



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

DEPARTMENT OF TEACHING AND LEARNING
OFFICE OF STUDENT SUPPORT SERVICES
PSYCHOLOGICAL SERVICES

DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

2026-2027 Training Brochure

Accredited by the American Psychological Association

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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OVERVIEW

Welcome to Virginia Beach City Public Schools (VBCPS), where doctoral interns in psychology are *charting the course* in providing comprehensive psychological services to children and adolescents. The doctoral internship program at VBCPS offers specialized training through several supplemental rotations, equipping doctoral interns with the skills and experience needed to thrive in various professional settings.

At a time when accessing mental health services for children and adolescents in community settings is often difficult, doctoral interns at VBCPS provide essential support directly within the school environment. Their experiences include assessment, therapy, consultation, and other psychological services—making a meaningful difference in students' lives. Through this experience, doctoral interns not only contribute significantly to student well-being but also gain the hands-on training necessary to become independent, well-rounded psychologists.

Below is a brief overview of the benefits, specialized experiences, and unique features offered to doctoral interns by Virginia Beach City Public Schools.

| Benefits | Specialized Experiences | Unique Features |
|--|--|--|
| <ul style="list-style-type: none"> • \$32,000 Stipend • Health Benefits • Dental Benefits • Paid time off during the school year for holidays and winter & spring breaks • Leave time for dissertation, commencement, etc. • Leave time for illness and vacation • Laptop, iPads for work use and assessments • Travel reimbursement • Office space with cohort of doctoral interns in psychology • Resource Library of over 100 resources and more than 200 assessment measures | <ul style="list-style-type: none"> • Autism Assessment Team: ADOS-2 administration, scoring, and interpretation • BASE Program: Tier 3 intervention with elementary-aged students • Preschool Assessment Center: Arena assessment and diagnostic classroom with preschool-aged children • SECEP Re-ED: Individual & group therapy with elementary-aged students (typically externalizing presentation) • STEP: Individual & group therapy with elementary, middle, p high school students (typically internalizing presentation) | <ul style="list-style-type: none"> • Integration of school and clinical services • Tailoring internship experience to doctoral interns' goals • Emphasis on collegiality intern partnering at school assignments • Supervision with a focus on professional identity • Co-facilitation opportunities to work directly with supervisors • Professional licensure training and support • Post-doctoral and employment opportunities • More than 30% of staff members are former VBCPS doctoral interns |

INTRODUCTION

Virginia Beach City Public Schools (VBCPS) is committed to preparing every child to be future ready with the goal of eliminating achievement and opportunity gaps so that all students maximize their potential. We strive to achieve this goal by reflecting on and engaging in behaviors that demonstrate our core values: *We Put Students First; We Seek Growth; We Are Open to Change; We Do Great Work Together; We Value Differences*. Virginia Beach City Public Schools currently comprises 86 schools (55 elementary schools, 15 middle schools, 12 high schools, and 4 specialty centers) which serve 62,477 students. The district has a diverse ethnic student population which includes approximately (from highest to lowest percentage) 44.8% Caucasian; 22.8% Black; 14.4% Hispanic/Latino; 11.1% Multi-racial; 6.2% Asian and 1% Other students.

The Office of Student Support Services (OSSS) within VBCPS provides specialized leadership for supporting the academic, career, and social emotional development of all students, as well as individual intervention to students and families in need. Specific responsibilities of the OSSS include the following areas: *Psychological Services; Neuropsychological Services; Elementary Behavioral Program; Multi-Tiered System of Supports (MTSS); Positive Behavior Intervention Supports (PBIS); Bullying Awareness/Prevention Program; Student Response Team (SRT); K-12 School Counseling Services; Social Work Services; Behavior Intervention Specialists*.

Psychological Services, a department within the OSSS, provides a comprehensive range of services to facilitate learning and promote mental health by addressing the behavioral, emotional, academic, and mental health issues and concerns of students that affect educational and work performance. Comprehensive services include, but are not limited to, psychological and educational assessment; consultation with school staff, parents, and other professionals; behavioral and crisis intervention; individual/group therapy; risk assessment; case management; and staff development for school personnel. These services are currently provided by 41 psychologists, 1 neuropsychologist, 4 psychometrists, and 5 doctoral interns. VBCPS uses the general term “psychologist”, which is the official job title, to refer to all staff psychologists, who are licensed by the State Department of Education as school psychologists and/or by the State Board of Psychology as clinical psychologists. Psychological Services is housed at the Plaza Annex, a campus of administrative offices for various departments.

The Doctoral Internship Program in Health Service Psychology, a part of Psychological Services at Virginia Beach City Public Schools (VBCPS), has five doctoral intern positions within a general track that provides comprehensive opportunities to refine clinical skills through a variety of training experiences. The internship satisfies the Virginia Board of Psychology internship requirement for licensure as a clinical psychologist. The internship also satisfies the Virginia Department of Education (VDOE) internship requirement for school psychology licensure for doctoral interns from school psychology programs.

PHILOSOPHICAL MODEL & PROGRAM AIMS

The Virginia Beach City Public Schools Doctoral Internship Program utilizes a practitioner-scientist training model. The internship program is designed to provide comprehensive training to doctoral interns through a wide range of clinical experiences with a longstanding commitment to several key aims:

- **Dedication to Service:** As part of Psychological Services, the program strives to equip doctoral interns with the clinical skills and the dedication, compassion, and understanding of others necessary to improve the mental health, emotional well-being, and social functioning of individuals in need of support.
- **Broad-based Practice:** The program's comprehensive training opportunities are intended to develop broad-based practitioners who are capable of providing assessment and diagnosis, intervention and therapy, consultation, crisis management, and other clinical services in a variety of professional settings.
- **Diversity:** The program emphasizes diversity by offering clinical experiences working with individuals from a variety of age groups (preschool-aged children through adults), cultures and ethnicities (as indicated by the diversity of the school population), individual differences (including but not limited to a large military community, socio-economic variance, suburban to rural, etc.), and mental health disorders and educational disabilities (including but not limited to ADHD, autism spectrum disorders, bipolar disorders, mood disorders, intellectual disabilities, gifted and talented populations, etc.).
- **Professional Identity:** The educational didactic curriculum, extensive supervision, and ongoing performance evaluation and feedback enable doctoral interns to develop a sense of professional identity that fosters professional confidence and prepares for independent practice.

DIVERSITY

The Virginia Beach City Public Schools Doctoral Internship Program broadly defines diversity with the aim of inclusion of those from varying races, colors, religions, national origins, sexes, sexual orientations, gender identities, childbirth or related medical conditions, ages, marital statuses, disabilities, veteran statuses, training backgrounds (e.g., school psychology, clinical psychology, counseling psychology, etc.), and theoretical orientations, among others.

The Program believes it is essential to provide a welcoming and inclusive atmosphere for doctoral interns and training staff from all diverse backgrounds. Program climate is reflected in the recruitment, retention, and professional development of doctoral interns and training supervisors. Individual and cultural diversity training and discussion are interwoven through didactic presentations, experiential activities, and supervision practices. The Program ensures an inviting, supportive, and encouraging learning environment for all doctoral interns, including those from diverse and underrepresented communities, by implementing several initiatives, including but not limited to:

- Didactic curriculum which features diversity and underrepresented communities throughout the training year, such as *Culturally Responsive Practices; Multi-Cultural Approach to Education and Learning; Poverty: Implications on Children's Educational Experiences & Functioning; Military Families: Basic Training; and LGBTQIA+: Building Supportive Alliances*.
- School division sponsored activities on individual differences and diversity, which can be attended by doctoral interns and training staff.
- Professional conferences and school division social events which afford doctoral interns and training staff opportunities to interact and to network with others from diverse backgrounds and areas of expertise.
- Didactic and case presentations conducted by doctoral interns that provide opportunities to highlight doctoral interns' personal areas of interest, including consideration of diversity factors within each presentation.
- Candid Conversation Series attended by doctoral interns and training staff. These candid conversations are designed (1) to evoke self-reflection and understanding of how one's own personal/cultural history, attitudes, and biases may affect the understanding of and the interaction with people different from oneself; (2) to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; and (3) to increase current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities. While topics vary each training year, previous topics have included *Candid Conversation on...Race and Privilege;...Generational Differences;...Countertransference in Professional Practice;...Religion and Psychological Practice;...Gender in the Workplace*.

PRIMARY TRAINING GOALS

The Doctoral Internship Program has two primary training goals:

- Provide doctoral interns with training, experience, and supervision to practice independently, ethically, and with cultural humility.
- Assist doctoral interns in developing professional competencies so they are able to provide a variety of psychological services to improve the mental health and educational outcomes of children, adolescents, and adults within and outside school settings.

To achieve these goals, doctoral interns are provided training experiences, educational didactic seminars, and extensive supervision to further develop their clinical skills, leadership, self-management, and professional identity. Additionally, doctoral interns are expected to obtain and refine their knowledge and skills in nine major competencies of health service psychology by the end of the doctoral internship program.

COMPETENCIES

Doctoral interns are expected to obtain, develop, and refine their knowledge and skills in nine major competencies of health service psychology by the end of the doctoral internship training year:

- **Ethical and Legal Standards**
- **Assessment**
- **Intervention**
- **Consultation and Interprofessional/Interdisciplinary Skills**
- **Individual and Cultural Diversity**
- **Supervision**
- **Professional Values, Attitudes, and Behaviors**
- **Communication and Interpersonal Skills**
- **Research**

TRAINING OBJECTIVES, ACTIVITIES, AND SUPERVISION METHODS

Each competency is further defined by specific **training objectives** which outline *what* knowledge and skills doctoral interns are expected to obtain, develop, and refine by the end of the doctoral internship program. Next, several **requisite activities** are provided to doctoral interns which describe *how* to achieve the objectives for each competency. Last, since evaluation and feedback are essential to professional development and the Doctoral Internship Program, a list of **supervision methods** summarizes *how doctoral interns will be assisted and evaluated* by supervisors.

| ETHICAL and LEGAL STANDARDS | |
|-------------------------------|--|
| Training Objective 1 | Demonstrate knowledge of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct. |
| Requisite Activities 1 | Review and adhere to the current version of APA Ethical Principles of Psychologists and Code of Conduct and NASP ethical standards. Identify ethical principles and codes which are operative to current assessment, intervention, and therapy cases during supervision. Conduct formal case presentations of at least one assessment and one intervention case. |
| Supervision Methods 1 | Review, distribute, and model current version of APA Ethical Principles of Psychologists and NASP ethical standards. Discussion, case consultation, observation, review of doctoral interns' work. |
| Training Objective 2 | Demonstrate knowledge of and act in accordance with federal, state, and local laws, regulations, rules, and policies governing the practice of licensed independent psychologists. |
| Requisite Activities 2 | Review and adhere to state laws and regulations governing independent psychological practice. Review and adhere to federal guidelines and state special education regulations and procedures. |

| ETHICAL and LEGAL STANDARDS | |
|------------------------------------|--|
| | <p>Review and adhere to local policies and procedures regarding special education and 504 accommodation plans.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> |
| <i>Supervision Methods 2</i> | <p>Review, distribute, reference, and model compliance with state laws and regulations governing independent psychological practice.</p> <p>Review, distribute, and model federal guidelines and state special education regulations and procedures.</p> <p>Discussion, case consultation, observation, review of doctoral interns' work.</p> |
| Training Objective 3 | Demonstrate knowledge of and act in accordance with professional standards and guidelines including local and office procedures for referrals. |
| <i>Requisite Activities 3</i> | <p>Review and adhere to local and office procedures for assessment and intervention referrals.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> |
| <i>Supervision Methods 3</i> | <p>Review, distribute, and model local and office procedures for assessment and intervention referrals.</p> <p>Discussion, case consultation, observation, and review of doctoral interns' work.</p> |
| Training Objective 4 | Recognize ethical dilemmas/concerns as they arise and apply ethical decision-making processes in order to resolve the dilemmas. |
| <i>Requisite Activities 4</i> | <p>Attend ethics didactic seminar on resolving ethical dilemmas.</p> <p>Review and apply ethical decision-making processes in order to resolve dilemmas.</p> <p>Ongoing case consultation and discussion through individual and/or group supervision to include case vignettes, role-play, and/or video simulation.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> |
| <i>Supervision Methods 4</i> | Discussion, case, consultation, observation, and review of doctoral interns' work. |
| Training Objective 5 | Conduct self in an ethical manner in all professional activities. |
| <i>Requisite Activities 5</i> | <p>Adhere to professional ethical standards and federal, state, and local legal regulations and procedures.</p> <p>Consult with others (e.g., supervisors, peers, etc.) about ethical dilemmas/concerns.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> |
| <i>Supervision Methods 5</i> | Model ethical behavior, discussion, case consultation, observation, and review of doctoral interns' work. |
| ASSESSMENT | |
| Training Objective 6 | Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. |

| ASSESSMENT | |
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| <i>Requisite Activities 6</i> | <p>Review current diagnostic classifications systems (e.g., DSM-5, IDEA Special Education categories) and related functional and dysfunctional behaviors and psychopathology.</p> <p>Review rationale for diagnoses with supervisor using differential diagnoses and case conceptualization that includes functional and dysfunctional behaviors and consideration of student strengths and psychopathology.</p> <p>Participate in didactic presentation(s) on IDEA Special Education categories and mental/behavioral health disorders.</p> <p>Create and maintain a file of current treatment recommendations for various disorders and disabilities.</p> <p>Conduct a formal assessment case presentation.</p> |
| <i>Supervision Methods 6</i> | <p>Discussion and case consultation to focus on diagnostic criteria, differential diagnoses, functional and dysfunctional behaviors, student strengths and psychopathology, observation, and review of doctoral interns' work including integrated reports.</p> |
| Training Objective 7 | <p>Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).</p> |
| <i>Requisite Activities 7</i> | <p>Review students' backgrounds through record or social history review and/or student/parent/guardian interview to include students' family composition, social functioning, cultural identity, and societal factors.</p> <p>Provide contextual background (e.g., family, social, societal, and cultural) of students' behaviors during case conceptualizations with supervisor.</p> <p>Conduct a formal assessment case presentation.</p> |
| <i>Supervision Methods 7</i> | <p>Discussion and case consultation to include contextual background of students' behaviors, observation, and review of doctoral interns' work including integrated reports.</p> |
| Training Objective 8 | <p>Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</p> |
| <i>Requisite Activities 8</i> | <p>Select assessment measures and methods which identify functional and dysfunctional behaviors, including application through case samples/vignettes, role-play, and/or video simulation.</p> <p>Develop treatment recommendations/intervention plans which address functional and dysfunctional behaviors, including application through case samples/vignettes, role-play, and/or video simulation.</p> <p>Discuss students' functional and dysfunctional behaviors when considering diagnoses with supervisor, including application through case samples/vignettes, role-play, and/or video simulation.</p> <p>Conduct a formal assessment case presentation.</p> |
| <i>Supervision Methods 8</i> | <p>Discussion and case consultation of functional and dysfunctional behaviors during assessment selection and diagnostic process, observation, and review of doctoral interns' work, including integrated reports and use of case samples/vignettes, role-play, and/or video simulation.</p> |

