



Department of Educational Psychology

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 Syllabus

School Counseling Internship: Masters

Semester

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) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD) and EPS 692

Mode of Instruction:

Instructor's Name:

Instructor's Contact Information:

Phone / email:

Office Hours:

Course Purpose: The purpose of this course is for students to gain supervised experience in a school setting. 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 interns to counsel students who represent the ethnic and demographic diversity of their community.”

Course Student Learning Outcomes (Associated with the CACREP 2016 Standards, Section III):

The course is aligned with the following CACREP 2016 standards:

- A. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with students relevant to their specialty area. (CACREP, III.K)

- B. Internship students complete at least 240 clock hours of direct service. (CACREP, III.K)
- C. 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)
- D. 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)
- E. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. (CACREP, III.A)
- F. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of student’s interactions with clients. (CACREP, III.B)
- G. 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)
- H. 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)
- I. 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)

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)

NAU Learning Outcomes

1. To successfully engage in individual and group counseling 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 school counseling.
2. To operate successfully within the function, structure, and goals of the school.
3. To learn how to establish and maintain effective working relationships with supervisors, coworkers, community personnel (when called for) and to appropriately apply legal and ethical codes and multicultural competencies in all contexts.
4. To develop written and oral communication skills that are considered essential to functioning effectively within the school.
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 School Counseling certification verification for supervisor

2. Site Supervisor, NAU Faculty Supervisor, and Student Meetings

- a. Arrange and attend three supervision meetings with your Site Supervisor and your NAU Faculty Supervisor.
 - i. **Contact #1** will occur at the start of your internship, **Contact #2** will occur after the midpoint evaluation is completed by your Site Supervisor, and **Contact #3** will occur after your Site Supervisor completes your final evaluation.
 - ii. Prior to Contact #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 BBLearn.

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 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 accrued 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 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 accrued approximately 240 direct hours and 600 total hours, please complete the

- a. Feedback for School Supervisor (final)
- b. Feedback for NAU Faculty Supervisor (final)
- c. Feedback for Site (final)
- d. Final Self-Evaluation, and discuss findings with your Site Supervisor.
- e. Ask your Site 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 Manual
- b. Lead assigned case discussions and staffings 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 NAU in-person or via Zoom.
 - a. Supervision arranged by NAU Faculty Supervisor. (If Zooming in, you must use a headset with a microphone in order to participate effectively)

Grading System:

Depending on your progress, the NAU Faculty Supervisor will assign a pass, fail, or in progress. 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 BBLearn.

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/>

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.



COVID-19 REQUIREMENTS AND INFORMATION

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.