



Guilford County Schools Psychological Services
(GCSPS)
Specialist Level School Psychology Internship

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School Psychology Internship Program Guilford County Schools

Psychological Services

Guilford County Schools Psychological Services offers a comprehensive internship program. The internship funds multiple full-time training positions at the Specialist Level beginning in mid-August and lasting throughout the school year.

The mission of our training program is to assist the intern in becoming an independent professional school psychologist who can provide a variety of psychological services to help improve the mental health and educational outcomes of children and adolescents within and outside of school settings. Our internship represents a collaboration between the training program and field site that assures the completion of activities consistent with 1) the goals of the training program, 2) the *APA Competencies for Health Service Psychologists*, and 3) *NASP's Standards for Training and Field Placement Programs in School Psychology*, as well as the companion NASP document, *Guidelines for Performance-Based Assessment, Accountability and Program Development*.

PROGRAM PHILOSOPHY

Guilford County Schools Psychological Services offers an intensive, high quality, and progressive internship in the practice of professional school psychology. GCS's internship is a culminating training experience that draws upon the intern's prior course work and supervised field experiences. It is designed to assist students in understanding the interaction between theory and practice, to refine skills acquired through formal training, and to acquire additional knowledge and skills necessary for functioning as an entry-level school psychologist in various settings. The internship provides experiences that build upon the foundation of knowledge and skills that the intern has acquired in National Association of School Psychologist's *Domains of School Psychology Training and Practice*, which are: data-based decision making and accountability, consultation and collaboration, effective instruction and development of cognitive/academic skills, socialization and development of life skills, student diversity in development and learning, school and system organization, policy development and climate, prevention, crisis intervention and mental health, home/school community collaboration, research and program evaluation, school psychology practice and development, and information technology. The philosophy and goals of the internship training emphasize a balance between science and practice and provides opportunities for the translation of research and theory into "real world" practice. Training opportunities are selected to prepare the intern for the practice of psychology within a variety of settings, including schools, private practice, hospitals, etc.

INTERNSHIP OVERVIEW

School psychologists collaborate with other school personnel and parents to enhance the learning, social-emotional development, and adjustment of children. School psychologists are highly trained specialists in human growth and development, educational psychology, education, mental health, and learning and behavioral change. They promote the application of research-based psychological principles to assist in program development, instruction, and evaluation. School psychologists also serve with others as problem solvers in facilitating positive changes in learning environments, attitudes, and motivation in order to assist children to succeed academically, socially, and as good citizens.

Guilford County Schools is the third largest school district in North Carolina and employs approximately fifty school psychologists who serve the 126 schools and 73,000 students. GCS is a system that embraces diversity with 117 different languages or dialects spoken by students and a student population makeup of 40% African Americans, 37% Caucasians, 12% Hispanics, 6% Asians and 4% who identify themselves as Multi-Racial. The North Carolina Department of Public Instruction (NCDPI) licenses all School Psychologists. Some supervisors affiliated with this internship are also licensed by the North

Carolina State Psychology Board and provide a full range of comprehensive psychological services. These include assessment, consultation, counseling/therapy, and crisis intervention.

INTERNSHIP TRAINING COMMITTEE

The current internship doctoral supervisors include four North Carolina Psychology Board Licensed Psychologists. There are also numerous Masters' Level supervisors on staff.

- Alexander V. Tabori, Ph.D.: Director of GCS Psychological Services and Training Director
 B.S. The Pennsylvania State University
 M.Ed. & Ph.D. Temple University

- Robyn Ankney, Ph.D.: Lead School Psychologist and intern supervisor
 B.S. Furman University
 M.Ed. Wake Forest University
 M.A. & Ph.D. University of South Carolina

- Jennifer Clayton, Ph.D.: School Psychologist and intern supervisor
 B.S. The University of North Carolina at Chapel Hill
 Ph.D. University of South Carolina

- Cheon Graham, Ph.D.: School Psychologist and intern supervisor.
 B.S. The Pennsylvania State University
 M.Ed. & Ph.D. Duquesne University


GOALS OF THE PROGRAM

The overall mission of our training program is to assist the intern in becoming an independent professional school psychologist who can provide a variety of psychological services to help improve the mental health and educational outcomes of children and adolescents within and outside of school settings. To achieve this goal, we provide interns with supervised experiences, educational seminars, and research or data analysis opportunities to help further develop professional skills, leadership, and professional self-management.