| ASSESSMENT | |
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| Training Objective 9 | Select and apply assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics. |
| <i>Requisite Activities 9</i> | Review current psychometrics of assessment instruments prior to test administration, including application through case samples/vignettes, role-play, and/or video simulation. Research best practice and methods for assessing a diversity of clients and referral concerns. Conduct a formal assessment case presentation. |
| <i>Supervision Methods 9</i> | Discussion, case consultation, and review of doctoral interns' work including integrated reports and use of case samples/vignettes, role-play, and/or video simulation. |
| Training Objective 10 | Demonstrate the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. |
| <i>Requisite Activities 10</i> | Review sources of data and rationale for selection of sources with supervisor. Research best practice and methods for assessing a diversity of clients and referral concerns. Conduct a formal assessment case presentation. |
| <i>Supervision Methods 10</i> | Discussion, case consultation, and review of doctoral interns' work including integrated reports. |
| Training Objective 11 | Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. |
| <i>Requisite Activities 11</i> | Write comprehensive psychological reports that contain appropriate interpretations of test data, answer referral questions, and summarize information through case conceptualization. Discuss with supervisor distinguishing those assessment aspects which are subjective from those which are objective to guard against decision-making biases. Conduct a formal assessment case presentation. |
| <i>Supervision Methods 11</i> | Discussion and case consultation to focus on interpretation, integration and case conceptualization of assessment data, observation, and review of doctoral interns' work including integrated reports. |
| Training Objective 12 | Communicate orally and in written documents the findings and implications of assessments in an accurate and effective manner sensitive to a range of audiences. |
| <i>Requisite Activities 12</i> | Review cultural and individual biases when writing reports and orally presenting findings. Write comprehensive psychological reports that demonstrate an understanding of intended audiences. Orally communicate data and conclusions in a clear and understandable manner to members of the multi-disciplinary team. |

| ASSESSMENT | |
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| | Conduct a formal assessment case presentation. |
| <i>Supervision Methods 12</i> | Discussion, case consultation, observation of doctoral interns presenting assessment results at various multidisciplinary team meetings and assessment case presentation, and review of doctoral interns' work including integrated reports. |
| Training Objectives 13 | Demonstrate the ability to provide crisis intervention through responding to crisis situations and/or conducting mental health assessments related to risk of harm to self or others. |
| <i>Requisite Activities 13</i> | <p>Participate in didactic trainings pertaining to crisis intervention, suicide prevention/intervention, and mental health assessments for risk of harm to self or others.</p> <p>Review state, local, and district regulations, policies, and procedures pertaining to crisis intervention, suicide prevention/intervention, and responding to risks of harm to self or others.</p> <p>Engage in direct or simulated practice of crisis intervention which include, but are not limited to: role-played crisis intervention with others; assisting and participating in school division crisis teams; and/or conducting mental health assessments related to risk of harm to self or others.</p> <p>Consult with supervisor pertaining to risk assessment procedures.</p> |
| <i>Supervision Methods 13</i> | <p>Provide didactic trainings pertaining to crisis intervention, suicide prevention, and mental health assessments for risks of harm to self or others.</p> <p>Review state, local, and district regulations, policies, and procedures pertaining to crisis intervention, suicide prevention/intervention, and responding to risks of harm to self or others.</p> <p>Discussion, case consultation, and/or observation and/or participation in direct or simulated practice of crisis intervention which include, but are not limited to: role-played crisis intervention with others; participation in crisis intervention teams; and/or completion of risk assessments of harm to self or others.</p> |

| INTERVENTION | |
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| Training Objective 14 | Establish and maintain effective relationships with the recipients of psychological services. |
| <i>Requisite Activities 14</i> | <p>Engage in rapport-building at the beginning of provision of psychological services, and monitor the relationship throughout provision of psychological services.</p> <p>Identify rapport building activities and therapeutic relationship monitoring activities through use of case samples/vignettes, role-play, and/or video simulation.</p> <p>Conduct a formal intervention case presentation.</p> |
| <i>Supervision Methods 14</i> | <p>Co-facilitation of therapeutic groups and/or audio/video recording where available, and review of case notes monitoring for relationship factors as they relate to progress.</p> <p>Discuss rapport building knowledge and skills and ability to monitor therapeutic relationship by reviewing case samples/vignettes, role-play, and/or video simulation.</p> |

| INTERVENTION | |
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| Training Objective 15 | Develop evidence-based intervention plans specific to service delivery goals. |
| <i>Requisite Activities 15</i> | Create and maintain a file of current interventions. Develop individual service plans that define the goals in an objective/measurable manner, with specific strategies/evidence-based frameworks tied to each goal. Conduct a formal intervention case presentation. |
| <i>Supervision Methods 15</i> | Review of service plans for measurable objectives and evidence-based strategies tied to case formulations and treatment goals. |
| Training Objective 16 | Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. |
| <i>Requisite Activities 16</i> | Develop case formulations that take into account the assessment findings, diversity characteristics, contextual variables, and scientific literature. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables including application through case samples/vignettes, role-play, and/or video simulation. Conduct a formal intervention case presentation. |
| <i>Supervision Methods 16</i> | Review of case formulation and intervention methods including interview results and formal assessment data if available. Discussion of cultural and contextual variables, and scientific literature related to intervention options and use of case samples/vignettes, role-play, and/or video simulation. |
| Training Objective 17 | Demonstrate the ability to apply relevant research literature to clinical decision making. |
| <i>Requisite Activities 17</i> | Review current professional publications related to diagnostic criteria. Create and maintain a file of current interventions. Conduct a formal intervention case presentation. |
| <i>Supervision Methods 17</i> | Discussion, case consultation, observation including formal case presentation, review of doctoral interns' work. |
| Training Objective 18 | Demonstrate the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. |
| <i>Requisite Activities 18</i> | Identify the evidence-based approaches that require modification, the reason for modification, and the method for how the modification will be applied, including application through case samples/vignettes, role-play, and/or video simulation. Integrate intervention approaches from different frameworks to meet the individual needs of students, including application through case samples/vignettes, role-play, and/or video simulation. Conduct a formal intervention case presentation. |
| <i>Supervision Methods 18</i> | Discussion, case consultation, observation, review of doctoral interns' work and use of case samples/vignettes, role-play, and/or video simulation. |
| Training Objective 19 | Demonstrate the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. |

| INTERVENTION | |
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| <i>Requisite Activities 19</i> | <p>Monitor students' progress on intervention(s) effectiveness through ongoing data collection, direct observation, or other evaluative methods.</p> <p>Document students' progress on intervention goals and methods in progress notes.</p> <p>Identify the need for changes and adapt intervention goals and methods due to mastery or lack of progress.</p> <p>Engage in simulated practice of progress monitoring and adaptation of intervention goals which include, but are not limited to: case samples/vignettes, role-play, and video simulation.</p> <p>Conduct a formal intervention case presentation.</p> |
| <i>Supervision Methods 19</i> | Discussion, case consultation, observation, and review of doctoral interns' work, including progress notes and treatment plans and use of case samples/vignettes, role-play, and/or video simulation. |

| CONSULTATION and INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS | |
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| <i>Training Objective 20</i> | Demonstrate knowledge of and respect for the roles and perspectives of others, including parents, teachers, school administrators, and other school personnel. |
| <i>Requisite Activities 20</i> | <p>Attend and participate in didactic presentations outlining Student Response Team (SRT) and Special Education Committee (SEC) processes, and roles and responsibilities of meeting participants.</p> <p>Serve as a member of multidisciplinary teams (SRT, SEC, 504 Committee, IEP Teams, etc.) who actively listens and interacts with parents, teachers, school administrators, and other school personnel in a respectful and collaborative manner.</p> <p>Conduct a formal intervention case presentation.</p> |
| <i>Supervision Methods 20</i> | Discussion (which might include discussion with others working with doctoral interns), case consultation, observation, and review of doctoral interns' work. |
| <i>Training Objective 21</i> | Apply the knowledge of consultation models and practices in direct or simulated consultation with students, parents, teachers, other school professionals, and/or other health care professionals. |
| <i>Requisite Activities 21</i> | <p>Engage in simulated consultation practices as needed, such as role-played consultation or peer consultation.</p> <p>Develop, plan, and implement consultation with parents, teachers, and other school professionals. Evaluate effectiveness.</p> <p>Conduct a formal intervention case presentation.</p> |
| <i>Supervision Methods 21</i> | Discussion (which might include discussion with others working with doctoral interns), case consultation, observation, and review of doctoral interns' work. |

| INDIVIDUAL and CULTURAL DIVERSITY | |
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| <i>Training Objective 22</i> | Demonstrate an understanding of how the doctoral intern's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself. |

| INDIVIDUAL and CULTURAL DIVERSITY | |
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| <i>Requisite Activities 22</i> | Engage in personal self-reflection about one's own personal/cultural history, attitudes, and biases and their effect on one's own understanding and interactions with people who are different. Participate in ongoing discussions in supervision about one's own personal/cultural history, attitudes, and biases and their effect on one's own understanding of and interactions with people who are different. |
| <i>Supervision Methods 22</i> | Case discussions during supervision regarding how the doctoral intern's personal/cultural history, attitudes, and biases may affect perceptions and interactions with people from different backgrounds and experiences as it relates to providing professional services (assessment, intervention, consultation, etc.). |
| Training Objective 23 | Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. |
| <i>Requisite Activities 23</i> | Participate in didactic presentations focusing on multicultural issues such as psychological treatment of ethnic minority populations, addressing the needs of students in poverty, and why equity in education matters. Observe and participate in psychological services for students from a variety of cultural backgrounds and/or exceptionalities. Conduct formal case presentations of at least one assessment and one intervention case. Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise. |
| <i>Supervision Methods 23</i> | Provide didactic presentations focusing on multicultural issues. Review skills and knowledge obtained through didactic presentations. Discussion of application when conducting professional activities and case consultation. Monitor doctoral interns' work with students from diverse cultures and experiences. Observe and discuss case presentations and didactic presentation. |
| Training Objective 24 | Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. |
| <i>Requisite Activities 24</i> | Review current scientific research and attend didactic presentations related to individual and cultural differences. Engage in training opportunities that provide experience working with individuals from diverse populations. Conduct formal case presentations of at least one assessment and one intervention case. Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise. |
| <i>Supervision Methods 24</i> | Discuss information obtained from current scientific research. Monitor doctoral interns' work with students from diverse populations. |

| INDIVIDUAL and CULTURAL DIVERSITY | |
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| | Observe and discuss case presentations and didactic presentation. |
| Training Objective 25 | Demonstrate the ability to apply a framework for working effectively with areas of individual and cultural diversity. |
| <i>Requisite Activities 25</i> | <p>Review current scientific literature addressing culturally diverse populations and specialized needs and concerns for students with disabilities.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 25</i> | <p>Discuss information obtained from current scientific research.</p> <p>Monitor doctoral interns' work with students from diverse populations.</p> <p>Observe and discuss case presentations and didactic presentation.</p> |
| Training Objective 26 | Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own. |
| <i>Requisite Activities 26</i> | <p>Participate in didactic presentations and training opportunities, such as Candid Conversations, focusing on individual and cultural diversity issues.</p> <p>Engage in training opportunities (e.g., assessment, intervention, therapy, etc.) that provide experience working with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> |
| <i>Supervision Methods 26</i> | <p>Discuss information obtained from didactic presentations and training opportunities, such as Candid Conversations.</p> <p>Monitor doctoral interns' work with students from diverse populations.</p> <p>Case discussions during supervision regarding working effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own.</p> |

| SUPERVISION | |
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| Training Objective 27 | Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. |
| <i>Requisite Activities 27</i> | <p>Review supervision practices and methods as a component of supervision didactic series.</p> <p>Demonstrate supervision knowledge by engaging in and offering feedback during group supervision or training of other doctoral interns.</p> <p>Engage in direct or simulated practice of supervision which include, but are not limited to: role-played supervision with others, peer supervision with other trainees, and facilitation of at least one group supervision meeting.</p> |
| <i>Supervision Methods 27</i> | Provide didactic trainings pertaining to supervision practices and methods. |

| SUPERVISION | |
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| | Discussion of supervision practices and methods, observation, and review of doctoral interns' work. |
| Training Objective 28 | Apply the supervisory skill of observing in direct or simulated practice. |
| <i>Requisite Activities 28</i> | Review observation practices as a component of supervision didactic series. Attend and observe doctoral interns' case presentations and didactic presentations. |
| <i>Supervision Methods 28</i> | Provide didactic trainings pertaining to supervision observation practices. Discussion of observation of presentations and review of doctoral interns' work. |
| Training Objective 29 | Apply the supervisory skill of evaluating in direct or simulated practice. |
| <i>Requisite Activities 29</i> | Review evaluation practices as a component of supervision didactic series. Attend and provide simulated evaluation of doctoral interns' case presentations and didactic presentations. |
| <i>Supervision Methods 29</i> | Provide didactic trainings pertaining to supervision evaluation practices. Discussion of simulated evaluation of presentations and review of doctoral interns' work. |
| Training Objective 30 | Apply the supervisory skills of giving guidance and feedback in direct or simulated practice. |
| <i>Requisite Activities 30</i> | Review providing feedback practices as a component of supervision didactic series. Attend and provide guidance and feedback during doctoral interns' case presentations and didactic presentations. Attend and provide guidance and feedback during group supervision meetings, including facilitation of at least one group supervision meeting. |
| <i>Supervision Methods 30</i> | Provide didactic trainings pertaining to providing supervision feedback practices. Discussion of guidance and feedback during presentations, observation during group supervision meetings, and review of doctoral interns' work. |

