

**THE UNIVERSITY OF ARIZONA
PSYCHOLOGY INTERNSHIP
CONSORTIUM
Handbook 2023-2024**



THE UNIVERSITY OF ARIZONA
College of Education

Introduction

The University of Arizona Psychology Internship Consortium (UARizona PIC) is a collaboration of three agencies in Southern Arizona, which share resources for the purpose of creating a high-quality internship opportunity that represents the diversity and needs of the Southwest. The aim of the UARizona PIC is to prepare and retain psychologists who provide psychological services in school settings. The clinical training sites associated with UARizona PIC are Sunnyside Unified School District and Tucson Unified School District. The Department of Disability and Psychoeducational Studies at the University of Arizona is a non-clinical site that contributes expertise and resources to the consortium. The UARizona PIC is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Training Committee is strongly committed to an atmosphere of inclusivity and an appreciation of the unique contributions of each intern to establishing a cohesive learning community and to developing an environment that encourages interns to pursue licensure and long-term employment in Tucson.

Accreditation Status

University of Arizona PIC is not currently accredited by the APA. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association

750 1st Street, NE, Washington, DC 18002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Member Status

UARizona PIC (#2522) is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC Match Service. UARizona PIC agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking related information from any intern applicant.

Overview

The University of Arizona Psychology Internship Consortium offers two 12-month, full-time doctoral internships beginning in mid-July of each year. The UArizona PIC includes two sites located in Southern Arizona and provides a range of training and didactic experiences that reflect the breadth and depth of professional psychology practice as well as the diversity and needs of clients in the Southwestern United States. Interns are matched at one site with a variety of training experiences provided within each placement.

The UArizona PIC includes the following training sites: Sunnyside Unified School District and Tucson Unified School District. The University of Arizona, Department of Disabilities and Psychoeducational Studies serves as an administrative, non-clinical partner site to provide expertise and support to the consortium. Each site has one intern placement. A description of each site and the associated intern experience is provided below.

Sunnyside Unified School District

Primary Supervisor: Deborah Mercier-Burmeister, Ph.D., NCSP
(debbiem@susd12.org)

Established in 1921, the Sunnyside Unified School District is the second-largest district in Southern Arizona serving more than 14,000 students and families. Located in a culturally and linguistically rich community and surrounded by two Native Nations—the Tohono O'odham and Pascua Yaqui Tribe.

During the 2020-21 school year, of the total 14,708 students, 12,228 (83%) students qualified to receive free and reduced-price meals, 2,090 (14%) of students are classified as English Language Learners and approximately 300 (2%) of Sunnyside's students are identified as homeless. Another 1,658 students (11%) receive Special Education services.

Sunnyside serves families with children from birth to grade 12. The nationally recognized Ocotillo Early Learning Center is the District's high quality, developmentally appropriate early childhood center serving children ages birth to five of all abilities in an inclusive, nurturing, and stimulating environment. Programs include Title One preschool, early childhood special education, Parents As Teachers, Family Literacy, and a fee-based preschool program.

Intern Experience. The intern matched with the Sunnyside Unified School District will join a team of 24 school psychologists including two who are also licensed psychologists in Arizona.

School Psychologists in the Sunnyside School District provide the following services. (This is not an exhaustive list and not every psychologist will do every service.)

- Conduct comprehensive psychoeducational evaluations to determine if students qualify for special education services for all special education categories
- Administer and interpret a wide range of psychological assessments including intelligence tests, achievement tests and social emotional assessments
- Administer and interpret behavior rating scales
- Conduct classroom observations
- Integrate information about a student's school and family history to include in decision making
- Prepare Multidisciplinary Evaluation Team reports
- Collaborate with teachers and parents to develop behavior interventions to help students who are struggling
- Consult with parents, teachers and students about learning and emotional problems
- Conduct manifestation determinations
- Conduct individual and group counseling
- Conduct crisis intervention and threat or risk assessments to self or others
- Advocate and collaborate with behavioral and mental health professionals outside the school
- Collaborate with outside specialists and medical professionals

Psychologists are assigned to no more than two schools at the elementary level, although most elementary schools have a full-time psychologist, and one school at the secondary level. Within the district, school psychologists and interns have opportunities to work on projects in smaller committees to guide district practices. Additionally, Sunnyside has a group of psychologists that serve as an Autism team to support peers with autism evaluations and conduct more specialized assessments as needed.

Interns working in Sunnyside will have the opportunity to work at several different age levels with exposure to students with a wide range of needs. Based on the intern's skill levels, they may be assigned to their own school. In this case, the intern is assigned full-time to what is considered a half-time psychologist position and will have ample opportunity to work at multiple schools. Interns will also have access to their supervisor(s) at all times. Interns working in Sunnyside will be expected to provide the same services provided by a certified school psychologist by the time they complete their internship. Interns working in Sunnyside will join a highly collaborative group of psychologists who meet regularly for staff training and professional development. SUSD psychologists also frequently consult with each other about cases. Interns will receive individual and group supervision and have opportunities to both receive and provide didactics and case presentations. The

primary supervisor at Sunnyside is Dr. Mercier-Burmeister, a Licensed Psychologist, Nationally Certified School Psychologist, Arizona certified school psychologist, and the lead psychologist in Sunnyside.

Tucson Unified School District

Primary Supervisor: Peter Shibuya, PhD (peter.shibuya@tUSD1.org)

The Tucson Unified School District is the second largest school district in Arizona and the largest school district in Southern Arizona. TUSD serves students from preschool to 12th grade. Student enrollment in 2021-2022 was 46,396 students served on over 80 campuses. It is a diverse population with around a 81% minority student enrollment. In Tucson Unified School District during the 2021-2022 school year approximately 77% of the students qualified to receive free and reduced-price meals and approximately 10% of the students were classified as English Language Learners; approximately 2% of the students were identified as homeless. In 2021-2022, approximately 14% of the population received Special Education services (37% SLD, 8% DD, 6% ED, 9% OHI); 64% of students were Hispanic/Latino; 7% African American, 4% Native American, 3% Asian American, and about 4% identifying as Multi-Racial.

The Exceptional Education Department serves approximately 7,000 students identified with varied special education needs and has more than 50 full and part-time school psychologists providing services for these students. The school psychologists work closely with related service personnel such as speech pathologists, occupational therapists, physical therapists, social workers, special education teachers, paraprofessionals, nurses, counselors, and general education staff.

Intern experience. The intern matched with Tucson Unified School District (TUSD) will be assigned an internship program tailored to the individual's professional goals. TUSD is a culturally diverse district that offers great opportunities and experiences. Interns will work with a doctoral level, licensed psychologist and certified school psychologist as a primary supervisor. Based on preference and supervisor's discretion, interns could conduct rotations that focus on students with intellectual disabilities, severe emotional disabilities, and/or autism. TUSD offers opportunities to work with children from preschool to high school. Interns can build assessment, counseling, and procedural process skills with different supervisors through the rotations, but also focus on target areas with the primary supervisor. After the first half of the year, the intern will be assigned a school so that they may be immersed in the day to day functioning of a school psychologist; the intern's caseload will remain consistent with their level of experience and will be supported by intern's primary supervisor. Each week, the intern will have direct supervision, group supervision,

didactic training, and a school psychologist group meeting (varying between entire staff, small group staff, and new staff training). The primary supervisor at Tucson Unified School District is Dr. Peter Shibuya, a licensed clinical psychologist and AZ certified school psychologist.

