

**College of Education**

**Educational Psychology**

**Internship Manual**

**M.Ed. Counseling – School Counseling**

**Revised: September 2015** *(HGD)*

**Department of Educational Psychology**

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**EPS Internship Manual**

**M.Ed. Counseling – School Counseling**

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**Guidelines for All Students in EPS 694 School Counseling Internship**

The purpose of these guidelines is to clarify the objectives of the Master of Education in Counseling – School Counseling Internship and to outline the specific responsibilities of the Student Intern, the Faculty Supervisor, the School, and the School Supervisor. All students in the M.Ed. in Counseling with an emphasis in School Counseling are required to complete **600 contact hours** (6 credit hours) of internship after successful completion of all coursework including EPS 692: Counseling Practicum. The internship is usually completed as a full-time (40 hrs. per week over 15 weeks) experience in an approved school during the last semester of the student's program. Other options including a half-time (20 hrs. per week) experience in an approved school during the last two semesters of the student's program. During this internship experience, students are expected to gain some experience at two different school levels (e.g., middle school and high school). Paid internships are encouraged, but not required.

The internship provides the Intern (also referred to as candidate) 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 the candidate 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 candidate performs under supervision all the activities that a regularly employed staff member (i.e., school counselor) in the setting would be expected to perform.

**Objectives of the Internship**

1. To engage in both individual and group counseling that enhances their knowledge and skills in the following areas: (a) human growth and development, (b) social and cultural foundations, (c) helping relationships, (d) group work, (e) career and lifestyle development, (f) appraisal, (g) research and program evaluation, (h) professional orientation, and (i) foundations, contextual dimensions, and knowledge and skills for the practice of school counseling.
2. To learn how the school fits into the community services system including understanding: (a) rural and multi-ethnic needs and (b) ways to structure interschool partnerships to connect at-risk children, youth, and families with comprehensive human services to support their success in school.
3. To learn the function, structure, and goals of the school.
4. To learn how to establish and maintain effective working relationships with supervisors, co-workers, andstudents of different ethnic and racial backgrounds.
5. To develop written and oral communication skills that is essential to functioning effectively within the school.
6. To collect and analyze data related to student learning.
7. To build positive environments, implement interventions, and apply strategies to improve student learning.
8. 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.
9. To perform the duties required of a regularly employed staff member who is occupying the professional role similar to which the student is aspiring.
10. To provide counseling services when possible, at two K-12 levels (e.g., elementary and middle) between Practicum and Internship. Examples of ways to meet this “two-level” recommendation include:
	1. Experiences gained during off-site practicum experiences are at one level, and the Internship Site is another level.
	2. Two levels for internship: Hours for Internship are split between two school levels. A contract is required for each site and if one site is designated as the primary site, the secondary site must be approved by the Primary Site Supervisor. In addition, both Site Supervisors must complete evaluations on the candidate at mid-point and final evaluation points and participate in a joint conference evaluation meeting of the Intern candidate.
	3. An Intern may complete all of their hours at a primary internship site. However, they must work with their Primary Site Supervisor to obtain some planned experiences at another level. A separate contract is not necessary in this situation.
11. To obtain experiences in schools working with students with exceptionalities and diverse ethnic, racial, gender, and socioeconomic groups.
12. To use technology effectively in their role as a school counselor to impact student learning.
13. The internship is also aligned to meet the following NCATE standards and assessment related to the standards is incorporated into the internship contract, reflection paper assignments, and the internship evaluation forms:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 3: Field Experiences and Clinical Practice

1. Collaboration between Unit and School Partners
2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
3. Knowledge, Skills and Dispositions to help all students learn

Standard 4: Diversity

1. Implementation and Evaluation of Curriculum and Experiences
2. Experiences Working with Diverse Students in P-12 Schools

**Responsibilities of the Intern Candidate**

1. To understand and practice the procedures, policies, and regulations established by the school.
2. To ask for assistance and supervision when needed to assure the client receives adequate services.
3. To seek the assistance of appropriate staff members to address problems and register complaints.
4. To attend conferences, staff meetings, training sessions that are assigned by the School Supervisor.
5. To conform to the dress code of the school.
6. To inform the School Supervisor when she/he will be late or absent.
7. To complete activity log sheets weekly and submit them to the Faculty Supervisor every month. The activities must include:
	1. a minimum of 240 hours of direct service with clients,
	2. a minimum of 1 hour per week of individual supervision,
	3. a minimum of 1½ hours per week of group supervision.
8. To establish goals and objectives at the start of the internship, and complete Reflection Papers at the mid-point of the internship and at the end that support their practice.
9. To complete the Candidate Self-Evaluation Forms and review them with your School Supervisor before discussing them with the Faculty Supervisor. Two self-evaluations are completed for each internship site. The first self-evaluation is completed at the mid-point and the second at the end of the internship.
10. To complete and submit the Supervisor and Site Evaluation Forms to the Faculty Supervisor.
11. Separate forms must be completed if internships were completed at two school sites and there were separate internship contracts.
12. Documentation that is not completed on-time can result in a temporary cessation of hours until documentation is completed satisfactorily.

