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 Training Committee is strongly committed to an atmosphere of inclusivity and 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

Overview

The University of Arizona Psychology Internship consortium offers two 10.5-month, full-time doctoral internships beginning in mid-July and ending in mid-June 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: Richard Wagman, Ph.D. ([duffyw@susd12.org](mailto:duffyw@susd12.org))

Established in 1921, Sunnyside Unified School District is the second-largest district in Southern Arizona serving more than 16,300 students and their families. It is a culturally-diverse community and surrounded by two First Nations—the Tohono O'odham and Pascua Yaqui tribes. At the start of the 2018-2019 school, our students spoke 20 different languages; our teachers, classified staff and administrators are equally diverse.

During the 2018-19 school year, 13,553 (80%) students qualified to receive free and reduced-price meals, 2,688 (17%) of students were classified as English Language Learners and approximately 142 (.9%) of Sunnyside’s students were identified as homeless. Another 2,098 students (13%) received Special Education services.

In addition to an Early Learning Center serving students from birth through five, Sunnyside has 11 elementary schools, three middle schools and two high schools. There is also a K through 8 fine arts magnet school (K-3, 4-8), a gifted program (7th stanine and higher) serving 988 students and an alternative high school.

All schools in the Sunnyside District qualify to receive Title I programs and receive funding in accordance with federal programs.

**Intern Experience.** The intern matched with the Sunnyside Unified School District will join a team of 22 school psychologists including three 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

School psychologists in Sunnyside also have the opportunity to participate on the district’s autism assessment team to provide consultation to teachers, parents and students. 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.

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 interns skill levels, they might be assigned to their own school. In this case, the intern is assigned full-time to a half-time 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. We meet monthly on a formal basis for training and monthly for a meeting with the director of special education. We 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. Wagman, a Licensed Psychologist, Nationally Certified School Psychologist, certified school psychologist in Arizona, 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 is approximately 47,000 students served on over 80 campuses. It is a diverse population with a 79% minority student enrollment. 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 interns 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 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.

Richard J. Wagman, Ph.D., better known as “Duffy”, is a Nationally Certified School Psychologist and a Licensed Psychologist. He received his PhD from the University of Michigan’s Combined Program of Education and Psychology in 1988 and has worked as a school psychologist for the Sunnyside School District since 1981. He has experience working at all levels of public school from preschool through high school and has worked with students with a wide variety of special needs. Dr. Wagman specializes in social emotional assessments. He has worked with a socially diverse population since starting in Sunnyside in 1981 and is sensitive to issues regarding diversity in working with students, parents and colleagues. Dr. Wagman has supervised post-doctoral psychologists, interns, externs, practicum students, and first-year graduate students for over 25 years. He is one of the two lead school psychologists in Sunnyside. Dr. Wagman is an avid hiker and loves to travel.

Jennifer Kirkpatrick, Ph.D. 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 Program in School Psychology as well as the Training Director of the UArizona PIC.

UArizona PIC Supervisors (Secondary and Rotations)

Sunnyside Unified School
Christina Collins, Ph.D. is a certified school psychologist. She received her Bachelor’s Degree in Psychology from Regis University in Denver, CO. She is an alumnus of the University of Arizona School Psychology program, where she received a Master’s of Arts Degree in 2001 and a Doctoral Degree in 2016. Dr. Collins has worked with a diverse population of students in terms of age, race, socioeconomic and cultural/linguistic backgrounds throughout her career with a recent focus on adolescent mental health. Dr. Collins has led many initiatives in her position as a school psychologist including: reorganizing intervention teams to be
more accountable through data-driven decision making, spearheading working
groups to systematically research best practice approaches to suicide prevention,
assessment and intervention, dyslexia assessment, the assessment of Attention
Deficit Hyperactivity Disorder, and training other school psychologists in the
administration procedures of curriculum based measurement. In addition to these
activities, she has served as a mentor to early career school psychologists and
supervised practicum and entry level school psychology graduate students.

