SB-PIC
Santa Barbara Psychology Internship Consortium

Intern Handbook
2021-2022

Santa Barbara Psychology Internship Consortium (SB-PIC)
Santa Barbara County SELPA Office
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Aims:

The Santa Barbara Psychology Internship Consortium’s (SB-PIC) aims is to train doctoral psychology interns dedicated to serving children and their families.

SB-PIC Objectives, Goals, and Intern Expectations

Objectives: The Santa Barbara Psychology Internship Consortium (SB-PIC) represents the collaborative effort to share resources and faculty for the purpose of providing a diversified educational program for doctoral psychology interns. The training at SB-PIC is designed for doctoral interns to develop skills in psychological assessment, evidence-based intervention, and clinical consultation.

Goals / Aims: SB-PIC is designed to prepare interns to practice independent psychology and to meet California state School Psychology certification requirements. With respect to internship goals, the intern will:

1. further develop assessment (for intervention) and diagnostic skills in the areas of cognitive, educational, and social-emotional functioning;
2. further develop the ability to select and use a variety of developmentally appropriate psychotherapeutic techniques relevant for individuals, groups, and families to promote overall health;
3. continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting the cognitive, educational, and social-emotional development of youth; including selecting appropriate evidence-based interventions, effectively progress monitor implemented interventions, and make treatment recommendations;
4. develop consultation skills through interactions with parents, educators, staff, and other relevant constituents;
5. acquire further knowledge of the roles of other disciplines in educational and mental health, settings and function as an interdisciplinary team member;
6. be positioned to effectively function as a health service provider in school settings.

Intern Expectations

The SB-PIC training program is a 10.5 month, full-time doctoral internship experience. Interns are expected to complete at least 1500 hours of training during the year. For interns who are seeking 2000 hours of training, it may be possible to establish a plan in advance to extend the duration and fulfill additional hours, when desired. At least 50% of interns' time is in face-to-face services to students. Interns are also expected to achieve the goals and objectives of the internship program, as stated above and to abide by the APA Code of Ethics, the requirements of the SB-PIC training program, and the rules and regulations of the training site that employs
them.

SB-PIC has a comprehensive Due Process procedure, which outlines the processes for addressing concerns about intern performance, as well as interns’ concerns about training. These procedures are provided to all interns during orientation and are available for download at www.SB-PIC.org under the “Policies & Procedures” tab.

Interns are expected to be active participants in shaping their training experiences in a variety of ways. Interns are required to take responsibility for their own learning by identifying individualized training goals, by self-observation, self-evaluation, and participation in continuing education. Interns are also expected to participate in the development and improvement of the training program itself by providing feedback and evaluation of supervisors and training experiences.

**Training Model**

The model of training of SB-PIC may be considered “general” as interns may gain training experiences across a range of school-age clients from preschool through high school, with diverse types of psychopathology, challenges, and needs. Training in ethical and professional standards will be incorporated in supervision and seminar presentations to prepare interns for the highest standards of professional conduct. SB-PIC’s core facilities, adjunct facilities, and affiliates are committed to the objectives, goals, and philosophy of SB-PIC. The Consortium’s members are strongly committed to offering a high quality internship experience with intensive supervision, didactic seminars, and opportunities for direct clinical experience.

Consistent with the mission of SB-PIC, the overarching theoretical orientation represented across sites is a developmental-ecological model. This developmental-ecological perspective in understanding human growth, development, learning and maladaptive behaviors is integrated into service delivery and seminar trainings. Services are nested within systems including the society (macrosystem), school as an organization (exosystem), classroom, family, and individual student. A developmental perspective is provided as the roles of these systems change as children mature. Through sequential and cumulative training experiences, interns are encouraged to become systematic, collaborative problem-solvers who can participate and facilitate the problem-solving of others in a variety of settings. The systematic approach to problem-solving includes moving through a sequence of stages. Although the specific labels for the stages may differ, they typically include problem identification, problem analysis, plan implementation, and plan evaluation. Throughout the internship experience, the importance of knowledge of, and experience with, a wide range of individual differences, including ethnicity, gender, age, culture, religion, race, SES, and lifestyle is emphasized. A central tenet of the internship experience is that students acquire the knowledge and skills to be leaders, innovators, and positive change agents in the service of children and families.

**Program Structure**

The Consortium offers 10.5 month, full-time internships beginning in August each year. The Consortium is comprised of four agencies and will provide a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional
psychological practice. Across training sites, interns will complete an average of 15-20 hours per week of face-to-face direct service delivery.

**Supervision and Didactics**

A licensed psychologist serves as the primary supervisor for each SB-PIC Consortium site. Supervision is regularly scheduled and sufficient relative to the intern’s professional responsibility assuring, at a minimum, that a full-time intern receives two hours of individual supervision per week from their primary supervisor. Additional supervision will be provided through required group supervision and didactics trainings. All interns will receive a minimum of two hours of individual supervision per week and an average of 2 hours per week of group training and supervision.

During individual supervision, supervisors engage in in-depth analysis of intern skill development, discuss all direct service activities and professional development issues, directly observe activities, monitor the welfare of service recipients, and sign-off on intern’s case records. The supervisor is considered the primary provider and is responsible for all services delivered to each client by an intern. All interns must function under the supervision of the supervisor at all times. Despite consultation and evaluation being provided by various training staff, the individual supervisor is ultimately responsible for supervision of all of the intern’s activities, and discusses all of the intern’s activities periodically. Interns will complete written supervision contracts with the individual supervisor at the beginning of the internship period.

Interns and supervisors will participate in the presentation of Psychology Intern Seminars which will meet one time per month at one of the facilities and will consist of at least eight hours of training (e.g., didactics, case presentations, and peer socialization). Any additional didactic training offered by a Consortium agency will be available to all Consortium interns. Supervisors from all participating agencies will facilitate the attendance of interns at Consortium-wide training opportunities. The annual calendar of didactics, including dates and topics can be found at www.SB-PIC.org under the “Training Schedule” tab.

Interns will communicate with clients and consumers that they are trainees and provide the name of their supervisor(s). Also, all documents will be co-signed to indicate that the supervisor is responsible for the work.