**Admonitions Regarding Students Behavior During the Internship**

The Intern's conduct should conform to the rules and regulations of the school and the ethical standards of the *American Counseling Association* at all times during the internship. Interns 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 course of the internship, the School Supervisor, Faculty Supervisor or Intern determine that the Intern candidate has difficulty functioning effectively at the setting, steps will be taken to correct the situation. The Faculty Supervisor will arrange a meeting that will include the Intern, School Supervisor, and the Faculty Supervisor. Corrective action will be discussed and if continuation is agreed upon, a *Corrective Action Plan* will be developed by the group. If discontinuation is agreed upon, the Faculty Supervisor and Intern will determine if the Intern can be immediately reassigned to another school or if reassignment will occur for a following semester.

When an Intern's behavior is found to be unethical following the rules and regulations of the school and the ethical standards of the *American Counseling Association*, the student may be dropped from the internship and from the Educational Psychology Program. The Intern may appeal this decision. The first step of the appeal process is for the student to request an appeal hearing through the Faculty Supervisor. For complete details regarding requesting an appeal, please review the EPS Academic Appeals Process (coe.nau.edu/academics/eps). If the Intern is not satisfied with the decision, he or she may appeal next to the Associate Dean of the College of Education.

**The Roles of the School**

* 1. To provide the candidate 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, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, (g) research and program evaluation, (h) professional orientation, and (i) foundations, contextual dimensions and practice of community mental health counseling.
	3. To provide best practice models of counseling services.
	4. To provide the Interns with the opportunity to interact with professional role models.
	5. To provide Interns with the opportunities to identify with the student services profession.
	6. To provide Interns with the opportunities to become familiar with a variety of professional activities other than direct service.
	7. To provide Interns with the opportunities to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision.
	8. To provide Interns 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.

**The Roles of the School Supervisor**

Internships must be completed in settings where the student has access to on-site supervision from one of the following credentialed professionals who have a minimum of two years of pertinent professional experience as well as recent and relevant training in counseling supervision: (a) School Counselor with a K-12 Guidance Counselor Certification by the Arizona Department of Education, (b) Arizona Licensed Professional Counselor, (c) Nationally Certified Counselor, (d) Licensed Clinical Mental Health Counselor, and (e) Certified Rehabilitation Counselor. Other credentialed professionals will also be considered including: (a) Licensed Psychologist, (b) Licensed Psychiatrist, (c) Registered Psychiatric Nurse, (d) Licensed Clinical Social Worker, and (e) Certified Marriage and Family Therapist. The roles of these supervisors include:

1. To orient the Intern to the program.
2. To participate in optional orientation and training meetings offered by the university supervisor.
3. To provide the Intern with written materials describing the policies and procedures of the program.
4. To sensitize the Intern to broad issues, trends, and dilemmas in the internship, so that she or he may gain some perspective as to the macro system in which the program operates.
5. To plan, organize, and coordinate activities and learning experiences for the Intern so that he or she will understand all of the functioning areas of the program.
6. To help the Intern in planning, organizing, and implementing her or his duties.
7. To set up learning situations such as interviews, staff meetings and consultations in which the Intern is a participant.
8. To ensure that the Intern performs 600 contact hours of meaningful job duties related to professional school counseling that include: (a) a minimum of 240 hours of direct service with clients, (b) a minimum of 1 hour per week of individual supervision, and (c) a minimum of 1½ hours per week of group supervision.
9. To provide formal and informal supervision in which policies, roles, activities, and concerns can be discussed.
10. To inform the Intern of steps he or she should take to improve weaknesses and further develop strengths in job performance.
11. To review with the Intern her or his evaluations prior to submitting them to the Faculty Supervisor. Two evaluations are completed for each internship site. The first evaluation is completed at the mid-point and the second at the end of the internship.
12. To review goals and objectives with the Intern established at the start of internship and review and provide feedback on the Mid-Term and Final Reflective Papers completed by the Intern.
13. To complete the Program Evaluation Form at the end of the internship experience.
14. 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 or her interactions with clients.