Kim Freidah, Ph.D. is a Nationally Certified School Psychologist (since 1988) and a
Licensed Psychologist (since 1989). She received her doctorate from the School
Psychology program at The University of Arizona in 1988. Prior to becoming a
school psychologist, she was a teacher and counselor in elementary schools in
Florida and New Mexico. Dr. Friedah joined the Sunnyside Unified School District in
1988, as part of the district’s bilingual assessment team. She left in 2002 to live and
work in Mexico and Nicaragua. When she returned to Tucson in 2010, she also
returned to the Sunnyside School District. As someone with a passion for music and
the arts, she especially enjoys her current assignment at Gallego Intermediate (4-8)
Fine Arts Magnet School, where all students have two periods a day of arts related
electives. Dr. Freidah is very active in community and enjoys supervising and
continuing to learn with post-doctoral psychologists, interns, externs, practicum
students, and first-year graduate students.

Deborah Mercier, 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. She has received her Ph.D. (School Psychology), Ed.S.
and B.A. from the University of Arizona. Dr. Mercier 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 has worked as a school psychologist in the Sunnyside
School District for 10 years. She has had extensive experience working with
students demonstrating social/emotional disabilities and on the autism spectrum.
She has been an active member of the district's autism assessment team for the last
9 years. Dr. Mercier 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). Dr. Mercier enjoys
reading, scuba diving, and travel.

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.

Imelda Murrieta, Ph.D. is a Nationally Certified School Psychologist. She received her doctoral degree from the School Psychology Program at the University of Arizona in 2017 after completing an APA accredited internship at Avondale Elementary School District. Dr. Murrieta was a special education teacher for seven years prior to starting as a school psychologist in the Sunnyside Unified School District at the start of the 2018-2019 school year. Dr. Murrieta’s areas of special interest include the assessment of culturally and linguistically diverse children, consultation for academic and behavioral interventions through a Multi-Tier System of Support (MTSS) and Teacher Assistance Teams (TAT), and fostering family-school partnerships. Dr. Murrieta is fluent in both Spanish and English.

Philip Randall, Ph.D. earned his doctorate degree at the University of Arizona in 2018. He received a master’s degree in Counseling and Guidance at the University of Arizona in 1982. In 2004, Dr. Randall became a licensed professional counselor with the AZ Board of Behavioral Health Examiners and is credentialed to provide clinical supervision within the behavioral health profession. He has provided clinical mental health services in various settings - residential facilities, crisis intervention facilities, and outpatient agencies - for over thirty years to diverse and minority populations. He has had extensive experience in supervising therapists and case managers in behavioral health settings. As a therapist, he primarily provided services for students with learning, social, and emotional concerns within school settings and provided family therapy sessions and assistance to their families. Dr. Randall’s passions are his family, baseball, basketball, and camping.

Tucson Unified School District

Amy Cole, Ph.D., is a licensed psychologist and certified school psychologist in the state of Arizona. She received her Ph.D. in School Psychology from the University of Arizona in 2014. Dr. Cole spent three years teaching and working in the nonprofit sector before entering the field of School Psychology. She has extensive experience in psychoeducational assessments, working with children with disabilities (emotional, learning, intellectual, and autism), and consulting with parents and school staff. She has provided supervision to School Psychology students, and recently postdoctoral school psychologists, since 2015. When not at work, Dr. Cole can be found running the roads and trails around Tucson with her family.

Shana Burgos-DeStephanis, Ph.D. is a licensed psychologist and certified school psychologist. She received her Ph.D. in School Psychology from the University of Arizona in 2017. Dr. Burgos-DeStephanis also holds a Master’s of Arts in
Sociological Practice and worked with low income and homeless families in the non-profit sector prior to joining the education and school psychology fields. She currently teaches sociology and psychology at two local community colleges. As a psychologist, Dr. Burgos-DeStephanis has experience working with high school students with disabilities (emotional, learning, intellectual, and autism), as well as with helping students and their families transition to adult and post-secondary roles. In her free time, Dr. Burgos-DeStephanis can be found enjoying Tucson’s rich music offerings or volunteering for the local animal shelter.

