



College of Education

INTERNSHIP MANUAL

M.A. CLINICAL MENTAL HEALTH COUNSELING

EPS 694

Revised: May 2026
(CACREP 2024, Sec 4. Professional Practice)

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GUIDELINES FOR ALL STUDENTS IN EPS 694, CMHC INTERNSHIP

The purpose of these guidelines is to clarify the objectives of the Master of Arts in Clinical Mental Health Counseling Internship and to outline the specific responsibilities of the Student Intern, the Student's Practicum Instructor, the NAU faculty Internship Instructor, the Agency, and the Agency Supervisor. All students in the Master of Arts in Clinical Mental Health Counseling are required to complete a minimum of 600 hours (6 credit hours) of internship. Internship can only begin after the successful completion of all required coursework, including EPS 692: Counseling Practicum.

The internship is to be completed as a half-time (20 hours per week over about 8-9 months) experience in an approved agency during the last two semesters of the student's program.

SOME STUDENTS AT INPATIENT UNITS OR IN COMMUNITY BEHAVIORAL HEALTH GO FULL-TIME, 40 HOURS A WEEK, EVEN THOUGH IT STILL REQUIRES 2, 3-CREDIT-HOUR SEMESTERS.

On occasion, students may opt to split their internship between two agencies; however, this requires approval of the NAU Internship supervisor. Also, if splitting between 2 agencies, the work at both agencies must be spread out over the course of the entire span of the internship.

Questions about internship should be submitted to the student's Practicum Instructor (during the Practicum semester) or NAU faculty internship COORDINATOR– THERE IS A DESIGNATED FACULTY INTERNSHIP COORDINATOR AT EACH OF OUR CAMPUSES. All internship options need prior approval from the student's Practicum Instructor or Internship instructor.

If an intern secures a paid internship, it's highly recommended to work out the details of the payment arrangements with the Agency Supervisor before the internship begins.

The internship provides the students with the opportunity to apply the theoretical concepts and skills learned in their academic program and supplement the knowledge and skills with practical experience. The internship also allows students to make the transition from the academic setting to the actual work setting and, therefore, adapt more realistically to the professional lives they are about to enter. The student performs under supervision all the activities that a regularly employed staff member in the setting would be expected to perform.

OBJECTIVES OF THE INTERNSHIP

1. To successfully engage in individual and group counseling (as well as couples, parents, and families, when applicable) that SERVES CLIENTS SUCCESSFULLY AND enhances their knowledge and APPLICATION OF COUNSELING skills in the following areas: (a) human growth and development, (b) social and cultural foundations and multicultural competencies, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, conceptualization and diagnosis, (g) research and program evaluation, (h) professional orientation (including legal and ethical issues), and (i) foundations, contextual dimensions and practice of clinical mental health counseling.

2. To operate successfully within the function, structure, and goals of the agency.
3. To learn how to establish and maintain effective working relationships with supervisors, coworkers, and outside-agency personnel (when called for) and to appropriately apply legal and ethical codes and multicultural competencies in all clinical contexts.
4. To develop written and oral communication skills that are vital for effective performance within the agency. To gain supervised experience in the use of a variety of professional resources such as assessment instruments, technology, print and non-print media, professional literature, research, and information and referral to appropriate providers.
5. To perform the duties required of a regularly employed staff member who is occupying the professional role to which the student is aspiring.

INTERNSHIP ROLES

1. **Intern Candidate** – the student
2. **Site Supervisor (Agency Supervisor)** – licensed supervisor at an agency who's responsible for the supervision and evaluation of the intern (aka Agency Supervisor)
3. **Agency Administrative Supervisor** – the administrative supervisor is typically a different role from the licensed site supervisor.
4. **NAU Internship Faculty** – NAU faculty member who is overseeing the CMHC intern's overall internship experience, assigning the final grade, etc.
5. **NAU Practicum Faculty** – NAU faculty member during practicum (which precedes internship), the Practicum instructor prepares CMHC students for internship.
6. Clinical Coordinator?