**Stipend, Benefits, and Resources**

The annual stipend across all of the Consortium sites will be $30,000. No fringe benefit packages are available. SB-PIC interns have access to numerous resources. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased by individual training sites. Additionally, each intern has access to administrative and IT support through their primary training site.
Research
Interns will continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting the cognitive, educational, and social-emotional development of youth. Research opportunities will vary across placement sites and will be determined based on the needs of the intern and the opportunities at the time of the internship. Interns may request time to complete dissertation work on an as needed basis with their primary placements.

APPIC Membership Status
SB-PIC has been an APPIC member since 2018 (APPIC Program Member Code #2455).

Internship Positions
The Consortium offers full-time internship positions.
The internship sites are each within the Santa Barbara County SELPA area.
Additional information about participating sites is available at www.SB-PIC.org.

Website
More information about the SB-PIC can be found at www.SB-PIC.org.
Policies and Procedures

Evaluation and Feedback

Feedback is provided to the intern during weekly supervision and through semi-annual formal written evaluations of intern performance. If significant concerns about an intern’s performance are identified, the intern will be formally notified in writing of the specific problem and steps for remediation will be reviewed. In the case of a Probation Notice, the problem’s status will be reviewed within the time frame set by the notice.

Additionally, interns complete an evaluation of their internship site following each internship experience which are reviewed and discussed by the Consortium Coordinating and Training Committee to assist in program planning.

Evaluation forms can be found at www.SB-PIC.org under the “Policies” tab.

Due Process

Due process ensures that decisions made by internship supervisors about interns are not arbitrary or biased, requires the internship site to identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the intern to challenge the internship’s actions. The full due process policy is included in the intern handbook and can be found at www.SB-PIC.org under the “Policies” tab.

Grievance Procedures

Grievance procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or the internship training program. These guidelines are intended to provide the intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program, there is an informal review and a formal review process. The full due process policy is included in the intern handbook and can be found at www.SB-PIC.org under the “Policies” tab.
## Crosswalk of Training Objectives, Competencies, and Benchmarks

<table>
<thead>
<tr>
<th>SBPIC Goals/Aims</th>
<th>APA Profession-Wide Competencies in Health Service Psychology</th>
<th>NASP Domains of Training</th>
<th>APA Competency Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. further develop assessment (for intervention) and diagnostic skills in the areas of cognitive, educational, and social-emotional functioning;</td>
<td>6. Assessment</td>
<td>NASP 1: Data Based Decision Making and Accountability; NASP 3: Interventions and Instructional Supports to Develop Academic Skills</td>
<td>Func 1 Assessment</td>
</tr>
<tr>
<td>2. further develop the ability to select and use a variety of developmentally appropriate psychotherapeutic techniques relevant for individuals, groups, and families to promote overall health;</td>
<td>7. Intervention</td>
<td>NASP 1: Data Based Decision Making and Accountability; NASP 3: Interventions and Instructional Supports to Develop Academic Skills</td>
<td>Func II Intervention</td>
</tr>
<tr>
<td>3. continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting the cognitive, educational, and social-emotional development of youth; including selecting appropriate evidence-based interventions, effectively progress monitor implemented interventions, and make treatment recommendations;</td>
<td>1. Research</td>
<td>NASP 9: Research and Program Evaluation</td>
<td>Func III Scientific knowledge and methods</td>
</tr>
<tr>
<td>4. develop consultation skills through interactions with parents, educators, staff, and other relevant constituents;</td>
<td>9. Consultation and interprofessional/interdisciplinary skills</td>
<td>NASP 10: Legal, Ethical, and Professional Practice</td>
<td>Func III &amp; Func VII Consultation; Interdisciplinary systems</td>
</tr>
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<td>5. Communication and interpersonal skills</td>
<td>5. Communication and Interpersonal skills</td>
<td>NASP 2: Consultation and Collaboration; NASP 7: Family - School Collaboration Services</td>
<td>Func IV Relationships</td>
</tr>
<tr>
<td>6. acquire further knowledge of the roles of other disciplines in educational and mental health, settings and function as an interdisciplinary team member;</td>
<td>4. Professional values, attitudes, and behaviors</td>
<td>NASP 10: Legal, Ethical, and Professional Practice</td>
<td>Func I &amp; II Professionalism; Reflective Practice</td>
</tr>
<tr>
<td>6. be positioned to effectively function as a health service provider in school settings.</td>
<td>2. Ethical and legal standards</td>
<td>NASP 10: Legal, Ethical, and Professional Practice</td>
<td>Func VI Ethical, legal standards and policy</td>
</tr>
<tr>
<td>3. Individual and cultural diversity</td>
<td>3. Individual and cultural diversity</td>
<td>NASP 8: Diversity in Development and Learning</td>
<td>Func V Individual and cultural diversity</td>
</tr>
<tr>
<td>8. Supervision</td>
<td>8. Supervision</td>
<td>NASP 10: Legal, Ethical, and Professional Practice</td>
<td>Func IV Supervision</td>
</tr>
</tbody>
</table>

**APA** = American Psychological Association  
**NASP** = National Association of School Psychologists
Application Process

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

A complete application consists of the following materials:

1. A completed online AAPI (APPIC’s standard application)
2. Cover letter (part of online AAPI) stating your preferred training site(s) and why you are interested in those sites specifically
3. A current Curriculum Vitae (as part of the online AAPI)
4. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work (as part of the online AAPI). Please submit no more than three letters
5. Official transcripts of all graduate coursework
6. All applicants are required to include a work sample as part of the application process. Applicants should upload one integrated psychological evaluation. Please submit no more than the requested document.

All application materials must be received by November 10 in order to be considered for an internship position. Successful applicants will be notified by December 10 via email or telephone of the opportunity to attend an on-site interview in January.