**Training Emphases**

Tucson, Arizona is a diverse community. According to 2017 US Census estimates, 43% of residents are Hispanic or Latinx, and 25% 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 1,800 hours of training during the internship year with at least 450 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, group, or family), crisis intervention, and academic/behavioral interventions to individually and culturally diverse children and adolescents within a variety of evidence-based modalities.

**Psychological Assessment**

Interns at each consortium site administer, interpret, and provide written syntheses of assessment data. Assessments may include interviews, observations, intellectual,
achievement, personality, neuropsychological batteries, and/or other competency-based measures. Interns will learn to develop an assessment plan that is culturally responsive. 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. Interns are expected to complete a minimum of 10 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), 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**

The UArizona PIC represents a collaborative effort of four agencies in Southwestern Arizona who are committed to sharing a vision for training and resources to maintain a high quality, internship that meets the unique needs of the culturally and linguistically diverse Southwest region. 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. 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 diversity characteristics of the client

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. Demonstrates knowledge of supervision models and practices
   8.2. Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals

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
   9.3. Recognizes personal limitations in regards to knowledge and expertise in consulting

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 hour minimum of weekly structured learning activities, which may include case presentations, team staffing, site-based trainings, etc. (schedule dictated by distinct site)

UArizona PIC is committed to providing all interns, collectively:

- 2 hours of in-person weekly group supervision.
- 2 hours on average of in-person 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.

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

Every Wednesday, interns participate in two hours of weekly in-person group supervision and two hours of shared didactic experiences. This, in addition to shared orientation experiences and occasional additional shared trainings offered by Sunnyside or Tucson Unified school districts support 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 Arizona Association of School Psychologists offer local 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 for each competency is defined as an average rating of 2 (see below) across the learning elements for that competency.

On the final review, the minimum level of achievement is an average rating of 4 across learning elements in competency areas. No individual area may be rated lower than “3” 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 = Exhibits competency of an entry level school psychologist; intern is able to function independently; 4 = Exhibits competency expected of a graduating doctoral-level intern; continues to need minimal guidance and supervision 3 = Exhibits competency expected of a mid-doctoral-level intern; continues to need moderate guidance and supervision; 2= Exhibits competency expected of a beginning doctoral level intern; needs frequent guidance and supervision; 1 = Has not exhibited minimum competency expected for a doctoral-level intern; needs intensive additional guidance and supervision NO = Not Observed; I do not have knowledge of the student’s functioning in this area.

All UArizona PIC interns are expected to complete 1800 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 close, 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 letter 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 agency or school district to which they are matched. Interns begin their training year in July and conclude in June. The current stipend for the 2020-2021 training year is $24,000.

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 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](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/Departments/Benefits)

**Vacations**

Interns in the school districts follow a school calendar, but will need to work with their supervisor to ensure hour requirements are met as interns are considered 10.5 month employees. 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 the University 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. But Tucson also offers things that are found few other places especially related to the outdoors, food and its Mexican and Native 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 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.

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 the Tour de Tucson, which attracts over 7000 riders from the city and around the world for a 120-mile race and “rides” of 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 to mariachi music to 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](http://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 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 died. 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.

Tucson also celebrates its western heritage with the annual Fiesta de Vaqueros, or rodeo. 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, known locally, as Tucson Eat Yourself, 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, are 2019 James Beard semi-finalists.

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](http://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 November 15. Applicants are notified about interview status on or before December 15. In person interviews are held in Tucson, Arizona in mid-January. Video conference interviews will be provided in cases where travel to Arizona is not feasible.

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
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.
7. School psychology applicants preferred.