| PROFESSIONAL VALUES, ATTITUDES, and BEHAVIORS | |
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| Training Objective 31 | Demonstrate professional integrity, cultural humility, and concern for the welfare of others by working with peers, supervisors, students, parents, and school personnel in a positive, non-threatening manner. |
| <i>Requisite Activities 31</i> | Attend and actively participate in didactic presentations. Participate in school-based meetings (SRT, SEC, IEP, etc.) in a manner that emphasizes student welfare and expresses understanding of cultural issues. Consult with parents and multidisciplinary staff in a positive, non-threatening manner. |

| PROFESSIONAL VALUES, ATTITUDES, and BEHAVIORS | |
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| | Actively share material during group and individual supervision. |
| <i>Supervision Methods 31</i> | <p>Model professional integrity, cultural humility, and concern for the welfare of others by working with peers, supervisors, supervisees, students, parents, and school personnel in a positive, non-threatening manner.</p> <p>Discussion (which might include discussion with others working with doctoral interns), case consultation, observation, and review of doctoral interns' work.</p> |
| Training Objective 32 | Demonstrate professional demeanor, accountability, and effective time management, including submission of documentation in a timely manner. |
| <i>Requisite Activities 32</i> | <p>Attend scheduled didactic presentations, supervision sessions, and training meetings on time.</p> <p>Maintain record of concerns and issues to be shared in individual supervision.</p> <p>Prepare and provide a weekly log of active/ongoing cases in supervision.</p> <p>Submit integrated reports, intervention/progress notes, and other documentation for review in a timely manner consistent with division/internship policies and procedures.</p> |
| <i>Supervision Methods 32</i> | <p>Model professional demeanor, accountability, and effective time management by attending meetings on time, prepared, and organized; and by reviewing integrated reports, intervention/progress notes, and other documentation in a timely manner.</p> <p>Discussion, case consultation, observation, and review of doctoral interns' work.</p> |
| Training Objective 33 | Demonstrate a professional identity which includes a commitment to life-long learning to maintain and improve professional performance. |
| <i>Requisite Activities 33</i> | <p>Engage in activities to maintain personal well-being in order to support professional identity and performance.</p> <p>Attend and actively participate in didactic seminars, group supervision, and department staff meetings.</p> <p>Review current professional publications related to diagnostic criteria.</p> <p>Create and maintain a file of current assessment measures and treatment interventions.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 33</i> | Discussion, case consultation, observation, review of doctoral interns' work, and attendance at professional development opportunities. |
| Training Objective 34 | Engage in self-reflection regarding one's personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness. |
| <i>Requisite Activities 34</i> | Attend and participate in didactic presentations and training opportunities that promote personal and professional well-being, self-care, etc. |

| PROFESSIONAL VALUES, ATTITUDES, and BEHAVIORS | |
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| | <p>Actively share in discussions related to personal and professional functioning during individual and group supervision.</p> <p>Effectively organize and manage time and responsibilities to maintain and improve performance, well-being, and professional effectiveness.</p> |
| <i>Supervision Methods 34</i> | <p>Discussion (which might include reflection of personal and professional functioning), case consultation, observation, and review of doctoral interns' work.</p> <p>Model engagement in activities to maintain and improve performance, well-being, and professional effectiveness by conducting supervision sessions and reviewing documentation in a timely manner and discussing other methods of self-care.</p> |
| Training Objective 35 | Demonstrate openness and responsiveness to feedback and supervision and seek supervision when needed. |
| <i>Requisite Activities 35</i> | <p>Engage in self-reflection during the supervisory process and participate in supervision non-defensively.</p> <p>Implement feedback from supervision in professional activities.</p> <p>Actively seek supervision when necessary.</p> <p>Conduct formal case presentation of at least one assessment and one intervention case.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 35</i> | <p>Model openness and responsiveness to feedback during supervision by eliciting periodic feedback and evaluation of supervision.</p> <p>Discussion, case consultation, observation, and review of doctoral interns' work.</p> |
| Training Objective 36 | Demonstrate increasing levels of independence in performing progressively complex professional duties. |
| <i>Requisite Activities 36</i> | <p>Respond professionally in increasingly complex situations with a greater degree of independence as progressing across levels of training.</p> <p>Participate in school-based meetings (SRT, SEC, IEP, etc.).</p> <p>Consult with parents and multidisciplinary staff.</p> <p>Gain experience with complex situations such as crises and risk assessments of self-harm or violence.</p> |
| <i>Supervision Methods 36</i> | Discussion, case consultation, observation, and review of doctoral interns' work. |

| COMMUNICATION and INTERPERSONAL SKILLS | |
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| Training Objective 37 | Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. |
| <i>Requisite Activities 37</i> | <p>Engage in supervision with supervisors and peers in a professional manner.</p> <p>Seek out colleagues on staff who demonstrate particular expertise in areas for additional information.</p> |

| COMMUNICATION and INTERPERSONAL SKILLS | |
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| | <p>Attend and participate in didactic presentations and seminars provided through the school division's professional learning community.</p> <p>Collaborate with parents, community agencies, and other professionals providing services to students in an effort to facilitate effective treatment.</p> <p>Establish effective therapeutic relationships with a sensitivity to students' needs.</p> <p>Consult with teachers, parents, school personnel, and relevant others to develop ways of promoting the prevention and early identification of academic development, behavioral, and/or social-emotional concerns of children and adolescents.</p> <p>Conduct a formal intervention case presentation.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 37</i> | Discussion (which might include discussion with others working with doctoral interns), case consultation, observation, and review of doctoral interns' work. |
| Training Objective 38 | Demonstrate a thorough grasp of professional language and concepts. |
| <i>Requisite Activities 38</i> | <p>Review professional publications related to federal, state, and district guidelines for special education.</p> <p>Attend department staff meetings to become familiar with procedures, regulations, and guidelines as they relate to the role of school psychologist.</p> <p>Communicate knowledge through participation in professional activities and service delivery.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 38</i> | Discussion, case consultation, observation of doctoral interns presenting evaluation results at various multidisciplinary team meetings, observation of doctoral interns providing didactic presentations about an area of interest and/or expertise, and review of doctoral interns' work including integrated reports. |
| Training Objective 39 | Demonstrate the ability to produce, comprehend, and engage in oral, nonverbal, and written communications that are informative and well-integrated. |
| <i>Requisite Activities 39</i> | <p>Prepare written reports that effectively summarize and clearly communicate assessment data and conclusions, as well as appropriate recommendations.</p> <p>Orally communicate data and conclusions in a clear and understandable manner to members of the multi-disciplinary team.</p> <p>Interpret nonverbal communications of multi-disciplinary team members when presenting evaluation results.</p> |

| COMMUNICATION and INTERPERSONAL SKILLS | |
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| | <p>Actively participate in group supervision by offering case conceptualization and treatment recommendations to other doctoral interns.</p> <p>Participate in multidisciplinary team meetings, including special education committees, 504 committees, student response teams, etc., at assigned schools.</p> <p>Conduct formal case presentations of at least one assessment and one intervention case.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 39</i> | Discussion, case consultation, observation of doctoral interns presenting evaluation results at various multidisciplinary team meetings, and review of doctoral interns' work, including integrated reports. |
| Training Objective 40 | Demonstrate effective interpersonal skills and the ability to manage difficult communication well. |
| <i>Requisite Activities 40</i> | <p>Participate in professional learning activities and seminars regarding how to manage challenging situations and resolve conflict effectively.</p> <p>Participate in role-play activities in which a situation may be difficult with a parent, teacher, student, administrator, or other professionals.</p> <p>Consult with supervisors and other interns when encountering difficult situations.</p> <p>Conduct a formal intervention case presentation.</p> <p>Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise.</p> |
| <i>Supervision Methods 40</i> | Discussion (which might include discussion with others working with doctoral interns), case consultation, observation of doctoral interns presenting evaluation results at various multidisciplinary team meetings, and review of doctoral interns' work including integrated reports. |

| RESEARCH | |
|--------------------------------|--|
| Training Objective 41 | Demonstrate the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications). |
| <i>Requisite Activities 41</i> | <p>Obtain and review current scientific literature/research related to various assessment measures and practices.</p> <p>Review assessment manuals to discover precipitating factors contributing to test revisions.</p> <p>Explain basic statistical measures of psychological assessments.</p> <p>Conduct a formal assessment case presentation.</p> <p>Obtain and review current scientific literature/research related to diagnostic criteria and/or intervention/treatment methods.</p> <p>Create and maintain a file of current interventions.</p> <p>Conduct a formal intervention case presentation.</p> |

| RESEARCH | |
|--------------------------------|---|
| | Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise. |
| <i>Supervision Methods 41</i> | Discussion, case consultation, observation of case presentations and didactic presentation, and review of doctoral interns' work. |
| Training Objective 42 | Disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level. |
| <i>Requisite Activities 42</i> | Conduct formal case presentations of at least one assessment and one intervention case to include disseminating related scientific research. Conduct a didactic presentation based on current scientific literature review about an area of professional interest and/or expertise to include disseminating related scientific research. |
| <i>Supervision Methods 42</i> | Discussion, case consultation, observation of case presentations and didactic presentation, and review of doctoral interns' work. |

PROGRAM SEQUENCE

The Doctoral Internship Program provides a full-time, 2,000-hour training experience that runs from July 1 - June 30. The program utilizes an integrated developmental model for training which is sequential and cumulative and emphasizes the expectation of progressive growth through the practice of professional activities. Professional knowledge and skill attainment/refinement is promoted through experiential activities, modeling, observation, supervision, didactic training, feedback, evaluation, and support. The Doctoral Internship Program offers opportunities during the training year to build upon knowledge and skills acquired from doctoral interns' academic programs and practicum experiences.

The training experiences offered by the program increase in complexity and responsibility over time to develop professional competence. Doctoral interns begin the internship with orientation to the school division and the department with summer orientation and assignments. Doctoral interns provide a full continuum of service delivery when they begin their core assignments at the beginning of the school year in late August. Rotation assignments and experiences allow doctoral interns the opportunity to develop more specialized knowledge and skills in working with individuals with moderate to severe disorders/disabilities.

Didactic presentations provide sequential learning on various clinical topics. Didactics are designed to promote and refine professional knowledge which can then be used in the application of clinical treatment. The program offers a variety of didactic presentations on topics focusing on assessment and diagnosis, intervention and therapy, crisis intervention and management, diverse populations, and professional identity and development.

Supervisors model and teach various diagnostic assessment measures, treatment interventions, and professional skills to instill professional knowledge, integrity, and identity. The internship training staff employ a developmental model of supervision. Supervision methods typically include observation of supervisor, practicing skill(s) with

supervisor, case discussion/consultation, direct observation of the doctoral intern by supervisor, co-facilitation of therapy/intervention, and review of verbal and written work.

CORE ROTATIONS

The Doctoral Internship Program provides core rotations which afford doctoral interns opportunities (1) to develop new skills while also refining the knowledge and the skills acquired through graduate training, and (2) to engage in a variety of activities consistent with the key aims of the Program (*Dedication to Service, Broad-based Practice, Diversity, and Professional Identity*). From their assignments within core rotations, doctoral interns provide a variety of direct and indirect services, as indicated below, to acquire proficiency within the nine major competencies of health service psychology: 1. Ethical and Legal Standards; 2. Assessment; 3. Intervention; 4. Consultation and Interprofessional/Interdisciplinary Skills; 5. Individual and Cultural Diversity; 6. Supervision; 7. Professional Values, Attitudes, and Behaviors; 8. Communication and Interpersonal Skills; and 9. Research. Core rotations consist of doctoral interns being paired and assigned two schools, either one elementary school and one secondary school (middle or high school) or two elementary schools, where a full continuum of psychological services is provided. These various assignments are described below.

ELEMENTARY AND SECONDARY SCHOOL ASSIGNMENTS

During the summer, doctoral interns are paired based upon their training, experience, and interest areas. Doctoral intern pairs are subsequently assigned two schools, either one elementary school and one secondary school (middle or high school) or two elementary schools. However, all doctoral interns receive training and experience providing psychological services at both the elementary and secondary levels. Additionally, all doctoral interns are likely to have the opportunity to work with preschool-aged children either from their assignment at elementary schools with pre-kindergarten general education classrooms, Early Childhood Special Education (ECSE) classrooms, and/or assignment with the Preschool Assessment Center (PAC) supplemental rotation.

At the assigned elementary and secondary schools, doctoral interns provide comprehensive psychological services to both general education and special education students under supervision of their primary supervisors. Doctoral interns serve on the school's Student Response Team, which assists in developing educational and behavioral interventions for students within the general education program. Doctoral interns provide individual and/or group therapy to students both within the general education setting and as designated on student IEPs. Consultation in the general education program may involve observation, evaluation of the instructional environment, classroom management, recommending effective teaching strategies, and referring students for further intervention with the 504 or special education committees.

Doctoral interns also serve on the school's special education committee that refers students for comprehensive evaluations, reviews assessment results, and determines appropriate special education placement and educational recommendations. Doctoral interns complete the psychological portion of the comprehensive assessment, which

may include cognitive testing, achievement testing, behavioral assessment, personality assessment, observation, and other case-specific assessment. Under supervision, doctoral interns select and administer tests and interpret and write up test results into formal integrated psychological reports. Doctoral interns present their findings and review their reports at multidisciplinary team meetings where eligibility for special education is discussed. Doctoral interns observe these team meetings at the beginning of the year and then throughout the year, and discuss with their primary supervisors appropriate recommendations and when to refer for further intervention. Additional duties performed by doctoral interns at their assigned schools are listed below.

- Develop and support appropriate interventions for students.
- Select, administer, and interpret results of psychological and psychoeducational assessments to effectively evaluate the needs of students.
- Analyze and interpret assessment data using statistical techniques, knowledge of instruments, and understanding of disabling conditions.
- Integrate findings into systematic case formulations and plan for intervention through written reports and oral presentation of results.
- Provide psychological counseling individually and/or in groups for students who have behavioral, emotional, and/or academic problems that affect their academic performance or their ability to interact well with others.
- Facilitate positive collaboration and consultation with parents, school personnel (teachers, administrators, special education staff), and outside agencies to identify and develop interventions that address the academic, behavioral, and/or social/emotional needs of students.
- Recommend instructional accommodations for both general and special education students through Student Response Teams, 504 plans, and IEPs.
- Provide teachers and parents with information about appropriate developmental tasks and expectancies in cognitive, social, communication, physical and self-help areas.
- Provide crisis intervention including referrals for self-harm and risk of violence.

