MLAs are as follows: 6-month evaluation = 3 and 12-month evaluation = 4. Falling below the MLA on any individual learning element or broad competency may initiate the program's Due Process procedures. To successfully complete internship, interns must receive a rating of 4 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level practice as defined in the AESD Intern Evaluation, Retention, and Termination Policy.

**APA Profession Wide Competencies**

<b>Intern will achieve competence in the area of: Intervention</b>
Establishes and maintains effective relationships with recipients of psychological services Develops evidence-based intervention plans Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables Demonstrates the ability to apply the relevant research literature to clinical decision making Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:
<b>Intern will achieve competence in the area of: Assessment</b>
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural) Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process Selects and applies assessment methods that draw from the best available empirical literature Collects 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 client Interprets assessment results to inform case conceptualization, classification, and recommendations Communicates findings in an accurate and effective manner sensitive to a range of audiences
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:

<b>Intern will achieve competence in the area of: Ethical and Legal Standards</b>
<p>Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct</p> <p>Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists</p> <p>Demonstrates knowledge of and acts in accordance with all professional standards and guidelines</p> <p>Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them</p> <p>Conducts self in an ethical manner in all professional activities</p>
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:
<b>Intern will achieve competence in the area of: Cultural and Individual Diversity</b>
<p>Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself</p> <p>Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity</p> <p>Integrates knowledge of individual and cultural differences in the conduct of professional roles</p> <p>Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship</p>
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ from and/or create conflict with their own
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:
<b>Intern will achieve competence in the area of: Research</b>
<p>Demonstrates the substantially independent ability to critically evaluate research</p> <p>Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level</p>
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:



<b>Intern will achieve competence in the area of: Professional Values, Attitudes, and Behaviors</b>
Behaves in ways that reflect the values and attitudes of psychology Engages in self-reflection regarding personal and professional functioning Demonstrates openness and responsiveness to feedback and supervision Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:
<b>Intern will achieve competence in the area of: Interprofessional and Interdisciplinary Consultation</b>
Demonstrates knowledge and respect for the roles and perspectives of other professions Applies knowledge about consultation in direct or simulated consultation
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:
<b>Intern will achieve competence in the area of: Supervision</b>
Demonstrates knowledge of supervision models and practices Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals Applies supervisory skill of observing in direct or simulated practice Applies supervisory skill of evaluating in direct or simulated practice Applies supervisory skill of giving guidance and feedback in direct or simulated practice
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:

<b>Intern will achieve competence in the area of: Communication and Interpersonal Skills</b>
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated Demonstrates effective interpersonal skills Demonstrates the ability to manage difficult communication well
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE
Comments:
<b>OVERALL RATING (average of broad competence area scores)</b>
Comments on Intern's overall performance, including identified strengths and areas for growth:

I acknowledge that my supervisor has reviewed this evaluation with me.

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

Supervisor's Signature: \_\_\_\_\_

Training Director's Signature: \_\_\_\_\_

## Appendix D - AESD Supervisor Evaluation

**AESD Psychology Internship Supervisor Evaluation:** To be completed by intern at mid-point and end of training year and discussed with supervisor during intern evaluation meeting

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

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Scoring Criteria: \_\_\_\_\_

Please use the following scale to rate the supervisor on the items below:

5 = Excellent, very helpful in my development

4 = Good

3 = Average

2 = Below Average

1 = Unsatisfactory, least helpful in my development

### **General Characteristics of Supervisor**

Was consistently accessible for discussion, questions, etc.	-----
Allotted sufficient time for supervision and scheduled supervision meetings appropriately	-----
Kept sufficiently informed of case(s)	-----
Was interested in and committed to supervision	-----
Set clear objectives and responsibilities throughout supervised experience	-----
Was up-to-date in understanding of clinical populations and issues	-----
Presented as a positive role model	-----
Maintained appropriate interpersonal boundaries with patients and supervisees	-----
Provided constructive and timely feedback on supervisee's performance	-----
Encouraged appropriate degree of independence	-----
Demonstrated concern for and interest in supervisee's progress, problems, and ideas	-----
Communicated effectively with supervisee	-----
Maintained clear and reasonable expectations for supervisee	-----
Encouraged supervisees in timely and successful completion of internship	-----
Treated patients, staff, and supervisees with courtesy and respect	-----
Encouraged the use of empirical literature to guide/inform interventions and assessments	-----
Provided a level of case-based supervision appropriate to supervisee's training needs	-----