University of Arizona Psychology Internship Consortium Primary Faculty

Peter Shibuya, Ph.D. Dr. Shibuya is a licensed psychologist and certified school psychologist. He received his PhD in clinical psychology (child and family tract) from Alliant University in 1994. Dr. Shibuya spent two years working on a child and adolescent psychiatric unit prior to starting his career in school psychology. He worked six years in Baltimore County Public Schools prior to starting in Tucson Unified School District in 2003. He has extensive experience in assessment, school based therapy, and working with children with disabilities (emotional, learning, intellectual, and autism). Dr. Shibuya has a strong commitment to building relationships with teachers, administrators, special education staff, students, and families for a systemic approach to school interventions. He has provided supervision to school psychologists since 2005. Dr. Shibuya enjoys bicycling and running in his free time and on weekends can often be found on “The Loop” trail that circles Tucson.

Deborah Mercier-Burmeister, Ph.D., is a Nationally Certified School Psychologist and a Licensed Psychologist (since 2019), and worked as a special education and general education teacher for eleven years prior to becoming a school psychologist. She has received her Ph.D. (School Psychology), Ed.S. and B.A. from the University of Arizona. Dr. Mercier-Burmeister continues to maintain teaching credentials with endorsements for Special Education - Learning Disabilities, Sheltered English Immersion, and a highly qualified classification in Language Arts/Reading. Dr. Mercier-Burmeister has worked as a school psychologist in the Sunnyside School District for 10 years. Dr. Mercier-Burmeister has experience working at all levels from preschool through high school. She has extensive experience working with students demonstrating social/emotional disabilities, trauma responses, and autism spectrum disorder across the school levels. Dr. Mercier-Burmeister has been an active member of the district's autism assessment team for the last 9 years. She has supervised both intern and practicum students since 2015. She is a current member of the Southern Arizona Psychological Association (SAPA) and National Association of School Psychologists (NASP).

Jennifer Kirkpatrick, Ph.D. (She, Her/Hers). Dr. Kirkpatrick is a Licensed Psychologist and AZ Certified School Psychologist. She earned her B.S. in Psychology from the College of William and Mary, her M.S. in Special Education from Syracuse University,

and her Ph.D. in Educational Psychology from the University of Arizona. Dr. Kirkpatrick has worked as a school psychologist in Arizona for over 13 years in a variety of settings including public schools, public charter schools, and Bureau of Indian Education schools. Prior to becoming a school psychologist, Dr. Kirkpatrick worked as a special education teacher for students with moderate to severe Autism. Dr. Kirkpatrick has served as a Response to Intervention (RTI) specialist, an Arizona Department of Education RTI coach and trainer, and a Reading First assessment coordinator. She also has an extensive background in the implementation of school-wide, data-based decision-making systems. She is currently the Program Director of the University of Arizona, Tucson EdS Program in School Psychology as well as the Training Director of the UArizona PIC.

UArizona PIC Supervisors (Secondary and Rotations)

Sunnyside Unified School

Kimberly Morris, Ph.D. is a Nationally Certified School Psychologist and a Licensed Psychologist. She received her Ph.D. from the University of Arizona in School Psychology in 2008. She has worked as a school psychologist for the Amphitheater School District for the past 11 years and moved to Sunnyside at the start of the 2019-2020 school year. Her experience has primarily involved kindergarten through eighth grade students, with specific experience working with students with emotional disabilities. She also has experience supervising graduate students, including first year students, practicum students, interns and post-doctoral students.

Tucson Unified School District

Rhonda L. Smith, PhD, NCSP – Pronouns: She, Her/Hers

Dr. Smith is a licensed psychologist in the state of Arizona, a nationally certified school psychologist (NCSP), and a certified teacher in the state of Arizona with early childhood and K-12 reading specialist endorsements. She earned her PhD in 2016 and MA in 2015 from the University of Arizona (UA), both degrees in School

Psychology with a minor in Special Education. Additional degrees and training include a bachelor's in Teacher Education, also from the UA, and a master's in Educational Leadership from Northern Arizona University. She worked in private schools in the late 1980s and began her career in public education in Arizona as a teacher in 1990, during which time she provided supervision to UA Student Teachers. Dr. Smith has extensive experience in working with children with developmental delays, chronic health/medical conditions, and autism, as well as intellectual, emotional/behavioral, and learning disabilities. Her extensive experience also includes psychoeducational assessments, school-based therapy, and consulting and collaborating with families, school staff, and outside service providers. Dr. Smith is a published author and a guest reviewer for Applied School Psychology. In addition, she has provided supervision to School Psychology students since 2017. Dr. Smith enjoys spending time with her family, hiking, gardening, reading, and solving crimes.

Training Emphases

Tucson, Arizona is a diverse community. According to 2020 US Census estimates, 44% of residents are Hispanic or Latinx, and 16% are living in poverty. More than 19 languages are spoken by students in the participating school districts. The UArizona PIC supervisors are committed to training interns to be culturally competent including an understanding of their own cultural background and the interplay of their own culture with the diverse clients with whom they will work. Interns are expected to complete 2,000 hours of training during the internship year with at least 500 hours (25%) spent in direct service delivery. Emphasis is placed on training interns in culturally competent practice across all areas including behavioral health, assessment, intervention, collaboration and consultation. Our supervisors are a diverse group of practitioners with a wealth of collective experience working with diverse clients. In order to serve these clients, supervisors engage in continuing professional development in best practices reflective of culturally competent practices. In addition to modeling culturally competent practices by supervisors, Interns will have direct experience working with a variety of students including students who are Latinx, refugee, gender diverse, language diverse, and socio-economically diverse. Training on diversity variables is emphasized in didactic seminars and supervision. Interns are expected to be competent in the APA Standards of Accreditation (SoA) nine Profession-Wide Competencies, as well as abide by the APA Code of Ethics and the policies of both UArizona PIC and the individual training sites.

Behavioral Health Intervention

Each consortium site provides opportunities for interns to work in school settings to provide therapy (individual or group), crisis intervention, and academic/behavioral interventions to individually and culturally diverse children and adolescents within a variety of evidence-based modalities (predominantly Cognitive Based). Interns work with and identify individuals for learning disabilities, emotional disabilities, intellectual disabilities, other health impairments (usually ADHD), and autism. Additionally, Interns may have the opportunity to collaborate with outside specialists and medical professionals.

