



College of Education

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Department of Educational Psychology
EPS 694
Counseling Internship: Masters
Semester
Syllabus

Total Units of Course Credit: 3

Course Pre-requisite(s), Co-requisite(s), Co-convened, and/or Cross-Listed Courses: Admission to Clinical Mental Health Counseling (MA) program, and successful completion of EPS 692, Counseling Practicum.

Mode of Instruction: Face-to-Face or Zoom, traditional lecture and discussion, and some online components required. Class meets for an average of 1.5 hours a week throughout each intern's entire internship experience.

Instructor's Name:

Instructor's Contact Information:

Office:

Phone / email:

Instructor's Availability:

Office Hours:

Course Purpose: The purpose of this course is for students to gain supervised experience at an agency. According to CACREP (2016), internship "provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community."

Student Learning Outcomes tied to CACREP 2016 Section III standards

The course is aligned with the following CACREP 2016 standards:

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. (CACREP, III.A)
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. (CACREP, III.B)

3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. (CACREP, III.C)
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (CACREP, III.D)
5. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. (CACREP, III.E)
6. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. (CACREP, III.J)
7. Internship students complete at least 240 clock hours of direct service. (CACREP, III.K)
8. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. (CACREP, III.L)
9. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (<https://www.cacrep.org/section-3-professional-practice/>) (CACREP, III.M)

CACREP Key Performance Indicators for School Counseling Internship

1. Site Supervisors rate our SC interns on the following criteria at the Mid-Point and End of Internship. All ratings are based on a 1-3 scale, with comments: Needs Remediation, Meets Expectations or Exceeds Expectations
 - a. KPI's:
 - i. is practicing appropriate self-care (reasonable work-life balance, seeking out their own counseling if/when needed, discussing and working through stressors that might otherwise impact their work, etc.)(CACREP KPI, II-1L)
 - ii. Assessment, conceptualization, triage, and referrals. (CACREP KPI, II-7b)
 - iii. Uses data effectively to advocate for programs and students (CACREP SC V-3o)
 - iv. Effectively preparing for and conducting initial assessment meetings initial assessment (CACREP KPI-II, 7b)
 - v. Essential interviewing, counseling, and case conceptualization skills applied to students-clients (CACREP KPI II-5g)
 - vi. Intake & Interviewing Skills (Interviews client, completes intakes thoroughly while building rapport) (CACREP KPI II-5g)
 - vii. Overall effective implementation of broad range of Counseling Skills (CACREP KPI II-5g)
 - viii. Comprehensive Case Conceptualization Skills (CACREP KPI II-5g)
 - ix. Identifies and Implements evidence-based interventions (CACREP KPI II-8b)
 - x. Data & Feedback: Invites and integrates student/client feedback - uses data effectively (student/client outcome data, integrates client feedback) (CACREP KPI II-8i)
 - xi. Group Counseling (CACREP KPI, Group, II-6d)
 - xii. Applies Multicultural competencies skillfully (CACREP II-2c, Social and Cultural Diversity)
 - xiii. Intern successfully implements the following roles during internship (CACREP SC 5-2a)

Specific NAU Internship 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.

INTERNSHIP ROLES and RESPONSIBILITIES (pgs. 3-8 of [NAU Internship Manual](#))

RESPONSIBILITIES OF THE INTERN CANDIDATE

1. To secure an internship contract from a Licensed Supervisor at a desired agency site (with guidance from NAU faculty, who provide connections to Internship partners, 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). The EPS Department office
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 crisis situations, to assure the client receives adequate services.
6. To seek the assistance of one's supervisor as well 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 will be late or absent, or, cannot meet the hours as specified in the contract.
10. To complete Activity Log Sheets weekly and submit them to the Student's Faculty Supervisor 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) 1½ hours per week of group supervision throughout internship as provided by the NAU Internship supervisor
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 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.

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
 - 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 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 the opportunities to identify with the clinical mental health counseling profession.
6. To provide students with the 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.

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 under the Clinical MH Counseling Internship section at: <https://nau.edu/ed-psych/forms-checklists-manuals/> - Practicum
2. To complete and electronically sign the Internship contract. Per CACREP 2016, Sec. 3: i. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation 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 she or he 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 or she will understand all of the functioning areas of the program.
7. To help the student in planning, organizing, and implementing her or his 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 Practicum Instructor is responsible for providing the 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 client concerns can be discussed.
12. To inform the student of steps he or she should take to improve weakness and further develop strengths in job performance.
13. To review with the student her or his evaluations prior to submitting them to the i. Student's Practicum 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 or her interactions with clients.
16. To provide the student with crisis response protocols, and with resources 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 found at the internship link: <https://nau.edu/ed-psych/forms-checklists-manuals/> - Practicum

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

1. To provide the agency supervisor with the following: Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. (CACREP 2016, Sec. 3, 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. • 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 remains 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 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.
 1. 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 takes place before or during the first week of internship
 2. 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 improvements in performance. This contact takes place 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.
 3. 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.