SUPPLEMENTAL ROTATIONS

The VBCPS Doctoral Internship Program offers supplemental rotations as an adjunct to the comprehensive training experiences at the core rotations of elementary and secondary school assignments. Supplemental rotations offer doctoral interns more specialized experiences working with students who present with moderate to severe behavioral/emotional issues and/or mental health disorders. Supplemental rotations are assigned through a collaborative process, based on doctoral interns' specific interests, experience, and training; discussions with the Program Training Director; and the needs of the school division. Supplemental rotations are twelve-month assignments due to continuity of care. Doctoral interns are assigned rotation supervisors who provide supervision for their clinical work during rotations. The supplemental rotations include:

- **Autism Assessment Team**
- **BASE Program**
- **Preschool Assessment Center**
- **SECEP Re-ED**
- **STEP – Elementary; Middle School; High School**

Each rotation has developed specific **training objectives** that outline *what* knowledge and skills doctoral interns are expected to obtain, develop, and refine by their completion of the rotation. Next, several **requisite activities** are provided to doctoral interns which describe *how* to achieve the training objectives. Last, since evaluation and feedback are essential to professional development and the Doctoral Internship Program, a list of **supervision methods** summarizes *how doctoral interns will be evaluated* by supervisors. A brief description and table of objectives, activities, and supervision methods for each supplemental rotation is presented below.

AUTISM ASSESSMENT TEAM

The Autism Assessment Team focuses on the assessment of students who are suspected of having autism or those who have a prior diagnosis of an autism spectrum disorder (ASD). The team is led by a school psychologist trained on the Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) through WPS and New York University. Doctoral intern(s) completing the Autism Assessment Team rotation possess prior training and experience with the ADOS-2 and are afforded the opportunity to further refine their competencies in autism assessment through supervised administration of the ADOS-2. The team administers the ADOS-2 for those cases where it is deemed a necessary component of the comprehensive psychological evaluation. Doctoral interns also have the opportunity to serve on the eligibility team for the Southeastern Cooperative Education Program's Autism Spectrum Program, alongside the rotation supervisor. The SECEP-ASP program is a special education placement for students with ASD who require more intensive educational supports. Doctoral interns completing the Autism Assessment Rotation also have opportunities to learn and administer additional assessment measures with a variety of students on the autism spectrum by conducting reevaluations for SECEP students.

| AUTISM ASSESSMENT TEAM ROTATION | |
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| <i>Training Objective 1</i> | Demonstrate knowledge of the criteria for both the DSM-5 diagnosis and the IDEA categorical identification of autism spectrum disorder (ASD), including differential diagnosis of other disorders/identifications. |
| <i>Requisite Activities 1</i> | Review current DSM-5 diagnostic criteria, current IDEA criteria, and local school district guidelines for diagnosis and identification of autism spectrum disorder (ASD) for Special Education. |
| <i>Supervision Methods 1</i> | Review (including where and how to access) current DSM-5 diagnostic criteria, current IDEA criteria, and local school district guidelines for diagnosis and identification of autism spectrum disorder (ASD) for Special Education. |

| AUTISM ASSESSMENT TEAM ROTATION | |
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| Training Objective 2 | Demonstrate knowledge of various data collection and assessment methods for autism spectrum disorder (ASD) when ASD is among the referral concerns. |
| <i>Requisite Activities 2</i> | Attend the Autism Assessment Methods didactic training presentation. Research best practice and methods for assessing autism spectrum disorder when ASD is among the referral concerns. Consult with rotation/site supervisor on individual cases as needed. |
| <i>Supervision Methods 2</i> | Discussion, case consultation, observation, review of doctoral intern's work. |
| Training Objective 3 | Demonstrate knowledge of the Special Education reevaluation process for students attending the SECEP-ASP program. |
| <i>Requisite Activities 3</i> | Observe rotation/site supervisor present evaluation results at a triennial review meeting. Actively participate in one or more of the SECEP-ASP program's triennial review meetings with rotation/site supervisor. |
| <i>Supervision Methods 3</i> | Modeling, discussion, case consultation, observation, and review of doctoral intern's work. |
| Training Objective 4 | Demonstrate the ability to select and conduct valid assessments for children in the SECEP-ASP program. |
| <i>Requisite Activities 4</i> | Complete at least one psychological evaluation for a child in the SECEP-ASP program. |
| <i>Supervision Methods 4</i> | Discussion, case consultation, observation, and review of doctoral intern's work. |
| Training Objective 5 | Present assessment results orally and/or in writing in an effective manner. |
| <i>Requisite Activities 5</i> | Write comprehensive psychological reports that demonstrate an understanding of intended audiences. Attend the SECEP-ASP program's eligibility meeting(s) and for assigned case(s). Orally communicate data and conclusions in a clear and understandable manner to members of the multi-disciplinary team and/or in simulation with rotation/site supervisor. |
| <i>Supervision Methods 5</i> | Discussion, case consultation, observation of doctoral intern presenting assessment results at multidisciplinary team meetings and/or in simulated practice with rotation/site supervisor, and review of doctoral intern's work including integrated reports. |
| Training Objective 6 | Demonstrate the ability to properly assemble and prepare ADOS-2 evaluation for various modules. |
| <i>Requisite Activities 6</i> | Review the ADOS-2 manual and test materials. Assemble the ADOS-2 and prepare examination room for all evaluations, including test administration and/or taking notes. |
| <i>Supervision Methods 6</i> | Provide supervision of ADOS-2 administration, scoring, and interpretation. Discussion, case consultation, observation, and review of doctoral intern's work. |
| Training Objective 7 | Demonstrate the ability to take adequate notes as a note-taker during an administration of the ADOS-2. |
| <i>Requisite Activities 7</i> | Review the ADOS-2 manual and test materials. Perform the role of note-taker during at least one ADOS-2 administration and contribute |

| AUTISM ASSESSMENT TEAM ROTATION | |
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| | to scoring of assessment, consulting with rotation/site supervisor as needed. |
| <i>Supervision Methods 7</i> | Provide supervision of ADOS-2 administration, scoring, and interpretation. Discussion, case consultation, observation, and review of doctoral intern's notes, and inclusion of doctoral intern(s) in ADOS-2 scoring process. |
| Training Objectives 8 | Demonstrate the ability to independently administer the ADOS-2. |
| <i>Requisite Activities 8</i> | Review the ADOS-2 manual and test materials. Administer at least one ADOS-2 under direct supervision, regardless of module. |
| <i>Supervision Methods 8</i> | Provide supervision of ADOS-2 administration, scoring, and interpretation. Completion and discussion of fidelity checklist, case consultation, observation, and review of doctoral intern's work. |
| Training Objective 9 | Demonstrate knowledge of the ADOS-2 scoring criteria. |
| <i>Requisite Activities 9</i> | Review the ADOS-2 manual and test materials. Lead the scoring of at least one ADOS-2 by the end of the training year. |
| <i>Supervision Methods 9</i> | Provide supervision of ADOS-2 administration, scoring, and interpretation. Discussion and explanation of any coding differences, case consultation, and review of doctoral intern's work. |
| Training Objective 10 | Demonstrate the ability to explain the results of the ADOS-2 in written format. |
| <i>Requisite Activities 10</i> | Review the ADOS-2 manual and test materials. Prepare written results for each administration of the ADOS-2, consulting with rotation/site supervisor as needed. |
| <i>Supervision Methods 10</i> | Provide supervision of ADOS-2 administration, scoring, and interpretation. Discussion, case consultation, and review of doctoral intern's work to include interpretation of ADOS-2 results both during and after writing reports. |

BASE PROGRAM

The Behavior and Social Emotional (BASE) Program is an intensive, short-term intervention for general education elementary students displaying social skills deficits, emotional dysregulation, and/or behavioral difficulties interfering with their ability to make progress in their current educational setting. The goals of the program are to provide early intervention to develop students' social, emotional, and behavioral skills and to support them in maintaining their education in the least restrictive environment. The BASE Program is staffed by teachers, teacher assistants, and clinicians (psychologists and social workers).

Doctoral interns completing the BASE rotation will be immersed in a collaborative, multidisciplinary team working together to support student success. This hands-on experience provides a unique opportunity to observe, engage with, and support students directly in the classroom, gaining insight into both individual and systemic interventions. Doctoral interns assist the psychologist (internship rotation/site supervisor) in attending collaborative team meetings to review BASE referrals and student data; conducting observations of students referred for consideration to BASE; collecting and analyzing data; providing emotional and behavioral support to students in

the program; and identifying appropriate behavioral, social, and/or emotional goals and developing interventions to support those goals. Doctoral interns may also co-facilitate or lead group sessions; provide crisis intervention; consult with teachers, parents, and/or other school personnel or community mental health providers; and attend Special Education Committee or IEP meetings for students for whom the BASE staff suspect have a disability. By spending a majority of their time in the BASE classrooms alongside the psychologist, doctoral interns are uniquely positioned to build consistent, meaningful relationships that foster trust, connection, and ultimately support student growth, resilience, and positive behavioral change. In addition to traditional supervision in an office setting, in vivo supervision is provided directly in the classroom, offering real-time guidance and feedback to enhance the doctoral intern's practical experience.

| BASE ROTATION | |
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| <i>Training Objective 1</i> | Establish rapport and maintain effective therapeutic relationships with students receiving intervention services in the BASE Program. |
| <i>Requisite Activities 1</i> | Engage in rapport building activities at the initiation of intervention services. Become familiar with interests of importance to students receiving intervention services. Monitor the therapeutic relationship throughout delivery of services. |
| <i>Supervision Methods 1</i> | Co-facilitation of individual or group sessions, case consultation, discussion, and observation. |
| <i>Training Objective 2</i> | Recognize ethical dilemmas/concerns as they arise and pertain to providing services to students receiving intensive intervention in a program outside of their homeschools. |
| <i>Requisite Activities 2</i> | Review ethical decision-making processes in order to resolve dilemmas. Effectively collect, monitor, and analyze data and use data-based decision making to evaluate for potential ethical concerns and communicate those concerns to interested parties (i.e., rotation/site supervisor, program director, program staff, school-based teams, etc.). Review state and local special education policy and procedures, local school district policy, and BASE Program documents (i.e., Student Response Plan, Overview of BASE Program Process, etc.). |
| <i>Supervision Methods 2</i> | Discussion, case consultation, observation, and review of doctoral intern's work. Review and distribute and/or provide access to state and local special education policy and procedures, local school district policy, and BASE Program documents (i.e., Student Response Plan, Overview of BASE Program Process, etc.). |
| <i>Training Objective 3</i> | Demonstrate the ability to develop and implement appropriate interventions based upon goals/student needs. |
| <i>Requisite Activities 3</i> | Create and maintain a file of current interventions for moderate to severe behavioral and emotional difficulties. Develop interventions that take into account student characteristics based on review of cumulative records and consultation with classroom teacher(s), parent(s), and student(s) (when appropriate). |

| BASE ROTATION | |
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| | <p>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and other student characteristics.</p> <p>Consult with rotation/site supervisor about various interventions.</p> |
| <i>Supervision Methods 3</i> | Co-facilitation of individual or group sessions, observation of rotation/site supervisor's implementation of interventions with students, case consultation, and discussion of available interventions. |
| Training Objective 4 | Demonstrate the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. |
| <i>Requisite Activities 4</i> | <p>Assess the effectiveness of interventions and identify barriers to treatment for students receiving intervention.</p> <p>Adapt approach and methods utilized in treatment according to students' needs.</p> |
| <i>Supervision Methods 4</i> | Discussion of intervention methods and their effectiveness, along with barriers to treatment. Case consultation and review of doctoral intern's work. |
| Training Objective 5 | Demonstrate the ability to provide effective consultation services to students, parents, teachers, and other school professionals. |
| <i>Requisite Activities 5</i> | <p>Develop, plan, and implement consultation services to students, parents, teachers, and other school professionals. Evaluate effectiveness.</p> <p>Assist in program development as needed to include making revisions to program design and interventions based on students' needs and collaboration with teaching staff.</p> |
| <i>Supervision Methods 5</i> | Discussion (which might include discussion with others working with doctoral intern), case consultation, observation, and review of doctoral intern's work. |
| Training Objective 6 | Develop appropriate and useful recommendations based on intervention data, developmental needs, and school and family systems. |
| <i>Requisite Activities 6</i> | <p>Review current scientific literature on empirically-based intervention strategies for working with elementary-aged children and families.</p> <p>Create and maintain a file of current recommendations dependent on developmental level and the needs of the child, school, and family.</p> <p>Write student transition reports or student summaries, and/or communicate findings to school-based teams and/or families in writing and/or orally, with specific and relevant recommendations.</p> |
| <i>Supervision Methods 6</i> | Discussion, case consultation to focus on useful recommendations based on intervention data, and review of doctoral intern's work including written transition plans or student summaries and/or oral and/or written feedback to school teams and/or student families. |
| Training Objective 7 | Demonstrate the ability to provide crisis intervention through responding to crisis situations and/or conducting mental health assessments related to risk of harm to self or others. |
| <i>Requisite Activities 7</i> | Engage in direct or simulated practice of crisis intervention which include, but are not limited to: role-play of crisis intervention with others; conducting crisis intervention and risk assessments with |

| BASE ROTATION | |
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| | students experiencing mental health crises; and/or assessing level of risk and identifying and implementing needed interventions. |
| <i>Supervision Methods 7</i> | Discussion, case consultation, and/or observation and/or participation in direct or simulated practice of crisis intervention which include, but are not limited to: role-played crisis intervention with others; participation in crisis intervention teams; and/or completion of risk assessments. |

PRESCHOOL ASSESSMENT CENTER (PAC)

The Preschool Assessment Center (PAC) provides screening, evaluations, and program planning for children in the community between the ages of two and five years of age who are suspected of having speech/language delays, developmental delays, and/or other developmental disorders. The population of preschool children evaluated at PAC vary greatly, including from different cultural backgrounds and presenting with a wide range of medical conditions. The psychologists assigned to the PAC conduct assessments and consult with the families of the children they evaluate within a multi-disciplinary team. The psychologist is responsible for evaluation in the areas of cognition, early academic development, and behavioral, social, and emotional development. Information is collected through the use of developmentally appropriate standardized measures, play-based assessments, observational data, and information obtained from the parent, guardian, and/or preschool teacher in the form of interviews and rating scales. Observations in community-based preschools may also be included in the evaluation.

Doctoral intern(s) who complete the preschool rotation are scheduled to spend one day each week at the Preschool Assessment Center. In the fall, the doctoral intern(s) is assigned two cases per week within the arena format in which the psychologist and/or doctoral intern, speech/language pathologist, and an early childhood special education teacher work together while evaluating the child's strengths and needs. Later in the training year, the doctoral intern(s) conducts evaluations through the Diagnostic Classroom model, where preschool children are observed and assessed as they participate in a typical classroom routine over a 3-week period. Young children assigned to the Diagnostic Classroom typically present with more complex and multi-faceted difficulties, requiring a more comprehensive approach.