Psychological Assessment

Interns at each consortium site administer, interpret, and provide written syntheses of assessment data to determine if students qualify for special education services for all IDEA categories. Assessments may include interviews, observations, intellectual, achievement, personality, social-emotional, and/or other competency-based measures. Measures used may include the Weschler Intelligence Scale for Children, 5th Edition, the Woodcock Johnson Test of Cognitive Abilities and Achievement, 4th Edition, Behavior Assessment System for Children, 3rd Edition, Kaufman Assessment Battery for Children, 2nd Edition, as well as other broad and narrow band standardized tests. Interns will learn to develop and implement an assessment plan that is culturally responsive including integrating information about a student's school and family history as part of decision making. School-based interns will also have opportunities to complete functional behavior assessments and behavior plans in coordination with teachers and parents as well as evaluating data as part of manifestation determination meetings. In addition to administering these measures, interns utilize assessment writing skills to produce accurate, high quality, reports that communicate findings and recommendations in a clear, coherent, useful manner that is appropriate for the intended audience.

School-based interns are expected to demonstrate competency (fewer than 5 minor errors; no major errors that impact scoring) in assessment administration on a variety of measures (including but not limited to: cognitive tests, achievement tests, social-emotional and adaptive measures) prior to independent administration. Failure to demonstrate assessment administration competency by September 1 will lead to Due Process Procedures – Formal Review. Interns are expected to complete a *minimum* of 5 comprehensive psychoeducational evaluations during the internship year.

Interdisciplinary Collaboration and Consultation

Interns across training sites participate in activities related to interdisciplinary consultation and systems collaboration. Each consortium site provides opportunities for interns to provide education and guidance to parents, families, and other professionals regarding psychological issues, to establish and engage in collaborative relationships with other agencies (e.g., schools, community agencies, social services, juvenile justice system, medical providers), and to participate on interdisciplinary treatment teams. Consultation and collaboration emphasizes consideration of cultural, linguistic, socio-economic, gender, and other variables of diversity.

Aims, Competencies and Learning Elements

UArizona PIC is designed to be in alignment with the framework of the American Psychological Association (APA) Standards of Accreditation (SoA). The aim, profession wide competencies, and associated learning elements are listed below.

Aim

The aim of UArizona PIC is to prepare and retain psychologists who are well qualified to provide psychological services to culturally, linguistically, and economically diverse children, adolescents, and families in school and clinical settings.

Profession Wide Competencies and Learning Elements

By the conclusion of the training year, UArizona PIC interns are expected to achieve competency in all areas to demonstrate their preparedness for entry level independent practice and licensure in the following areas:

1. Research
 - 1.1. Demonstrates the substantially independent ability to critically evaluate research
 - 1.2. Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional, or national level
 - 1.3. Demonstrates ability to utilize scholarly literature and other resources to inform practice with diverse clients.
2. Ethical and Legal Standards
 - 2.1. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct
 - 2.2. Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists
 - 2.3. Demonstrates knowledge of and acts in accordance with all professional standards and guidelines
 - 2.4. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them
 - 2.5. Conducts self in an ethical manner in all professional activities

3. Cultural and Individual Diversity

- 3.1. 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
- 3.2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity
- 3.3. Integrates knowledge of individual and cultural differences in the conduct of professional roles
- 3.4. Applies a framework for working effectively with areas of individual and cultural diversity
- 3.5. Demonstrates the ability to independently apply one's knowledge and approach in working effectively with the range of diverse individuals whose group membership, demographic characteristics, or worldviews may differ from one's own

4. Professional Values, Attitudes, and Behaviors

- 4.1. Behaves in ways that reflect the values and attitudes of psychology
- 4.2. Engages in self-reflection regarding personal and professional functioning
- 4.3. Demonstrates openness and responsiveness to feedback and supervision
- 4.4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
- 4.5. Engages in activities to maintain and improve performance, well-being and professional effectiveness

5. Communication and Interpersonal Skills

- 5.1. Develops and maintains effective relationships with a wide range of individuals
- 5.2. Effectively produces and comprehends verbal and nonverbal communications
- 5.3. Effectively produces and comprehends written communications
- 5.4. Demonstrates effective interpersonal skills and the ability to manage difficult communication well

6. Assessment

- 6.1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and challenges
- 6.2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)
- 6.3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
- 6.4. Selects assessment methods that draw from the best available empirical literature
- 6.5. Accurately administers and scores a variety of assessments
- 6.6. 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
- 6.7. Interprets assessment results to inform case conceptualization, classification, and recommendations with consideration of client diversity characteristics

- 6.8.Orally communicates findings in an accurate and effective manner sensitive to a range of audiences
- 6.9.Communicates in written documents in an accurate and effective manner sensitive to a range of audiences
7. Intervention
 - 7.1.Establishes and maintains effective relationships with consideration of developmental and diversity characteristics for recipients of psychological services
 - 7.2. Develops evidence-based intervention plans
 - 7.3. Implements interventions informed by the current scientific literature
 - 7.4.Demonstrates the ability to apply the relevant research literature to clinical decision making
 - 7.5. Modifies and adapts evidence-based approaches
 - 7.6. Evaluates intervention effectiveness
8. Supervision
 - 8.1.Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals
 - 8.2.Applies supervisory skill of observing in direct or simulated practice
 - 8.3.Applies supervisory skill of evaluating in direct or simulated practice
 - 8.4.Applies supervisory skill of giving guidance or feedback in direct or simulated practice
9. Interprofessional and Interdisciplinary Consultation
 - 9.1.Demonstrates knowledge and respect for the roles and perspectives of other professions
 - 9.2.Applies knowledge about consultation in direct or simulated (role played) consultation

Supervision and Training Policy

The University of Arizona Psychology Internship Consortium values life-long learning and reflective practice. During their training year with UArizona PIC, interns are exposed to a variety of psychologists and practitioners committed to continual professional development. UArizona PIC offers unique learning opportunities that are site-specific as well as collaborative learning opportunities intended for all UArizona PIC interns, such as didactics and group supervision.

Each site in the consortium is committed to providing:

- 2 hours of weekly individual supervision with licensed psychologists to focus on assessment and intervention cases, culturally-competent practice, and consultation competencies. (schedule determined independently with supervisors). Individual supervisors maintain overall responsibility for all

supervision, including oversight and integration of supervision provided by other professionals.

- 2 hours of weekly learning activities, which may include case consultations, team staffing, site-based trainings etc. (schedule dictated by each site)

Collectively UArizona PIC is committed to providing all interns:

- 2 hours of in-person/virtual weekly group supervision.
- 2 hours on average of in-person/virtual weekly Intern Seminar (didactics)

Group supervision utilizes both a developmental model and process-oriented approach intended to support a collective learning experience. Intern seminars are largely didactic in nature, facilitated by a rotation of professionals, and focus on a wide range of topics throughout the year. Topics include issues related to direct service provision, models of care, factors of diversity, and early career professional development. All didactic seminars are expected to incorporate individual and/or cultural diversity themes and adhere to professional presentation standards, with current evidence-based references as appropriate. A sample didactic calendar is located in Appendix A attached to this handbook.

In the event that an intern is absent on an intern seminar day, interns will be required to make up this time through an alternative learning activity related to the seminar that was missed. The intern will propose an alternative activity such as reading an article and writing a reflection paper or attending an alternative training. All alternate activities must be approved by the Training Committee.