RESPONSIBILITIES OF THE INTERN CANDIDATE

1. To secure an internship contract from a Licensed Supervisor at a desired agency site (guidance provided by NAU faculty who offer connections to Internship partners, approve sites, etc.)
2. To obtain evidence of the Agency Supervisor's active licensure and current resume.
3. To enroll in EPS 694, Counseling Internship, well in advance of the Internship semester (typically during Practicum).
4. To understand and practice the procedures, policies, and regulations established by the agency.
5. To ask for assistance and supervision when needed, especially in clinical crises, to ensure the client receives adequate services.
6. To seek the assistance of one's supervisor as well as appropriate staff members to address problems and register complaints.
7. To attend conferences, staff meetings, and training sessions that are assigned by the Agency Supervisor.
8. To conform to the dress code of the agency.
9. To inform the supervisor when she/he/they will be late or absent or cannot meet the hours as specified in the contract.

10. To complete Time Track logs weekly in Tevera and submit them to the Student's Faculty Supervisor at regular intervals as determined by the faculty supervisor in their syllabus (at least every month). The activities must include:
 - a. a minimum of 240 hours of direct service with clients
 - b. at least 600 total internship hours (combination of direct services and indirect services)
 - c. a minimum of 1 hour per week of individual supervision with the contracted site supervisor (or their licensed designee if the contracted supervisor is absent)
 - d. active participation in a minimum of (an average of) 1.5 hours per week of group supervision throughout internship as provided by the NAU Internship Supervisor, AS WELL AS ALL OTHER REQUIREMENTS AS SPECIFIED IN THE INTERNSHIP SYLLABUS
11. To successfully complete all required documentation as specified on the CMHC Internship website: <https://nau.edu/ed-psych/forms-checklists-manuals/#Practicum>
12. To manage client referral and termination processes successfully. Given that the approximate end of the internship date is pre-set, it is very important that interns discuss and actively monitor client's therapeutic needs with their licensed site supervisor, including managing client termination and referral processes in optimal ways
13. To maintain a professional disposition and attitude throughout internship, focusing on:
 - a. Client well-being as a top priority.
 - b. Counselor self-care and healthy work-life balance.
 - c. Aiming to leave the site better than you found it, especially maintaining an advocacy stance.
 - d. Taking a professional, co-partner stance as opposed to a stance of "just getting my hours."
 - e. Actively approaching rather than avoiding difficult therapeutic situations and difficult therapeutic conversations.

ADMONITIONS REGARDING STUDENTS' BEHAVIOR DURING THE INTERNSHIP

The student's conduct should conform to the rules and regulations of the agency and the ethical standards of the American Counseling Association (ACA) at all times during the internship. Students must avoid sexual and harmful dual relationships with clients, coworkers, and supervisors that could impair their professional judgment or increase the risk of exploitation.

If during the internship, the Site Supervisor, **NAU Internship Faculty**, or **Intern Candidate** determines that the student has difficulty functioning effectively at the setting, steps will be taken to correct the situation. The **NAU Internship Faculty** will arrange a meeting that will include the **Intern Candidate**, Agency Supervisor, and the Student's Advisor. Corrective action will be discussed, and if continuation is agreed upon, a Professional Growth Plan (PGP) will be developed by the group. If discontinuation is agreed upon, the Faculty Supervisor and Student Intern will determine if the Student Intern can be immediately reassigned to another agency or if reassignment will occur the following semester. Students will not receive credit for hours accumulated in a discontinued internship.

When a Student Intern's behavior is found to be unethical, following the rules and regulations of the agency and the ethical standards of the American Counseling Association, the student may be dropped from the internship and from the Educational Psychology Program. The Student Intern may appeal this decision. The first step of the appeal process is for the student to request an appeal hearing through the Student's Advisor. The Student's Advisor will set up a meeting with the Student Intern, the Student's Advisor, the Coordinator of the Counseling Committee, and the Chair of Educational Psychology. If the Student Intern is not satisfied with the decision of the Educational Psychology Department Committee, he/she/they may appeal to the Associate Dean of the College of Education.

Social Media: Interns should be extremely cautious and prudent when using social media at all times and should not use social media to express sentiments or actions related to their internship.

PROFESSIONAL CODE OF ETHICS AND CERTIFICATION GUIDELINES

Students in this master's program should follow the professional code of ethics and certification guidelines established by the following two organizations:

National Board of Certified Counselors

3-D Terrace Way
Greensboro, NC 27403
(919) 547-0607
www.nbcc.org

American Counseling Association

5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
www.counseling.org

THE ROLE OF THE NAU PRACTICUM INSTRUCTOR

The NAU faculty member serving as the student's Practicum Instructor is essential in the transition from Practicum to Internship. The Practicum Instructor plays an integral role (during Practicum itself) in helping each student prepare well ahead of time for Internship by (a) orienting the Practicum Student to Internship, (b) assisting with the Internship contract and site-based information required by the Internship Site Supervisor, and (c) generally assisting in the overall smooth transition from Practicum to Internship. The academic caveat is that Practicum is a pre-requisite for Internship. The Practicum Instructor's Roles are:

1. To assist all Practicum Students in the transition from Practicum to Internship by orienting all Practicum Students to Internship policies and procedures no later than halfway through the Practicum semester.
2. To ask the student to collect information well in advance of the Internship, including:
 - a. Internship Site Supervisor credentials, proof of licensure, curriculum vitae or resume, and proof of participation in recent, relevant training in the supervision of counselors (found in the resume). Students should collect and maintain these documents as PDF files, as they will eventually be shared with the Internship instructor and upload to Tevera.
 - b. The Internship contract.
 - c. Liability insurance.

3. To communicate to the NAU Internship Faculty Supervisor about the status of each student transitioning from Practicum to Internship.

THE ROLES OF THE AGENCY

1. To provide the student with an opportunity to intern in a professional counseling setting with supervision, working with coworkers, providing services to clients, and using community resources.
2. To provide opportunities to integrate knowledge with practice in the following areas: (a) human growth and development, (b) social and cultural foundations and multicultural competencies, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, conceptualization and diagnosis, (g) research and program evaluation, (h) professional orientation (including legal and ethical issues), and (i) foundations, contextual dimensions and practice of clinical mental health counseling.
3. To provide best practice models of counseling services.
4. To provide the students with the opportunity to interact with professional role models.
5. To provide students with opportunities to identify with the clinical mental health counseling profession.
6. To provide students with opportunities to become familiar with a variety of professional activities other than direct service.
7. To provide students with the opportunities to use session recordings *or* live supervision of the student's interactions with clients appropriate to the specialization for use in supervision.
8. To provide students with the opportunities to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.

PROCEDURE TO BECOME AN AGENCY SUPERVISOR

(Site supervisor and Agency supervisor are used interchangeably)

QUALIFICATIONS

Students must complete internships in clinical mental health counseling settings with access to on-site supervision from an appropriately licensed master's or doctoral-level behavioral health professional who meets CACREP 2024 Standards (Section 4, Professional Practice) as follows:

Site supervisors have:

- (1) a minimum of a master's degree, preferably in counseling, or a related profession;*
- (2) active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;*
- (3) a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;*
- (4) relevant training for in-person and/or distance counseling supervision*
- (5) relevant training in the technology utilized for supervision; and*
- (6) knowledge of the program's expectations, requirements, and evaluation procedures for students.*

THE ROLES OF THE AGENCY SUPERVISOR

1. To interview and discuss all relevant training themes with intern candidates as shown in the contract (provided online in Tevera and under the Clinical MH Counseling Internship section at: [https://nau.edu/ed-psych/forms-checklists-manuals/ - Practicum](https://nau.edu/ed-psych/forms-checklists-manuals/-Practicum))
2. To complete and electronically sign the Internship contract in Tevera. Per CACREP 2024, Sec. 4.H:
 - i. *Written supervision agreements define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship.*
 - ii. *include emergency procedures; and*
 - iii. *detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.*
3. To orient the student to the agency.
4. To provide the student with written or electronic materials describing the policies and procedures of the program, as well as the program's expectations, requirements, and evaluation procedures for students.
5. To sensitize the student to broad issues, trends, and dilemmas in the internship, so that he/she/they may gain some perspective as to the macro system in which the program operates.
6. To plan, organize, and coordinate activities and learning experiences for the student so that he/she/they will understand all the functioning areas of the program.
7. To help the student in planning, organizing, and implementing her/his/their duties.
8. To set up learning situations such as interviews, staff meetings, and consultations in which the student is a participant.
9. To ensure that the student performs 600 contact hours of meaningful job duties related to professional counseling that include: (a) a minimum of 240 hours of direct service with clients and (b) a minimum of 1 hour per week of individual supervision. (Please note that the NAU Student's Internship Instructor is responsible for providing a minimum of 1.5 hours per week of group supervision to all interns).
10. To verify and sign the intern's internship logs on a monthly basis in a timely fashion.
11. To provide formal and informal supervision in which policies, roles, activities, and client concerns can be discussed.
12. To inform the student of steps he/she/they should take to improve weaknesses and further develop strengths in job performance.
13. To review with the student, her/his/their evaluations prior to submitting them to the
 - i. Student's Internship Instructor. Two evaluations are completed for each internship. The first evaluation is completed at the mid-point and the second at the end of the internship.
14. To provide the student with the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping,

- assessment instruments, supervision, information and referral, in-service, and staff meetings).
15. To provide the student with the opportunity to develop program-appropriate audio/visual recordings for use in the supervision *or* to provide the student with live supervision of his/her/their interactions with clients.
 16. To provide the student with crisis response protocols, resources, and to contact the Site Supervisor (primarily) and/or other licensed professionals on staff in the event of an acute crisis.
 17. To complete all required evaluations available in Tevera.