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 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 (https://www.coe.arizona.edu/aass/fingerprint_clearance). 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.
All interns are required to be fingerprinted to work in the classroom and therefore required to have an IVP fingerprint clearance card. To apply for a fingerprint clearance card, please visit the Fieldprint website at [http://fieldprintarizona.com/](http://fieldprintarizona.com/) and follow the instructions. If you have questions about the FieldPrint 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) (602) 223-2947 (Fax)
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: [http://www.azdps.gov/Services/Fingerprint/](http://www.azdps.gov/Services/Fingerprint/)

**Consortium Contact Information**

For more information about UArizona PIC, please contact:

Jennifer Kirkpatrick, PhD.
Training Director

[kirkpatrickj@email.arizona.edu](mailto:kirkpatrickj@email.arizona.edu)
520-621-3086

You may also visit the website: [https://new.coe.arizona.edu/uarizona-psychology-internship-consortium](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 (UAArizona 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 UAArizona 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 UAArizona 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.

A minimum level of achievement for each competency is defined as an average rating of 2 (see below) across the learning elements for that competency. On the final review, the minimum level of achievement is an average rating of 4 across learning elements in competency areas. No individual area may be rated lower than “3” 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. See the Due Process Procedures section of the UArizona PIC Handbook.

The rating scale for each evaluation is a 5-point scale, with the following rating values: 5 = Exhibits competency of an entry level school psychologist; intern is able to function independently; 4 = Exhibits competency expected of a graduating doctoral-level intern; continues to need minimal guidance and supervision 3 = Exhibits competency expected of a mid-doctoral-level intern; continues to need moderate guidance and supervision; 2= Exhibits competency expected of a beginning doctoral level intern; needs frequent guidance and supervision; 1 = Has not exhibited minimum competency expected for a doctoral-level intern; needs intensive additional guidance and supervision NO = Not Observed; I do not have knowledge of the student’s functioning in this area.

All UArizona PIC interns are expected to complete 1800 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 disagrees, 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,
11. 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:

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.

2) 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:

   a) the actual behaviors or skills associated with the problem;
   b) the specific actions to be taken for rectifying the problem;
   c) the time frame during which the problem is expected to be ameliorated; and,
   d) 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.

3) 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:

   a. the actual behaviors or skills associated with the problem;
   b. the specific actions to be taken for rectifying the problem;
   c. the time frame during which the problem is expected to be ameliorated; and,
   d. 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.
4) 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 themself (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the intern. 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.

If the intern is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the Training Committee. If the intern is dissatisfied with the decision of Training Committee, they may appeal the decision, in writing, to the Training Director. Each of these levels of appeal must be submitted in writing within **5 working days** of the decision being appealed. 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 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 this acknowledgement page and return to the Internship Training Director.

Acknowledgment
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:

________________________________________________________________________

Printed Name

________________________________________________________________________

Signature/Date
APPENDIX A: Sample Didactic Calendar

Week 1. “The Internship Launch” This seminar provides an orientation to intern seminar and the University of Arizona Psychology Internship Consortium.

Week 2. “The Ethical Decision-Making Model”. This seminar will discuss the ethical and legal issues specific to working with children and families.

Week 3. “Trauma-Informed Care”. During this seminar, core components of trauma-informed care will be reviewed, with discussion on the importance of the physical and social-emotional environment; screening for trauma; and an informed, healthy and collaborative team.

Week 4. “Risk Assessment” During this seminar, topics include assessment of SI, HI, Self harm/injury, & child maltreatment, including special attention to the definition of emotional abuse; the importance of consultation; steps to support safety.

Week 5. “Assessment of Adaptive Behaviors” This seminar will provide an overview of strength and competency-based practice and discuss assessment of resilience and protective factors.

Week 6. “Special Education Law”

Week 7 & 8. “RTI, MTSS”

Week 9. “The Role of Consultant” During this seminar interns will explore their role as a consultant to parents, teachers and other school personnel and others on behalf of the child.

Week 10 “Play-Based Interventions”
**Week 11-14. “Functional Behavior Analysis & Behavior Modification”**
This seminar briefly reviews behaviorism, discusses the ins and outs of formal FBAs, and offers tools to support behavior modification in and out of the classroom. Interns will be asked to bring in case examples for discussion on practical applications.