Interns may receive additional supervision based on their rotation or individual training plans. Interns have access to consultation and supervision at all times during which they provide clinical services. Contact information for all supervisors is provided to interns at the beginning of the year and is available via the UArizona PIC shared drive. All supervisors are appropriately credentialed for their role in the program.

Telesupervision Policy

The UArizona uses a combination of in person and videoconferencing to provide weekly group supervision to all interns. This combination of formats is utilized in to promote interaction and socialization among interns who are frequently dispersed across separate training sites. When group supervision takes place via telesupervision, interns and a faculty facilitator meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group supervision in one of these formats is required for all current UArizona interns

for two (2) hours each week, at a regularly scheduled time. The UArizona PIC places 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. Additionally, telesupervision may be utilized in place of individual in-person supervision for times when in person supervision is not feasible (e.g., supervisor and intern working at different sites with full schedules).

The UArizona PIC recognizes the importance of supervisory relationships. Group supervision is led by members of the UArizona Training Committee, on a rotating basis, in order to provide interns with the opportunity to experience a breadth of supervisory relationships and supervision modalities. It is expected that the foundation for these supervisory relationships is cultivated initially during the UArizona PIC's orientation, such that interns have formed relationships with the entire Training Committee prior to engaging in videoconference group supervision. For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all UArizona supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

All UArizona PIC videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. All interns are provided with instruction regarding the use of the videoconferencing equipment, as needed, at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to the technology department of the respective training sites.

Training Activities

Interns will be exposed to a variety of psychologists and guest speakers through a comprehensive didactic seminar series that spans the length of the training year. Didactic topics include issues related to direct service provision, ethics, diversity, professional growth, advanced skills, assessment, as well as more theoretical and/or professional development focused topics designed to build upon prior knowledge and experiences and complement experiential training during the internship year.

Didactic seminars will incorporate individual and/or cultural diversity themes and adhere to professional presentation standards.

Interns participate weekly in two hours of in-person group supervision and two hours of shared didactic experiences. These activities, in addition to shared orientation experiences and occasional additional shared trainings offered by SUSd or TUSD supports cohesion within the intern cohort.

In addition to training offered via the consortium, local professional organizations are highly active and offer additional training opportunities. The Southern Arizona Psychological Association and the Arizona Association of School Psychologists offer local and state-wide trainings throughout the year. Interns are encouraged to get involved in these professional organizations.

Research

UArizona PIC trains psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. In addition to infusing current research into areas of practice, interns will have an opportunity to demonstrate competence by researching a current advanced topic related to practice and presenting to other professionals.

Intern Evaluation

The UArizona PIC requires that interns demonstrate minimum levels of achievement across all competencies and learning elements. Interns are formally evaluated by their primary supervisor in November, March, and at the end of the internship year. Evaluations are conducted using the intern evaluation form, which can be found in Appendix B. The form includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. Any areas marked N/O (not observed) will be addressed at the end of the evaluation with a timeframe for observation. This evaluation is intended to supplement ongoing dialogue between the supervisor and intern on the intern's progress and areas for growth. The evaluation form includes information about the interns' performance regarding all of the consortium's expected training competencies and the related training elements, which are aligned with the competencies disseminated by the American Psychological Association. Supervisors are expected to review these evaluations with the interns and provide an opportunity for a response and discussion at each timepoint. The training director reviews, signs and retains a copy of all evaluations.

A minimum level of achievement (MLA) by November for each competency is defined as a rating of 2; the MLA for March for each competency is defined as a rating of 3 (see below) across the learning elements for that competency.

On the final review, the minimum level of achievement is a rating of 4 across learning elements in competency areas. No individual learning element may be rated lower than "4" on the final review. Prior to this, the supervising psychologist, in consultation with the training director, will identify competencies requiring significant improvement and develop a plan to address those weaknesses. Major areas of difficulty or failure to improve with a specific improvement plan may result in the initiation of due process procedures.

The items on the rating scale are 5 = Advanced Competence - Exhibits competency of an entry level school psychologist; intern is able to function independently; 4 = Proficient Competence - Exhibits competency expected for intern at completion of training program; ready for entry level practice; 3 = Intermediate Competence - Exhibits competency expected of a mid-doctoral-level intern; routine or minimal supervision required; 2= Beginning Competence - Exhibits competency expected of a beginning doctoral level intern; requires close supervision; 1 = Remedial - Has not exhibited minimum competency expected for a beginning doctoral-level intern; needs intensive additional guidance and supervision; NO = Not Observed; skill not observed (specify plan for addressing).

All UArizona PIC interns are expected to complete 2000 hours of training during the internship year. Interns are expected to have at least 25% direct client contact. Meeting the hour requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Intern evaluations and certificates of completion are maintained indefinitely by the Training Director in a secure digital file. The UArizona PIC also maintains a description of the training experience indefinitely. Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum at the fourth month, eighth month and end point of the internship year.

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 an intern enters into the formal review step of the due process procedures due to concerns of a supervisor or an inadequate rating on an evaluation, the home doctoral program also will be contacted. 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 the Consortium as a result of the due process procedures, up to and including termination from the program. In addition to the evaluations described above, interns complete evaluations of their supervisor and the training program three times a year (November, March, June), to provide feedback to inform changes or improvements in the training experience (Appendix D and E). All evaluation forms are available in this Handbook and via the UArizona PIC's website.

Maintenance of Records

Intern records, including, at a minimum, a description of the training experience, all formal evaluations, and certificates of completion are maintained indefinitely by the Training Director in a secure digital file.

Communication with Graduate Program

UArizona PIC believes that a working relationship with intern graduate programs is necessary to support interns in successful completion of the internship training year. As such, interns sign a release of information for their graduate programs for the Training Director and/or Training Committee to communicate pertinent information throughout the year. Formal communication with the graduate program begins after an intern successfully matches with UArizona PIC. At this time, the Director of

Training of the graduate program is included in the match letter. Written communication with feedback regarding intern progress is also provided to the intern's doctoral program every four months (November, March, June) of the training year. Upon successful completion of the internship, the graduate training program and intern are issued a certificate signed by the Training Director indicating successful completion of the program.

If successful completion comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures, the home graduate program will be contacted within two weeks. This contact is intended to ensure that the graduate program, which also has a vested interest in the intern's progress, remains informed and engaged to support an intern having difficulties. The graduate program is also notified of any further action that may be taken by UArizona PIC as a result of the Due Process procedures, up to and including termination from the program.

Stipend, Benefits, and Resources

Stipend

UArizona Psychology Internship Consortium (UArizona PIC) offers two (2) doctoral internship positions. Interns are employed by the school district to which they are matched. Interns begin their training year in mid-July and conclude at the beginning of July in the following year. The current stipend for the 2023-2024 training year is \$32,000.

Interns requiring extended leave for situations typically covered by the Family Medical Leave Act policy should contact the Training Director as soon as possible. The intern stipend would stop during the leave. All requirements for the internship must be met within 15 to 18 months of the original start date.