THE ROLES AND RESPONSIBILITIES OF THE STUDENT'S INTERNSHIP FACULTY SUPERVISOR

1. To provide the agency supervisor with the following:
 - i. *Orientation to fieldwork site supervisors regarding the program requirements and expectations*
 - ii. *Engages in consultation with the fieldwork supervisor to monitor student learning and performance in accordance with the supervision agreement (CACREP 2024, Sec. 4, Professional Practice)*
2. To provide the student with an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship.
 - i. To provide an opportunity for students to discuss their provision of counseling experiences with the Student's NAU Faculty Supervisor.
3. To ensure students and agency personnel that the University and Program remain involved and interested in their progress and studies.
4. To address any academic or clinical practice problems that may develop between the student and program in a timely fashion.
5. To evaluate the student's progress and professional potential and provide the student with feedback relative to professional development. Formal feedback is provided via the Mid-Point and Final NAU Internship Faculty evaluations and via the Mid-Point and Final NAU Internship Reflection papers. Informal feedback takes place during Group Supervision.
6. To function as a liaison between the university and the program. The Student's NAU Internship Instructor will make at least 3 contacts with both the Program Supervisor and Student Intern. The Student's Faculty Supervisor will complete the Student's Contact Forms for each contact to document supervision activities.
 - o The **first contact** is designed to review the internship goals and expected activities, clarify the roles of the Agency Supervisor, Student Intern, Student's Faculty Instructor, and specify the documentation and evaluation process. The first contact generally occurs before or during the first week of internship.
 - o The purpose of the **second contact** is to conduct a mid-point evaluation of

the student's internship performance in a conference with the Agency Supervisor and Student Intern and develop objectives, activities, and timelines to support performance improvements. This contact occurs when the intern has completed approximately 275-300 total hours and can only take place after the agency supervisor has completed the mid-term evaluation.

- During the **third contact**, the final evaluation of the student's internship performance is completed during a conference with the Agency Supervisor and the Student Intern.

The 3 contacts will be on-site agency visits when the internship is within 25 miles of each student's respective campus (Flagstaff, Phoenix, Tucson, etc.). For internships being completed greater than 25 miles from their respective campus and within Arizona, at least one of the contacts will be on-site and the other 2 contacts will be by telephone using conference calling that includes participation by the Agency Supervisor, the Student Intern, and the Student's Faculty Supervisor. For approved out-of-state internships, 3 telephone contacts will be conducted using conference calling that includes participation by the Agency Supervisor, the Student Intern, and the Student's Faculty Supervisor. (continued next page)

Timeline and Checklist for Internship

During First Semester of CMHC program

1. ___ Discuss initial ideas about internship with the Internship Coordinator and your Advisor to begin planning for internship possibilities that match with student's career aspirations.

Between your First Semester of the CMHC program and before Practicum

1. ___ Continue to discuss ideas about internship with the Internship Coordinator and your Advisor and begin to cultivate internship possibilities by reaching out to internship sites and supervisors.
2. ___ Our CMHC-approved partnerships are updated annually and will be provided by your instructor.
3. ___ Attend internship fairs and meetings as recommended by NAU faculty and continue to cultivate internship relationships.

During Practicum, the semester before internship (or sooner)