SB-PIC will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship are preferred:

1. A minimum of 300 hours of practicum experience
2. Assessment, intervention, consultation, and counseling practicum experiences
3. Dissertation proposed (preferred, not required)

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Questions regarding the application or interview process may be directed to SB-PIC’s Co-Directors of Operations

Dr. Ray Avila ravila@sbceo.org
Dr. Shane Jimerson jimerson@ucsb.edu

Director of Clinical Training

Dr. Erin Dowdy edowdy@ucsb.edu
SB-PIC Internship Facilities

Core Internship Partners

Santa Barbara County Special Education Local Plan Area (SB-SELPA) - Santa Barbara County Special Education Local Plan Area (SB-SELPA) is located on the central coast of California, with offices in several locations throughout Santa Barbara County. SB-SELPA provides oversight, guidance, training and support to member local education agencies (LEAs), parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Plan (IEP) services to students with disabilities. SB-SELPA is a mandated agency by the California Department of Education that is responsible for implementation and oversight of the SB-SELPA Local Plan. The SBCSELPA Local Plan ensures that individuals with disabilities receive a free and appropriate public education as per the Individuals with Disabilities Education Act PL 94-142 amended by PL 108-446 (Regulations 34CFR parts 300 and 301) and California Laws and Regulations (California Special Education Programs: A Composite of Laws Database). SB-SELPA is governed by a Joint Powers Agency (JPA) board comprised of superintendents from districts in Santa Barbara County SELPA and the Santa Barbara County Superintendent of Instruction. SB-SELPA encompasses the 20 school districts, Santa Barbara County Education Office, and two charter schools.

University of California, Santa Barbara (UCSB) – The Gevirtz Graduate School includes graduate programs in the Department of Education and the Department of Counseling, Clinical, and School Psychology. The School Psychology program is within the Department of Counseling, Clinical, and School Psychology (CCSP). The School Psychology Program prepares students to be eligible to practice independent psychology and to become credentialed / certified school psychologists. The School Psychology Program includes seven core faculty members. The faculty contribute their expertise to interns through presentations, consultation, and as well as supervision experiences.

Participating Consortium Schools 2020-2021

Guadalupe Union School District (GUSD) is a school district in Guadalupe, California, in northwestern Santa Barbara County. The district is composed of two schools, Mary Buren School and Kermit McKenzie Junior High School and there are over 1,000 students enrolled in this school district. The district is committed to providing high quality education to all students. The Guadalupe Union School District will provide each student the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, GUSD professionals assist students in becoming independent thinkers, lifelong learners, college and career oriented, and responsible, productive members of society. The GUSD Board and leadership is proud of the close-knit community and recognizes the importance of establishing and maintaining a ‘family-style’ culture throughout the school district. The mutual respect and support they provide for each other help make the district an enjoyable place to work and learn. As a district in a rural region, the student and family population served by GUSD includes many working within agricultural and ranch settings. Interns have an opportunity to work
with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Barbara County Special Education Local Plan Area (SB-SELPA)** - Santa Barbara County Special Education Local Plan Area (SB-SELPA) is located on the central coast of California, with offices in several locations throughout Santa Barbara County. SB-SELPA provides oversight, guidance, training, and support to member districts, parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Plan (IEP) services to students with disabilities. SB-SELPA is a mandated agency by the California Department of Education that is responsible for implementation and oversight of the SB-SELPA Local Plan. SB-SELPA encompasses the 20 school districts, Santa Barbara County Education Office, and two charter schools (over 70,000 students county-wide). Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Maria Bonita School District (SMBSD)** is in Santa Maria and has made educating the young people of the Santa Maria Valley its top priority. The district serves over 16,000 students and their families. The district goal is to engage all of its stakeholder groups to create the absolute best educational experience for their students. The district prepares all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement. The district has 7 core values: 1) We believe every person has value and potential. 2) We believe in the power of teaching. 3) We believe families are critical partners in a child's education. 4) We believe the greatest learning occurs in a safe environment. 5) We believe all students should be given the best education possible. 6) We believe in being advocates for our district's excellence. and 7) We believe in dignity and respect for all. The district provides specialized educational services to 20 suburban and rural schools. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Ynez Valley Consortium (SYVC)** is in the Santa Ynez Valley. The Santa Ynez Valley Special Education Consortium is an association of school districts who work collaboratively to provide special education programs and services to individuals with exceptional needs who reside within the districts that comprise the Santa Ynez Valley Special Education Consortium. The consortium includes 7 school districts; Ballard, Buellton, College, Los Olivos, Santa Ynez Valley, Solvang and Vista Del Mar. The SYVC is committed to providing evidence-based and culturally responsive support services to meet the needs of students with disabilities. SYCV professionals provide direct student support services, as well as consultation to teachers, administrators, and parents. The districts provide specialized educational services to 11 rural schools. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Barbara Unified School District (SBUSD).** The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world. The district serves over 14,000
students and their families. The Core Beliefs and Commitments of the SBUSD include: 1) We believe that the achievement of the district’s mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members, and the community. 2) We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. 3) We will effectively and transparently manage our financial and human resources to support our educational goals. 4) We will maintain safe and orderly school environments for all students and employees. 5) We will promote a culture of mutual trust and respect among students, parents, staff, and community members. and 6) We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities. The district provides specialized educational services to 22 suburban schools. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

Consortium Contact Information

For more information about SB-PIC, feel free to contact:

Co-Directors of Operations
Dr. Ray Avila ravila@sbceo.org
Dr. Shane Jimerson jimerson@ucsb.edu

Director of Clinical Training
Dr. Erin Dowdy edowdy@ucsb.edu

or

go to at www.SB-PIC.org

Note: APPIC will be notified in writing of substantive changes to the training program (personnel, placements, etc.) that have the potential to impact quality of training or which substantially alters the advertised training experience.
Introduction

This document provides SB-PIC trainees with an overview of the identification and management of trainee problems and concerns, considerations in the remediation of problems, a listing of possible actions, and an explicit discussion of the due process procedures. Due process ensures that decisions made by internship supervisors about trainees are not arbitrary or biased, requires the internship site to identify specific evaluative procedures that are applied to all trainees, and have appropriate appeal procedures available to the trainee to challenge the internship’s actions. SB-PIC encourages supervisors and trainees to discuss and resolve conflicts informally; however, if this cannot occur, this document was created to provide a formal mechanism for SB-PIC to respond to issues of concern.

The Santa Barbara School Psychology Internship Consortium (SB-PIC) is committed to facilitating learning and professional growth for interns. A major emphasis of the internship experience is to assist interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The SB-PIC program is committed to providing the type of learning environment in which an intern can meaningfully explore one’s professional functioning. In response to interns’ expectations, the training program assumes a number of general responsibilities. Primarily, it recognizes that the provision of ongoing feedback to interns is fundamental to a successful training experience.