Interns will achieve competence appropriate to their professional development level in the following areas:

1. Evidence-Based Practice in Intervention
2. Evidence-Based Practice in Assessment
3. Consultation and Interprofessional/Interdisciplinary Skills
4. Supervision
5. Cultural and Individual Diversity
6. Research
7. Ethical and Legal Standards
8. Professional Values and Attitudes
9. Communication and Interpersonal Skills

To accomplish these goals, the internship adopts a scientist-practitioner training model and adheres to a developmental model of supervision. Interns are exposed to an increasingly complex set of duties, which begin with an orientation to the intern program and the department's services within the school district. Interns then participate in observational or vicarious learning through observations of psychoeducational assessments, counseling sessions, intervention support teams, and eligibility meetings related to the



educational placement of and behavioral interventions for students with various learning and emotional disabilities. At the next level, interns deliver services on their own with the direct supervision of staff psychologists or the interns may co-lead professional activities with assigned supervisors. The supervisors observe interns administering tests, consulting with teachers and parents, and counseling groups and individuals. When the supervisor is assured of the competency of the intern's skills, the supervision becomes indirect and occurs primarily through weekly consultation.

WEEKLY SEMINARS

Since the internship is a learning experience, there is a careful balance between training activities and service delivery throughout the year. As part of the training program, GCS Psychological Services staff and professionals in the community provide weekly seminars on a variety of topics to further enhance the professional growth and practical skills of interns. Topics range widely, and may include neuropsychological assessment, crisis intervention procedures and techniques, assistive technology, autism, cultural diversity issues, and functional behavioral assessment. Interns also participate in regular staff development meetings and are given opportunities to attend local, state, and national conferences and workshops.

SERVICES AND ASSIGNMENTS

During the internship program, the intern is expected to contribute a variety of direct and indirect services, with direct services making up no less than 25% (or 500 hours) of the 1600-hour training experience. The GCSPS internship provides opportunities to develop new skills while also refining the skills the intern has acquired through graduate training. Throughout the internship program, the intern will acquire proficiency and competency levels in the areas of consultation with teachers, parents, and administrators; psychological and psychoeducational assessment; individual and group counseling; behavioral interventions; program planning and evaluation; crisis management; conducting in-services; parent training; working with community agencies and other professionals; and conducting research to help achieve school, department, and district goals.


Typically, interns are assigned to one school for which they are responsible for traditional school psychology service delivery. They also have access to other opportunities including the Pre-Kindergarten program and alternative learning centers such as the Gateway Education and Haynes-Inman Centers, two nationally recognized schools that service children with severe disabilities and medical needs from birth to age 22. Interns are given additional assignments based on the intern's specific interests, the internship's training goals, and the needs of the school district and department.

SUPERVISION

Each intern is assigned one primary supervisor who is licensed for independent practice through the North Carolina Psychology Board. Interns meet with their primary supervisors for at least two hours of weekly individual supervision to discuss issues related to assessment, consultation, intervention planning, and/or therapy cases.

In addition to the individual supervision, the internship provides at least two additional hours per week of group supervision. The primary supervisors facilitate group supervision on a rotating basis to ensure that all primary supervisors have the opportunity to work with each intern and to provide the interns with different perspectives on assessment and therapy issues. During these sessions, issues related to challenging cases, professional practice, ethics, etc. are discussed. Both interns and supervisors offer suggestions and recommendations. Theoretical orientation issues and corresponding interventions, current supportive research and alternative approaches are discussed and considered.