1. ___ Meet with prospective internship sites and supervisors and aim for at least 2-3 interviews.
2. ___ Once you have an informal offer to begin internship:
 - a. ___ Obtain the Site supervisor's CV/resume and review it with your Practicum Instructor for approval (*it must meet all 5 components of the CACREP 2024 standards as mentioned above in the Agency Qualifications section*). Be sure to have an electronic version of this before Internship begins - you will be uploading it into Canvas and Tevera.
 - b. ___ Gather evidence that your site supervisor is currently licensed and in good standing by using the *Verifications of Licensure* tab at the azbbhe.us website (or the state in which the supervisor is practicing). Be sure to have an electronic version of this before Internship begins - you will be uploading it into Tevera.
 - c. ___ Once your Practicum Instructor approves the prospective site supervisor's credentials, setup a meeting (preferably in-person) to discuss the Internship Contract with the site supervisor. Be sure both you and the prospective Site Supervisor have hard copies of the "Internship Contract – First Draft" document found on the Internship website. Collaboratively sketch out all aspects of the contract. Be sure to discuss how the internship hours will be handled, and how crisis situations will be handled as well. Let your site supervisor know immediately if there will be days you will be absent.
 - d. ___ Once both parties agree to the terms of the contract, check if your site is in Tevera. If your site needs to be added to Tevera, email your campus' Academic Program Coordinator with your site and site supervisor's information. You will receive an email to confirm your site and supervisor are now in Tevera. Log into Tevera to upload the digital copy of your liability insurance and choose your site and site supervisor. Once you have completed these steps, then you will be able to view and complete your Field Site Contract in Tevera.
3. ___ Once your contract is complete, you will send your contract to your site supervisor in Tevera.
4. ___ Site Supervisor received orientation from NAU Faculty member – we handle this!
5. ___ Register for EPS 694 Internship
6. ___ Find out from your NAU Internship Faculty instructor when Group Supervision will take place, and book that time (1.5 hours per week on average) into your schedule.

Early Semester

1. ___ As semester begins, log onto Canvas and Tevera for Internship (EPS 694). Immediately upload all required documents in Tevera (contract, evidence of liability insurance, and more – see instructions within Canvas LMS)
2. ___ Attend orientation and all trainings offered by the agency.
3. ___ Attend and actively participate in your First Group Site Visit Meeting at NAU (weekly schedule arranged by faculty).
4. ___ Arrange for and complete Contact #1 with site supervisor, NAU Internship Faculty member, and yourself.
5. ___ Email site supervisor the link to access Tevera to help them access your logs.

6. ___ Explain that you will be reminding them at mid-point.

Throughout Internship (daily/Weekly)

1. ___ Behave professionally and ethically throughout entire internship.
2. ___ Complete all aspects of your Contract, including participating in individual supervision on a weekly basis.
3. ___ Keep track of hours in Weekly Hour Log (in excel).
4. ___ Attend all Group supervision meetings at NAU or via Teams. Weekly schedule for Group Site Visit arranged by internship faculty. (With Teams, you must use a headset with a microphone in order to participate effectively if not in a private, secure location)
5. ___ At the beginning of each new month, ensure your Time Track log is signed by you and your site supervisor.

Nearing Mid-Point of Internship (@ approximately 120 direct hours & 300 total hours)

1. Email your site supervisor to remind them to complete the Mid-point evaluation of you online (re-send them the link if needed)
2. Email your site supervisor and NAU faculty instructor to arrange for Contact #2 (be sure that all mid-point requirements/evaluations are completed *before* Contact #2 takes place)
3. Intern completes all mid-term requirements found in Canvas and/or Tevera
 - i. Mid-Term reflection paper (follow rubric carefully). This will be scored online by your NAU faculty internship supervisor. Check the grade and comments when it comes to your email box. Revise and resubmit this paper within one week IF required to do so. Feedback for Agency Supervisor at mid-point
 - ii. Feedback for NAU faculty
 - iii. Feedback for Site
 - iv. Mid-point Self-Evaluation and discuss findings with your site supervisor.
 - v. Site Supervisor completes Mid-Point Evaluation of Intern. Evaluation results automatically get sent to the intern and their site supervisor, who then discuss the evaluation (strengths and areas to improve for second half of internship)
4. Contact # 2 between Intern, Site Supervisor, and NAU faculty member.
 - i. The meeting will primarily review the Site Supervisor's mid-point evaluation, and identify strengths and areas of growth for the 2nd half of internship. The mid-term reflection paper and mid-term feedback results will also be discussed. (A Professional Growth Plan [PGP] may be implemented at this point if the mid-point evaluation requires a PGP.)

End of Point Internship @ approximately 240+ direct hours and 600 total hours

1. ___ Email your site supervisor to remind them to complete the Final evaluation of you online (re-send the link if needed)
2. ___ Email your site supervisor and NAU faculty instructor to arrange for Contact #3 (be sure that all mid-point requirements/evaluations are completed *before* Contact #3 takes place.
3. ___ Intern completes all final requirements found in Tevera/Canvas
 - i. Final reflection paper (follow rubric carefully). This will be scored by your NAU faculty internship supervisor. Check the grade and comments when it is submitted. Revise and resubmit paper within one week IF required to do so
 - ii. Feedback for Agency Supervisor (final)
 - iii. Feedback for NAU faculty (final)
 - iv. Feedback for Site (final)
 - v. Final Self-evaluation and discuss findings with your site supervisor.