Benefits/Leave

Sunnyside Unified School District

The interns at Sunnyside Unified School District are provided with benefits entitled to any employee. These include medical, vision, dental, life and supplemental insurances. The district website provides a complete description of the benefits and the cost for employees and any spouses or dependents they might have.

<https://www.susd12.org/Human-Resources/benefits>

Tucson Unified School District

Interns working in Tucson Unified School District are provided the benefits entitled to any employee. These include medical, vision, dental, life and supplemental insurances. The district website provides a complete description of the benefits and the cost for employees and any spouses or dependents.

<http://www.tusd1.org/Departments/Benefits>

<http://www.tusd1.org/Portals/TUSD1/District/docs/Benefits/LOAGuidelines.pdf>

Vacations

Interns in the school districts follow a school calendar and will need to work with their supervisor to ensure hour requirements are met. This applies to fall, winter, and spring breaks where interns will need to meet their hours while schools are not in session by working on projects, reviewing research, or addressing a predetermined area of need for the district.

Resources

UArizona PIC interns have access to numerous resources in all training sites. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased pending approval. Each intern has access to administrative and IT support through their primary training site. Each intern is provided with a workspace as well as access to a laptop computer and distance technology.

Finally, interns matched with UArizona PIC are expected to travel to other consortium sites and several times during the internship year and, therefore, must have access to reliable transportation. Interns will be reimbursed for travel per the guidelines from their internship site described below:

Sunnyside Unified School District may allow \$.55 a mile for business related travel with pre-approval from the Director of Exceptional Education. SUSD may also cover certain workshop registration fees if pre-approved by the Exceptional Education Director.

Tucson Unified School District offers \$.44 a mile for travel between schools or sites that must be submitted monthly to the Exceptional Education Department. TUSD may also cover certain workshop registration fees if pre-approved by the Exceptional Education Director.

Life in Tucson

Located 65 miles from the Mexican border and adjacent to the Tohono O'odham and Pasqua Yacqui reservations, Tucson is a medium sized city that feels like a small town. It has a rich cultural heritage that is part of the fabric of the city. Once a part of Mexico, home to Native Americans for thousands of years, Tucson retains parts of both cultures. Tucson has something for you whether you are an outdoors enthusiast, foodie, arts lover or sports fan. It is the second largest city in Arizona with a population of 525,000 people in the city limits and another 400,000 in the surrounding towns. Like almost every city, Tucson offers a variety of music and theater venues, bars, restaurants, food trucks and museums. They are busy and fun and offer great food for all price ranges. Tucson also offers activities that are found few other places especially related to the outdoors, food and Mexican and Native American cultures.

Outdoors

Tucson is surrounded by four mountain ranges, the Santa Catalinas to the north, the Rincons to the east, the Santa Ritas in the south and the Tucson Mountains to the west. All the mountains offer hiking trails ranging from paved and easy to rugged and challenging. Sabino Canyon northeast of the city in the Coronado National Forest offers opportunities for walking, picnicking, road running, trail running, and birding to name a few of the activities. A road winds up Sabino Canyon following a stream that has water much of the year with towering rock walls well over a thousand feet high on both sides. Early morning biking is also allowed. For those looking for a long distance hiking challenge, the Arizona National Scenic trail spans the length of the state from Mexico to the Utah border and runs through the eastern edge of Tucson, traversing the Rincon and Catalina mountain ranges.

Tucson is a bike friendly town with bike lanes on many streets, access to country roads for longer rides and "The Loop," 120 miles of paved bikeways surrounding the city following along the city's washes and "rivers." (If you're not from the southwest, the rivers are dry much of the year but will flow with summer monsoon, winter rains and snowmelt.) Or, you can ride the cactus forest loop at Saguaro National Park – East. There are also annual bike races like El Tour de Tucson, which attracts over 7000 riders from the city and around the world for a 120-mile race and "rides" of approximately 100, 75, 50 and 25 miles. Or if you prefer mountain biking, there are many mountain trails in the area, and Tucson is home to the grueling 24 Hours in the Old Pueblo Mountain Bike race every February.

Tucson is home to the southern-most ski resort in the U.S. with ski runs on top of Mt. Lemmon in the Santa Catalina's which open in the winter when there is sufficient snow cover. There are also several ski resorts in Arizona within a few hours drive that offer skiing/snowboarding throughout the winter

Runners might like the trails around town or competing in the Tucson Marathon, a qualifying event for the Boston Marathon.

Arts and Culture

Tucson offers music of all kinds from the Club Congress and the Rialto Theater downtown which offer a range of local and national bands to jazz, mariachi music, and the Tucson Symphony Orchestra. Almost any kind of music can be found any night of the week if you know where to look. (See the Tucson Weekly www.tucsonweekly.com). In addition, Tucson has the annual Jazz Festival (winter), Tucson Desert Song Festival (winter) and Folk Festival (spring).

There are several venues for live theater around Tucson including the Arizona Theater Company, Borderlands, Arizona Opera, Broadway in Tucson (University of Arizona campus), Gaslight Theater, Live Theatre Workshop and Rogue Theater to name a few.

Every March, the Tucson Festival of Books, is held on the campus of the University of Arizona. Hundreds of thousands of people (not hyperbole) flock to the U of A campus to listen to authors, join discussions and celebrate all things literary.

Like gems, fossils or jewelry? For two weeks from the middle of February through the beginning of March, Tucson hosts the largest gem and mineral show in the world. Spread throughout the city there are venues for the public and those in the gem business. You could spend 24 hours a day for the two weeks of the show and not be able to see all there is to see.

The All-Souls Procession is an annual walk/parade celebrating people in our lives who have passed on. Inspired by the Dia Del Muerte celebrations, thousands walk dressed in costumes and carrying pictures and other memorabilia of loved ones. There is nothing else like it. <https://allsoulsprocession.org/>

Tucson also celebrates its western heritage with the annual Fiesta de Vaqueros, or rodeo <https://www.tucsonrodeo.com/>. Each year Tucson hosts four days of Rodeo toward the end of February. The rodeo starts off with the longest non-mechanized

parade in the country and has three days of bronco and bull riding, and roping. All public schools close for the Thursday and Friday the rodeo is in town.

Food

Foodies will appreciate that Tucson has been named by UNESCO as a World City of Gastronomy, the first in the United States. Tucson has some of the finest Mexican food in the country. Predominantly Sonoran style, Tucson has “23 miles of Mexican food” ranging from the older, classic Mexican restaurants on South Fourth Avenue to the upscale fare in the Catalina Foothills. Every year Tucson hosts, the Tucson Meet Yourself festival, for the wide variety of ethnic food as the city celebrates its diverse heritage. Hot dog aficionados will appreciate the Sonoran dogs from various food trucks and restaurants. El Guero Canelo won a James Beard award in 2018 for culinary excellence for their Sonoran dogs, and El Charro, a long-time Tucson restaurant (established in 1922), and Barrio Bread, a local bakery using local grains and maker of some of the best bread you will ever eat (2022 James Beard award for Outstanding baker -winner!).