**The Roles and Responsibilities of the Faculty Supervisor**

1. To provide the student with an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.
2. To provide an opportunity for students to discuss their provision of student service experiences with the Faculty Supervisor.
3. To ensure Interns and school personnel that the University and Program remains involved and interested in their progress and studies.
4. To address any academic or clinical practice problems that may develop between the Intern and program.
5. To evaluate the Intern's progress and professional potential and provide feedback relative to professional development.
6. To review the goals and objectives established at the start of the internship, and provide feedback using the standard rubric on the reflection papers completed at the mid-point and end of the internship.
7. To function as a liaison between the university and program. The Faculty Supervisor will make at least 3 contacts with both the Program Supervisor and Intern. The Faculty Supervisor will complete the Faculty Supervisor Contact Forms for each contact to document supervision activities.

The **first contact** is designed to review the internship goals, objectives, and expected activities, clarify the roles of the School Supervisor, Intern Candidate, Faculty Supervisor, and specify the documentation and evaluation process.

The purpose of the **second contact** is to conduct a Mid-Point Evaluation of the candidate’s internship performance in a conference with the School Supervisor and Student Intern, review the Mid-Term Reflection Paper assignment, and develop objectives, activities, and timelines to support improvements in performance.

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. In addition the Final Reflection Paper is reviewed and feedback provided to the Intern and the supervisor.

Finally, the Intern supervisor must complete the Program Rating Form and provide a copy to the University Supervisor directly. This rating can be submitted in a sealed envelope to the Intern who will then submit it along with the other internship paperwork to the university supervisor.

The three contacts will be on-site school visits when the internship is within 20 miles of Flagstaff. For internships being completed greater than 20 miles from Flagstaff 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 Intern and the 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 Intern and the Faculty Supervisor.

**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 three organizations:

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| **National Board of Certified Counselors**3-D Terrace WayGreensboro, NC 27403(919) 547-0607[www.nbcc.org](http://www.nbcc.org) | **American Counseling Association**5999 Stevenson Ave.Alexandria, VA 22304(703) 823-9800[www.counseling.org](http://www.counseling.org) |
|  |  |
| **American School Counselor Association**5999 Stevenson Ave.Alexandria, VA 22304(703) 823-9800[www.schoolcounselor.org](http://www.schoolcounselor.org) |  |

**Procedures for Arranging and Participating in Internship Experiences**

**Semester Preceding the Internship**

1. ***Weeks 1-2:*** During the first two weeks of the semester preceding the beginning of the Internship, the candidate will download the EPS 694: School Counseling Internship Manual from the EPS website and read it. Then, the candidate will arrange an appointment with his/her advisor to discuss appropriate internship sites based upon the candidate's interests and needs. If you do not have a fingerprint card, please work on obtaining a fingerprint card. This process will take a few weeks. Information on this process can be obtained from the College of Education Student Services Center at (928) 523-2611.
2. ***Weeks 3-7:*** Following the meeting with the advisor, the candidate investigates advisor-approved internship site possibilities by visiting and interviewing with supervisory personnel at the various agencies. When the candidate has tentatively decided upon an internship site, he/she will complete the Internship Contract Form including appropriate signatures and return it to his/her advisor for final approval.
3. ***Weeks 8:*** The internship contract (with School Supervisor's signature) must be returned to the candidate's advisor by the end of the eighth week of the semester preceding the start of the Internship. The candidate's advisor must approve and sign the Internship Contract and then the candidate will receive the sequence number and can enroll in EPS 694. The approved Internship Contract should be sent to the participating school and pre-internship arrangements should be made. Internships will not be permitted for the following semester unless the required information is received by this time. The candidate needs to obtain candidate professional liability insurance to cover the period that he/she is on the internship.
4. ***Weeks 9-15:*** After the contract has been approved by both the Internship Site Supervisor and the Student’s Advisor, a training session will be conducted with the Internship Site Supervisors to orient them to NAU internship policies and procedures. This may also be scheduled during weeks 1 or 2 of the semester of the internship.

**Semester of the Internship**

1. ***Weeks 1-2:*** The internship begins during the first week of the designated semester unless other arrangements have been approved by the School and Faculty Supervisors. The Faculty Supervisor will make a contact with the School Supervisor and Intern to clarify the goals, objectives, activities, and expectations of the internship. If orientation training for Site Supervisors did not occur prior to start of internship, it will be scheduled at the beginning of the semester of internship.
2. ***Week 4:*** The Intern completes the Monthly Log Forms. The forms are signed by the School Supervisor and given to the Faculty Supervisor.
3. ***Week 8:*** The Intern and School Supervisor should each complete the Mid-Point Candidate Evaluation Form and then discuss each other’s evaluations together. The Intern completes the Reflection Paper. Then, the Faculty Supervisor will have a contact with the School Supervisor and Intern to discuss the evaluations and the reflection paper. If areas are identified for the candidate to improve, activities will be planned for the candidate to complete in improving the areas during the remainder of the internship. The Intern completes the Monthly Log Forms. The forms are signed by the School Supervisor and given to the Faculty Supervisor. The Faculty Supervisor rates the reflection paper using the standard rubric.
4. ***Week 12:*** The Intern completes the Monthly Log Forms. The forms are signed by the School Supervisor and given to the Faculty Supervisor.
5. ***Week 15:*** The Intern and School Supervisor should each complete the Final Candidate Evaluation Form and then discuss the evaluation and the self-evaluation of the Intern together. The candidate also discusses with the School Supervisor, the Supervisor and School Site Evaluation Forms, and Reflection Paper that he/she has completed. Then, the Faculty Supervisor will have a contact with the School Supervisor and Intern to discuss the evaluations. The Intern completes the Final Monthly Log Forms and the Direct/Indirect Hours Log Form. The forms are signed by the School Supervisor and given to the Faculty Supervisor. The Supervisor completes the Program Evaluation Form. The Intern completes the Faculty Supervisor Evaluation Form and mails it to the Chair of Educational Psychology. All forms must be loaded into TaskStream, including the Reflection Paper. Faculty Supervisor rates the final reflection paper using the standard rubric.