- vi. Site Supervisor completes Final Evaluation of Intern. Evaluation results automatically get sent to the intern and their site supervisor, who then discusses the evaluation (strengths and areas to improve for second-half of internship)
 - vii. Upload signed monthly logs, including the summary log
4. _____ Contact #3 between Intern, Site Supervisor, and NAU faculty member.
 - i. The meeting will primarily review the Site Supervisor's Final evaluation and identify strengths and areas of growth for the intern to address as they graduate and move into the field.
5. _____ Agency Supervisor completes End of Internship Program Evaluation link
6. _____ NAU Faculty member enters grad of Pass, In-Progress, or Fail for internship.
7. _____ NAU discusses graduation and post-graduation steps toward licensure during intern's final Group Supervision meeting



College of Education

We develop educational leaders who create tomorrow's opportunities.

The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

Northern Arizona University sits at the base of the San Francisco Peaks, on homeland sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

COURSE SYLLABUS
Department of Educational Psychology
EPS 694: Counseling Internship
(3 CR) 8 Week Course

Instructor:
Contact:
Office:
Office hours:
Class Meetings:
Location:
Mode of Instruction:

COURSE PRE-REQUISITE(S), CO-REQUISITE(S), CO-CONVENED, AND/OR CROSS-LISTED COURSES

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD) and EPS 692

COURSE PURPOSE

The purpose of this course is for students to gain supervised experience at an agency. According to CACREP (2024), internship “provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.”

NAU PROGRAM STATEMENT OF INCLUSION

We align with the American Counseling Association's (ACA) commitment to diversity, equity, inclusion, and belongingness. As a program and a profession, we respect, honor, and support the uniqueness of individuals across varying multicultural identities, which include but are not limited to sexual and affectional orientation, gender identity and expression, age, race, color, ethnicity, sexual orientation, socioeconomic status, military affiliation, religion or spiritual beliefs, ability, language, national origin, ancestry, and political views. Our counseling program welcomes students and faculty with diverse backgrounds and life experiences to ensure the representation of varying perspectives, worldviews, and ideas. We strive to build inclusive learning spaces in which all students feel their voice is valued and recognized as an asset to the classroom. These beliefs reflect the core values of the counseling profession and echo the sentiment: “Everyone counts, everyone has an opportunity, and everyone welcomed.” GRE® revised General Test – Applicants with a cumulative GPA of less than 3.0 are required to submit official Graduate Record Examination (GRE) General Test scores on the aptitude portion (verbal and quantitative) of the GRE taken within the past six years.

Applicants with a cumulative GPA higher than 3.0 have the option to submit GRE scores, if desired. GRE scores must be received by the application deadline for admission.

CACREP 2024 STUDENT LEARNING OUTCOMES	CACREP 2024 Standards
Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships NACE Competency: Career & Self-Development	3-E8
After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area NACE Competency: Career & Self-Development, Communication, Critical Thinking, Equity, Professionalism, Teamwork, Technology	4.U
Internship students complete a minimum of 240 hours of direct service with actual clients	4.V
Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: 1. a counselor education program faculty member, or 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	4.W
Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: 1. a counselor education program faculty member or 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	4.x

Career Readiness Skills

In every class you take at NAU, you learn professional skills that can support your future career. There are several ways this course can help you meet and excel at your job goals and life desires. Below is a list of in-demand skills from National Association of Colleges and Employers ([NACE](#)) you will learn and practice in this class:

1. **Communication:** The candidate will utilize verbal and written abilities to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of school organizations.
2. **Career & Self-Development:** The candidate will continuously reflect upon strengths and areas for improvement, will build professional network and relationships; explore career opportunities.
3. **Critical Thinking:** The candidate will identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
4. **Equity and Inclusion:** The candidate will become familiar with equitable practices for diverse student populations and the essential requirements of respect for diversity in development and learning, advocacy for social justice including roles as social change agents and advocates.