Assignments/Assessments of Course Student Learning Outcomes:

1. Intern Submission of Materials Prior to Beginning Internship Direct Hours
 - a. Secure an Affiliation Agreement with the Site and Site Supervisor
 - i. See CMHC Internship website for details
 - b. Copy of the internship contract (completed collaboratively with site supervisor)
 - c. Copy of student's liability insurance covering all of Practicum and Internship, uploaded to BBL
 - d. Copy of supervisor's CV/resume, uploaded to BBL
 - e. Copy of current licensure verification for supervisor, including verification of site supervisor's supervision training. (uploaded to BBL)
2. Group Supervision meetings
 - a. Each intern is required to participate actively in faculty-led group supervision meetings for an average of 1.5 hours per week throughout internship.
3. Site Supervisor, University Supervisor, and Student Meetings
 - a. Site Supervisor must complete the Site Supervisor Orientation Video and the Quiz (see CMHC internship for details)
 - b. Internship Faculty will arrange and attend 3 in-person or zoom-based supervision meetings with your site supervisor and intern.
 - 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. Additional meetings may occur on an as-needed basis.
 - 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>.
4. Monthly Logs
 - a. Intern uploads supervisor-signed copies of your monthly logs to BB Learn.
5. Site Supervisor Mid Term and Final Evaluations
 - a. The Mid Term site supervisor evaluation is completed separately by the intern and by the supervisor after the intern 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 Final site supervisor evaluation is completed separately by the intern and by the supervisor after the 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>
 - i. The Final Evaluation contains a Program Evaluation component that each supervisor is required to complete.
6. Mid Term and Final Reflection Papers
 - a. Mid Term: After you have gained approximately 120 direct hours and 300 total hours, please

complete the Mid-Term reflection paper (follow rubric carefully found on CMHC internship website). This will be scored online by your NAU faculty internship supervisor. Check the grade and comments when it arrives in your email box. Revise and Resubmit this paper within one week IF needed. Rubric and instructions are available at:

https://nau.co1.qualtrics.com/jfe/form/SV_eUT43gj95WVNBnn

- b. Final: 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 are available at:

https://nau.co1.qualtrics.com/jfe/form/SV_eUT43gj95WVNBnn

7. Completion of Final Feedback Surveys and Self Evaluation

After you have gained approximately 240 direct hours and 600 total hours, please complete the following feedback forms available online at the CMHC internship website:

- a. Feedback for Agency Supervisor (final)
- b. Feedback for NAU faculty (final)
- c. Feedback for Site (final)

These forms can all be found at: <https://nau.edu/ed-psych/forms-checklists-manuals/#Practicum>

8. Participation and Ethical Practice

- a. Adhere to the professional and ethical standards referenced within the Internship Manual
- b. Lead and be an active member in case conceptualization discussions and staffings in group supervision
- c. Behave professionally and ethically throughout entire internship

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 BB Learn.

Course Schedule:

Week	Topic Please note the course schedule and topics may change due to class progress	Assignments (deadlines for assignments vary based on when individual interns reach the mid-point and final evaluation periods – as such, deadlines are not provided below)
1	1. Intro to Course & Syllabus	Review Syllabus, BB Learn Shell 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	
14	Discussion of cases, topics, and internship experience	
15	Discussion of cases, topics, and internship experience	
	Group Supervision continues throughout each intern’s entire internship experience	

Timeline and Checklist for Internship

During First Semester of CMHC program

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

Between your First Semester of 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 continuous via our google doc available on the CMHC internship website.
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. _____ Ascertain whether your site has a current Affiliation Agreement based on directions provided on the CMHC internship website. If a current agreement is not in place, follow those directions in order to develop one.
 - b. _____ 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 2016 standards as mentioned above in Agency Supervisor Qualifications section*). Be sure to have an electronic version of this before Internship begins - you will be uploading it into BBL.
 - c. _____ 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 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 BBL.
 - d. _____ Once your Practicum Instructor approves of the prospective site supervisor's credentials, 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 both have hard copies of the "Internship Contract – First Draft" document found at the Internship website. Collaboratively sketch out all aspects of the contract. Be sure to discuss how the internship hour 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.
 - e. _____ Once both parties agree to the terms of the contract, complete the online Internship Contract found at the Internship website. The contract will be automatically sent to your nau email address, the site supervisor's address and the faculty supervisor's address.
 - f. _____ Once you are certain the site supervisor has approved of the contract, be sure to get an email approving the contract directly from the site supervisor. Save this email as a pdf – you will be uploading it into BBL.
3. _____ Collect an electronic copy of your liability insurance that you initiated during Practicum - you will be uploading it into BBL.
4. _____ Site Supervisor received orientation from NAU Faculty member – we handle this!
5. _____ Register and pay for 3 or 6 Credit hours (3 credits for 20 hr/wk internships, 6 credits for 40 hr/wk internships. (The EPS office technically registers you once they hear that your contract and all supervisor credentials have been obtained and approved)

