



College of Education

INTERNSHIP MANUAL

M.ED. SCHOOL COUNSELING

Revised: September 2025
(CACREP 2024, Sec 4. Professional Practice)

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Guidelines for All Students in EPS 695 – School Counseling Internship

The purpose of these guidelines is to clarify the objectives of the Master of Education in School Counseling Internship and to outline the specific responsibilities of the Student Intern, the Student's Practicum Instructor, the NAU faculty Internship Instructor, the School, and the School Supervisor. All students in the M.Ed. School Counseling program are required to complete a minimum of 600 hours (6 credit hours) of internship over the course of two semesters (translating to roughly 20 hours a week) in an approved school. Internship can only begin after the successful completion of all prerequisite coursework, including EPS 686: School Counseling Practicum. Students are encouraged to discuss potential sites with their Practicum Instructor; however, final approval must be obtained from the program's Internship Coordinator or the student's Internship Instructor.

Questions about internship should be submitted to the student's Practicum Instructor (during the Practicum semester) or NAU faculty internship supervisor. All internship options need prior approval from the student's Practicum Instructor or Internship instructor.

If a student secures a paid internship, they are expected to finalize payment arrangements before the internship begins. In these cases, the Internship Supervisor must be someone other than the school administrator responsible for payment. Students whose internship is unpaid, but who are already employed at the school in a non-counseling capacity, may complete their internship at that location, so long as their employment and internship responsibilities are clearly distinguished.

Internship provides students with the opportunity to apply the theoretical concepts and skills learned in their academic program to practical, hands-on experience. This experience also supports students in making the transition from the academic setting to the work setting, enabling them to adapt to their future professional lives. Under the supervision of a Certified School Counselor, students will engage in all the activities of a regularly employed School Counselor.

Internship-related questions should be addressed to the student's Practicum Instructor during the Practicum semester or to the program's Internship Coordinator.

Objectives of the Internship

1. Foundational Understanding & Professional Identity

- o Demonstrate proficiency in delivering direct and indirect counseling services while integrating knowledge and skills across the eight CACREP curricular areas—professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; counseling and helping relationships; group counseling; assessment and testing; research and program evaluation—along with school counseling–specific competencies.
- o Gain insight into the school’s organizational structure, mission, and day-to-day functions while effectively applying legal standards, ACA/ASCA ethical guidelines, and multicultural competencies in all professional contexts.
- o Perform the duties required of a professional school counselor, reflecting the responsibilities of the role the student is preparing to enter.

2. Interpersonal & Communication Skills

- o Develop skills necessary for establishing and maintaining collaborative, respectful relationships with supervisors, peers, stakeholders, and students across a range of cultural and individual differences.
- o Build the written and oral communication abilities necessary to collaborate, document, and engage effectively in all aspects of school-based work.

3. Counseling Practice & Interventions

Gain experience providing brief counseling—both individual and group sessions—to students from diverse backgrounds, including variations in ethnicity, race, gender, disability status, and socioeconomic status.

- o Promote safe and supportive learning environments, deliver interventions and school counseling curriculum aligned with ASCA Mindsets & Behaviors, and apply comprehensive strategies to support students’ academic, career, and social/emotional development.

4. Community Collaboration & Systems Understanding

- o Understand how the school and school counselors collaborate with community organizations that provide social, health, and family services to meet (a) the needs of rural and multi-ethnic groups, and (b) to develop partnerships with community providers that connect at-risk children, youth, and families with resources for academic, career, and social-emotional success.

5. Use of Professional Resources & Technology

- o Gain supervised experience using a variety of professional resources, including the ASCA National Model Toolkits, Frameworks & Resources, print and non-print media, peer-reviewed research, professional literature, and referral resources to appropriate providers.
- o Utilize technology and student information systems effectively in the role of a school counselor to positively impact students' participation, mindsets and behaviors, and outcomes.

6. D.A.T.A-Informed Practice

- o Engage in D.A.T.A (Define, Analyze, Transform, and Assess) driven school counseling practice via the collection and/or analysis of student participation data, ASCA Student Standards data, and achievement data.