**Week 15 to 17. “Assessment and Treatment of Culturally and Linguistically Diverse Students” with Dr. XX.** This seminar discusses the following topics: Bilingual Assessment; working with ELL students; using a translator; working with diverse families, including immigrant and refugee families, etc.
Week 18. “Self Care” This seminar presents the literature on compassion fatigue, secondary traumatization, and burnout and reviews the importance of self-care in the helping professions. This seminar also addresses the societal and professional pressures as well as the technology advances that often contribute to an ‘always-on’ mentality.

Week 19. “Mindfulness”

Week 20. “The Mid-Mission Goal Review” During this seminar, interns will take stock of the goals set in July, create new goals as needed, review their plan for deliberate practice, discuss the practical barriers to implementation of deliberate practice, and critically evaluate their outcomes as it relates to direct service.

Week 21-22. “Psychopharmacological Interventions”

Week 23. “Neuropsychology”

Week 24-25. “Autism Evaluation/Identification”

Week 26. “Social-Emotional Learning” During this seminar, topics include social-emotional supports, social skills training in the school system, social skills interventions outside of the classroom.

Week 27. “Hearing and Visually Impaired Children” This seminar will discuss the impact of hearing and/or visual impairments on school functioning, interventions, as well as implications for treatment.

Week 28. “Chronically ill and hospitalized children”

Week 29. “Occupational and Physical Therapy” This seminar will discuss appropriate referrals for occupational and physical therapy, occupational and physical therapy interventions, and the psychologist/therapist role in supporting these interventions.

Week 30-31. “Speech and Language Disorders”

Week 32-33. “Reading, Writing and Math Learning Disabilities”
Week 34-35. “Another Look at Diversity” This seminar will discuss the following topics: a developmental perspective on bias; explicit versus implicit bias; and privilege. Interns will also be given the option to participate in Harvard University’s “Project Implicit” by completing 3 Implicit Association Tests and reflecting on the exercise as a group.

Week 36-38. “The Final Frontier” This seminar focuses on the professional development of the interns as their internship year draws to an end. During this seminar, interns will again take stock of their goal progress and discuss plans for continued development. Additional topics will include obligations to the professional community and administrative and organizational roles of psychologists. This portion of the seminar allows interns an opportunity to explore their emerging professional identity.
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 SDIP Intern Evaluation, Retention, and Termination Policy.

**UA Psychology Internship Consortium - Intern Evaluation:**

*To be completed by supervisor*

**Intern:**

**Supervisor:**

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**Dates of Evaluation:**

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**Training site:**

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**Methods used in evaluating competency:**

- [ ] Direct Observation
- [ ] Review of Audio/Video
- [ ] Case Presentation
- [ ] Documentation Review
- [ ] Supervision
- [ ] Comments from other staff/faculty

**Scoring Criteria:**

<table>
<thead>
<tr>
<th>N/O Not Observed – Cannot Be Rated</th>
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</thead>
<tbody>
<tr>
<td>Skill not observed (specify plan for addressing)</td>
</tr>
</tbody>
</table>

| 1 – Has not exhibited minimum competency expected for a doctoral-level intern; needs intensive additional guidance and supervision |
| 2 – Exhibits competency expected of a beginning doctoral level intern; needs frequent guidance and supervision |
| 3 – Exhibits competency expected for a mid-doctoral level intern; continues to need moderate guidance and supervision |
| 4 – Exhibits competency expected of a graduating doctoral-level intern; continues to need minimal guidance and supervision |
| 5 – Exhibits competency of an entry level school psychologist; intern is able to function independently. |