Psychologist Community

Interns moving to Tucson will appreciate that there is a vibrant and collegial community of psychologists. The Southern Arizona Psychological Association (SAPA) was formed 45 years ago as a professional and social organization by and for local psychologists. It includes psychologists in private practice as well as faculty from the University of Arizona, school psychologists and psychologists working in many other venues. Every year SAPA hosts an intern event for local interns from the VA Hospital, University Banner Medical Center, La Frontera and the schools and to help interns learn about various careers in psychology. SAPA also has a school psychology committee that works with faculty from the University of Arizona and local members and officers of the Arizona Association of School Psychologists. Interns are encouraged to join SAPA and AASP at low student rates, join the monthly meetings, and take advantage of the professional training and social events these organizations host.

Application Process and Selection Criteria

The UArizona PIC currently offers two full-time positions: one position in Sunnyside Unified School District, and one position in Tucson Unified School District.

The UArizona PIC is committed to creating a safe, welcoming, and affirming environment for all. This includes students who access our services as well as all individuals who are part of our community.

The UArizona PIC strongly values cultural and individual diversity and believes in creating an equitable, welcoming, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enhances and enriches the program. Every effort is made by the internship supervisors to create a climate in which all staff and interns feel respected and comfortable, and in which success is possible and obtainable. The UArizona PIC includes an overall goal of interns becoming competent in working with clients, colleagues, and community members from various backgrounds. We foster this competence by providing training on identity and culture, encouraging interns to consult and collaborate with multidisciplinary staff members and by challenging interns to reflect on their own personal and cultural experiences and how these affect their work with clients.

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org). A complete application consists of the following materials:

1. A completed online AAPI (APPIC's standard application)
2. A cover letter (part of AAPI) stating your preferred training site(s) and why you are interested in those sites specifically. Applicants can indicate their interest in more than one site within the consortium in one cover letter.
3. A current Curriculum Vitae (as part of the online AAPI)
4. Three standardized reference forms, at least two of which must come from individuals who have directly supervised your work (as part of the online AAPI)
5. Official transcripts of all graduate coursework (as part of the online AAPI)

All application materials must be submitted via the AAPI to be considered. Applications are due December 8. Applicants are notified about interview status on or before December 20. Virtual interviews will be held in mid-January.

The UArizona PIC bases its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be given preference:

1. APA-accredited doctoral program
 - Applicants from School, Clinical and Counseling Psychology accepted; applicants from School Psychology preferred
2. A minimum of 250 intervention hours
3. A minimum of 50 assessment hours

4. Dissertation proposed or defended
5. Some experience or special interest in working with underserved and/or diverse populations.
6. Practicum experience in psychological assessment and treatment of children.

UArizona PIC takes into consideration the potential commitment or interest of any prospective intern to remain in Southern Arizona following internship. Developing a strong behavioral health workforce is an important consideration for the Consortium, and an interest in remaining in Arizona to join the workforce is considered a benefit in a potential intern.

UArizona PIC welcomes applicants from all programs and all qualified applicants are strongly encouraged to apply. Students currently enrolled in the University of Arizona's Department of Disability and Psychoeducational Studies School Psychology Program are given preference, but are not guaranteed slots with the internship.

In addition to the education and training requirements and preferences specified above, UArizona PIC requires that matched interns meet additional site-level criteria, including a site application and Identity Verified Prints (IVP) fingerprint clearance card to begin their training year. If a matched intern does not meet site-level criteria, the match agreement will be terminated, and the intern will not be allowed to complete their internship within UArizona PIC. To apply for an IVP fingerprint clearance card, please visit the AZ DPS website at <https://www.azdps.gov/services/public/fingerprint> and follow the instructions. If you have questions about the IVP Fingerprint Process? Call (877) 614-4364. If you choose not to apply via the website, you may request a packet by Phone or Fax:

Arizona Department of Public Safety (602) 223-2279 (Phone) Office Hours: Monday – Friday from 8:00 am to 5:00 pm

Or request a packet by Mail:

Applicant Clearance Card Team Arizona Department of Public Safety P.O. Box 18390 Phoenix, AZ 85005-8390

- **Important! Be sure to request the Identity Verified Prints (IVP) packet for Teacher Certification when you contact DPS.** Educator certification requires a valid IVP fingerprint clearance card.

- Contact your local law enforcement agency or a private fingerprint service to find out if they can roll/take your fingerprints.
- For more information/FAQs, please visit AZ DPS at:
<https://www.azdps.gov/services/public/fingerprint>

Consortium Contact Information

For more information about UArizona PIC, please contact:

Jennifer Kirkpatrick, PhD.
Training Director

kirkpatrickj@arizona.edu
520-621-3086

You may also visit the website: <https://new.coe.arizona.edu/uarizona-psychology-internship-consortium>

Record Keeping

Intern evaluations, certificates of completion, and each intern's individual training plan are maintained indefinitely by the Training Director in a secure digital file. Records related to Due Process procedures are maintained in the same file, as described in the UArizona PIC Due Process Procedures. Records related to grievances or complaints are kept in a separate secure digital file, as described in the UArizona PIC Grievance Procedures. Intern evaluations and the certificates of completion are shared with the Director of Clinical Training at the intern's home doctoral program after each evaluation including at the end of the internship year. Remediation plans and notices of termination are shared with the home doctoral program's Director of Clinical Training as described in the UArizona PIC Due Process Procedures.

Authorization to Exchange Information

The Committee on Accreditation and the Office of Program Consultation and Accreditation of the American Psychological Association (APA) encourage close working relationships between internship programs and graduate programs in professional psychology. Doctoral programs and internship centers share a responsibility to communicate about trainees. More specifically, communication is required regarding preparation for training experiences, progress, and status in programs.

This form is intended to facilitate communication between the internship and doctoral program of the intern named below. Please provide the information in the spaces below. By signing this form, you are providing permission for your doctoral program and the University of Arizona Psychology Internship Consortium (UArizona PIC) to communicate about your functioning in both programs.

Intern Name: _____

Intern's Doctoral Program: _____

Director of Doctoral Program: _____

Address of Doctoral Program:

Program Director's Phone # : _____

Program Director's Email: _____

I grant permission to UArizona PIC and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.

Intern Signature

Date

Please return the completed form to the UArizona PIC Training Director.

Diversity and Non-Discrimination Policy

The University of Arizona Psychology Internship Consortium (UArizona PIC) strongly values diversity. This value is reflected in UArizona PIC's efforts to recruit and retain diverse interns and staff members, to create an inclusive and affirming work environment, to effectively train interns to skillfully navigate individual and cultural diversity within all aspects of their professional lives.

First, UArizona PIC places a high value on the representation of diversity among staff members and interns. UArizona PIC believes that diversity among interns, supervisors, and staff members enriches the educational experience, promotes personal and professional growth, and strengthens communities, both in the workplace and beyond. As such, the Training Committee provides equal opportunity to all prospective applicants and does not discriminate based on race, color, religion, ability, sex, age, national or ethnic origin, ancestry, marital status, familial status, sexual orientation, gender identity and expression, appearance, or any other factor that is irrelevant to success as a psychology trainee and/or staff member. The Training Committee approaches diversity recruitment proactively, with ongoing discussions about ways to increase the visibility and attractiveness of the UArizona PIC among diverse applicants. Applicants are evaluated in terms of quality of training, clinical experiences and goodness of fit with the program. Of note, in considering "goodness of fit," UArizona PIC reflects upon each applicant as a unique individual and considers what perspectives, experiences, knowledge, and skills they may add to the program, rather than looking for applicants who fit a mold of existing interns and/or staff members.