Internship Roles

1. **Intern Candidate:** The student
2. **Site Supervisor (School Supervisor):** A certified school counselor who is responsible for the supervision and evaluation of the intern
3. **School Administrative Supervisor:** The administrative supervisor is typically a different role from the site supervisor.
4. **NAU Internship Faculty:** NAU faculty member who is overseeing the SC intern's overall internship experience, assigning the final grade, etc.
5. **NAU Practicum Faculty:** NAU faculty member that serves as the Practicum instructor and prepares SC students for internship.

Responsibilities of the Intern Candidate 1) To ensure diverse field experience, students are encouraged to complete their internship at a different school level than their practicum when possible (for example, practicum at the elementary level, and internship at the middle school level)

2) Secure a signed internship contract with a Certified School Counselor (*with no allowable deficiencies*) at an approved school (*guidance provided by NAU faculty who may offer connections and insights into sites*).

- o Students must obtain evidence of the School Supervisor's active certification and current resume and submit this to the NAU Internship Supervisor.

3) Enroll in EPS 695, School Counseling Internship, in advance of the Internship semester

4) Understand and practice the procedures, policies, and regulations established by the school.

- o Students must adhere to the school's dress code policy.

5) Request assistance and supervision when needed, especially during crises, to ensure adequate support is received.

6) Seek the assistance of one's supervisor and appropriate staff members to address problems and register complaints.

7) Attend conferences, staff, and school-counseling appropriate meetings, and trainings that the School Supervisor assigns

8) Inform their School Supervisor when they will be late, absent, or unable to meet the hours specified in the contract.

9) Complete Timesheets weekly to track direct and indirect hours. The Internship Faculty Supervisor will monitor progress based on the review schedule provided in the syllabus.

Hours Requirements:

A minimum of 240 hours of direct service, including activities such as:

- o Individual counseling (career, social-emotional, or academic)
- o Group counseling
- o Delivering classroom guidance lessons
- o Appraisal and assessment (career, social-emotional, or academic)
- o Presentations and workshops for parents, students, teachers/staff, and community members.
- o Leadership and advocacy efforts; facilitating student leadership or mentoring groups, and/or leading student-driven events.

A minimum of 360 hours of indirect service, including activities such as:

- o NAU group supervision and on-site supervision
 - o Students must participate in a minimum of 1 hour per week of individual supervision with the contracted School Supervisor.
 - o Students must actively participate in a minimum of 1.5 hours per week of group supervision provided by the NAU Internship Supervisor.
- o Student classroom observation
- o Counselor observation
- o Documentation of school counseling duties and tracking use of time
- o Preparation for individual and group counseling
- o Preparation of school counseling curriculum
- o Preparation of comprehensive school counseling documents
- o D.A.T.A. collection and analysis
- o Staff or appropriate student support meetings
- o Consultation with parents, teachers, administrators, counselors, and community providers.

Examples of non-school counseling duties that DO NOT meet the requirement for direct or indirect hours include:

- o Making disciplinary decisions or imposing disciplinary actions
- o Student supervision duty, including bus duty, recess duty, lunch duty, hall duty, etc.
- o Substitute teaching or "watching over" a class
- o Passive, non-school counseling-related interactions with students
- o Non-counseling-related clerical work (computing GPAs, serving as a data entry clerk, etc.)
- o Attending or taking minutes at IEP meetings for students whose plans do not include a school counseling service component.
- o Writing, coordinating, or overseeing the implementation of a student's IEP or 504 plan.
- o Casual or non-counseling-related conversations with staff, or families, such as social chats

or interactions unrelated to school counseling services or goals

**Brief check-ins or logistical conversations that directly support the delivery of counseling services may count as indirect hours.*

- o Any other duties that do not foster the development of a professional school counselor in accordance with both CACREP and ASCA standards.
10. Successfully complete all required internship documentation.
11. Maintain a professional disposition and attitude throughout the internship by:
- o Prioritizing student well-being in all decisions and interactions.
 - o Practicing counselor self-care and maintaining a healthy work-life balance.
 - o Leaving the site better than you found it by maintaining an advocacy-oriented mindset.
 - o Taking a professional, collaborative stance—not one focused solely on accumulating hours.
 - o Proactively engaging with, rather than avoiding, difficult situations and conversations.