The Training Committee, comprised of all primary supervisors meet as a group at least once a month to discuss the interns' progress, as well as any concerns. Primary supervisors determine if any adjustments



in schedule or types of experiences should be made. Each primary supervisor completes a formal evaluation of his or her intern twice annually, at the mid-point and end of the training year. Evaluations are submitted to the Director of training and to the intern's university supervisor. Additionally, interns are provided with the opportunity to evaluate their primary supervisor as well as the overall training program twice annually, as well.

INTERN EVALUATION POLICY

The Guilford County Schools Psychological Services (GCSPS) School Psychology Internship requires that interns demonstrate minimum levels of achievement across all training goals and competencies. Interns are formally evaluated by their primary supervisor twice annually, at the midpoint and end of the internship year. Evaluations are conducted using a standard rating form (see Appendix B of the Internship Manual). The evaluation form includes information about the interns' performance regarding all of the GCSPS School Psychology Internship expected training competencies. Supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback.

A minimum level of achievement on each evaluation is defined as a rating of "3" for each competency. The rating scale for each evaluation is a 5-point Likert scale, with the following rating values: 1= Significant Development Needed, 2= Development Needed, 3= Meets Expectations, 4= Exceeds Expectations, 5= Significantly Exceeds Expectations. If an intern receives a score less than 3 on any individual competency, or if supervisors have reason to be concerned about the student's performance or progress, the program's Due Process procedures will be initiated. The Due Process guidelines are outlined below. Interns must receive a rating of 3 or above on all individual competencies to successfully complete the program.

Additionally, all GCSPS interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Feedback to the interns' home doctoral program is provided at the midpoint and culmination of the internship year. 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 grievance by a supervisor or an inadequate rating on an evaluation, the home doctoral program will also be contacted within 30 days.

In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning, mid-point, and end of the training year. Additionally, interns will complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. All evaluation forms can be located in Appendix B of the Training Manual.

DUE PROCESS AND GRIEVANCE PROCEDURES

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning of a psychology intern. These procedures are a protection of intern rights and are implemented in order to afford the intern with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive.

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 problematic rather than of concern. Intern trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- the intern does not acknowledge, understand, or address the problem when it is identified;
- the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- the quality of services delivered by the intern is sufficiently negatively affected;
- the problem is not restricted to one area of professional functioning;
- a disproportionate amount of attention by training personnel is required;
- the trainee's behavior does not change as a function of feedback, and/or time;
- the problematic behavior has potential for ethical or legal ramifications if not addressed;
- the intern's behavior negatively impacts the public view of the agency;
- the problematic behavior negatively impacts the intern cohort;
- the problematic behavior potentially causes harm to a patient; and/or,
- the problematic behavior violates appropriate interpersonal communication with agency staff.

Administrative Hierarchy and Definitions

The GCSPS School Psychology Internship Due Process procedure occurs in a step-wise 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 (TD): The supervisor who functions as the director of training. S/he leads the internship Training Committee and serves as a voting member.

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic, 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. This process should be documented in writing in supervision notes and discussed with the Training Director and Training Committee but will not become part of the intern's professional file.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "3" on any competency on a supervisory evaluation, the following process is initiated:

- A. The supervisor will meet with the Training Director (TD) and intern within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional supervisor and member of the Training Committee will be included in the meeting.
- B. The intern will have the opportunity to provide a written statement related to his/her response to the problem.
- C. After discussing the problem and the intern's response, the supervisor and TD 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 the attention of the intern;

- c) 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,
- d) that the problem is not significant enough to warrant further remedial action at this time. This notice will be issued within 5 working days of the meeting.

2) Place the intern on "Probation" which defines a relationship such that the faculty, through the supervisors and TD, 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 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 Probation statement is shared with the intern and the Director of Clinical Training at the 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.