The internship program has the responsibility to assess the progress of each intern throughout his/her training. In order to maximize intern growth and professional development, it is important that such assessment be done on a continuing basis at timely intervals. It is also important that an intern’s expected performance be explained in advance along with the provisions for intern feedback if dilemmas or problems arise. SB-PIC training staff recognize that developmental stressors are inherent both in the interns’ transition from graduate school to the internship setting, as well as during the internship itself. For example, when entering the internship the rapidity with which interns must assimilate into a new environment and the expectation of competency in diverse professional activities may be the source of considerable stress. Furthermore, supervision of their performance in these activities may be more intense, concentrated, and frequent than trainees may have previously received in their graduate programs. Thus, while the internship represents a critical professional opportunity for interns to learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.

As interns confront significant developmental transitions, they may need special kinds of support and assistance. In order to provide pertinent information and to derive supportive measures or appropriate remediation, it is necessary for the internship program, in concert with the individual intern, to have an accurate sense of how the intern is progressing in relation to standardized
criteria or norms. Every effort is made to ensure that interns understand the program’s expectations about areas, as well as levels of performance. Further, because interns receive ongoing feedback from the Training Director, the training staff (including individual supervisors in various areas), and other professionals with whom they have significant contact, interns should have "no surprises" resulting from more formal evaluation procedures. Thus, this document outlines the rights, responsibilities, and exit criteria for interns in the training process as well as supervisor responsibilities. It also outlines the procedures for evaluation and formal grievance. Finally, it describes the due process procedures available to interns who have received notice of termination.

Intern Rights

1. The right to a clear statement of general rights and responsibilities upon entry into the internship.
2. The right to be trained by professionals who behave in accordance with APA ethical guidelines.
3. The right to be treated with professional respect, that recognizes the training and experience the intern brings with him/her.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the training program experience.
6. The right to initiate an informal resolution of problems that might arise during the training experience.
7. The right to due process.

Intern Responsibilities

1. The responsibility to read, understand and clarify, if necessary the statement of rights and responsibilities. It is assumed that these responsibilities will be exercised and their implementation is viewed as a function of competence.
2. The responsibility to maintain behavior within the scope of the APA ethical guidelines. These principles are set forth in the APA’s “Ethical Principles of Psychologists and Code of Conduct.”
3. The responsibility to follow the policies and procedures of the internship program as well as the policies and procedures of your respective SB-PIC Site(s).
4. The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
5. The responsibility to behave in a manner that promotes professional interactions.
6. The responsibility to give constructive feedback that evaluates the training experience or other experiences in SB-PIC.
7. The responsibility to actively participate in the training, clinical services, and the overall activities of the Consortium. This includes requirements of completing site and SB-PIC paperwork in a timely manner, attending monthly training seminars, completing logs, and providing information to the SB-PIC office as requested for completion of all informational reports.
8. The responsibility to meet training expectations by developing competency in all areas delineated in the internship plan.

Completion Criteria

In order to successfully complete the internship, the following criteria must be met:

- Total training time should approximate 1500 hours. For interns who are seeking 2000 hours of training, we can work together to establish a plan in advance to extend the duration and fulfill additional hours, when desired.
- A minimum of 600 hours has been spent in a school setting.
- A minimum of 600 hours has been spent in direct service.
- Interns have engaged in meaningful training experiences with both general and special education students ranging from 3-21 years old.
- Competency-based evaluations indicate that the intern's performance is commensurate with that expected of an entry-level professional psychologist.
- Competency requirements have been met during the one-year full-time doctoral internship.
- An average of four hours per week has been spent in regularly scheduled, formal, face-to-face supervision, at least two hours of which were on an individual basis.
- All client records, paperwork, and work products have been completed and reviewed with supervisors before the end of internship.

Evaluation Procedures

Interns are assigned at least one licensed clinical psychologist supervisor and a number of other supervisors at least one of whom is a credentialed school psychologist. The group of supervisors serves as the intern’s Training Committee (TC). One doctoral, clinically licensed supervisor is assigned for two hours of supervision per week, and the others for additional hours. Intern and supervisors determine the proportion of the intern’s training that will be supervised by each supervisor.

In the context of these supervisory relationships, interns receive ongoing feedback regarding their professional strengths and areas/skills in need of improvement. Two formal feedback sessions are held during the year. In December and May, supervisors provide interns with verbal feedback regarding their progress on profession-wide competencies. Following the session, they provide the Training Director (TD) with a summary paragraph. Because it is important that in the course of the internship the home university is kept apprised of the intern’s training experience, the TD provides the supervisors’ feedback to the designated program representative. In December and May, the supervisor provides the TD with formal ratings of each of their intern supervisees using the SB-PIC Internship Plan as well as the narrative feedback summary. The Internship Plan provides a structured opportunity for supervisors to provide feedback on the profession-wide competencies. In addition to these periodic feedback sessions, the supervisor provides informal feedback during supervision sessions and reviews SB-PIC work products to determine whether they are
commensurate with those of an entry-level health service psychologist; they ultimately document this performance on the Internship Plan.

At the end of each of the evaluation periods, the TC reviews the progress of each intern. Each supervisor reviews and discusses the evaluation with the intern (either alone or in concert). This process is designed to provide both evaluative feedback and suggestions and recommendations for improvement. Interns also use this session to provide verbal and written feedback to the supervisors regarding their role as supervisors and of their perception of supervision. Perceptual and/or factual differences between the supervisors' evaluation and that of the intern are expected to be resolved during this evaluation meeting. Interns are invited to respond in writing to the evaluation and submit it to the TD. A copy of the evaluation is forwarded to the TD and the ratings are entered into the SB-PIC data management system. A copy of the final ratings on the Internship Plan is provided to the intern and the intern's home university.