Second, UArizona PIC strives to create a welcoming, inclusive, and affirming environment that allows a diverse range of interns and staff members to feel respected and supported both personally and professionally. Every effort is made to create a climate in which all employees feel valued and comfortable, ensuring their success in the workplace. UArizona PIC believes this effort must be ongoing and prioritized. Interns and staff members are routinely encouraged to engage in self-reflection related to conscious and unconscious biases, acknowledge and discuss variables of diversity, and provide one another with formal and informal feedback related to diversity efforts and the climate of the workplace.

Third, UArizona PIC maintains a required competency in individual and cultural diversity. Diversity experiences and training are interwoven throughout the training program to ensure that interns are both personally supported and well trained in this area. These experiences include (but are not limited to) provision of interventions and assessment to diverse populations, an emphasis on diversity variables in supervision, and didactic seminars on diversity-related topics.

UArizona PIC Intern Evaluation, Retention, and Termination Policy

The University of Arizona Psychology Internship Consortium requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns are formally evaluated by their primary supervisor three times annually, every four months. Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of UArizona PIC's expected training competencies and the related training elements. Supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion at each timepoint.

For the first evaluation period, a minimum level of achievement for each competency is defined as a rating of 2 for each learning element. On the final review, the minimum level of achievement is a rating of 4 for each learning element in each competency areas. No individual area may be rated lower than "4" on the final review. Prior to this, the supervising psychologist, in consultation with the training director, will identify competencies requiring significant improvement and develop a plan to address those weaknesses. Major areas of difficulty or failure to improve with a specific improvement plan may result in the initiation of Due Process Procedures.

The rating scale for each evaluation is a 5-point scale, with the following rating values: 5 = Advanced Competence - Exhibits competency of an entry level school psychologist; intern is able to function independently; 4 = Proficient Competence - Exhibits competency expected for intern at completion of training program; ready for entry level practice; 3 = Intermediate Competence - Exhibits competency expected of a mid-doctoral-level intern; routine or minimal supervision required; 2= Beginning Competence - Exhibits competency expected of a beginning doctoral level intern; requires close supervision; 1 = Remedial - Has not exhibited minimum competency expected for a beginning doctoral-level intern; needs intensive additional guidance and supervision; NO = Not Observed; skill not observed (specify plan for addressing).

All UArizona PIC interns are expected to complete 2000 hours of training during the internship year. Meeting the hour requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. As noted in the UArizona PIC Records Maintenance Policy, intern evaluations are maintained indefinitely by the Training Director in a secure digital file. Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum every four months of the

internship year. Doctoral programs are contacted in writing 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 an intern enters into the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program also is contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' 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 UArizona PIC as a result of the Due Process procedures, up to and including termination from the program.

In addition to the evaluations described above, interns complete a self evaluation (Appendix C), an evaluation of their supervisor (Appendix D) and a program evaluation (Appendix E) every four months of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. All evaluation forms are available in the UArizona PIC Handbook and via the UArizona PIC intranet.

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. UArizona PIC's Due Process procedure occurs in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carries responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process.

The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

The University of Arizona Psychology Internship Consortium: UArizona PIC has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to improvement for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires improvement. Issues typically become identified as problems that require improvement when they include one or more of the following characteristics:

1. the intern does not acknowledge, understand, or address the problem when it is identified;
2. the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
3. the quality of services delivered by the intern is sufficiently negatively affected;
4. the problem is not restricted to one area of professional functioning;
5. a disproportionate amount of attention by training personnel is required;
6. the trainee's behavior does not change as a function of feedback, and/or time;
7. the problematic behavior has potential for ethical or legal ramifications if not addressed;

8. the intern's behavior negatively impacts the public view of the agency;
9. the problematic behavior negatively impacts other trainees;
10. the problematic behavior potentially causes harm to a patient; and/or, the problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. Specific goals for improvement will be set and monitored. The supervisor or faculty/staff member who raises the concern should notify the Training Director and monitor the outcome.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating of "1" on any element on a supervisory evaluation, the following process is initiated:

- A. **Notice:** The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. **Hearing:** The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and intern within **10 working days** of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the Training Director is the supervisor who is raising the issue, an additional faculty member who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.
- C. **Outcome and Next Steps:** The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the intern in writing within **5 working days** of the Hearing:
 - a. Issue an "Acknowledgement Notice" which formally acknowledges:
 - i. that the faculty is aware of and concerned with the problem;
 - ii. that the problem has been brought to the attention of the intern;

- iii. that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
 - iv. that the problem is not significant enough to warrant further remedial action at this time.
- b. Place the intern on an "Improvement Plan" which defines a relationship such that the faculty, through the supervisors and Training Director, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of an Improvement Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Improvement Plan will be shared with the intern and the intern's home doctoral program and will include:
 - i. the actual behaviors or skills associated with the problem
 - ii. the specific actions to be taken for rectifying the problem;
 - iii. the time frame during which the problem is expected to be ameliorated, and;
 - iv. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this improvement period as specified in 'c' above, the Training Director will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Improvement Plan. The extended Improvement Plan will include all the information mentioned above and the extended time frame will be specified clearly.

- c. Place the intern on suspension, which would include removing the intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage some other method of improvement. The length of the suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the Training Director. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include:
 - i. the actual behaviors or skills associated with the problem;

- ii. the specific actions to be taken for rectifying the problem;
- iii. the time frame during which the problem is expected to be ameliorated; and,
- iv. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this improvement period as specified in 'c' above, the Training Director will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation place the intern on a probationary status with an Improvement Plan. In this case, the process in #2 above would be followed. This statement will become part of the intern's permanent file.

- d. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within **10 working days** of the previous step completed in this process, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The Training Director may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. The internship program will notify APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

APPEAL Process

If the intern wishes to challenge a decision made at any step in the Due Process procedures, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing to the Training Director within **5 working days** of notification regarding the decision with which the intern is

dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the Training Director and consisting of themselves (or another supervisor, if appropriate) and at least one other members of the training faculty who work directly with the intern or from the University of Arizona School Psychology Faculty. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within **10 working days** of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program.

The Training Committee has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the Training Director in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the Training Director. If the Training Director is the object of the grievance, the grievance should be submitted to the Training Committee. The individual being grieved will be asked to submit a response in

writing. The Training Director (or the Training Committee, if appropriate) will meet with the intern and the individual being grieved within **10 working days**. In some cases, the Training Director or the Training Committee may wish to meet with the intern and the individual being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the Training Director and Training Committee will meet with the intern jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

- A. the behavior/issue associated with the grievance;
- B. the specific steps to rectify the problem; and,
- C. procedures designed to ascertain whether the problem has been appropriately rectified.