This statement will be issued within 5 working days of the decision. At the end of this probation period, the TD 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 also will be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

3) In special cases, the intern may be allowed to switch supervisors within Guilford County School Psychological Services. This option would be applicable in situations in which it is believed that the intern's difficulties are the result of a poor "fit" between the intern and supervisor and that the intern could be successful in a different supervisory relationship. This option would require a meeting of a review panel convened by the Training Director and consisting of him/herself, the intern's primary supervisor, and at least two other members of the Training Committee. Additional parties who are knowledgeable about the intern's abilities may be involved in order to inform decision making. This meeting, if deemed necessary by the Training Director, will be convened within 10 working days of the original meeting discussed in step A.

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 Guilford County Schools Psychological Services may be terminated. The decision to terminate an intern's placement would be made by the entire Training Committee and a 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 original meeting discussed in step A, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC and the intern's Director of Training at the intern's home doctoral program would be contacted.

Appeals Process

If the intern wishes to challenge the decisions made, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing- an email will suffice- to the TD within 5 working days of notification regarding the decision made in step C or D above. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate), the intern's primary supervisor, and at least two other members of the Training Committee. The intern may request a specific member of the Training Committee 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. The review panel has final discretion regarding outcome.

Notifying the Sponsoring Doctoral Program

If either the Acknowledgment Notice or the Probation action occurs, the TD will inform the intern's sponsoring university within 5 working days, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

Once the Acknowledgment Notice or Probation is issued by the TD, 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 probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

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 the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. 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 TD 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 TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. The TD (or Training Committee member, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or other Training Committee member may wish to meet with the intern and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include:

- a) the behavior 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 TD or other Training Committee member will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the TD or other Training Committee member in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or other Training Committee member will convene a review panel consisting of him/herself and at least two other members of the Training Committee within 10 working days. The intern may request a specific member of the Training Committee 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 employer agency in order to initiate the due process procedures outlined in the employment contract. If the review panel



determines that the grievance against the staff member potentially can be resolved internally, the review panel will develop a second action plan that includes the same components as above. The process and outcome of the panel meeting will be documented by the TD or other Training Committee member. The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days. The panel will reconvene within 10 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to the employer agency in order to initiate the due process procedures outlined in the employment contract.

DIVERSITY AND NONDISCRIMINATION POLICY

The Guilford County Schools Psychological Services School Psychology Internship strongly values cultural and individual diversity and believes in creating an equitable, hospitable, 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, comfortable, and in which success is possible and obtainable. The GCSPS School Psychology Internship includes an overall goal to provide training in diversity, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area.

The GCSPS School Psychology Internship provides equal opportunity to all prospective 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 psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship.

EDUCATIONAL COMPONENT

In addition to individual and group supervision and internship seminar offerings, interns also have the opportunity to participate in many continuing educational opportunities through a combination of district trainings and workshops, as well as external events. These may cover a wide variety of topics including new assessments, various health/mental health disorders, response to intervention, positive behavior support, crises counseling, etc.

STIPEND AND BENEFITS

The full-time internship position (10+ months resulting in a minimum of 1600 hours), begins in mid-August and has a yearly stipend typically ranging from \$15,000-16,500 (subject to budget). All interns sign an internship contract with Psychological Services and are considered employees of the school system. Interns follow the Guilford County Schools traditional 10-month calendar, which provides 10 days of vacation and 10 agency holidays. An effort will be made to provide additional time for research, if necessary, at the discretion of the training director. **Health care benefits (including dental and vision) are not provided for the intern.**

Interns work regular staff hours from 8 AM to 4:00 PM. As staff members, they are assigned office space and clerical support equivalent to other full-time professional staff. This includes office space, a computer (desktop or laptop), internet access, personal assessment kits, and office supplies, in addition to access to a library of assessment instruments, counseling materials, and computer scoring software. Interns attend and participate in monthly staff meetings and professional training opportunities with the entire professional staff. Supervisors and other staff members present weekly seminars for the interns and other interested staff. This allows for regular, structured opportunities for the interns to interact with each other and other staff members.