Using a developmental model, the doctoral intern(s) is introduced to the assessment instruments and opportunities to practice administration. Then, the doctoral intern(s) conducts the evaluations along with the psychologist (internship rotation/site supervisor) until the doctoral intern(s) is independent in their evaluation. Throughout the rotation, the doctoral intern is provided continual supervision on case conceptualization, test administration, and report writing.

| PRESCHOOL ASSESSMENT CENTER (PAC) | |
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| <i>Training Objective 1</i> | Demonstrate knowledge of child development, developmental milestones, typical behaviors of preschool-aged children, and |

| PRESCHOOL ASSESSMENT CENTER (PAC) | |
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| | understanding the importance of goodness of fit with their environment. |
| <i>Requisite Activities 1</i> | <p>Review current scientific literature on child development.</p> <p>Consult with preschool rotation/site supervisor and members of the multidisciplinary team.</p> <p>Observe child behavior and interactions in various environments, such as arena assessment, diagnostic classroom, etc.</p> |
| <i>Supervision Methods 1</i> | Discussion, case consultation, observation, and review of doctoral intern's work. |
| Training Objective 2 | Demonstrate the ability to select appropriate assessment measures to respond to all domains of referral questions, with awareness of children's developmental status. |
| <i>Requisite Activities 2</i> | <p>Review reasons for referral to develop thorough understanding of referral questions and to answer referral questions.</p> <p>Review various assessment measures to address various domains of referral questions as they pertain to children's developmental status.</p> <p>Consult with rotation/site supervisor about selected assessment measures and rationale for selection.</p> <p>Participate in didactic training on developmental assessments provided by preschool rotation/site supervisors.</p> |
| <i>Supervision Methods 2</i> | Observation, discussion, case consultation, and review of doctoral intern's work, including integrated reports. |
| Training Objective 3 | Demonstrate well-developed assessment skills with a variety of cognitive, pre-academic, and social-emotional measures appropriate for preschool-aged children. |
| <i>Requisite Activities 3</i> | <p>Acquire, develop, or refine experience with a variety of cognitive, pre-academic, and social-emotional measures.</p> <p>Participate in training of new and/or unfamiliar assessment procedures.</p> <p>Conduct psychological and developmental assessments to include cognitive, pre-academic, and social-emotional measures as appropriate with preschool-aged children with a range of clinical presentations and/or developmental delays.</p> |
| <i>Supervision Methods 3</i> | <p>Provide direct training for new or unfamiliar assessment procedures.</p> <p>Discussion, case consultation, and observation of administration of new assessment measures, and review of doctoral intern's work, including integrated reports.</p> |
| Training Objective 4 | Demonstrate flexibility and the ability to adapt administration in order to obtain reliable and valid data when assessing preschool-aged children. |
| <i>Requisite Activities 4</i> | <p>Review and practice various assessment measures as outlined by preschool rotation/site supervisor and behavioral modification techniques.</p> <p>Observe preschool rotation/site supervisor and other members of the multidisciplinary team.</p> |
| <i>Supervision Methods 4</i> | Discussion, case consultation, and observation of administration. |

| PRESCHOOL ASSESSMENT CENTER (PAC) | |
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| Training Objective 5 | Demonstrate well-developed skills in direct observation of children's developmental strengths and weaknesses, including their adaptation to their environment(s). |
| <i>Requisite Activities 5</i> | Conduct observations in the assessment setting. Review sample observation reports provided by preschool rotation/site supervisor. Participate in didactic training on play-based assessment. |
| <i>Supervision Methods 5</i> | Observations, discussion, case consultation, and review of doctoral intern's work, including integrated reports. |
| Training Objective 6 | Demonstrate well-developed skills in interpretation, integration, and case conceptualization of assessment data. |
| <i>Requisite Activities 6</i> | Write comprehensive psychological reports that contain appropriate interpretations of assessment data, answer referral questions, and summarize information through case conceptualization. Discuss with preschool rotation/site supervisor distinguishing those assessment aspects which are subjective from those which are objective to guard against decision-making biases. |
| <i>Supervision Methods 6</i> | Discussion and case consultation to focus on interpretation, integration and case conceptualization of assessment data, observation, and review of doctoral intern's work, including integrated reports. |
| Training Objective 7 | Develop appropriate and useful recommendations based on assessment data, developmental needs, and family systems. |
| <i>Requisite Activities 7</i> | Review current scientific literature on empirically-based intervention strategies for working with preschool-aged children and families. Create and maintain a file of current recommendations dependent on developmental level and the needs of the child and family. Write comprehensive psychological reports with specific and relevant recommendations. |
| <i>Supervision Methods 7</i> | Discussion, case consultation to focus on useful recommendations based on assessment data, and review of doctoral intern's work, including integrated reports. |
| Training Objectives 8 | Present assessment results orally and/or in writing in an effective manner while being sensitive to receiving audiences. |
| <i>Requisite Activities 8</i> | Review cultural and individual biases when writing reports and orally presenting findings. Write comprehensive psychological reports and/or demonstrate an understanding of intended audiences in simulated practice with rotation/site supervisor. Orally communicate data and conclusions in a clear and understandable manner to members of the multidisciplinary team and/or to rotation/site supervisor in simulated practice. |
| <i>Supervision Methods 8</i> | Discussion, case consultation, observation of doctoral intern presenting assessment results at various multidisciplinary team meetings and/or in simulated practice or role-play, and review of doctoral intern's work, including integrated reports. |
| Training Objective 9 | Demonstrate the ability to effectively collaborate and consult with a variety of individuals to include parents, teachers, and other professionals working with children. |

| PRESCHOOL ASSESSMENT CENTER (PAC) | |
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| <i>Requisite Activities 9</i> | <p>Participate effectively on the preschool multidisciplinary assessment team.</p> <p>Collaborate and consult with parents, community agencies, and other professionals providing services to children in an effort to appropriately assess, develop, and implement meaningful recommendations.</p> <p>Integrate self within the early childhood education setting.</p> |
| <i>Supervision Methods 9</i> | <p>Discussion (which might include discussion with others working with the intern[s]), case consultation, observation, and review of doctoral intern's work.</p> |
| Training Objective 10 | <p>Exhibit effective communication skills by presenting information in a sensitive and compassionate manner that demonstrates understanding of the uniqueness of the formal assessment experience for families.</p> |
| <i>Requisite Activities 10</i> | <p>Orally communicate information to families in a manner which is considerate and sensitive to their backgrounds and/or in simulated practice with rotation/site supervisor.</p> <p>Attend a minimum of two PAC SEC eligibility meetings by the conclusion of PAC rotation.</p> <p>Interpret nonverbal communications of family members when interacting with them.</p> |
| <i>Supervision Methods 10</i> | <p>Discussion, case consultation, observation of doctoral intern's direct interaction with families and/or in simulated practice with rotation/site supervisor.</p> |
| Training Objective 11 | <p>Apply knowledge and awareness of cultural differences to work effectively with diverse cultures.</p> |
| <i>Requisite Activities 11</i> | <p>Participate in didactic presentations focusing on multicultural issues.</p> <p>Observe and participate in psychological services for preschool-aged students from a variety of cultural backgrounds and/or exceptionalities.</p> <p>Review current scientific literature addressing diverse populations.</p> |
| <i>Supervision Methods 11</i> | <p>Provide didactic presentations focusing on multicultural issues.</p> <p>Review knowledge and skills obtained through didactic presentations.</p> <p>Discussion of application when conducting professional activities and case consultation.</p> <p>Monitor doctoral intern's work with students from diverse cultures and experiences.</p> |
| Training Objective 12 | <p>Demonstrate professionalism in individual supervision by attending sessions on time, and by being prepared, organized, and responsive to feedback.</p> |
| <i>Requisite Activities 12</i> | <p>Arrive for scheduled supervision on time and prepared with questions and concerns regarding preschool assessment rotation.</p> <p>Seek clarification when questions arise and remain open to feedback during supervision.</p> |

| PRESCHOOL ASSESSMENT CENTER (PAC) | |
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| <i>Supervision Methods 12</i> | <p>Model professionalism in individual supervision by reviewing documentation in a timely manner and attending sessions on time, prepared, and organized.</p> <p>Discussion, case consultation, observation, and review of doctoral intern's work.</p> <p>Develop a plan of action for improvement and continued growth, if needed.</p> |
| Training Objectives 13 | Demonstrate overall professional demeanor, responsibility, and effective time management including submission of documentation in a timely manner. |
| <i>Requisite Activities 13</i> | <p>Submit integrated reports and other documentation for review in a timely manner according to supervision guidelines.</p> <p>Organize time in an efficient manner that allows for a comprehensive and thorough assessment of children.</p> |
| <i>Supervision Methods 13</i> | <p>Model professional demeanor, responsibility, and effective time management by reviewing integrated reports and other documentation in a timely manner.</p> <p>Discussion, case consultation, observation, and review of doctoral intern's work.</p> <p>Consultation with appropriate preschool staff as needed.</p> |

SECEP RE-ED

The Southeastern Cooperative Education Programs (SECEP) offers a Re-Education of Children Program (Re-ED), which is an alternative program for students who are identified as having an emotional disability and who have been unable to maintain appropriate behavioral control in previous placements. Doctoral interns completing the SECEP Re-ED rotation have the opportunity to provide individual therapy and classroom-based group therapy/social-emotional lessons to elementary-aged students with emotional disabilities. Students typically have significant behavioral and emotional difficulties often impacted by traumatic life events, with typical diagnoses of mood disorders, attachment disorders, ADHD, ASD, and ODD. Doctoral interns, under the supervision of the psychologist assigned to the SECEP Re-ED program, have the opportunity to lead or co-facilitate weekly group sessions focused on topics such as anger management, emotion regulation, problem solving, mindfulness, and social skills. Doctoral interns also have the opportunity to provide individual counseling to students with a range of presenting problems, and to gain experience collaborating with classroom teachers and, as available, parents and outside service providers. Doctoral interns become a valued and respected part of the Re-ED program and have many opportunities to participate in the life of the school and its students.

| SECEP RE-ED ROTATION | |
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| Training Objective 1 | Establish rapport and maintain effective therapeutic relationships with students receiving counseling services in the SECEP Re-ED program. |

| SECEP RE-ED ROTATION | |
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| <i>Requisite Activities 1</i> | Engage in rapport-building activities at the initiation of counseling services. Become familiar with interests of importance to students receiving counseling services. Monitor the therapeutic relationship throughout delivery of services. |
| <i>Supervision Methods 1</i> | Co-facilitation of individual or group sessions, case consultation, discussion, and review of progress notes with rotation supervisor. |
| Training Objective 2 | Demonstrate effective management of student behavior and time during therapy sessions. |
| <i>Requisite Activities 2</i> | Clarify expectations at the initiation of counseling services. Employ consistent structure and routine within therapy sessions. Assess students' behavioral skills and develop a plan of treatment to build upon prosocial skills and to teach skills which are lacking. |
| <i>Supervision Methods 2</i> | Co-facilitation of individual or group sessions, case consultation, discussion, and review of progress notes with rotation supervisor. |
| Training Objective 3 | Develop and prioritize treatment goals. |
| <i>Requisite Activities 3</i> | Consult with classroom teacher(s), parent(s), and student(s) (when appropriate) to determine student needs. Develop treatment goals that address student needs. Prioritize goals, yet remain flexible when students' needs in the moment necessitate temporary reordering of goals. |
| <i>Supervision Methods 3</i> | Review of psychological assessments (if available), case consultation (including review of goals and interventions to address those goals), discussion, and review of progress notes with rotation/site supervisor. |
| Training Objective 4 | Demonstrate the ability to develop and implement appropriate interventions based upon goals/student needs. |
| <i>Requisite Activities 4</i> | Create and maintain a file of current interventions for moderate to severe behavioral and emotional difficulties. Develop interventions that take into account student characteristics based on review of cumulative records and consultation with classroom teacher(s), parent(s), and student(s) (when appropriate). Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and other student characteristics. Consult with rotation/site supervisor about various interventions. |
| <i>Supervision Methods 4</i> | Co-facilitation of individual or group sessions, observation of rotation/site supervisor's therapy sessions with students, case consultation, and discussion of available interventions. |
| Training Objective 5 | Develop individualized interventions when needed, so as to maximize student benefit and engagement. |
| <i>Requisite Activities 5</i> | Monitor student motivation and engagement during sessions. Creatively design and implement interventions based on empirically-validated principles, assessment findings, diversity characteristics, and other student characteristics. Consult with rotation/site supervisor about various interventions. |
| <i>Supervision Methods 5</i> | Co-facilitation of individual or group sessions, case consultation, and discussion with rotation/site supervisor. |

| SECEP RE-ED ROTATION | |
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| <i>Training Objective 6</i> | Demonstrate the ability to evaluate intervention effectiveness, and adapt intervention goals and methods based on ongoing evaluation. |
| <i>Requisite Activities 6</i> | Monitor students' progress with regard to treatment goals through direct observation and/or teacher, parent, or student report. Document students' progress on intervention goals in progress notes. Identify the need for changes in goals or intervention methods due to mastery, lack of progress, or changing student needs. |
| <i>Supervision Methods 6</i> | Discussion, case consultation, observation, and review of doctoral intern's work, including progress notes and treatment plans. |

STEP – ELEMENTARY; MIDDLE SCHOOL; HIGH SCHOOL

The Supportive Therapeutic Educational Program (STEP) is designed to provide individualized academic instruction and intensive therapeutic services to students with severe emotional disabilities and mental health disorders. Students placed in STEP have difficulty making progress in their current educational setting due to affective and/or thought disorders, internalizing problems (e.g., depression, anxiety, withdrawal) and some externalizing problems (e.g., oppositional defiant behaviors; work avoidance/refusal, and emotional outbursts not including significant physical aggression). While students in STEP often benefit from the intensive therapeutic services and structured program to teach self-management and emotion regulation skills, they are not referred solely for behavior management or externalizing behaviors. The goals of STEP are to: (1) increase students' learning in a supportive therapeutic environment; (2) improve students' behavior and psychological well-being so that they can return to a less restrictive environment; (3) prevent unnecessary hospitalization or residential treatment; and (4) assist students' families by providing case management services.