LEARNING OUTCOMES

1. To successfully engage in individual and group counseling (as well as couples, parents and families, when applicable) that enhances their knowledge and skills in the following areas: (a) human growth and development, (b) social and cultural foundations and multicultural competencies, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, conceptualization and diagnosis, (g) research and program evaluation, (h) professional orientation (including legal and ethical issues), and (i) foundations, contextual dimensions and practice of clinical mental health counseling.
2. To operate successfully within the function, structure, and goals of the agency.
3. To learn how to establish and maintain effective working relationships with supervisors, coworkers, outside-agency personnel (when called for) and to appropriately apply legal and ethical codes and multicultural competencies in all clinical contexts.
4. To develop written and oral communication skills that are considered essential to functioning effectively within the agency.
5. To gain supervised experience in the use of a variety of professional resources such as assessment instruments, technology, print and non-print media, professional literature, research, and information and referral to appropriate providers.
6. To perform the duties required of a regularly employed staff member who is occupying the professional role similar to which the student is aspiring.

ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES:

1. SUBMISSION OF MATERIALS PRIOR TO BEGINNING INTERNSHIP DIRECT HOURS

- a. Copy of the Internship Contract
- b. Copy of student's Liability Insurance
- c. Copy of supervisor's CV/Resume
- d. Copy of current Licensure Verification for supervisor

2. SITE SUPERVISOR, UNIVERSITY SUPERVISOR, AND STUDENT MEETINGS

- a. Arrange and attend 3 supervision meetings with your site supervisor and your faculty supervisor.
 - i. **Meeting 1** will occur at the start of your internship, **Meeting 2** will occur after the midpoint evaluation is completed by your site supervisor, and **Meeting 3** will occur after your site supervisor completes your final evaluation.
 - ii. Prior to **Meeting 1**, email your site supervisor the following link and discuss the evaluation forms and processes: <https://nau.edu/ed-psych/forms-checklists-manuals/#Practicum>.
- i. Group supervision involves administrative components (discussions about hours, site, supervision processes, handling of crises at each site, anticipating graduation steps etc.), interpersonal components (interns working with each other to assist in each other's professional growth), brief personal check-ins (to discuss work-life balance themes during internship; self-care practices), informal case staffing, (i.e. Anonymized site-based case material to staff with faculty and fellow interns), and the integration of evidence-based research throughout the internship. Group supervision must be attended for an average of 90 minutes per week (as scheduled by NAU Faculty) by each intern throughout internship as required by CACREP 2024 standards.

3. MONTHLY LOGS

- a. Please upload signed monthly logs in Tevera

4. SITE SUPERVISOR MID TERM AND FINAL EVALUATIONS

- a. The midterm site supervisor evaluation is completed after you have gained approximately **120 direct hours** and **300 total hours**. Please provide your supervisor with the link to: <https://nau.edu/ed- psych/forms-checklists-manuals/#Practicum>
- b. The midterm site supervisor evaluation is completed after you have gained approximately **240 direct hours** and **600 total hours**. Please provide your supervisor with the link to: <https://nau.edu/ed- psych/forms-checklists-manuals/#Practicum>

5. MID TERM AND FINAL REFLECTION PAPERS

- a. After you have gained approximately **120 direct hours** and **300 total hours**, please complete the Mid- Term reflection paper (follow the rubric carefully). This will be scored online by your NAU faculty internship supervisor. Check the grade and comments when it comes to your email box. Revise and resubmit this paper within one week IF needed. Rubric and instructions at: https://nau.co1.qualtrics.com/jfe/form/SV_eUT43gj95WVNBnn
- b. After you have gained approximately **240 direct hours** and **600 total hours**, please complete the Final reflection paper (follow rubric carefully). This will be scored online by your NAU faculty internship supervisor. Check the grade and comments when it comes to your email box. Revise and resubmit this paper within one week IF required to do so. Rubric and instructions at: https://nau.co1.qualtrics.com/jfe/form/SV_eUT43gj95WVNBnn

6. COMPLETION OF FINAL FEEDBACK SURVEYS AND SELF EVALUATION

After you have gained approximately 240 direct hours and 600 total hours, please complete the

- a. Feedback for Agency Supervisor (final)
- b. Feedback for NAU faculty (final)
- c. Feedback for Site (final)
- d. Final Self-Evaluation and discuss findings with your site supervisor.
- e. Ask your supervisor to complete the: End of Internship Program Evaluation link online These forms can all be found at: <https://nau.edu/ed-psych/forms-checklists-manuals/#Practicum>