LOCATION

Located halfway between Atlanta and Washington, D.C., Greensboro, North Carolina, offers all the amenities of a large city, yet has a small-town feel. Time and again, it has been nationally recognized as

one of the best places to live in the U.S. Students will find a dynamic mixture of education, social gatherings, and cultural and sporting events in Greensboro. There is so much to discover in Greensboro, including museums, Broadway and local theatre, movies, art galleries, ample shopping, coffee shops, opera, ballet, and the symphony. Greensboro is home to eight colleges and universities, including University of North Carolina at Greensboro, Guilford College, Bennett College, North Carolina A&T State University, and Greensboro College. The Greensboro Coliseum is a frequent host of the ACC men's and women's basketball tournament. Area minor league baseball and professional soccer draw crowds with their exciting play. Located at the crossroads of I-85 and I-40, Greensboro is easy to reach by interstate highway, Amtrak service, or the Piedmont Triad International Airport. Students will enjoy a moderate climate with mild winters and spectacular autumns and springs. Just a two to three hour drive away, students can find the ski slopes, hiking trails, scenic views, and white water rapids of the Blue Ridge Mountains or the sun and sand of Carolina's beaches.

TYPICAL WEEKLY SCHEDULE

At the beginning of the school year in August, a routine weekly schedule is set for the intern. A typical weekly schedule may look like this:

Monday:	8:00 AM to 4:00 PM: Site Assignment 1 (service delivery, supervision with supervisor, report writing/case notes)
Tuesday:	8:00 AM to 4:00 PM: Site Assignment 2 (service delivery, supervision with supervisor, report writing/case notes)
Wednesday:	8:00 AM to 4:00 PM: Site Assignment 1 (special education eligibility meetings, report writing, program planning)
Thursday:	8:00 AM to 4:00 PM: Site Assignment 2 (service delivery, research, report writing/case notes)
Friday:	8:00 AM to 10:00 AM: Weekly Didactics, 10:00 – 2:00 PM: Flex Time, 2:00 PM to 4:00 PM: Group Supervision

The Director of training, primary supervisors, and interns collaborate in establishing a schedule that addresses the interns' educational needs, the assignments and experiences chosen to meet those needs, and the unique characteristics of the sites assigned. Adaptability, flexibility, and time management issues are discussed and addressed when individual schedules are established and regularly monitored by the supervisors.

PROGRAM AWARDS

The GCSPS School Psychology Internship received two grants from APA Division 16 (Division of School Psychology) and the APA Board of Educational Affairs in Spring 2016 to support development and accreditation efforts.

ACCREDITATION STATUS

The GCSPS School Psychology Internship is accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org*



APPIC MEMBERSHIP STATUS

The GCSPS School Psychology Internship is currently a member of APPIC. This internship site 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.

FOR MORE INFORMATION PLEASE CONTACT:

Alexander V. Tabori, Ph.D., NCSP

Director of GCS Psychological Services

Phone: (336) 370-8170 Email: taboria@gcsnc.com

Appendix A

Program Goals, Objectives, and Competencies

Guilford County Schools Psychological Services School Psychology Internship Goals, Objectives, and Competencies		
<u>Goal 1</u>	Evidence Based Practice in Intervention	
Objective(s):	1a	Case conceptualization and treatment planning
	1b	Implementation of therapeutic interventions
	1c	Evaluations of interventions
Competencies Expected	1a1	Develops evidence-based treatment plans specific to the service delivery goals
	1b1	Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
	1b2	Demonstrates the ability to apply the relevant research literature to clinical decision making.
	1b3	Establishes and maintains effective therapeutic relationships
	1b4	Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking
	1c1	Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation

<u>Goal 2</u>	Evidence Based Practice in Assessment	
Objectives	2a	Instrument selection and administration
	2b	Test interpretation
	2c	Communicating results
Competencies Expected	2a1	Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics
	2a2	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
	2a3	Demonstrates effective use of a variety of cognitive, neuropsychological, academic, and personality/behavioral measures
	2a4	Demonstrates effective use of curriculum-based measures
	2b1	Interprets assessment results within current research and professional standards and guidelines
	2b2	Uses interpretations to inform case conceptualization, classification, and recommendations
	2b3	Guards against decision-making biases by distinguishing subjective from objective aspects of the assessment

	2c1	Communicates assessment results orally in an accurate and effective manner sensitive to a range of audiences
	2c2	Communicates assessment results in writing in an accurate and effective manner sensitive to a range of audiences

<u>Goal 3</u>	Consultation and Interprofessional / Interdisciplinary Skills	
Objectives	3a	Theories and Methods of Consultation
	3b	Multidisciplinary collaboration
Competencies Expected	3a1	Demonstrates knowledge and respect for the roles and perspectives of other professions.
	3a2	Demonstrates knowledge of consultation models and practices.
	3b1	Applies knowledge about consultation in direct or simulated consultation with individuals and their families, teachers, other healthcare professionals, interprofessional groups, or systems related to health and behavior

<u>Goal 4</u>	Supervision	
Objectives	4a	Theories and Methods of Supervision
	4b	Effective provision of supervision
Competencies Expected	4a1	Demonstrates knowledge of supervision models and practices
	4b1	Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.

<u>Goal 5</u>	Cultural and Individual Diversity	
Objectives	5a	Cultural awareness
	5b	Evidence-informed approach to diversity considerations
	5c	Effective clinical approaches
Competencies Expected	5a1	Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
	5a2	Demonstrates 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
	5b1	Integrates knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).
	5b2	Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

	5b3	Can apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.
	5b4	Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may create conflict with their own.

Goal 6	Research	
Objectives	6a	Application of scientific knowledge to practice
	6b	Program Evaluation
Competencies Expected	6a	Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level
	6b	Demonstrates knowledge of theories and methods of program evaluation

Goal 7	Ethical and Legal Standards	
Objectives	7a	Knowledge of and adherence to ethical, legal, and professional standards
	7b	Ethical decision-making and conduct
Competencies Expected	7a1	Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct
	7a2	Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulation, rules and policies relevant to health service psychologists
	7a3	Demonstrates knowledge of and acts in accordance with all professional standards and guidelines.
	7b1	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them.
	7b2	Conducts self in an ethical manner in all professional activities.

Goal 8	Professional Values and Attitudes	
Objectives	8a	Self awareness and Professional Behavior
	8b	Professional awareness
Competencies Expected	8a1	Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
	8a2	Actively seeks and demonstrates openness to feedback
	8a3	Engages in self-reflection regarding personal and professional functioning.
	8b1	Engages in activities to maintain and improve performance, well-being, and professional effectiveness
	8b2	Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

<u>Goal 9</u>	Communication & Interpersonal Skills	
Objectives	9a	Interpersonal Skills
	9b	Effective Communication
Competencies Expected	9a1	Develop and maintain effective relationships with a wide range of individuals, including colleagues, organizations, professions, communities, and those receiving professional services.
	9a2	Possesses effective interpersonal skills.
	9b1	Is able to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated
	9b2	Demonstrates a thorough grasp of professional language and concepts.
	9b3	Manages difficult communication



Appendix B

GCSPS School Psychology Internship Evaluation Forms:

Primary Intern Evaluation

Intern Evaluation of Program

Intern Evaluation of Supervisor

Intern Self Evaluation

Guilford County Schools Psychological Services (GCSPS) School Psychology Internship

Primary Intern Evaluation: To be completed by primary supervisor

Intern: _____

Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 Significant Development Needed--Significant improvement in functioning is needed to meet expectations