The profession-wide competencies and corresponding performance indicators, are rated on the Internship Plan. The supervisor selects the appropriate rating from the following:

- Not able to perform activity satisfactorily (1)
- Can perform activity but requires supervision (2)
- Acceptable and typical level of performance (3)
- More than acceptable and typical performance (4)
- Outstanding ability, initiative, and adaptability (5)

A. Informal Response (within 1 week of the evaluation period). At the mid-point, interns are expected to have reached a rating of, “Can perform activity but requires supervision” or above for each of the objectives on the Internship Plan. However, by the end of the first quarter, if not before, it is expected that supervisors and interns will have identified some areas of intern performance that are stronger and some that are weaker. If the intern demonstrates a skill-level in one or more objectives that is less developed than expected and is likely to result in an inadequate rating on the mid-year evaluation, supervisors will bring this to the attention of both the intern and the TD. The TC and intern, with consultation from the TD if needed, will develop an informal plan to target the skill for growth. The strategies will be described in the quarterly narrative and may include such things as 1) extra readings or additional academic coursework, 2) change in the format, emphasis and/or focus of supervision (e.g., supervisor modeling, co-delivery of services, real-time supervision, increased opportunities for practice) or 3) reduction of the intern's clinical or other professional duties. This level of focus on isolated skills is not uncommon in the early months of the internship and should not be cause for alarm.

The process of developing an Informal Response will occur in the event that an intern is rated "Not able to perform activity satisfactorily" on the mid-year evaluation. Supervisors who rate an intern below this level on one of the objectives will indicate how competency will be facilitated (more, closer supervision, additional guided practice, etc). Because the plan is being developed in response to the mid-point evaluation, the informal response may carry with it an additional sense of urgency to address the area of weakness in a timely fashion.
By the end of the training year, it is expected that interns will have reached a rating of "Acceptable and typical level of performance." If an intern is rated below this level, the supervisor will submit to the TD a narrative justifying the intern's successful completion of the program despite having not achieved acceptable and typical performance on one of the objectives or work products.

B. Remediation Plan (within 1 week following an Informal Response). If, however, before, during, or after an Informal Response occurs, the TC suspects that the skill deficit is so great or there are so many skills that are substantially weaker than expected that the intern may be in jeopardy of unsatisfactory completion of the internship, they will develop a Remediation Plan. During a remediation period, the TC and TD actively and systematically monitor, for a specific length of time, the degree to which the intern's performance improves. The Remediation Plan is a written document that includes (a) the behaviors associated with the inadequate rating; (b) specific recommendations for remediation (e.g., the same strategies used in developing the Informal Plan); (c) the time frame during which the weakness is expected to be addressed, and (d) the procedures designed to ascertain whether the weakness has been adequately remediated. Typically, the internship template is modified for use as a Remediation Plan and the specific objectives become the primary focus of the training experience. It is not uncommon for the TC to alter substantially the intern's training activities so that intensive support can be provided for the intern's development in the area of concern. The TD and one or more of the members of the TC meet with the intern to review the remediation conditions. The intern is invited to raise any differences of perception or concerns with the plan as presented. When a Remediation Plan is developed, the TD will inform the intern's home university and provide a copy of the Plan. The intern shall receive a copy of the letter.

Once a Remediation Plan is developed by the TC, it is expected that the status of the rating will be reviewed no later than the next formal evaluation period, or, in the case of remediation, no later than the time limits identified in the remediation statement (typically includes frequent monitoring, evaluation, feedback to monitor performance and development). If the rating has been rectified to the satisfaction of the TC, the intern, graduate program, and other appropriate individuals will be informed and no further action will be taken.

If the TC determines that there has not been sufficient improvement in the intern’s behavior to remove the inadequate rating under the conditions stipulated in the Remediation Plan, the TC will communicate, in writing, to the intern that the conditions for revoking the remediation have not been met. The TC may then adopt one of the following methods. It may issue a:

a) continuation of the remediation for a specified time period.
b) decision to develop a probationary plan.
c) official notice which informs the intern that the TC intends to terminate the intern immediately from the internship program.

C. Probationary Plan (within 2 weeks following the expiration of the Remediation Plan period). Some criteria which may guide the TC's decision to develop a Probationary Plan rather than extend the remediation period are: 1) the trainee's behavior does not change to the degree expected as a function of feedback, remediation efforts, and/or time, and 2) the skill deficits are so severe and pervasive there is concern that they will not be remediated prior to the end of the training
year. The procedures for a Probationary Plan are identical to those described above for a remediation plan.

D. Termination. Some criteria which may guide the TC’s decision to terminate are: 1) the intern does not acknowledge, understand, or address the concern when it is identified 2) the quality of the intern’s service delivery is negatively affected and may be considered unhelpful or detrimental to clients 3) the trainee’s behavior does not change as a function of feedback, remediation efforts, and/or time, 4) the skill deficits are severe and pervasive, 5) multiple and similar observations are made by more than one supervisor.

Intern Violation

In extremely rare circumstances, an intern will engage in an act that violates professional ethical standards and regulations, site policies and procedures, and/or state/federal law such that their behavior infringes on the rights, privileges, or responsibilities of others. Any individual can raise a concern regarding an intern violation. The TD will investigate the matter and review the concern with members of the TC. When possible, concerns are addressed within the context of the normal evaluation procedures. However, if the behavior warrants immediate action, the TC may:

- Attempt to rectify the situation
- Report the violation to the appropriate authorities
- Take disciplinary action up to and including termination from the program

Due Process Procedures

General Guidelines. Due process ensures that decisions made by programs about interns are not arbitrary or personally based, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the interns so they may challenge the program’s action. General due process guidelines include the following:

1. Presenting interns, in writing, with the program’s expectations related to professional functioning.

2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.

3. Articulating the various procedures and actions involved in making decisions regarding problematic behavior.

4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and seeking input from these academic programs about how to address such difficulties.
5. Instituting, with the input and knowledge of the graduate program, a remediation or probationary plan for identified inadequacies, including a time-frame and consequences of not rectifying the inadequacies.

6. Providing a written procedure to the intern which describes how the intern may appeal the program’s action. Such procedures should be included in the program’s handbook and made available to the intern at the beginning of the internship.