**Competency 1 - Intern will achieve competence in the area of:** Research
<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>1-1. 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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>1-3. Utilizes scholarly literature and other resources to inform practice with diverse clients</td>
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<tr>
<td><strong>AVERAGE SCORE FOR BROAD AREA OF COMPETENCE</strong></td>
<td>/</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>Competency 2 - Intern will achieve competence in the area of: Ethical and Legal Standards</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>2-1. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct</td>
<td></td>
</tr>
<tr>
<td>2-2. Demonstrates knowledge of and acts in accordance with all organizational, local state and federal laws, regulations, rules, and polices relevant to health service psychology</td>
<td></td>
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<tr>
<td>2-3. Demonstrates knowledge of and acts in accordance with all professional standards and guidelines</td>
<td></td>
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<tr>
<td>2-4. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them</td>
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<tr>
<td>2-5. Conducts self in an ethical manner in all professional activities</td>
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<tr>
<td>AVERAGE SCORE FOR BROAD AREA OF COMPETENCE /</td>
<td></td>
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</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Competency 3 - Intern will achieve competence in the area of: Individual and Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>3-2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity</td>
</tr>
<tr>
<td>3-3. Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles</td>
</tr>
<tr>
<td>3-4. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals whose group membership, demographic characteristics, or worldview may differ from their own</td>
</tr>
</tbody>
</table>

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE /

Comments:
### Competency 4 - Intern will achieve competence in the area of: Professional Values and Attitudes

| 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. Engages in activities to maintain and improve performance, well-being, and professional effectiveness |
| 4-4. Actively seeks and demonstrates openness and responsiveness to feedback and supervision |
| 4-5. Responds professionally in increasingly complex situations with a greater degree of independence as he/she progresses across levels of training |

**AVERAGE SCORE FOR BROAD AREA OF COMPETENCE**

/  

**Comments:**

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### Competency 5- Intern will achieve competence in the area of: 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 |

**AVERAGE SCORE FOR BROAD AREA OF COMPETENCE**

/  

**Comments:**

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### Competency 6 - Intern will achieve competence in the area of: Assessment

| 6-1. Demonstrates current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including client strengths and challenges |
6-2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)

6-3. Applies 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 diversity characteristics of the client.

6-8. Communicates in written documents the findings in an accurate and effective manner sensitive to a range of audiences

6-9. Orally communicates the findings in an accurate and effective manner sensitive to a range of audiences

| AVERAGE SCORE FOR BROAD AREA OF COMPETENCE | / |

Comments:
### Competency 7 - Intern will achieve competence in the area of: Intervention

<table>
<thead>
<tr>
<th>7-1. Establishes and maintains effective relationships with considerations of developmental and diversity characteristics for recipients of psychological services</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-2. Develops evidence-based intervention plans specific to the service delivery goals</td>
</tr>
<tr>
<td>7-3. Implements interventions informed by the current scientific literature</td>
</tr>
<tr>
<td>7-4. Demonstrates the ability to apply the relevant research literature to clinical decision making</td>
</tr>
<tr>
<td>7-5. Modifies and adapts evidence-based approaches</td>
</tr>
<tr>
<td>7-6. Evaluates intervention effectiveness</td>
</tr>
</tbody>
</table>

**AVERAGE SCORE FOR BROAD AREA OF COMPETENCE** /

Comments:

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### Competency 8 - Intern will achieve competence in the area of: Supervision

| 8-1. Demonstrates knowledge of supervision models and practices |
| 8.2 Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals. |

**AVERAGE SCORE FOR BROAD AREA OF COMPETENCE** /

Comments:
<table>
<thead>
<tr>
<th>Competency 9 - Intern will achieve competence in the area of: Consultation and Interprofessional/Interdisciplinary Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-1. Demonstrates knowledge and respect for the roles and perspectives of other professions</td>
</tr>
<tr>
<td>9-2. Applies knowledge about consultation in direct or simulated (e.g. role played) consultation</td>
</tr>
<tr>
<td>9-3. Recognizes personal limitations in regards to knowledge and expertise when consulting</td>
</tr>
</tbody>
</table>

**AVERAGE SCORE FOR BROAD AREA OF COMPETENCE**

**Comments:**

**OVERALL RATING (average of broad competence 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

**APPENDIX C: UA|Arizona 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

Attached
APPENDIX D: UArizona PIC Evaluation of Supervisor

To be completed by intern every three months during training year and discussed with supervisor during intern evaluation meeting