Students Professionalism Requirements and Expectations

The student's conduct should adhere to the rules and regulations of the school and the ethical standards of the American School Counselor Association (ASCA) at all times during the internship. Students must avoid sexual and harmful dual relationships with students, students' family members, , coworkers, and supervisors that could impair their professional judgment or increase the risk of exploitation.

If during the internship, the School Supervisor, the Student's Faculty Supervisor or Intern determine that the Intern Candidate has difficulty functioning effectively in that setting, steps will be taken to correct the situation. The Student's Faculty Supervisor will arrange a meeting that will include the Student Intern, School 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 Student's Faculty Supervisor, Advisor, and Student Intern will determine if they can be immediately reassigned to another site 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 school and the ethical standards of the American School Counselor Association, the student may be dropped from the internship and from the Educational Psychology Department. 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 Faculty Supervisor, the Coordinator of the Counseling Program, 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 exercise extreme caution and prudence when using social media and should never use social media to express sentiments or actions related to their internship or internship site.

Professional Code of Ethics and Certification Guidelines

Students in the School Counseling program should follow the professional code of ethics and certification guidelines established by the following two organizations:

American School Counselor Association

277 S. Washington Street STE 390

Alexandria, VA 22314

(703) 683-ASCA

www.schoolcounselor.org

American Counseling Association

5999 Stevenson Ave

Alexandria, VA 22304

(703) 823-9800

www.counseling.org

The Role of the NAU Practicum and/or Internship 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) 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 prerequisite 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 certification, 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 PDFs, as they will eventually be shared with the Internship instructor and upload to Tevera.
 - b. The Internship contract.
3. To communicate to the NAU Internship Faculty Supervisor about the status of each student transitioning from Practicum to Internship.

THE ROLES OF THE SCHOOL

1. To provide the student with an opportunity to intern in a professional school counseling setting with supervision, working with coworkers, delivering services to students, 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 (g) research and program evaluation, (h) professional orientation (including legal and ethical issues), and (i) foundations, contextual dimensions and practice of school counseling.
3. To provide exposure to school counseling best practices aligned with the ASCA National Model, including service delivery, program planning, implementation, and evaluation. To provide the students with opportunities to interact with experienced school counseling professionals to develop a strong sense of professional identity.
4. To provide students with opportunities to become familiar with a variety of professional activities including both direct and indirect school counseling services.
5. To provide student-interns with the opportunities to use session recordings *or* live supervision of the student-intern's interactions with K12 students for use in supervision
6. To provide students with opportunities to gain supervised experience in the use of a variety of professional resources such as assessment instruments, learning and school management systems, print and non-print media, professional literature, research, and information on referrals to appropriate providers.

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PROCEDURE TO BECOME A SCHOOL SUPERVISOR

QUALIFICATIONS

Students must complete internships in school counseling settings with access to on-site supervision from an appropriately certified professional school counselor 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 certification and/or license with no deficiencies or restrictions as a professional school counselor in the geographic location where the student is placed. A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled.*
- (3) Relevant training for in-person and/or distance counseling supervision*
- (4) Relevant training in the technology utilized for supervision.*
- (5) Knowledge of the program's expectations, requirements, and evaluation procedures for students.*

THE ROLES OF THE SCHOOL SUPERVISOR

1. To interview and discuss all relevant training themes with intern candidates, as shown in the contract (provided online in Tevera).
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 school.

THE ROLES OF THE SCHOOL SUPERVISOR CONTINUED

4. To provide the Intern with written or electronic materials describing the policies and procedures of the school and school counseling program, as well as the school counseling program's expectations, requirements,

and evaluation procedures for students.