**CHECKLIST & TIMELINE FOR EPS 694, COUNSELING INTERNSHIP**

***Before internship***

1. \_\_\_\_\_ Register for 3 or 6 Credit hours
2. \_\_\_\_\_ Internship contract is signed, complete, appropriate
3. \_\_\_\_\_ Site supervisor’s CV/resume in, approved by NAU faculty supervisor
4. \_\_\_\_\_ Site supervisor’s License/Certificates approved by NAU faculty Supervisor
5. \_\_\_\_\_ Site supervisor’s proof of supervision training approved by NAU faculty supervisor
6. \_\_\_\_\_ Intern’s liability insurance confirmed by NAU faculty supervisor
7. \_\_\_\_\_ Site Supervisor received orientation from NAU faculty supervisor

***Throughout Internship (daily/Weekly)***

1. \_\_\_\_\_ Keep track of hours in Weekly Hour Log (in excel)

***Early Semester***

1. \_\_\_\_\_ Meet with Advisor to complete graduation, get signatures, turn in to Advisor.
2. \_\_\_\_\_ Keep track of hours in Weekly Hour Log (in excel).
3. \_\_\_\_\_ First Group SV Meeting at NAU (weekly schedule arranged by NAU faculty supervisor).
4. \_\_\_\_\_ Arrange for NAU Faculty member to visit Site for Contact #1
5. \_\_\_\_\_ Contact #1 completed at site, including Orientation provided by NAU faculty supervisor.

***Beginning of each new month***

1. \_\_\_\_\_ Turn in hard copy of previous month’s hours, signed by you and site supervisor at first Group

 Supervision meeting of new month.

1. \_\_\_\_\_ Continue tracking hours on daily or at least weekly basis.

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

1. \_\_\_\_\_ Keep track of hours in Weekly Hour Log (in excel).

1. \_\_\_\_\_ Complete Mid-Point Self Reflection paper (follow directions/rubric carefully).
2. \_\_\_\_\_ Turn in paper to supervisor before 300 hours.
3. \_\_\_\_\_ Site supervisor reads and provides feedback on Reflection paper before it goes

to NAU Faculty member.

1. \_\_\_\_\_ Intern completes Self-Eval. form. Site supervisor provides feedback to intern about paper.
2. \_\_\_\_\_ Intern brings signed Self-Evaluation form to NAU Faculty Supervisor.
3. \_\_\_\_\_ Site Supervisor completes Mid-Point Evaluation of Intern. Discusses ratings and comments

 with Intern. Intern provides this form to NAU Faculty Supervisor.

1. \_\_\_\_\_ Contact #2 completed at site

***End Point of Internship (@ 240+ direct hours & 600 total hours)***

1. \_\_\_\_\_ Complete Final Self Reflection paper (follow rubric), turned into NAU faculty supervisor.
2. \_\_\_\_\_ Turn in Final Self-Reflection paper to NAU faculty supervisor.
3. \_\_\_\_\_ Site Supervisor completes Final Evaluation of Intern.
4. \_\_\_\_\_ Intern brings Final evaluation.
5. \_\_\_\_\_ Complete Evaluation of Site (bring to NAU faculty supervisor).
6. \_\_\_\_\_ Complete Evaluation of Site Supervisor (bring to NAU faculty supervisor).
7. \_\_\_\_\_ Complete Evaluation of NAU Supervisor (bring to NAU faculty supervisor).
8. \_\_\_\_\_ Site Supervisor completes Agency Supervisor End of Internship Program Evaluation form.
9. \_\_\_\_\_ Turn in Final Hourly Log (Summary tab), signed, bring to NAU Faculty supervisor.
10. \_\_\_\_\_ Contact #3 completed at site.
11. \_\_\_\_\_ Verify that graduation processes are completed.