7. Ensuring that interns have sufficient time to respond to any action taken by the program.

8. Using input from multiple professional sources when making decisions or recommendations regarding intern performance.

9. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

**Procedures to Respond to Problematic Performance**

Feedback will be provided to the trainees during weekly supervision and through semi-annual written evaluations of trainee performance. If significant concerns about a trainee’s performance are identified, the trainee will be formally notified in writing (within 1 week of the significant concern being identified) of the specific problem areas noted by the internship supervisor.

a. **Definition of Problematic Performance:** Problem behaviors are said to be present when supervisors perceive that a trainee’s behavior, attitude, or characteristics are disrupting the quality of the trainee’s clinical services; the trainee’s relationship with peers, supervisors, or other staff; or the trainee’s ability to comply with appropriate standards of professional behavior. To be sure, among professionals in training, some problem behaviors may arise. It is a matter of professional judgment as to when such behaviors are serious enough to constitute “problematic performance.”

b. **Problem behaviors typically become identified as problematic when they include one or more of the following characteristics:**

   i. The trainee does not acknowledge, understand, or address the problem when it is identified;
   
   ii. The problem is not merely a reflection of a skill deficit, which can be rectified by academic or didactic training;
   
   iii. The quality of services delivered by the trainee is significantly negatively affected;
   
   iv. The problem is not restricted to one area of professional functioning;
   
   v. A disproportionate amount of attention by training personnel is required;
   
   vi. The trainee’s behavior does not change as a function of feedback, remediation, efforts, and/or time;
vii. The problematic behavior has potential for ethical and legal ramifications if not addressed;
viii. The intern’s behavior negatively impacts the public view of the agency;
ix. The problematic behavior negatively impacts the intern cohort;
x. The problematic behavior potentially causes harm to a patient/student; and/or

xi. The problematic behavior violates appropriate interpersonal communication with agency staff.

Termination Procedures

Notice of Intent to Terminate. The intern is informed in writing that the TC has determined that the intern’s training experience should be terminated and the date of termination, at which time the stipend ceases.

Within five (5) working days of receipt of the TC’s Notice, the intern may respond to the TC’s action by (a) accepting the action and, therefore, waiving the right to both hearing and appeal, or (b) participating in a hearing.

If the intern chooses to participate in a hearing, the intern must provide the TD, within 10 days, with information in writing as to why the intern believes the TC’s action is unwarranted. A lack of reasons by the intern will be interpreted as accepting the action.

Intern Hearing. Within seven (7) working days of the Notice of the Intent to Terminate, the Intern Hearing will involve the TD, the TC, the intern, and an intern advocate. The intern retains the right to hear all facts with the opportunity to dispute or explain his/her behavior. A hearing will be conducted, chaired by the TD, in which the relevant information is presented by the intern with assistance from the intern advocate. Within five (5) days of the completion of the hearing, the TC and TD shall determine whether the information provided by the intern is sufficient to suggest that 1) the intern's progress/behavior can be corrected and 2) successful completion of the internship is possible. When the decision is overturned, the TC will develop a Remediation Plan and continue efforts to move the intern toward successful completion of the program, the stipend will be reinstated, and the TC will communicate its recommendation to the intern. When the decision is upheld, the intern, graduate program, and other appropriate individuals will be informed in writing of the intent to terminate.

Appeals. Within five (5) working days of receipt of the outcome of the hearing, the intern may respond to the action by (a) accepting the action and, therefore, waiving the right to appeal, or (b) appealing the decision on the basis of substance or procedure. If an intern chooses to appeal, they must prepare a summary of their basis for appealing the decision (substance or procedure), and submit to the TD within five working days of receiving the outcome of the hearing.

Appeal Board. All documents associated with the intern's behavior/progress are submitted to three members of the SB-PIC Executive Committee. Within seven (7) working days, each member
reviews the documents separately and subsequently conferences regarding the decision of the TC. When the AB Appeal Board overturns the decision to terminate based on substance and/or procedure, the TC will be charged with developing an additional Remediation or Probationary Plan and the stipend will be reinstated. When the Appeal Board determines that the decision to terminate is an appropriate course of action, the intern, graduate program, and other appropriate individuals, including but not limited to, the Chair of APPIC and any relevant professional credentialing bodies, will be informed in writing that the intern is terminated from the program.

Grievance Procedures

In order to protect the needs and rights of all interns, a formal grievance procedure has been developed for any situation not associated with the Evaluation Procedures. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisory staff and interns. In general, interns are encouraged to work actively to create training experiences that fit their needs and interests and to work with SB-PIC to ensure that their needs are met. Giving feedback (both positive and negative) to supervisors or the TD is encouraged and welcomed.

It is not uncommon during the internship year for interns to experience dissatisfaction with the behavior of their supervisors, other Site staff, other interns, or the Training Director. The vast majority of these concerns, when raised, are satisfactorily resolved. When such a situation arises, the intern is encouraged to first speak directly with the person of concern for a resolution. If the situation is not resolved, or if the intern prefers not to speak directly to the staff member/supervisor, the intern may discuss the concern with a supervisor and/or Training Director. An Interns’ Concerns Committee exists to assist interns in resolving conflicts as well. In the event that the intern has a conflict with the Training Director, the intern can contact the chair of the committee directly to discuss the concern. On some occasions, informal communication or reminders to all supervisors or interns can ameliorate minor concerns. In many cases, the TD, Intern Concerns Committee Chair, or supervisor can provide suggestions or feedback that allows the intern to resolve the concern independently, and the matter is kept in confidence. If the intern is not comfortable addressing the situation alone, the Training Director, supervisor, or Committee Chair will then facilitate a meeting between the intern and the person of concern. In the case of a concern regarding an employee of the Site who is not involved with SB-PIC, the supervisor and/or Internship Training Director will consult with the Director of the Site, who may then take the lead in facilitating a meeting between the intern and that employee. In some cases, several meetings are held as progress is made toward resolution. The TD may consult with members of the SB-PIC Executive Committee in assisting interns in resolving difficulties. The TD may also utilize the APPIC Informal Problem Consultation service as needed.

**Formal Grievance.** If the concern is not resolved in the meeting(s) with the intern, supervisor, TD and/or Committee Chair, the intern will submit a formal grievance in writing. Within seven (7) days of receiving the formal written grievance in writing, the TD will convene an Advisory Committee to deliberate the formal grievance. The Advisory Committee will include the individuals already involved in addition to members of the Interns’ Concerns and Development Committees and an
intend advocate selected by the intern if the intern chooses (often one of the Intern Representatives). The committee will outline a course of action. A written summary of the plan will be distributed by the TD to all parties within seven (7) days. The decision will be communicated to the full Executive Board at its next meeting and provided to appropriate external agencies.