Doctoral interns completing the STEP rotation are assigned to one level of the program, either the elementary, middle, or high school program, where they assist the psychologist(s) (internship rotation/site supervisor[s]) in providing emotional and therapeutic support; addressing appropriate behavioral, social, and emotional goals; and assisting students to develop independence and self-management. Doctoral interns also provide weekly individual therapy and participate in the therapeutic classroom milieu, where there are opportunities to identify functions of problematic behaviors and to develop/provide in-vivo interventions to build adaptive coping skills. At the elementary and middle school levels, doctoral interns also co-plan and co-facilitate weekly psychoeducational group therapy sessions with the rotation/site supervisor(s). Doctoral interns also provide crisis intervention and consult with teachers, parents, and community mental health providers. Additionally, doctoral interns assist with gathering information and conducting classroom observations and clinical interviews with students and parents who have been referred for placement consideration in STEP and attend SEC/IEP meetings for students who have been referred or who are already in the program.

The STEP rotation offers doctoral interns a unique opportunity to hone their clinical and intervention skills in a school-based setting. Doctoral Interns assigned to the STEP rotation often appreciate the opportunity to tailor their caseload to their individual strengths and goals, as well as provide evidence-based treatment in group and individual formats on a more regular basis than a typical related service on a student's IEP. Though STEP interventions are often primarily based on CBT or DBT techniques given the nature of the students' presentations, other modalities that interns may gain experience in include play-based, student-centered, interpersonal, or psychodynamic methods.

| STEP ROTATION | |
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| <i>Training Objective 1</i> | Demonstrate well-developed skills in clinical diagnosis and case conceptualization of students in the therapeutic program. |
| <i>Requisite Activities 1</i> | Review assessment data, conduct clinical interviews with students, observe students in the therapeutic milieu, and conduct ongoing assessment (as needed) during therapy. |
| <i>Supervision Methods 1</i> | Discussion, case consultation, and review of doctoral intern's work. |
| <i>Training Objective 2</i> | Demonstrate the ability to provide crisis intervention through responding to crisis situations and/or conducting mental health assessments related to risk of harm to self or others. |
| <i>Requisite Activities 2</i> | Engage in direct or simulated practice of crisis intervention which include, but are not limited to: role-played crisis intervention with others; conducting crisis intervention and risk assessments with students experiencing mental health crises; and/or assessing level of risk and identifying and implementing needed interventions. |
| <i>Supervision Methods 2</i> | Discussion, case consultation, and/or observation and/or participation in direct or simulated practice of crisis intervention which include, but are not limited to: role-played crisis intervention with others; participation in crisis intervention teams; and/or completion of risk assessments. |
| <i>Training Objective 3</i> | Establish and maintain effective relationships with students in the therapeutic program. |
| <i>Requisite Activities 3</i> | Establish and maintain rapport with students in the therapeutic program. Participate in vivo in the therapeutic milieu, including ESY services for students in the therapeutic program. Conduct therapy with students. |
| <i>Supervision Methods 3</i> | Discussion, observation of doctoral intern, case consultation, and review of doctoral intern's work. |
| <i>Training Objective 4</i> | Demonstrate the ability to develop and implement appropriate interventions based upon goals/student needs. |
| <i>Requisite Activities 4</i> | Create and maintain a file of current interventions for moderate to severe behavioral and emotional difficulties. Develop interventions that take into account student characteristics based on review of cumulative records and consultation with classroom teacher(s), parent(s), and student(s) (when appropriate). Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and other student characteristics. Consult with rotation/site supervisor(s) about various interventions. |

| STEP ROTATION | |
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| <i>Supervision Methods 4</i> | Co-facilitation of individual or group sessions, observation of rotation/site supervisor(s)' therapy sessions with students, case consultation, and discussion of available interventions. |
| Training Objective 5 | Demonstrate the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. |
| <i>Requisite Activities 5</i> | Assess the effectiveness of interventions and identify barriers to treatment for students receiving therapy. Adapt approach and methods utilized in therapy according to students' needs. |
| <i>Supervision Methods 5</i> | Discussion of intervention methods and their effectiveness, along with barriers to treatment. Case consultation and review of doctoral intern's work. |
| Training Objective 6 | Demonstrate the ability to provide effective consultation services to students, parents, teachers, and other school professionals. |
| <i>Requisite Activities 6</i> | Develop, plan, and implement consultation services to students, parents, teachers, and other school professionals. Evaluate effectiveness. Assist in program development as needed to include making revisions to program design and interventions based on students' needs and collaboration with teaching staff. Participate in SEC/IEP or other special education meetings for students in the therapeutic program. |
| <i>Supervision Methods 6</i> | Discussion (which might include discussion with others working with doctoral intern), case consultation, observation, and review of doctoral intern's work. |

WEEKLY DIDACTIC SEMINARS

Since the doctoral internship is viewed as a learning experience, there is a balance between training and service delivery throughout the year. As part of the training program, Psychological Services staff as well as professionals in the community provide weekly 2-hour didactic presentations designed to further enhance the professional growth and practical skills of doctoral interns. While specific didactic curriculum varies from year to year based on the needs of doctoral interns, didactics typically cover a variety of treatment topics (e.g., clinical interviewing, managing suicidal students, sexual abuse treatment), regulations and procedures (e.g., Special Education process, Student Response Teams, manifestation determination reviews), and professional development and licensure (e.g., report writing, ethical issues in practice, and path to licensure).

Additionally, all doctoral interns participate in a monthly child treatment seminar series. These didactics focus on specific treatment techniques that address a variety of mental health issues. Doctoral interns have an opportunity to review some of the latest clinical literature, learn through case examples, and utilize various therapeutic resources.

All doctoral interns prepare and conduct a didactic presentation based on current scientific literature review for other doctoral interns and/or other staff members about an area of professional interest and/or expertise. While doctoral interns typically present a didactic seminar on or related to their dissertations, they are permitted to present on other areas of professional interest and/or expertise given a thorough scientific literature review is conducted. The doctoral intern presentations are not intended to serve as a primary didactic component of the internship program, or to relieve staff members of the responsibility of providing didactic training. Rather, they are intended to provide the interns with the opportunity to learn presentation skills and to conduct research reviews while sharing their own knowledge and experience with each other.

Doctoral interns are also assigned periodic readings on professional issues and engage in discussions on such topics during didactic seminars. These topical discussions are integrated with their assigned cases and professional work. Doctoral interns are also given opportunities to attend local, state, and national conferences and workshops.

TYPICAL DIDACTIC CURRICULUM

| SUMMER WEEKLY DIDACTICS |
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| Internship Program Orientation (3-part series) |
| Supervision in Health Service Psychology I: Getting the Most out of Clinical Training and Supervision |
| Supportive Therapeutic Educational Program (STEP) and Extended School Year (ESY) Orientation |
| Effective Report Writing and Presenting Results |
| Student Response Teams (SRT)/504 Process |
| Special Education Process – Roles and Responsibilities |
| IDEA Special Education Categorical Identifications |
| Resolving Ethical Dilemmas |
| Assessment of Preschool-Aged Children |
| Crisis Intervention and Mandated Reporting |
| Clinical Assessment (3-part series) |
| Suicide and Non-Suicidal Self-Harm Assessment and Procedures |
| Resources: Enhancing Professional and Consultative Practice |
| Psychological Assessment Using iPads |
| Basic Child Therapy Techniques |
| Mental Health Assessment: Risk of Violence |
| FALL WEEKLY DIDACTICS |
| Supervision in Health Service Psychology II: Observation, Evaluation, and Providing Feedback |
| Sand Tray Therapy |
| Social Work Services and Interprofessional Collaboration |
| Manifestation Determination Reviews |
| Post-Doctoral Opportunities and Selection |
| Autism Evaluation Strategies and Techniques |
| Culturally Responsive Practices |
| Impact of Trauma: Theory and Treatment |
| Functional Behavioral Analysis and Behavioral Intervention Plans |
| Multicultural Approach to Education and Learning |
| Gifted Identification and Placement |
| Military Families: Basic Training |

| WINTER WEEKLY DIDACTICS |
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| Grief Therapy Techniques |
| Mindfulness in the Schools |
| Sexual Abuse Treatment |
| Consultation Services in the Schools |
| Poverty: Implications on Children's Educational Experiences and Functioning |
| Anger Management with Children |
| Path to Licensure: Residency, EPPP, Forms & Fees |
| Beyond Licensure: Continuing Education, Student Loans, Professional Organizations, Board Certification |
| LGBTQIA+: Building Supportive Alliances |
| SPRING WEEKLY DIDACTICS |
| Play-Based Assessment |
| Dialectical Behavior Therapy (DBT) Skills in the Schools |
| Executive Functioning Assessments |
| Ethical & Legal Issues of Psychological Practice |
| Parenting Techniques |
| Cognitive Behavioral Treatment Techniques for Internalizing Disorders |
| Art Therapy Interventions and Techniques |
| Termination in Therapy: Strategies and Techniques |
| Private Practice in Psychology |
| Supervision in Health Service Psychology III: Becoming an Effective and Ethical Supervisor |

CANDID CONVERSATION SERIES

All doctoral interns attend quarterly discussions focused on various areas of diversity in professional practice which are facilitated by Psychological Services/Doctoral Internship Training staff as well as professionals in the community. These candid conversations are designed (1) to evoke self-reflection and understanding of how one's own personal/cultural history, attitudes, and biases may affect the understanding of and the interaction with people different from oneself; (2) to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; and (3) to increase one's current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities. While topics vary each training year, previous topics have included *Candid Conversation on...Race Relations – Current Prejudice, Discrimination, and Privilege;...Conveying Competence as an Early-Career Psychologist;...Religion and Psychological Practice;...Gender in the Workplace.*

TYPICAL WEEKLY SCHEDULE

During the summer, schedules of doctoral interns are very flexible. Considerable time is spent in orientation and in structured learning activities (e.g., familiarization with assessment instruments, reviewing federal and state regulations) and conducting student assessments. When the school year begins, a routine weekly schedule is set for doctoral interns. Typically, one assigned site is allocated for a single day. Doctoral interns work regular staff hours from 8:00 AM to 4:00 PM Monday through Friday with a half-hour for lunch and maintain the same holiday schedule as other 12-month staff members. An example of a weekly schedule is provided below:

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| Monday: | 8:00 AM to 2:00 PM: Supplemental Rotation Site – possibly Preschool Assessment Center (service delivery, supervision with rotation/site supervisor); 2:00 PM to 4:00 PM: Training Didactic Seminar/Office |
| Tuesday: | 8:00 AM to 3:00 PM: Elementary School Assignment (service delivery and special education eligibility meetings); 3:00 PM to 4:00 PM: Office (assessment scoring, report writing, program planning) |
| Wednesday: | 8:00 AM to 2:30 PM: Secondary School Assignment (service delivery and special education eligibility meetings); 2:30 PM to 4:00 PM: Office (assessment scoring, report writing, program planning) |
| Thursday: | 8:00 AM to 2:00 PM: Elementary or Secondary School Assignment, as needed (service delivery such as intervention, therapy, assessment); 2:00 PM to 4:00 PM: Individual Supervision with Primary Supervisor |
| Friday: | 8:00 AM to 11:00 AM: Supplemental Rotation Site (service delivery and supervision with rotation/site supervisor); 11:00 AM to 2:00 PM: Elementary or Secondary School Assignment, as needed (service delivery such as intervention, therapy, assessment); 2:00 PM - 4:00 PM: Group Supervision/Office |

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

SUPERVISION

The Doctoral Internship Program considers supervision fundamental to the training and development of doctoral interns and therefore provides multiple types of supervision. The general purpose of supervision is to provide opportunities for doctoral interns to learn and refine new skills, gain competence in the delivery of psychological services, and develop a professional identity which is rooted in professional ethics, integrity, and service to others. The internship program employs a developmental model of supervision where doctoral interns are exposed to an increasingly complex set of duties.

PRIMARY/INDIVIDUAL SUPERVISION

Doctoral interns are each assigned a primary supervisor who is a doctoral level psychologist from a clinical psychology program who is licensed for independent practice as a Licensed Clinical Psychologist through the Virginia Board of Psychology. Doctoral interns meet with their primary supervisors for at least 2 hours of weekly individual supervision. These supervisory sessions focus on all psychological services doctoral interns provide to their assigned schools including assessment, consultation, interventions/therapy, and any professional or standards-of-care issues that might arise. In addition, primary supervisors assist in coordinating/monitoring all clinical activities conducted at any other rotations/sites where doctoral interns are assigned (Autism Assessment Team, BASE, PAC, SECEP Re-ED, STEP). The assignment of primary

supervisor to doctoral intern is made within the first week after meetings with all supervisors and doctoral interns during which the interests and skill sets of the doctoral interns are discussed and then matched to the areas of interest/experience of the different supervisors.

TELESUPERVISION

The Doctoral Internship Program recognizes the unique benefits to in-person supervision. Therefore, the Program utilizes in-person supervision between supervisors and doctoral interns as standard practice for all forms of supervision – individual, group, and rotation supervision. While Primary Supervisors can be contacted via email and/or cell phone as needed, supervision is always available from the Training Director and/or Assistant Training Director(s) if a Primary or Rotation/Site Supervisor is not available. Additionally, the Program recognizes that instances might occur in which telesupervision is utilized. Telesupervision is defined by the Program to include a virtual platform (e.g., Zoom, Teams, Meet, etc.). Supervision guidelines, as outlined within the Program’s Supervision Contract and Informed Consent Agreement, are to be followed during telesupervision as they are for in-person supervision.

Telesupervision occurs under rare, exceptional, and limited circumstances and may only be used in lieu of in-person supervision for a limited portion of the required 2-hour weekly individual supervision with the doctoral intern’s primary supervisor – not to exceed one monthly session (or 2 hours within one-month). Telesupervision is not utilized for group supervision or rotation supervision. The Program has developed specific telesupervision guidelines adapted from the Association of State and Provincial Psychology Boards [ASPPB] Supervision Guidelines, February 2020.

GROUP SUPERVISION

Doctoral interns also attend 2-hour weekly group supervision sessions. Primary supervisors and rotation/site supervisors serve as facilitators for the group supervision sessions on a rotating basis, but all supervisors may attend these group sessions. This provides an opportunity for all primary supervisors to work with all doctoral interns, and provides the doctoral interns with different perspectives on assessment and therapy issues. Additionally, doctoral interns facilitate at least one group supervision meeting to practice and demonstrate their knowledge of and skill with supervision practices. During group supervision sessions, issues related to particular cases, professional practice, ethics, etc., are discussed. All doctoral interns are encouraged to discuss any cases of interest. Suggestions and recommendations are offered by both doctoral interns and supervisors. Theoretical orientation issues and corresponding interventions, current supportive research, and alternative approaches are discussed and debated. Additionally, other psychological services staff members might be invited to bring any testing or therapy cases to these meetings for input and feedback.