5. To sensitize the Intern to broad issues, trends, and dilemmas in the internship, so that she/he/they may gain some perspective as to the macro system in which the school counseling program operates.
6. To plan, organize, and coordinate activities and learning experiences for the Intern so that he/she/they will understand all the functioning areas of the school counseling program.
7. To help the Intern in planning, organizing, and implementing her/his/their duties.
8. To set up appropriate learning situations, such as interviews, staff meetings, and consultations in which the Intern is a participant.
9. To ensure that the Intern performs 600 contact hours of meaningful and appropriate job duties aligned with the ASCA National Model that include: (a) a minimum of 240 hours of direct service with students 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 1½ 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 student concerns can be discussed.
12. To inform the Intern of steps he/she/they should take to improve areas of growth and to further develop their strengths. To review with the Intern, her/his/their Internship evaluations before submitting them to the student's Internship Instructor. Two evaluations are completed; the first evaluation is completed at the midpoint of the student's internship, and the second at the end of the internship.
 13. To provide the Intern 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).
 14. To provide the Intern with the opportunity to develop appropriate audio/visual recordings for use in supervision or to provide the Intern with live supervision of his/her/their interactions with students.
 15. To provide the Intern with crisis response protocols, resources, and the contact information for the primary Site Supervisor and/or other certified professionals on staff in the event of an acute crisis.
16. To complete all required evaluations.

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

1. To provide the school 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 1½ 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 Interns and school personnel that the University and Program remain involved and interested in their progress and studies.
4. To address any academic or student service problems that may develop between the Intern and the program in a timely fashion.
5. To evaluate the Intern's progress and professional potential and provide the Intern 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 School Supervisor and Student Intern. The Student's Faculty Supervisor will complete the Student's Contact Forms for each contact to document supervision activities.
 - The **first contact** is designed to review the internship goals and expected activities, clarify the roles of the School 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.
 - The purpose of the **second contact** is to conduct a mid-point evaluation of the student's internship performance in a conference with the School 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 school 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 School 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 School 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 School Supervisor, the Student Intern, and the Student's Faculty Supervisor.

Timeline and Checklist for Internship

1. _____ Discuss initial ideas about internship with your Advisor to begin planning ahead for internship possibilities that match with your career aspirations.

2. Review the following CACREP School Supervisor Qualifications;
 - a. degree in counseling or related field AND Professional School Counselor, PreK-12 Certificate by the Arizona Department of Education. Supervisors should be certified with no allowable deficiencies (no school counseling coursework, and has not completed a school counselor practicum experience)
 - b. Minimum of two years post-master's professional experience relevant to CACREP specialized practice area
 - c. Relevant training for in-person and/or distance counseling supervision
 - d. Knowledge of the program's expectations, requirements, and student evaluation procedures
 - e. Relevant training in school counseling supervision and the ASCA national model.

Between Your First Semester of the SC Program and Before Practicum

1. _____ Continue to discuss ideas about internship with your Advisor, Practicum Instructor, and/or Internship Coordinator, and begin to cultivate internship possibilities. Plan to contact internship sites and supervisors the semester prior to starting your internship experience.

2. _____ Our SC approved partnerships are updated annually, and can be found here in the 'School Counseling Site' tab:
<https://docs.google.com/spreadsheets/d/1ZGxKQiLOG8JDID94VJ418YJVO4Sy7fqtvLCQ3HhZm7k/edit?usp=sharing>

- a. Check if your desired site has an affiliation agreement. If it does not, please work with your Advisor, Practicum Instructor and/or Internship Coordinator to begin the process.

During Practicum

1. _____ Meet with prospective internship sites and supervisors, and aim for at least 2-3 interviews.

2. _____ Once you have received an informal offer with an internship site:
 - a. _____ Obtain the Site Supervisor's CV/Resume and review it with your Practicum Instructor for approval (*it must meet all five components of the CACREP 2024 standards as mentioned above in the School Supervisor Qualifications section*). An electronic version of this must be uploaded to Tevera before Internship begins.
 - b. _____ Obtain evidence of the Site Supervisor's School Counselor certification. Be sure to upload an electronic version of this to Tevera before Internship begins.

- c. _____ Obtain evidence of supervision training—we can provide the Site Supervisor with a 1-hour training, if needed.
 - d. _____ Once your Practicum Instructor approves the prospective Site Supervisor’s School Counselor credential, set up 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 at the Internship website or in Tevera. 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 addressed. Let your Site Supervisor know immediately if there will be days you be absent during the internship experience.
 - e. _____ Once both parties agree to the terms of the contract, complete the Internship Contract found in Tevera. The contract is then approved by your Site Supervisor in Tevera.
3. _____ Submit a copy of your liability insurance through ASCA and upload it into Tevera.
 4. _____ Site Supervisor received orientation from NAU Faculty Supervisor (we handle this!).
 5. Complete graduation application (discuss with your Advisor).
 6. Find out from your NAU Internship Faculty Instructor when Group supervision will take place (1.5 hours per week or 3 hours every other week). Be sure to notate this in your calendar and/or planner.