6. _____ Be sure to Complete Graduation application (discuss with your Advisor)
7. _____ 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 BlackBoard Learn for Internship (EPS 694). Immediately upload all required documents within BBL (pdf of contract, evidence of liability insurance, and more – see instructions within BBL)
2. _____ Attend orientation and all trainings offered by the agency
3. _____ Attend and actively participate in your First Group SV 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 this link: <https://nau.edu/ed-psych/forms-checklists-manuals/#Practicum>
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 in-person or via Skype. Weekly schedule for Group SV arranged by internship faculty. (If Skyping, you must use a headset with a microphone in order to participate effectively)
5. _____ At beginning of each new month, upload your signed hourly log from the previous month into BBL. Be sure that both you and your site supervisor have signed before uploading

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

1. _____ Email your site supervisor to remind them to complete the Mid-pt 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-pt requirements/evaluations are completed *before* Contact #2 takes place)
3. _____ Intern completes all mid-term requirements found at Internship website:
 - 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.
 - ii. _____ Feedback for Agency Supervisor at mid-pt
 - iii. _____ Feedback for NAU faculty
 - iv. _____ Feedback for Site
 - v. _____ Mid-point Self-Evaluation, and discuss findings with your site supervisor.
 - vi. _____ 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-pt 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 can be implemented at this point if the mid-point evaluation requires a PGP)

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

1. _____ Email your site supervisor to remind them to complete the Final evaluation of you online (re-send them the link if needed)
2. _____ Email your site supervisor and NAU faculty instructor to arrange for Contact #3 (be sure that all Final requirements/evaluations are completed before Contact #3 takes place)
3. _____ Intern completes all final requirements found at Internship website:
 - i. _____ 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.
 - 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 discuss 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. _____ School/Agency Supervisor completes End of Internship Program Evaluation link online
6. _____ NAU Faculty member enters grade 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

COVID-19 REQUIREMENTS AND INFORMATION

Last revised August 1, 2021

Additional information about the University's response to COVID-19 is available from the Jacks are Back! web page located at <https://nau.edu/jacks-are-back>.

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://policy.nau.edu/policy/policy.aspx?num=100601>.

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, or veteran status. Due to potentially unethical consequences, 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 is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile

environment as defined by law. Additional important information about Title IX and related student 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), 928-523-6906 (TTY), 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.

Course Policies

Late Assignments Policy

- Students must submit all assignments during the time frame indicated on the course outline. Instructor will not accept late assignments for credit after the deadline.
- Instructor will accept late assignments if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed upon deadline will receive a grade of zero on the assignment.
- Instructor will accept late work without prior arrangement in the case of extenuating circumstances (i.e., hospitalization, childbirth, major accident, injury or bereavement). Students who experience such a circumstance must notify the instructor as soon as possible and determine a deadline with the instructor for submitting the work. Instructor has the right to ask for documentation of the extenuating circumstance. Students who do not meet the deadline arranged with the instructor will receive a grade of zero on the assignment.

Absences

If you know ahead of time that you are going to have to miss a class meeting, contact the instructor well in advance. Students who are absent for any reason are responsible for announcements and material covered in class. *Missing two or the equivalent of two class meetings will result an automatic drop of one letter grade.*

How much time per week?

Students should plan to spend at least five hours per week outside of class completing the required readings, homework, studying. Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224 – *Academic Credit*), for

every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

Class Policies:

1. Attendance Policy

More than one absence from class or excessive tardiness will result in a failing grade for the course. If you know ahead of time that you are going to miss group supervision, contact the NAU Faculty Supervisor in advance. Please provide evidence of the extenuating circumstance if you will be missing class.

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 she/he is enrolled. Should an absence from class be unavoidable, the student is responsible for reporting the reason to her/his 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.

2. 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.

3. 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

4. Late Assignment Policy

Assignments turned in after their respective deadlines can be accepted, depending on the rationale, but will be graded at 70% of their maximum point value unless the student has contacted the instructor ahead of time and is able to provide evidence of a reasonable excuse (family/medical emergency, etc.) for the tardiness.

5. Cell Phones

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.