Comments:

### **Development of Clinical Skills**

Assisted in coherent conceptualization of clinical work	-----
Assisted in translation of conceptualization into techniques and procedures	-----
Effectively assisted in developing short-term and long-range goals for patients	-----
Effectively assisted in the navigation of individual and cultural diversity, including any differences that created tension	-----
Provided effective training in Intervention	-----
Provided effective training in Assessment	-----
Provided effective training in Interprofessional and Interdisciplinary Consultation	-----

Provided effective training in Supervision	
Provided effective training in Individual and Cultural Diversity	
Provided effective training in Research	
Provided effective training in Ethical and Legal Standards	
Provided effective training in Professional Values, Attitudes, and Behaviors	
Provided effective training in Communication and Interpersonal Skills	
Comments:	
<b>Summary</b>	
Overall rating of supervision with this supervisor	#DIV/0!
Describe how the supervisor contributed to your learning	
Describe how supervision or the training experience could be enhanced	
Any other suggestions/feedback for your supervisor?	
Supervisor's Signature	Date
Intern's Signature	Date

## Appendix E - AESD Program Evaluation

**AESD Psychology Internship Program Evaluation**: To be completed by Intern

This evaluation is utilized by the internship program as a mechanism to elicit feedback that will lead to improvement and enhancement of the program. All responses are reviewed by the Training Committee (TC), and your feedback is carefully considered. Any ratings of "poor" or "fair" will result in action by the TC to address the problematic item, so please include detailed comments whenever applicable in order to help us respond most effectively. Upon completion of this form, please sign and share with your primary supervisor or, if you are more comfortable, sign and forward to the Training Director (TD).

Intern: \_\_\_\_\_ Training Site: \_\_\_\_\_

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Scoring Criteria: 1=Poor; 2= Fair; 3= Average; 4= Very Good; 5= Excellent; N/A = Not	
<b>Cohort Experience:</b> In this section, please provide ratings related to the activities that you participated in with your intern cohort.	
Overall quality of orientation activities (mid-point review only)	
Overall quality of didactic lectures	
Relevance of didactic lecture topics	
Overall quality of group supervision	
Opportunities for peer support and socialization	
Comments:	
<b>Development of Clinical Skills:</b> In this section, please rate the quality of your training within each of the program's identified competency areas. Please consider your experience with didactic training and supervision as well as direct clinical experiences.	
<b>Intervention</b>	
Quality of Training	
Comments:	

<b>Assessment</b>	
Quality of Training	
Comments:	
<b>Ethical and Legal Standards</b>	
Quality of Training	
Comments:	
<b>Cultural and Individual Diversity</b>	
Quality of Training	
Comments:	
<b>Research</b>	
Quality of Training	
Comments:	
<b>Professional Values and Attitudes</b>	
Quality of Training	
Comments:	

<b>Interprofessional and Interdisciplinary Consultation</b>	
Quality of Training	
Comments:	
<b>Supervision (recall that, for the purposes of this evaluation, you are rating the training you received in this required area of competence, NOT the supervision you received)</b>	
Quality of Training	
Comments:	
<b>Communication and Interpersonal Skills</b>	
Quality of Training	
Comments:	
<b>General Ratings:</b> In this section, please provide feedback about your overall experience of the internship program.	
<b>General Areas</b>	
Overall quality of training	
Comments:	
Breadth of clinical intervention and assessment experience	
Comments:	

Satisfaction with number of client contacts and diversity of clients	
Comments:	
Clarity of expectations and responsibilities of intern at training site	
Comments:	
Role of intern at the site	
Comments:	
Caseload was appropriate to meeting educational/training needs	
Comments:	
Climate of training environment as it relates to diversity	
Comments:	



<b>Additional comments, suggestions, and/or feedback</b>	
Comments:	

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Intern's Signature Date

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Supervisor's Signature Date

---

Training Director's Signature Date

Avondale Elementary School District  
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Avondale, AZ 85323  
[Choose.aesd.or](http://Choose.aesd.or)