Internship: Early Semester

1. _____ Immediately upload all required documents within Tevera (e.g. Internship Contract, liability insurance, proof of Site Supervisor’s School Counseling certification).
2. _____ Attend and actively participate in your group supervision meetings at NAU (weekly or bi-weekly schedule arranged by faculty).
3. _____ Arrange and complete Contact #1 with your Site Supervisor, NAU Faculty Supervisor, and yourself.

Throughout Internship (Daily & Weekly)

1. _____ Behave professionally and ethically throughout the entire internship.
2. _____ Complete all aspects of your contract, including participating in individual supervision on a weekly basis.
3. _____ Keep track of your hours in Tevera using the Time Track feature.
4. _____ Attend and participate in all group supervision meetings at NAU either in-person or via Zoom.

5. _____ At the beginning of the month, verify your hours have been signed by you and your Site Supervisor.

Mid-point of Internship (Approximately 120 direct hours & 300 total hours)

1. _____ Remind your Site Supervisor to complete the Mid-point evaluation in Tevera. Evaluation results are automatically sent to you and the Site Supervisor. It is important to discuss the evaluation with your Site Supervisor, including your strengths and areas of improvement for the second half of the internship.
2. _____ Complete all mid-term requirements found in Tevera:
 - a. _____ Mid-term reflection paper (follow the rubric carefully). This will be scored online by your NAU Faculty Supervisor. Check the grade and comments. Revise and re-submit the paper within one week only if required to do so.
 - b. _____ Feedback for Site Supervisor
 - c. _____ Feedback for NAU Faculty Supervisor
 - d. _____ Feedback for Site
 - e. _____ Mid-point Self-Evaluation (discuss with your Site Supervisor)
3. _____ Arrange and complete Contact #2 with your Site Supervisor, NAU Faculty Supervisor, and yourself. Be sure that all mid-point requirements/evaluations are completed before Contact #2 takes place.
 - a. This meeting will review the Site Supervisor's mid-point evaluation, mid-term reflection paper, and mid-term feedback results. A Professional Growth Plan (PGP) may be implemented at this point if the mid-term reflection requires a PGP.

End-point of Internship (Approximately 240 direct hours & 600 total hours)

1. _____ Remind your Site Supervisor to complete the Final Evaluation in Tevera. Evaluation results are automatically sent to you and the Site Supervisor. It is important to discuss the evaluation with your Site Supervisor.
2. _____ Complete all end-term requirements found in Tevera:
 - a. _____ Final reflection paper (follow the rubric carefully). This will be scored online by your NAU Faculty Supervisor. Check the grade and comments. Revise and re-submit the paper within one week only if required to do so.
 - b. _____ Final feedback for Site Supervisor
 - c. _____ Final feedback for NAU Faculty Supervisor
 - d. _____ Final feedback for Site
 - e. _____ Final Self-Evaluation (discuss with your Site Supervisor)
 - f. _____ Upload signed monthly logs and Summary log into Tevera

3. _____ Arrange and complete Contact #3 with your Site Supervisor, NAU Faculty Supervisor, and yourself. Be sure that all end-point requirements/evaluations are completed before Contact #3 takes place.
 - a. This meeting will review the Site Supervisor's final evaluation, final reflection paper, and final feedback results to identify strengths and areas of growth as you graduate and move into the field.
4. _____ Site Supervisor completed Program Evaluation in Tevera.
5. _____ NAU Faculty Supervisor enters grade of Pass, In-Progress, or Fail
6. _____ NAU Faculty Supervisor discusses graduation and post-graduation steps toward certification during 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 695: School Counseling Internship

(NEED)

(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.

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	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	4.x

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.	
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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:

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.

Career & Self-Development: The candidate will continuously reflect upon strengths and areas for improvement, will build professional network and relationships; explore career opportunities.

Critical Thinking: The candidate will identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

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
- a.

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>.

3. MONTHLY LOGS

- a. Please upload signed copies of your monthly logs to Canvas LMS.

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 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 internshipsupervisor. 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.

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