CASE PRESENTATIONS

Each doctoral intern prepares and conducts two formal case presentations during assigned group supervision sessions. This provides the opportunity to refine

organization and presentation skills, as well as to conceptualize complex material so that it can be presented in a clear, cogent, and clinically useful manner. The doctoral intern's primary supervisor, as well as peers, attend the doctoral intern's case presentations and provide evaluative feedback after the conclusion of the presentation. The two presentations include: one assessment case and one intervention/therapy case.

One formal case presentation pertains to an assessment case completed by the doctoral intern during the internship training year. The assessment case presentation includes application and review of current scientific literature relevant to the case, reason for referral and relevant background information, rationale for use of selected assessment measures, review of individual or cultural differences which may have impacted assessment administration and/or results, review and interpretation of assessment data, differential diagnoses considered, discussion of and rationale for clinical conclusions, and review of empirically-based treatment recommendations.

One formal case presentation pertains to an intervention/therapy case for which the doctoral intern is providing or has provided intervention/therapy during the internship training year. The intervention/therapy case presentation includes application and review of current scientific literature relevant to the case, reason for treatment, summary of background information and current diagnoses, review of individual or cultural differences which may impact therapeutic intervention/treatment, current case conceptualization, discussion of and rationale for clinical course of treatment, and review of empirically-based treatment methods and strategies.

ROTATION/SITE SUPERVISION

Doctoral interns also receive individual and/or group supervision on issues related to assessment, consultation, intervention planning, or therapy at their assigned rotations (Autism Assessment Team, BASE, Preschool Assessment Center, SECEP Re-ED, STEP) from Rotation/Site Supervisors who are licensed through the Virginia Board of Psychology as either doctoral level psychologists licensed for independent practice as Licensed Clinical Psychologists or non-doctoral level psychologists licensed as School Psychologists – Limited, which only allows professional psychological practice within schools.

EVALUATIONS

The Doctoral Internship Program is devoted to providing exceptional training and to maintaining high standards of practice to achieve the missions, competencies, and objectives of the program and to promote professional development for doctoral interns, supervisors, and training staff. The internship program is evaluated on an ongoing basis by both doctoral interns and supervisors. The evaluations conducted throughout the internship program are described below.

- **Doctoral Intern Self-Evaluation:** Doctoral interns complete a self-evaluation of their skills/experience in assessment, intervention/therapy, consultation, legal/ethical practice, cultural/diversity issues, specializations, and professional behavior within the first week to facilitate training goal development, assigning training assignments, and making supervisor-supervisee pairings.
- **Doctoral Intern Performance Evaluation:** During initial supervision sessions, doctoral interns review and discuss the Doctoral Intern Performance Evaluation with primary supervisors. Doctoral interns receive written evaluations of their performance on all competencies of health service psychology and training objectives of the internship program as previously outlined. Primary supervisors complete the VBCPS Doctoral Intern Performance Evaluation (and University Evaluation, if required) at mid-year and end-of-year (or more frequently, if problems are noted and corrective action is needed). All evaluations are based, in part, on direct observation of the doctoral intern during a service delivery activity, such as assessment administration, intervention/therapy facilitation, or feedback session – eligibility meeting. The doctoral intern and the primary supervisor sign the written summary of the evaluations.

Evaluations are based on nine competencies of health service psychology (*Ethical and Legal Standards; Assessment; Intervention; Consultation and Interprofessional/Interdisciplinary Skills; Individual and Cultural Diversity; Supervision; Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; and Research*) and the corresponding training objectives. Competence ratings within the evaluations are anchored by the doctoral intern's: (1) knowledge/skill; (2) need for supervision; and (3) independent practice readiness/level. Doctoral interns typically enter the program with knowledge and skills in the competencies at a rating of 2, "*Emerging Competence: Foundational knowledge/skill with moderate level of supervision/ training needed; below independent practice level (Typical Doctoral Intern Entry Level)*." At mid-year, doctoral interns obtain ratings of at least a 3, "*Maturing Competence: Intermediate knowledge/skill with minimal level of supervision needed; below independent practice level (Typical Doctoral Intern Mid-Point Level)*" on all items without occurrence of serious ethical violations to maintain good standing and to progress satisfactorily through the program. At the end of the year, doctoral interns obtain ratings of a 4, "*Proficient Competence: Proficient knowledge/skill for entry-level independent practice; consultation when necessary (Expected Doctoral Intern Exit Level)*" on all items without the occurrence of serious ethical violations for successful completion of the program.

- **Rotation/Site Performance Evaluation:** During beginning supervision sessions, doctoral interns review and discuss the Rotation/Site Performance Evaluation with rotation/site supervisors (Autism Assessment Team, BASE, PAC, SECEP Re-ED, STEP). Doctoral interns receive written evaluations of their performance on the training objectives of the training rotation as previously outlined. Rotation/site supervisors complete the Rotation/Site Performance Evaluation at mid-point and completion of the rotation (or more frequently, if problems are noted and corrective action is needed). All evaluations are based, in part, on

direct observation of the doctoral intern during a service delivery activity, such as assessment administration, intervention/therapy facilitation, or feedback session – eligibility meeting. The doctoral intern and rotation/site supervisor sign the written summary of the evaluations.

Evaluations are based on the rotation training objectives previously outlined. Competence ratings within the evaluations are anchored by the doctoral intern's: (1) knowledge/skill; (2) need for supervision; and (3) independent practice readiness/level. Doctoral interns typically begin the rotation with knowledge and skills in the competencies at a rating of 2, "*Emerging Competence: Foundational knowledge/skill with moderate level of supervision/ training needed; below independent practice level – Typical Doctoral Intern Entry Level.*" At mid-point, doctoral interns obtain ratings of at least a 3, "*Maturing Competence: Intermediate knowledge/skill with minimal level of supervision needed; below independent practice level – Expected Doctoral Intern Mid-Point Level*", on all items without occurrence of serious ethical violations to maintain good standing and to progress satisfactorily through the program. At the end of the rotation, doctoral interns obtain ratings of a 4, "*Proficient Competence: Proficient knowledge/skill for entry-level independent practice; consultation when necessary – Expected Doctoral Intern Exit Level*", on all items without the occurrence of serious ethical violations for successful completion of the rotation.

- **Didactic Presentation Evaluative Feedback Form:** Doctoral interns prepare and conduct a two-hour didactic presentation based on current scientific literature review for other doctoral interns and/or other staff members about an area of professional interest and/or expertise. Doctoral interns are to demonstrate skills and abilities of the specified training objectives during their didactic presentations. Primary supervisors use the Didactic Presentation Evaluative Feedback Form to rate doctoral interns' achievement within the specified training objectives. Doctoral interns are rated on a scale of "0" = *Minimum Level of Achievement not achieved*; "1" = *Minimum Level of Achievement achieved. (Doctoral intern demonstrated the minimum knowledge and/or skill for the specific training objective)*; or "2" = *Minimum Level of Achievement exceeded*. To successfully complete the didactic presentation and to demonstrate the minimum level of achievement, doctoral interns need to receive at least a score of "1" in each of the designated Training Objectives within each Profession-Wide Competency. Primary supervisors review the completed form with doctoral interns providing them feedback on their presentation and achievement of the training objectives.
- **Assessment Case Presentation Evaluative Feedback Form:** Doctoral interns prepare and conduct a formal assessment case presentation. Doctoral interns are to demonstrate skills and abilities of the specified training objectives during their assessment case presentations. Primary supervisors use the Assessment Case Presentation Evaluative Feedback Form to rate doctoral interns' achievement within the specified training objectives. Doctoral interns are rated on a scale of "0" = *Minimum Level of Achievement not achieved*; "1" = *Minimum Level of Achievement achieved. (Doctoral intern demonstrated the minimum*

knowledge and/or skill for the specific training objective); or “2” = Minimum Level of Achievement exceeded. To successfully complete the assessment case presentation and to demonstrate the minimum level of achievement, doctoral interns need to receive at least a score of “1” in each of the designated Training Objectives within each Profession-Wide Competency. Primary supervisors then review the completed form with doctoral interns providing them feedback on their presentation and achievement of the training objectives.

- **Intervention/Therapy Case Presentation Evaluative Feedback Form:** Doctoral interns prepare and conduct a formal intervention/therapy case presentation. Doctoral interns are to demonstrate skills and abilities of the specified training objectives during their intervention/therapy case presentations. Primary supervisors use the Intervention/Therapy Case Presentation Evaluative Feedback Form to rate Doctoral Interns' achievement within the specified training objectives. Doctoral interns are rated on a scale of “0” = *Minimum Level of Achievement not achieved*; “1” = *Minimum Level of Achievement achieved. (Doctoral intern demonstrated the minimum knowledge and/or skill for the specific training objective); or “2” = Minimum Level of Achievement exceeded. To successfully complete the intervention/therapy case presentation and to demonstrate the minimum level of achievement, doctoral interns need to receive at least a score of “1” in each of the designated Training Objectives within each Profession-Wide Competency. Primary supervisors then review the completed form with doctoral interns providing them feedback on their presentation and achievement of the training objectives.*
- **Supervisor Performance Evaluation:** Each doctoral intern completes a Doctoral Internship Supervisor Performance Evaluation at mid-point and at the end of year for primary supervisors and for rotation/site supervisors. These evaluations are reviewed by doctoral interns with supervisors, submitted to the training director, and are utilized for supervision refinement and improvement to the internship program.
- **Internship Site Evaluation:** Doctoral interns also complete an Internship Site Evaluation to provide feedback to the training directors and supervision staff about how well the program achieved its primary training missions and goals and provided the training, didactic education, and supervision necessary to fulfill the training objectives.
- **Post-Internship Site Evaluation:** Approximately one year after completing the internship program, all former doctoral interns are sent a Post-Internship Site Evaluation (via email) in which they are asked to indicate how competent they feel within each of the Program's training objectives and how well the internship program has prepared them with knowledge and skill in training objective areas. Data from these evaluations are reviewed with all supervisors over the summer to examine the program's effectiveness, to make any necessary revisions to training or experiences, and to ensure the Program is meeting its aims/mission and satisfying the Program's Training Objectives.

FEEDBACK

The internship program readily seeks and obtains continuous feedback from doctoral interns to achieve the program's missions and training goals. The feedback from doctoral interns is used for program development and revision and to ensure the training goals and professional needs of doctoral interns are met. Supervisors solicit ongoing feedback from doctoral interns about their assignments, rotations, and overall internship experience including receiving the necessary training and experience to achieve their professional training goals. Supervisors also provide continuous feedback to doctoral interns about their performance and progression toward achieving the program's training objectives. There is also an ongoing exchange of information and feedback between doctoral interns and the training director during periodic group supervision sessions, and between primary supervisors, rotation/site supervisors, and the training director about issues, concerns, and needs of doctoral interns and program improvement during monthly supervisors' meetings. Additional formal feedback opportunities are described below.

- **Pre-Internship Survey:** Doctoral interns complete this survey to identify their professional experiences and interest areas to assist in training goal development, to aid in assigning training assignments, and to make supervisor-supervisee pairings. This survey is completed prior to beginning the internship, is submitted to the training director, and is reviewed with training supervisors.
- **Seminar/Presentation Feedback Form:** Doctoral interns complete an online Seminar Presentation Feedback Form after weekly didactic training seminars. The Feedback Forms are used to provide feedback on the presenter(s)'s knowledge and presentation skills, as well as the overall organization and usefulness of the presentation. Strengths and areas of improvement for the presentation are also offered. The training director reviews the Feedback Forms and shares the feedback with training faculty and supervisors so revisions and improvements can occur.
- **Mid-Year Inventory:** Doctoral interns also complete a formal Mid-Year Inventory to outline their mid-point level of exposure to various training opportunities and experience working with diverse individuals. The training director reviews the Mid-Year Inventories, makes any necessary program/training revisions, and seeks additional training opportunities to ensure doctoral interns are in good standing to achieve the program's training objectives.
- **Group Feedback Session:** All doctoral interns also attend a Group Feedback session at the mid-point and end-of-year with the training directors to review the various aspects of the program (e.g., didactic presentations, group supervision, training rotations, etc.) and to provide feedback on the program's areas of strength and areas in need of revision. This feedback is reviewed with all primary and rotation/site supervisors during an end-of-year supervisors meeting with revisions implemented prior to the beginning of the next internship training year.
- **Post-Internship Survey:** Approximately one year after completing the internship program, all former doctoral interns are sent a Post-Internship Survey which

informs the internship program about former doctoral interns' current employment and licensure status.

SUCCESSFUL COMPLETION OF THE PROGRAM

The Doctoral Internship Program is committed to achieving the program's two primary training goals:

- Provide doctoral interns with training, experience, and supervision to practice independently, ethically, and with cultural humility.
- Assist doctoral interns in developing professional competencies so they are able to provide a variety of psychological services to improve the mental health and educational outcomes of children, adolescents, and adults within and outside school settings.

From the program's training experiences, educational didactic seminars, and extensive supervision, doctoral interns are expected to obtain, develop, and refine their knowledge and skills in the nine major competencies of health service psychology by the end of the doctoral internship training year.

Doctoral interns receive continuous feedback on their performance and progression toward achieving the program's training objectives from supervisors throughout the training year. The nature of this feedback is designed to identify and to inform the doctoral interns' level of knowledge and skill for the competencies, as well as the areas of professional strength and areas in need of improvement.

The Doctoral Intern Performance Evaluation is the formal method employed by the program to inform doctoral interns of their advancement during the program. At mid-year, doctoral interns obtain ratings of at least a "3", *Maturing Competence: Intermediate knowledge/skill with minimal level of supervision needed; below independent practice level – Expected Doctoral Intern Mid-Point Level*, on all items without occurrence of serious ethical violations to maintain good standing and to progress satisfactorily through the program.

For the doctoral intern who demonstrates significant weakness in one or more areas and thereby receives less than a "3" on all items at the mid-year evaluation, the supervisor will provide additional remedial measures so that the doctoral intern will have more individual intervention, practice, and time to remedy the deficiency before the completion of the training year. If improvement in the area(s) of deficiency is not demonstrated prior to the mid-point of the spring semester, then further corrective actions or remedial steps will be implemented such as: changes in format or focus of supervision, increasing supervision, reduction of workload, revision of placement assignment, leave of absence from internship, or termination from the training program.