The Training Director or Training Committee will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the Training Director or the Training Committee in writing within **10 working days** regarding whether the issue has been adequately resolved.

If the plan of action fails, the Training Director or Training Committee will convene a review panel consisting of the Training Committee and at least two other members of the training faculty or from the University of Arizona School Psychology Faculty within **10 working days**. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the Human Resources at the Intern's consortium site in order to initiate the agency's due process procedures.

Please sign the following acknowledgement page and return to the Internship Training Director.

Acknowledgment of Due Process procedures

I acknowledge that I have received and reviewed the Due Process procedures of the UArizona Psychology Internship Consortium. 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 files.

Print Name

Signature

Date

UArizona PIC Acknowledgement of Intern Handbook and Policies

I acknowledge that I have received, reviewed, understand, and agree to abide by the University of Arizona Psychology Internship Consortium (UArizona PIC) handbook and policies, relevant site-specific policies, and relevant ethical guidelines.

____ UArizona PIC Handbook

____ UArizona PIC Policies:

____ Due Process and Grievance Policy

____ Diversity and Non-Discrimination Policy

____ Intern Evaluation, Retention, and Termination Policy

____ Maintenance of Records

____ Communication with Doctoral Program

____ Stipend, Resources, and Benefits Policy

____ Intern Selection and Academic Preparation Requirements

Site Specific Policies:

____ Tucson Unified School District

____ Sunnyside Unified School District

____ FERPA

____ Mandatory Reporter Training

____ HIPPA

Relevant Ethical and Specialty Guidelines:

____ APA Ethical Principles of Psychologists and Code of Conduct

____ NASP Principles for Professional Ethics (TUSD/SUSD)

In signing below, I also acknowledge that I have been provided with an electronic copy of the above listed documents for my files:

Print Name

Signature

Date

APPENDIX A: 22-23 Sample Didactic Calendar

Week of	Topic	hours	Presenter
7/25-7/29/22	District specific orientation	16-24	Shibuya/Mercier
8/5/22	District specific systems	4	Shibuya/Mercier
8/12/22	AZ Eligibility Categories	2	Dr. Mercier
8/19/20	District specific training	2	Shibuya/Mercier
8/26/22	Report writing	2	Dr. Shibuya
9/2/22	PWN Use and writing	2	Dr. Mercier
9/7/22	District Specific	2	Shibuya/Mercier
9/8/22	School Psychology Supervisor Training	2	Dr. Kirkpatrick/Dr. Spencer
9/16/22	Part 1 Suicide Prevention/Intervention	2	Dr. Meyer
9/19/22	District specific	2	Shibuya/Mercier
9/26/22	Part 2 Suicide Prevention/Intervention	2	Rhonda Smith, PhD
10/3/22	District Specific	2	Shibuya/Mercier
10/10/22	Private Neuropsych Practice/evaluations	2	TBD
10/17/22	District Specific	2	Shibuya/Mercier
10/24/22	Trauma Informed Practice	2	Dr. Mercier
10/31/22	District specific or AASP Conference	7-14	Various/Shibuya/Mercier
11/7/22	Intern Research Presentation	2	Intern 1
11/14/22	District Specific	2	Shibuya/Mercier
11/21/22	Intern Research Presentation	2	Intern 2
11/28/22	MTSS	2	Dr. Mercier
12/5/22	District Specific	2	Shibuya/Mercier
12/12/22	MTSS SEL	2	Dr. Spencer
12/19/22	District Specific	2	Shibuya/Mercier
12/26/22	Online – Ethics for school psychologists https://casponline.org/webinars-index/ethics-for-school-psychologists-and-leps-webinar/	2	CASP
1/2/23	Online – Ethics, Test Standards, and Test Interpretation https://schoolpsychedpodcast.wordpress.com/2020/03/02/spp-99-ethics-test-standards-and-test-interpretation-measurement-matters/	3	Dr. Gary Canivez
1/9/23	Working with refugee populations	2	TUSD Refugee Services/Shibuya
1/16/23	District specific	2	Shibuya/Mercier
1/23/23	Working with Native American students	2	SUSD – Ernesto Badilla/Mercier
1/30/23	District specific	2	Shibuya/Mercier
2/6/23	NASP Conference or Online TBD	2	Various

2/13/23	District Specific	2	Shibuya/Mercier
2/20/23	Bilingual Evaluations	2	Dr. Jaramillo/Mercier
2/27/23	District Specific	2	Shibuya/Mercier
3/6/23	Review of common legal issues	2	Monica Ayon – TUSD Ombudsman/Shibuya
3/13/23	Dyslexia – Online https://www.youtube.com/watch?v=SyBu72vVOjU&t=17s	2	International Dyslexia Association
3/20/23	CBM/RTI – Online	2	Various
3/27/23	Working with gender diverse students	2	Dr. Stathatos
4/3/23	District Specific	2	Shibuya/Mercier
4/10/23	Ethics	2	Shibuya
4/17/23	District Specific	2	Shibuya/Mercier
4/24/23	Autism Overview/Migdas	2	Shibuya/Mercier
5/1/23	District Specific	2	Shibuya/Mercier
5/8/23	Intern Case Presentations	2	Intern 1/2
5/15/23	District Specific	2	Shibuya/Mercier
5/22/23	Voc Rehab	2	Dr. Vasquez
6/5/23	Preparing for Independent Practice	2	Dr. Kirkpatrick
6/12/23	The Power of Pronouns and Names in Identity, Acceptance, & Inclusion https://schoolpsychedpodcast.wordpress.com/2021/11/21/spp-136-the-valyou-project-partnering-with-schools-to-combat-human-trafficking/	2	School Psyched Podcast
6/19/23	Online – Private Practice https://schoolpsychedpodcast.wordpress.com/2020/12/	2	School Psyched Podcast – Dr. Jeremy Sharp
6/26/23	Online – 4 School Psychologists burnout traps and how to avoid them. https://schoolpsychedpodcast.wordpress.com/2020/11/01/spp-115-four-school-psychologist-burnout-traps-and-how-to-avoid-them/	2	Dr. Rebecca Branstetter
7/3/23	Online	2	TBD - Various

APPENDIX B: UArizona PIC Intern Evaluation

To be completed by supervisor 3 times per year

Interns are formally evaluated by their supervisors three times a year. Each evaluation is based in part on direct observation by the individual supervisor. Supervisors review these evaluations with the interns and provide an opportunity for discussion at each timepoint. If N/O is noted, then supervisor and intern need to discuss ways to ensure an observation of the skill prior to the next evaluation. More information about intern evaluations is included in the UArizona PIC Intern Evaluation, Retention, and Termination Policy.

See separate document

APPENDIX C: UArizona PIC Self Evaluation

To be completed by the Intern 3 times per year and discussed with review of the Evaluation completed by the Intern Supervisor

See separate document

APPENDIX D: UArizona PIC Evaluation of Supervisor

To be completed by intern every four months (3 times) during training year and discussed with supervisor during intern evaluation meeting.

See separate document

APPENDIX E: UArizona PIC Program Evaluation

To be completed by Intern at end of training year

See separate document