2 Development Needed- Some improvement in functioning is needed to meet expectations

3 Meets Expectations--Functions adequately for level of training

4 Exceeds Expectations--Functions above average for level of training

5 Significantly Exceeds Expectations--Functions exceptionally for level of training

N/A--Not Applicable/Not Observed/Cannot Say

NOTE: As described in the internship policies, any score below a "3" on a broad goal area will trigger formal Due Process Procedures. Additionally, any score below a 3 on any individual competency item will result in close monitoring of the competency by the supervisor and additional support to the intern as deemed appropriate by the Training Committee.

Evidence Based Practice in Intervention

Develops evidence-based treatment plans specific to the service delivery goals

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.

Establishes and maintains effective therapeutic relationships

Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking

Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Evidence Based Practice in Assessment

Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics

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

Demonstrates effective use of a variety of cognitive, neuropsychological, academic, and personality/behavioral measures.

Demonstrates effective use of curriculum-based measures

Interprets assessment results within current research and professional standards and guidelines

Uses interpretations to inform case conceptualization, classification, and recommendations

Guards against decision-making biases by distinguishing subjective from objective aspects of the assessment

Communicates assessment results orally in an accurate and effective manner sensitive to a range of audiences

Communicates assessment results in writing in an accurate and effective manner sensitive to a range of audiences

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Consultation / Interprofessional / Interdisciplinary

Demonstrates knowledge and respect for the roles and perspectives of other professions.

Demonstrates knowledge of consultation models and practices.

Applies knowledge about consultation in direct or simulated consultation with individuals and their families, teachers, other healthcare professionals, interprofessionals groups, or systems related to health and behavior

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Supervision

Demonstrates knowledge of supervision models and practices

Applies knowledge of supervision direct or simulated practice with psychology trainees or other health professionals.

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Cultural and Individual Diversity

Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
Demonstrates 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.

Integrates knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Can apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.

Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may create conflict with their own.

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Research

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

Demonstrates knowledge of theories and methods of program evaluation

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Ethical and Legal Standards

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct

Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulation, rules and policies relevant to health service psychologists

Demonstrates knowledge of and acts in accordance with all professional standards and guidelines.

Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them.

Conducts self in an ethical manner in all professional activities.

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:



Professional Values and Attitudes

Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Actively seeks and demonstrates openness to feedback.

Engages in self-reflection regarding personal and professional functioning.

Engages in activities to maintain and improve performance, well-being, and professional effectiveness.

Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:

Communication & Interpersonal Skills

Develop and maintain effective relationships with a wide range of individuals, including colleagues, organizations, professions, communities, and those receiving professional services.

Possesses effective interpersonal skills.

Is able to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated

Demonstrates a thorough grasp of professional language and concepts.

Manages difficult communication.

AVERAGE SCORE FOR BROAD GOAL AREA

Comments:



OVERALL RATING (average of broad goal area scores)

Comments on Intern's overall performance:

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

Intern Signature

Date

Supervisor's Signature

Date

Guilford County Schools Psychological Services
School Psychology Internship
Program Evaluation Form

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 Very Unsatisfactory
2 Moderately Unsatisfactory
3 Moderately Satisfactory
4 Very Satisfactory
N/A--Not Applicable/Not Observed/Cannot Say
Note. This program evaluation is utilized by the training committee to continually improve and enhance the training program. The Training Committee reviews all responses, and your feedback is carefully considered. Any ratings of "1" or "2" will result in action by the Training Committee to address the problematic item, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively.
<p>Quality of training</p> <p>Quality of supervision</p> <p>Usefulness of supervision</p> <p>Amount of supervision</p> <p>Quality of seminars</p> <p>Usefulness of seminars</p> <p>Relevance of training experience to your career goals</p>
Guilford County Schools Psychological Services Doctoral Psychology Internship has identified nine main program goals in which the program provides training. Please rate the level of training you've received in each main goal.