At the end of the training year, doctoral interns obtain ratings of a "4", *Proficient Competence: Proficient knowledge/skill for entry-level independent practice; consultation when necessary – Expected Doctoral Intern Exit Level*, on all items without the occurrence of serious ethical violations for successful completion of the program.

EXPECTED LEVELS OF ACHIEVEMENT/PERFORMANCE

The expected levels of achievement/performance required to demonstrate competency and successfully complete the internship program are listed below.

Ethical and Legal Standards

- Demonstrate knowledge of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.
- Demonstrate knowledge of and act in accordance with federal, state, and local laws, regulations, rules, and policies for licensed independent psychologists.
- Demonstrate knowledge of and act in accordance with professional standards and guidelines including local and office procedures for referrals.
- Recognize ethical dilemmas/concerns as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics.
- Demonstrate the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of assessments in an accurate and effective manner sensitive to a range of audiences.
- Demonstrate the ability to provide crisis intervention through responding to crisis situations and/or conducting mental health assessments related to risk of harm to self or others.

Intervention

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

- Demonstrate the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Demonstrate the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Consultation and Interprofessional/Interdisciplinary Skills

- Demonstrate knowledge of and respect for the roles and perspectives of others, including parents, teachers, school administrators, and other school personnel.
- Apply the knowledge of consultation models and practices in direct or simulated consultation with students, parents, teachers, other school professionals, and/or other health care professionals.

Individual and Cultural Diversity

- Demonstrate an understanding of how the doctoral intern's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself.
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.
- Demonstrate the ability to apply a framework for working effectively with areas of individual and cultural diversity.
- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own.

Supervision

- Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals.
- Apply the supervisory skill of observing in direct or simulated practice.
- Apply the supervisory skill of evaluating in direct or simulated practice.
- Apply the supervisory skills of giving guidance and feedback in direct or simulated practice.

Professional Values, Attitudes, and Behaviors

- Demonstrate professional integrity, cultural humility, and concern for the welfare of others by working with peers, supervisors, students, parents, and school personnel in a positive, non-threatening manner.
- Demonstrate professional demeanor, accountability, and effective time management, including submission of documentation in a timely manner.
- Demonstrate a professional identity which includes a commitment to life-long learning to maintain and improve professional performance.
- Engage in self-reflection regarding one's personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Demonstrate openness and responsiveness to feedback and supervision and seek supervision when needed.

- Demonstrate increasing levels of independence in performing progressively complex professional duties.

Communication and Interpersonal Skills

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

Research

- Demonstrate the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications).
- Disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

SUCCESSFUL COMPLETION CRITERIA

- Complete 2,000 hours of full-time (one-year) training, experience, and supervision requirements.
- Complete 200 hours of supervision, including 100 hours of individual supervision.
- Conduct three seminar presentations, including two clinical case presentations (one assessment and one intervention/therapy) and one didactic presentation offered to doctoral interns and other staff members.
- Complete all assessment, intervention, and therapy referrals from assigned rotations.
- Obtain a rating of "4", *Proficient Competence: Proficient knowledge/skill for entry-level independent practice; consultation when necessary – Expected Doctoral Intern Exit Level*, on all items in each competency area on the final Doctoral Intern Performance Evaluation Form (Expected Level of Achievement/Performance regarding competencies).
- Complete all required paperwork.
- Complete all evaluation forms.

APPLICATION CRITERIA

Interested applicants of the Virginia Beach City Public Schools Doctoral Internship Program should meet the following criteria:

- APA-accredited doctoral program in Clinical, Counseling, School, or Combined Psychology Programs

- Completion of required coursework, comprehensive exams, and being in good academic standing – verification letter of readiness for internship from Training Director is required
- A minimum of 100 psychological assessment experience hours; 5 integrated psychological reports; and 50 direct face-to-face contact hours of individual therapy, group counseling, and/or school counseling interventions with adolescents, children, and/or preschool-aged children
- High quality written communication, strong letters of reference, and overall compatibility of prior experience and training with the program is preferred

SELECTION PROCESS

As a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the VBCPS Doctoral Internship Program participates in the APPIC Match program. Psychological Services develops and maintains an active website and a training brochure which offers information to prospective applicants on the internship program's training goals and objectives, training sites and opportunities, supervision, didactic training, and program services and faculty.

As part of the Match process, interested applicants are to submit the following by **December 1**: 1) the AAPI Online application, including 2) Cover Letter, 3) Three Letters of Recommendation, and 4) Official Graduate Transcripts. Work samples are not required. However, applicants interested in highlighting their intervention experience and clinical writing skills may submit a redacted, previously written integrated psychological report, clinical treatment plan, or outcome summary. Entire Application Packets are reviewed by a Selection Committee, which typically includes the training director and primary and rotation/site supervisors. Applicants are ranked according to their training experience in assessment, intervention and therapy, and report writing experience and skills, along with applicants' proposed training goals, essays, letters of recommendation, and "fit" or match to the VBCPS Doctoral Internship Program. The top 36 ranked applicants are invited for formal interviews by **December 15**.

Interviews are conducted on four days in January – nine interviews per day (**2026 Dates: January 5, 9, 12, 16**). Interviews are conducted virtually by video-conference. On interview days, candidates participate in a rotation of three (3) thirty-minute interviews focused on the areas of (1) Assessment, (2) Intervention and Therapy, and (3) Professional Goals and other professional competencies. Each of the three interviews is conducted by a panel of primary and rotation/site supervisors who review candidates' skills, experience, and knowledge in the aforementioned areas. Our current doctoral interns also meet with candidates to discuss the internship program and answer any additional questions. A virtual tour of the Program is also provided. Candidates are then rank ordered by each interview panel and subsequently placed into an aggregate ranking of applicants. The Rank Order List is reviewed after each interview day and again upon completion of all interviews before final submission to APPIC for the Match.

Notification for APPIC Phase I occurs on **Friday, February 20, 2026** according to APPIC procedures. Applicants who match with Virginia Beach City Public Schools are

notified that day by phone call to congratulate and welcome them to the program. Matched applicants are subsequently sent a formal letter of intention and agreement which includes internship start & end dates, stipend/benefits, and employment procedures.

All matched candidates prior to employment must be fingerprinted and provide personal descriptive information in order to obtain criminal history record information for the purpose of screening and clearing individuals who are offered employment with VBCPS.

EMPLOYMENT AND OFFICE INFORMATION

CONTRACT

All doctoral interns sign a special services contract with Human Resources for 12-month employment from July 1 through June 30. Doctoral interns are considered employees of the school division, assigned to Psychological Services, and retain the working title “Doctoral Intern in Psychology.”

STIPEND/BENEFITS

Doctoral interns receive an annual stipend of \$32,000 plus health and dental benefits.

HOURS

Doctoral interns work from 8:00 AM to 4:00 PM Monday through Friday with a half-hour for lunch during the school year, following the same schedule as other 12-month employees. During specified weeks during the summer, staff and doctoral interns work 7:00 AM to 5:00 PM Monday through Wednesday; 7:00 AM to 4:30 PM Thursday.

CALENDAR/PAID HOLIDAYS

The school district annually creates and approves an employee calendar for all employees including 12-month staff and doctoral interns. All 12-month employees, including doctoral interns, receive several paid holidays. For the 2025-2026 training year, these include: Independence Day; Labor Day; Veterans’ Day; Thanksgiving break (November 26, 27, 28); Winter break (December 24, 25, 26); New Year’s Day; Martin Luther King Jr. Day; Presidents’ Day; Spring break (April 6, 7, 8); Memorial Day; and Juneteenth.

OFFICE SUPPORT/RESOURCES

As staff members, doctoral interns are assigned office space and clerical support equivalent to other full-time professional staff. This includes office space within Psychological Services offices at Plaza Annex, internet and intranet access, laptop computer and desktop monitor, tablets (iPads) for online assessment administration and scoring, personal assessment kits (e.g., WISC-V, WIAT-4, or KTEA-3), and access to an extensive library of other assessment instruments, counseling materials, training

resources, and computer scoring software. All doctoral interns have their office space in the same room to provide opportunities for peer interaction, support, and socialization among the doctoral interns and other staff. Doctoral interns are also likely to have office space at their assigned schools for service delivery to students.

CRIMINAL BACKGROUND CHECK

All matched candidates prior to employment must be fingerprinted and provide personal descriptive information in order to obtain criminal history record information for the purpose of screening and clearing individuals who are offered employment with VBCPS. Checks are made with the Federal Bureau of Investigation (FBI), the Virginia State Police, and the Virginia Department of Social Services, Child Protective Services.

DISCLOSURE

The Training Director maintains records of all current and previous doctoral interns who have completed the Doctoral Internship Program. These records include various information such as application materials, curriculum vitae, letters of recommendation, performance evaluations, etc. Records are maintained for APA accreditation purposes and to fulfill internship verification requests for licensure and credentialing purposes.

DISABILITY

In compliance with the Americans with Disability Act (ADA) of 1990, as amended, Virginia Beach City Public Schools is committed to providing equal access and opportunity with respect to educational programs and activities and will provide reasonable accommodations in compliance with applicable law. If you need an accommodation, please contact the Training Director.

NON-DISCRIMINATION/HARASSMENT

Virginia Beach City Public Schools is committed to maintaining an environment that is free from discrimination and harassment based on race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information, or veteran status. Employees are expected to conduct themselves in a manner built on mutual respect, to understand and appreciate differences, and to treat all persons fairly and with respect and courtesy. The School Board directs the Superintendent to take prompt and appropriate action to investigate and resolve all complaints made under this Policy and to publish and provide training regarding this Policy and any supporting regulations.

Furthermore, Virginia Beach City Public Schools is an equal opportunity employer and is committed to hiring and retaining qualified individuals. Accordingly, all recruiting, hiring and promoting for all job classifications, rates of pay or other forms of compensation, all employment actions or conditions of employment are made without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, marital status, veteran status, and genetic information or any other basis protected by applicable federal, state, or local law or regulation except where such categories are bona fide occupational qualifications.

PROGRAM FACULTY

TRAINING DIRECTORS & PRIMARY SUPERVISORS

Scott M. Bell, Psy.D., Training Director; Licensed Clinical Psychologist; Pupil Personnel Services License (School Psychologist). Psy.D., Forest Institute of Professional Psychology, 2002. *Professional Interests:* treatment of depressive and anxiety disorders in children and adolescents; children from separation and divorce; sexual abuse treatment; gay/lesbian/bisexual/transgender/questioning issues; risk of violence assessment; clinical supervision; professional development and licensure; program development. *Professional Affiliations:* American Psychological Association; National Association of School Psychologists; National Register of Health Service Psychologists.

Deborah M. Edwards, Psy.D., Assistant Training Director; Primary Supervisor; Licensed Clinical Psychologist. Psy.D., Widener University, 2000. *Professional Interests:* clinical supervision; learning differences; psycho-educational assessment; instructional and behavioral classroom interventions; childhood treatment of behavioral and emotional disorders (i.e., depression, anxiety disorders, and ADHD).

Stacie F. Simon, Psy.D., Assistant Training Director; Primary Supervisor & STEP Rotation/Site Supervisor; Licensed Clinical Psychologist; Pupil Personnel Services License (School Psychologist). Psy.D., Virginia Consortium Program in Clinical Psychology, 2009. *Professional Interests:* clinical supervision; supportive therapeutic educational program for students with emotional disabilities; HIV/AIDS; adolescent and young adult issues; military families; gay/lesbian/bisexual/transgender/questioning issues; risk of violence assessment.

Lisa Conway-Sugden, Psy.D., Primary Supervisor & STEP Rotation/Site Supervisor; Licensed Clinical Psychologist. Psy.D. Florida Institute of Technology, 2001. *Professional Interests:* child & adolescent treatment series; play therapy; cognitive behavioral interventions; sand tray; sexual abuse and trauma treatment; supervision; child and adolescent populations.

Suzanne E. Farley, Ph.D., Primary Supervisor & SECEP Re-ED Rotation/Site Supervisor; Licensed Clinical Psychologist; Pupil Personnel Services License (School Psychologist). Ph.D., University of North Carolina at Greensboro, 2006. *Professional Interests:* assessment and treatment of children with ADHD and behavioral and emotional disorders; classroom consultation; parent training.

Ellen M. Kveton, Psy.D., Primary Supervisor & STEP Rotation/Site Supervisor; Licensed Clinical Psychologist. Psy.D., Virginia Consortium Program in Clinical Psychology, 1989. *Professional Interests:* clinical supervision; supportive therapeutic educational program for students with emotional disabilities; individual psychotherapy and play therapy with children; psychological and clinical assessments of children.

ROTATION/SITE SUPERVISORS & TRAINING FACULTY

Kara L. Branz, M.A., N.C.S.P., BASE Program Rotation/Site Supervisor; Licensed School Psychologist-Limited; Pupil Personnel Services License (School Psychologist). M.A., La Salle University, 2009; Re-specialization in School Psychology, Oklahoma State University, 2015. *Professional Interests*: instructional and behavioral classroom interventions; autism spectrum disorders; response-to-intervention; positive behavior supports.

Kelli R. Good, Ph.D., Preschool Rotation/Site Supervisor; Licensed School Psychologist-Limited; Pupil Personnel Services License (School Psychologist). Ph.D., University of South Carolina, 2001. *Professional Interests*: preschool assessment; parent training; group, individual, and family therapy; emotional and behavioral disorders; ecological approach to prevention, assessment, and intervention; conflict resolution. *Professional Affiliations*: National Association of School Psychologists.

Taylor J. Pauken, Psy.D., STEP Rotation/Site Supervisor; Licensed Clinical Psychologist. Psy.D., Adler University, 2020. *Professional Interests*: psychoeducational assessment using iPads; treatment of internalizing disorders in adolescents; sexual orientation and gender diversity issues; identity development (i.e., interests, values, intersectionality of identities, etc.); interdisciplinary team consultation. *Professional Affiliations*: National Register of Health Service Psychologists, APA Division of School Psychology, APA Society for the Psychology of Sexual Orientation and Gender Diversity.

Jennifer G. Ward, Ed.S., N.C.S.P., Autism Assessment Team Rotation/Site Supervisor; Pupil Personnel Services License (School Psychologist). Ed.S., Lehigh University, 2000. *Professional Interests*: assessment and intervention for students with autism spectrum disorders, preschool assessment, positive behavior supports.