Activities of SB-PIC Interns

At each site at the LEAs in the SB-SELPA, interns will engage in the responsibilities common among contemporary school psychologists. As outlined by the National Association of School Psychologists, it is expected that interns would be involved in professional activities in each of the 10 practice domains of school psychology (including those that permeate all aspects of service delivery and direct and indirect services for children, families, and schools, and those domains that are foundation for all service delivery).

The SB-PIC offers multiple internship opportunities. Interns are typically on-site from 8am until 4pm weekdays. Interns at each site are involved in professional activities to further develop knowledge and skills in each of the 10 practice domains of school psychology (NASP); including; 1. Data-Based Decision Making and Accountability, 2. Consultation and Collaboration, 3. Interventions and Instructional Support to Develop Academic Skills, 4. Mental and Behavioral Health Services, 5. School-Wide Practices to Promote Learning, 6. Services to Promote Safe and Supportive Schools, 7. Family, School, and Community Collaboration, 8. Equitable Practices for Diverse Student Populations, 9. Research and Evidence-Based Practice, and 10. Legal, Ethical, and Professional Practice, as well as the the Profession-Wide Competencies of the American Psychological Association; 1. Research, 2. Ethical and Legal Standards, 3. Individual & Cultural Diversity, 4. Professional values, attitudes & behaviors 5. Communication & Interpersonal Skills, 6. Assessment, 7. Intervention, 8. Supervision, 9. Consultation & Inter-professional / interdisciplinary skills.

Across all sites, there are numerous professional development opportunities available to all interns, offered through the Santa Barbara County Special Education Local Plan Area (SB-SELPA) and the University of California, Santa Barbara (UCSB). Monthly didactic full day seminar sessions (8:30-5:00) feature the presentation information addressing contemporary topics to support the development of culturally and linguistically diverse youth. The monthly didactic sessions also include the presentation of cases that interns would benefit from further support, and also includes an opportunity for further professional development and socialization to facilitate intern development and future success. Each intern is assigned an office space and provided with the necessary equipment and materials to complete their professional responsibilities.

Below is a brief summary of the percentage of time reported by interns in various service areas (with associated APA Profession Wide Competencies (PWC), NASP school psychology professional domains, and SB-PIC aims delineated).
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Domain</th>
<th>Internship Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>Supervision</td>
<td>(APA PWC #8 &amp; #4; NASP #10; SB-PIC #6)</td>
</tr>
<tr>
<td>12%</td>
<td>Assessment</td>
<td>(APA PWC #6; NASP #1; SB-PIC #1)</td>
</tr>
<tr>
<td>10%</td>
<td>Counseling</td>
<td>(APA PWC #7 &amp; #3; NASP #4 &amp; #8; SB-PIC #2)</td>
</tr>
<tr>
<td>10%</td>
<td>Consultation</td>
<td>(APA PWC #9; NASP #4; SB-PIC #4)</td>
</tr>
<tr>
<td>10%</td>
<td>Report Writing</td>
<td>(APA PWC #2 &amp; #3; NASP #10 &amp; #8; SB-PIC #6)</td>
</tr>
<tr>
<td>10%</td>
<td>Meetings</td>
<td>(APA PWC #5; NASP #7; SB-PIC #4)</td>
</tr>
<tr>
<td>8%</td>
<td>Intervention</td>
<td>(APA PWC #7; NASP #3; SB-PIC #2)</td>
</tr>
<tr>
<td>8%</td>
<td>Systems Level</td>
<td>(APA PWC #9; NASP #5 &amp; #6; SB-PIC #6)</td>
</tr>
<tr>
<td>7%</td>
<td>Research and Evaluation</td>
<td>(APA PWC #1; NASP #9; SB-PIC #3)</td>
</tr>
<tr>
<td>7%</td>
<td>Didactic Sessions</td>
<td>(APA PWC #3 &amp; #4; NASP #8; SB-PIC #5)</td>
</tr>
<tr>
<td>6%</td>
<td>Case Management</td>
<td>(APA PWC #2 &amp; #3; NASP #7; SB-PIC #6)</td>
</tr>
</tbody>
</table>

*Note: Interns who match with the SBSELPA site have opportunities across all areas, with a larger percentage of time focused on Systems Level, Consultation, and Research and Evaluation.*

Descriptions of the activities for each intern at each site include activities across each of the school psychology domains of practice (as delineated below):

**Domain 1: Data-Based Decision Making and Accountability** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Examples of professional practices include:

1. Using the problem solving framework as the basis for all practices.
2. Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions.
3. Using assessment data to understand students’ problems and to implement evidence-based instructional, mental, and behavioral health services.
4. Using data to analyze progress toward meeting academic and behavioral goals.
5. Evaluating treatment fidelity of student interventions.
6. Evaluating the effectiveness and/or need for modifications to school-based interventions or programs.
7. Conducting valid and reliable assessments for the purpose of identifying student’s eligibility for special education services.
Domain 2: Consultation and Collaboration - School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices include:

1. Using a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services.
2. Facilitating effective communication and collaboration among families, teachers, community providers, and others.
3. Using consultation and collaboration when working at the individual, classroom, school, or systems levels.
4. Advocating for needed change at the individual student, classroom, building, district, state, or national levels.

Domain 3: Interventions and Instructional Support to Develop Academic Skills - School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of professional practices include:

1. Implementing evidence-based interventions to improve student engagement and learning.
2. Using assessment data to develop and implement evidence-based instructional strategies that will improve student performance.
3. Working with other school personnel to ensure attainment of state and local benchmarks for all students.
4. Sharing information about research in curriculum and instructional strategies.
5. Promoting the use of instructional strategies for diverse learners and to meet individual learning needs.

Domain 4: Mental and Mental Health Services - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health. Examples of professional practices include:

1. Providing a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.
2. Integrating behavioral supports and mental health services with academic and learning goals for students.
3. Facilitating the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making.
4. Using systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties.
5. Developing and implementing behavior change programs at individual, group, classroom, and school-wide levels.

Domain 5: School-Wide Practices to Promote Learning - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Examples of professional practices include:
   1. Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
   2. Promoting policies and practices that support effective discipline, instructional support, grading, home-school partnerships, student transitions, and more.
   3. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.
   4. Advocating for policies and practices that promote positive school environments.

Domain 6: Services to Promote Safe and Supportive Schools - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of professional practices include:
   1. Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
   2. Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
   4. Participating and evaluating programs that promote safe and violence-free schools and communities.