Evidence-Based Practice in Intervention

Evidence-Based Practice in Assessment

Consultation and Interprofessional / Interdisciplinary Skills

Supervision

Cultural and Individual Diversity

Research

Ethical and Legal Standards

Professional Values and Attitudes

Communication and Interpersonal Skills

Please provide narrative responses for each item below.

Please elaborate on the positive aspects of the training program.

Please provide suggestions on ways to improve the program.



Please provide an overall evaluation of the program.

Supervisor's Signature & Date

Intern's Signature & Date



GCSPS School 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:

1 Significant Development Needed--Significant improvement is needed to meet expectations

2 Development Needed-- Improvement is needed to meet expectations

3 Meets Expectations

4 Exceeds Expectations--Above average experience

5 Significantly Exceeds Expectations--Exceptional experience

N/A--Not Applicable/Not Observed/Cannot Say

NOTE: Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience.

General Characteristics of Supervisor

Is 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 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	
Interacted respectfully with supervisee	
Maintained clear and reasonable expectations for supervisee	
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	
Was effective in providing training in behavioral health intervention	
Was effective in providing training in assessment and diagnosis	
Was effective in providing training in systems collaboration and consultation	
Was effective in helping to develop short-term and long-range goals for patients	
Promoted clinical practices in accordance with ethical and legal standards	
Comments:	
Summary	
Overall rating of supervision with this supervisor	
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?	
<u>Supervisor's Signature</u>	<u>Date</u>
<u>Intern's Signature</u>	<u>Date</u>

GCSPS Intern SELF Evaluation: To be completed by intern at beginning, middle, and end of training year

Instructions: Each area below represents a broad area of competency on which you will be evaluated during your internship year. Please see the GCSPS School Psychology Internship Competency Grid for more information about expected competencies within each broad area. We would like for you to assess your current level of achievement in each area. Please also make notes of any strengths you already have as well as up to three specific training goals related to the competency area.

Scoring Criteria:

1 Significant Development Needed--Significant improvement in functioning is needed to meet expectations

2 Development Needed- Some improvement in functioning is needed to meet expectations

3 Meets Expectations--Functions adequately for level of training

4 Exceeds Expectations--Functions above average for level of training

5 Significantly Exceeds Expectations--Functions exceptionally for level of training

N/A--Not Applicable/Not Observed/Cannot Say

Evidence Based Practice in Intervention

Self Score:

Strengths & Training Goals related to Broad Competency:

Evidence Based Practice in Assessment

Self Score:

Strengths & Training Goals related to Broad Competency:

Consultation and Interprofessional/Interdisciplinary Skills

Self Score:

Strengths & Training Goals related to Broad Competency:

Supervision

Self Score:



Strengths & Training Goals related to Broad Competency:	
Cultural and Individual Diversity	Self Score:
Strengths & Training Goals related to Broad Competency:	
Research	Self Score:
Strengths & Training Goals related to Broad Competency:	
Ethical and Legal Standards	Self Score:
Strengths & Training Goals related to Broad Competency:	
Professional Values and Attitudes	Self Score:
Strengths & Training Goals related to Broad Competency:	
Communication and Interpersonal Skills	Self Score:
Strengths & Training Goals related to Broad Competency:	
OVERALL	Self Score:
Any other strengths or training goals you would like to mention?	

Supervisor's Signature
Intern's Signature

Date
Date





APPENDIX C

Training Expectations and Policies Agreement

By signing below, I am acknowledging that I have read the entire Guilford County Schools Psychological Services Internship Manual and have had the opportunity to have any questions or concerns answered by the Training Director. I acknowledge my understanding of and agree to abide by all training expectations and requirements. I also acknowledge that I have been informed that I can ask questions or seek clarification on any information, policies, and procedures delineated in the Internship Manual at any point during the training year.

Intern Printed Name

Intern Signature & Date

Training Director Signature & Date