**UA PIC Evaluation of Supervisor**

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 __________

Training site: __________

<table>
<thead>
<tr>
<th>1 Significant Development Needed--Significant improvement is needed to meet intern needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Development Needed-- Improvement is needed to meet intern needs</td>
</tr>
<tr>
<td>3 Meets Intern Needs and Expectations</td>
</tr>
<tr>
<td>4 Exceeds Expectations--Above average experience</td>
</tr>
<tr>
<td>5 Significantly Exceeds Expectations--Exceptional experience</td>
</tr>
<tr>
<td>N/A--Not Applicable/Not Observed/Cannot Say</td>
</tr>
</tbody>
</table>

**NOTE:** This Supervisor Evaluation is utilized by UA PIC to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and your feedback is carefully considered. 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, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively.
<table>
<thead>
<tr>
<th>General Characteristics of Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is accessible for discussion, questions, etc.</td>
</tr>
<tr>
<td>Treats intern with respect and courtesy</td>
</tr>
<tr>
<td>Supports the intern’s successful completion of the internship program</td>
</tr>
<tr>
<td>Presents as a positive professional role model consistent with the program's aims</td>
</tr>
<tr>
<td>Schedules supervision meetings and is available at the scheduled time</td>
</tr>
<tr>
<td>Allots sufficient time for supervision</td>
</tr>
<tr>
<td>Keeps sufficiently informed of case(s)</td>
</tr>
<tr>
<td>Is interested in and committed to supervision</td>
</tr>
<tr>
<td>Sets clear objectives and responsibilities throughout supervised experience</td>
</tr>
<tr>
<td>Is up-to-date in understanding of clinical populations and issues</td>
</tr>
<tr>
<td>Maintains appropriate interpersonal boundaries with patients and supervisees</td>
</tr>
<tr>
<td>Provides constructive and timely feedback on supervisee's performance</td>
</tr>
<tr>
<td>Encourages appropriate degree of independence</td>
</tr>
<tr>
<td>Demonstrates concern for and interest in supervisee's progress, problems, and ideas</td>
</tr>
<tr>
<td>Communicates effectively with supervisee</td>
</tr>
<tr>
<td>Interacts respectfully with supervisee</td>
</tr>
<tr>
<td>Maintains clear and reasonable expectations for supervisee</td>
</tr>
<tr>
<td>Provides a level of case-based supervision appropriate to supervisee's training needs</td>
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<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<p>| Development of Clinical Skills |
| Assists in coherent conceptualization of clinical work |
| Assists in translation of conceptualization into techniques and procedures |
| Is effective in providing training in behavioral health intervention |</p>
<table>
<thead>
<tr>
<th>Is effective in providing training in assessment and diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports intern in navigating and responding to clients' cultural and individual differences</td>
</tr>
<tr>
<td>Is effective in helping to develop short-term and long-range goals for patients</td>
</tr>
<tr>
<td>Promotes clinical practices in accordance with ethical and legal standards</td>
</tr>
<tr>
<td>Promotes intern's general acquisition of knowledge, skills, and competencies</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

**Summary**

<table>
<thead>
<tr>
<th>Overall rating of supervision with this supervisor</th>
<th>/</th>
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<tbody>
<tr>
<td>Describe how the supervisor contributed to your learning:</td>
<td></td>
</tr>
<tr>
<td>Describe how supervision or the training experience could be enhanced:</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------</td>
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</table>

<table>
<thead>
<tr>
<th>Any other suggestions/feedback for your supervisor?</th>
</tr>
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<table>
<thead>
<tr>
<th>Supervisor's Signature</th>
<th>Date</th>
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<table>
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<tr>
<th>Intern's Signature</th>
<th>Date</th>
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</table>
APPENDIX E: UArizona PIC Program Evaluation

To be completed by Intern at end of training year

Attached