Domain 7: Family–School and Community Collaboration - School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices include:
   1. Collaborating with and engaging parents in decision making about their children.
   2. Promoting respect and appropriate services for cultural and linguistic differences.
4. Creating links among schools, families, and community providers.

Domain 8: Equitable Practices for Diverse Student Populations - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices include:
   1. Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
   2. Using a problem-solving framework for addressing the needs of English language learners.
   3. Promoting fairness and social justice in school policies and programs.

Domain 9: Research and Evidence-Based Practice - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices include:
   1. Using research findings as the foundation for effective service delivery.
   2. Using techniques of data collection to evaluate services at the individual, group, and systems levels.
   3. Assisting teachers in collecting meaningful student data.
   4. Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work
characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of professional practices include:

1. Remaining knowledgeable about ethical and professional standards, and legal regulations.
2. Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
3. Engaging in professional development and life-long learning.
4. Using supervision and mentoring for effective practices.

To reflect the particular emphasis of the SB-PIC preparation, the SB-PIC internship plan for each intern at each site is organized around the Profession-Wide Competencies of the American Psychological Association (delineated as follows)

**PWC 1: Research**
- Applies research design and data analysis techniques when conducting research/program evaluation.
- Evaluates psychometric properties when selecting assessment methods.
- Applies knowledge of professional literature and research findings to all aspects of professional practice.
- Accesses and critically evaluates current research.
- Provides information about relevant research findings to school personnel, parents, and the public.
- Charts student progress on measures sensitive to incremental change.
- Routinely follows up with implementers to ensure treatment integrity.
- Uses data to evaluate outcomes of services and to facilitate accountability.
- Uses data to identify factors that influence functioning at the individual, classroom, or building levels.
- Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.
- Assists school personnel and other agency administrators with the interpretation of data to evaluate classroom, and/or building level programs.

**PWC 2: Ethical & Legal Standards**
- Practices in full accordance with APA Ethical Principles and Code of Conduct & NASP Principles for Professional Ethics.
- Identifies complex ethical and legal issues, analyzes them, & proactively addresses them.
- Follows legal, regulatory, and ethical parameters in record keeping and communicates information responsibly to others in compliance with confidentiality/privacy requirements.
- Develops strategies to seek consultation regarding complex ethical & legal dilemmas.
- Proactively addresses concerns regarding professional behavior of others.

**PWC 3: Individual & Cultural Diversity**
• Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.
• Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.
• Uses nondiscriminatory evaluation procedures.
• Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.
• Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school.
• Works effectively with school personnel to promote supportive learning environments (e.g. anti-bullying programs).
• Considers students’ abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.

**PWC 4: Professional values, attitudes & behaviors**

• Prepares for & utilizes supervision to become increasingly independent.
• Consistently conducts self in a professional manner across settings & situations.
• Anticipates and self-identifies disruptions in professional functioning and intervenes early.
• Regulates affect during unexpectedly intense circumstances; seeks supervision and uses available resources to effectively manage the situation.
• Routinely engages in self-care.
• Elicits and incorporates constructive feedback.
• Reflects on performance, accurately assesses own strengths and weaknesses.
• Develops mutually supportive relationships with professional colleagues.
• Participates in personal continuing professional development/Takes initiative in learning new strategies/techniques.
• Attends training seminars & completes assigned readings/projects.
• Promptly completes forms and logs.
• Develops one’s identity as a doctoral-level school & health service psychologist.
• Maintains useful and accurate records of services provided.
• Demonstrates knowledge current public policy issues impacting educational and mental health service delivery systems.

**PWC: 5 Communication & Interpersonal Skills**

• Articulates assessment findings in a manner that is understandable for the intended audience.
• Demonstrates appropriately assertive/direct verbal and non-verbal communications within the professional context.
• Participates in collaborative decision-making and problem solving with other professionals to achieve student success.
• Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.
• Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).
• Effectively leads problem-solving teams with attention to positive tone, time-management, and accountability.

**PWC: 6 Assessment**
• Collects assessment results and other environmental data to identify student needs, establish goals, and design intervention strategies.
• Accurately administers, scores, and interprets standardized measures of cognition, achievement and social-emotional functioning.
• Prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.
• Selects, implements, and integrates multiple methods of assessment reflecting an awareness of student characteristics.
• Provides meaningful, useful feedback tied to the selection of evidence-based interventions.
• Incorporates relevant developmental and ecological factors in diagnosis and intervention planning.
• Reports include discussion of strength and limitations of measures and/or interpretation as appropriate.

**PWC: 7 Intervention**
• Assists parents and other caregivers with the development and implementation of behavior change programs in the home.
• Develops methods to assist teachers and families in teaching prosocial behavior to students.
• Demonstrates ability to establish rapport and maintain appropriate boundaries.
• Demonstrates knowledge of psychopathology and psychopharmacology.
• Conceptualizes cases using various theoretical orientations.
• Provides empirically supported interventions to individuals/groups, addressing social-emotional factors.
• Provides empirically supported interventions to individuals/groups, addressing academic factors.
• Participates in the development and implementation of instructional strategies for students at different stages of development, including those who do not meet academic expectations.
• Evaluate individuals’ risk of harm to self and others and engage in appropriate safety planning and follow-up.
• Applies the principles of behavior change to enhance student behavior/performance at the individual/classroom level.
• Applies the principles of generalization and transfer of training to the development of interventions.
• Effectively adapts intervention to address student needs.

**PWC 8: Supervision**
• Articulates a philosophy or model of supervision and reflects on how the model is applied in practice.
• Integrates and encourages self-care practices within supervision philosophy.
• Integrates and encourages culturally competent practices with supervisory philosophy.
• Reflects on one’s effective use of supervision as supervisee and supervisor.
• Provides supervision to less advanced trainees, peers or others.

**PWC: 9 Consultation & Inter-professional / interdisciplinary skills**

- Uses knowledge and skills in consultation/collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.
- Analyzes group performance and assists school personnel in developing and monitoring goals.
- Demonstrates knowledge of and skills involved in a systems-change process.
- Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.
- Collaborates with parents/guardians/teachers when designing interventions.
- With properly signed releases, coordinates with other professionals in mental health, legal, medical, social service, and recreational programs involved with the identified student.