7. PARTICIPATION AND ETHICAL PRACTICE

- a. Adhere to the professional and ethical standards referenced within the Internship Handbook
- b. Lead assigned case discussions and staffing in group supervision.
- c. Behave professionally and ethically throughout entire internship.
- d. Complete all aspects of your Contract, including participating in individual supervision on a weekly basis
- e. Keep track of hours in Weekly Hour Log (in excel)
- f. Attend all group supervision meetings at via Zoom.
- g. Site Visits arranged by internship faculty. (If Zoom, you must use a headset with a microphone in order to participate effectively)

1. Mid Term and Final Reflection Papers

- a. After you have gained approximately **120 direct hours** and **300 total hours**, please complete the Mid-Term reflection paper (follow rubric carefully). This will be scored online by your NAU faculty internship supervisor. Check the grade and comments when it comes to your email box. Revise and resubmit this paper within one week IF needed. Rubric and instructions on Tevera.
- b. After you have gained approximately **240 direct hours** and **600 total hours**, please complete the Final reflection paper (follow rubric carefully). This will be scored online by your NAU faculty internship supervisor. Check the grade and comments when it comes to your email box. Revise and resubmit this paper within one week IF required to do so. Rubric and instructions on Tevera.

GRADING SYSTEM:

Depending on your progress, the instructor will assign a P, F, or IP. To pass the course, you must demonstrate passing performance on each of the assignments.

READINGS AND MATERIALS:

This is a field placement class; we will primarily use articles and resources in Canvas LMS and Tevera.

Note on the Emergency Textbook Loan Program: NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: <http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

COURSE SCHEDULE

Week	Topic Please note the course schedule and topics may change due to class progress	Assignments
1	1. Intro to Course & Syllabus	Review Syllabus, Canvas LMS Submit all required materials to begin internship practice.
2	Discussion of cases, topics, and internship experience	
3	Discussion of cases, topics, and internship experience	
4	Discussion of cases, topics, and internship experience	
5	Discussion of cases, topics, and internship experience	
6	Discussion of cases, topics, and internship experience	
7	Discussion of cases, topics, and internship experience	
8	Discussion of cases, topics, and internship experience	
9	Discussion of cases, topics, and internship experience	
10	Discussion of cases, topics, and internship experience	
11	Discussion of cases, topics, and internship experience	
12	Discussion of cases, topics, and internship experience	
13	Discussion of cases, topics, and internship experience	

CLASS POLICIES

ATTENDANCE POLICY

The class attendance policy is as follows: You may miss 2 group supervision sessions **over the course of your internship experience**. If you know ahead of time that you are going to miss class, contact the instructor in advance. Please provide evidence of a reasonable excuse (family/medical emergency, etc.) if you will be missing class. If there is another section, you may be able to join that group supervision to make up your absence.

The NAU attendance policy states:

Regular class attendance is a strong predictor of student success.

The student is responsible for regularly attending all courses for which they are enrolled. Should an absence from class be unavoidable, the student is responsible for reporting the reason to her/his/their instructors. In addition, students are responsible for making up any work they miss. Instructors are under no obligation to make special arrangements for students who have been absent. Be aware that Fronske/Campus Health Services Center does not provide documentation of student health problems.

RELIGIOUS BELIEFS OR PRACTICES

The Arizona Board of Regents' policy forbids discrimination because of religious beliefs or practices or any absences resulting from them. In addition, students cannot be discriminated against for seeking a religious accommodation pursuant to this policy.

DISABILITY ACCOMMODATIONS

If a qualified student with a disability believes he or she may not be able to abide by the attendance policy for disability-related reasons, the student should contact the Office of Disability Resources prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. To qualify, students must be activated by the Office of Disability Resources.

For more information on accommodation, please see the Attendance Accommodation policy.

https://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Health_Services/Folder_Templates/Forms/Attendance_Accommodation.pdf

CELL PHONES, PAGERS, ETC

The distraction of hearing cell phones and other electronic devices go off during class is disruptive to the learning process. Generally, it is expected that you will not receive calls during class time. If you **absolutely must** be available to others during class time, be sure that you are using a non-auditory signal for incoming calls. Take a seat close to the door and please answer your call once you have left the room.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://www9.nau.edu/policies/Client/Details/1443?whoIsLooking=Students&pertainsTo=All>

ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, any additional course-specific guidelines in the syllabus, or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to [ABOR Policy 6-908 A\(2\)\(5\)](#).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at

titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised April 2025