



JOB DESCRIPTION

JOB TITLE: **Psychologist Intern**

Position Type: <b>Certified</b>	Department: <b>Student Support Services</b>
Salary Schedule: <b>Other Professional Staff</b>	Location: <b>District Office</b>
Reports to: <b>Director of Student Support Services</b>	
Term of Employment: <b>10 months</b>	Shift: <b>Day</b>
Approved by: <b>Human Resources</b>	Date: <b>June 8, 2017</b>

**POSITION SUMMARY:**

Contributes to the District's goal to commit to preparing today's youth for tomorrow's challenges by maximizing their options for life through academic and social growth.

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**ESSENTIAL FUNCTIONS:**

- The term of the psychology internship will be consistent with the District's contractual year for psychologists. They will begin their internship on the first day that the school psychologists in the District return to work. This date may vary from year to year, but the internship year will most likely begin before the university starts their fall semester. The psychology interns are contracted employees of the Deer Valley Unified School District, receive a starting teacher's salary, and are expected to fulfill their contract in its entirety.
- Keeps records to show his/her growth and progress. Evidence of progress and positive impact could include: (1) case study with baseline and graphs of progress; (2) psychological evaluation with follow-up progress; (3) case consultations; (4) In-service presentations; (5) interventions; and (6) counseling.
- Keeps a record of their exposure to and knowledge of technology and assistive technology.
- The district intern supervisor will make the assignments of the interns to the sites and the site psychologists. Each intern will rotate quarterly and will have had training in preschool, elementary, middle school, and high school levels by the end of their training.
- Interns will receive a minimum of 2 hours for each full week of face-to-face supervision by the Psychologist Coordinator and at least an additional hour per week of individual supervision with the site psychologist, as determined the by

the Psychologist Coordinator. A set time each week will be set aside for supervision. The individual supervision may take place at the intern's school site or any school site designated by the Psychologist Coordinator. These meetings are required and take priority over other scheduled activities for the interns. In addition, if an intern needs additional one-on-one supervision, then the district intern supervisor will provide that service to insure that the quality of psychological services provided by the intern is adequate and appropriate.

- The district intern supervisor will sign all documents and records prepared by the psychology intern including all assessment notes, treatment plans (behavior plans), interview or progress notes, testing, evaluation reports, other reports, correspondence, and all other documents generated by the psychology intern in the course of providing psychological services, or in communicating with others about such services. All reports or correspondence written by the psychology intern will be on the organization's official stationary. If the intern has business cards, the supervisor's name will appear on the business card (APPIC).
- Interns will not practice psychology outside of the internship for its duration unless under additional supervision consistent with A.R.S. §32-2061 et seq., unless directed otherwise by the intern supervisor. The school psychology intern will accept referrals only from the site psychologist or the intern supervisor. The school psychology intern will not receive or accept fees or other remuneration from anyone or on behalf of any client, or from a third-party payer, for the provision of psychological services in the school setting.
- Administers and interprets individualized assessment instruments including cognitive assessment, curriculum based measurement, Bender-Gestalt Visual Motor Perceptual Test, social/emotional testing such as BASC-II, PIC-II, drawings, and other tests as assigned.
- Evaluates adaptive behavior of children through the use of the Vineland Social Maturity Scales, Adaptive Behavior Scales, or other appropriate instruments.
- Knows and is able to implement Individual Education Plans (IEP), basic confidentiality requirements. Must meet required timelines and submit compliance documentation as required by federal, state, and local guidelines.
- Maintains and provides a comprehensive record keeping system in compliance with federal, state, and local guidelines
- Maintains a system to safeguard children's rights regarding privileged communications.
- Writes comprehensive Themed reports based on evaluation results and determines eligibility for special education programs in compliance with IDEA, State Board of Education rules and regulations, and local procedures within required timelines.
- Before internship is completed, the intern must chair multidisciplinary meetings to determine what testing will be administered and also eligibility for Special Education.
- Consults with teachers regarding student's educational and emotional needs.
- Provides support to parents in modifying students' behaviors by learning how to complete a Functional Behavioral Assessment and behavior plans.
- Will continue professional growth through reading, workshops, and coursework.
- Consults with the Multi-tiered System of Support (MTSS) team as needed.

- Conversant with and adheres to a professional code of ethics (American Psychological Association and National Association of School Psychologists).
- Demonstrates knowledge of assessment.
- Demonstrates knowledge of students.
- Demonstrates knowledge of resources.
- Demonstrates respect and rapport.
- Organizes physical space and resources.
- Communicates clearly and accurately.
- Shows professionalism.
- Must meet any additional specific job requirements as indicated by the department.

**MARGINAL DUTIES:**

- Other job related duties as assigned by the psychologist coordinator.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.

**SUPERVISORY RESPONSIBILITIES:**

- None

**OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

**CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:**

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.

**EDUCATION AND/OR EXPERIENCE:**

- Must have completed a robust psychology practicum under the supervision of the university they attend.
- Must be eligible for an internship through the intern's university.
- Must meet standards set forth by Deer Valley Unified School District.

**LANGUAGE SKILLS:**

- Demonstrates the ability to read and interpret documents such as safety rules and procedures manuals.
- Demonstrates the ability to write routine reports and correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of Deer Valley Unified School District.

**MATHEMATICAL SKILLS:**

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

**REASONING ABILITY:**

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

**PHYSICAL DEMANDS:**

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**ENVIRONMENTAL CONDITIONS:**

- The noise level in the work environment is usually moderate.

**COMMENTS:**

*This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.*

*This is a temporary management guide tool, subject to change.*