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INTERNSHIP MANUAL
M.ED. COUNSELING – SCHOOL COUNSELING

Revised: March 2022 *(KAF)*

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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 NAU 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 on-site 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 hours per week over 15-16 weeks) experience in an approved school and with an approved certified school counselor-supervisor during the last semester of the student's program of study. Other options including a half-time (20 hours 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 experience at two school levels (e.g., elementary and middle school levels). Paid internships are encouraged, but not required.

The internship provides the Intern 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., professional school counselor) in the setting would be expected to perform.

OBJECTIVES OF THE INTERNSHIP

1. To successfully engage in direct and indirect services 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 academic, career, and social/emotional development.
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, and students of diverse 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 on student academic, career, and social/emotional development.
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 (i.e., professional school counselor) who is occupying the professional role similar to which the student is aspiring.
10. To provide counseling and guidance 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:
 - a. Experiences gained during practicum experiences are at one level, and the Internship Site is another level.
 - b. 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.
 - c. 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 Council for the Accreditation of Educator Preparation
14. (CAEP) 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
 - a. Collaboration between Unit and School Partners
 - b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
 - c. Knowledge, Skills and Dispositions to help all students learn
 - Standard 4: Diversity
 - a. Implementation and Evaluation of Curriculum and Experiences
 - b. Experiences Working with Diverse Students in P-12 Schools

RESPONSIBILITIES OF THE INTERN CANDIDATE

1. To secure an internship site and contract with a Certified School Counselor as the supervisor (with guidance from NAU faculty, who provide connections and recommendations).
2. To obtain evidence of the School Supervisor's certification and current resume.
3. To understand and practice the procedures, policies, and regulations established by the school.
4. To ask for assistance and supervision when needed to assure the student receives adequate services.
5. To seek the assistance of appropriate staff members to address problems and register complaints.
6. To attend conferences, staff meetings, training sessions that are assigned by the School Supervisor.
7. To conform to the dress code of the school.
8. To inform the School Supervisor when s/he will be late or absent or cannot meet the hours as specified in the contract.
9. To complete Activity Log Sheets weekly and submit them to the NAU Faculty Supervisor every month. The activities must include:
 - a. a minimum of 240 hours of direct service;
 - b. at least 600 total internship hours (combination of direct and indirect services);
 - c. a minimum of 1 hour per week of individual supervision with the contracted School Supervisor; and
 - d. a minimum of 1½ hours per week of active participation in group supervision provided by the NAU Internship Supervisor.
10. 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.
11. To complete the Candidate Self-Evaluation Forms and review them with your School Supervisor before discussing them with the NAU 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.
12. To complete and submit all required documentation as specified on the school counseling internship website: <https://nau.edu/ed-psych/forms-checklists-manuals/>
13. 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 School Counselor Association* (ASCA) at all times during the

internship. Interns must avoid sexual and harmful dual relationships with students, 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, NAU 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 NAU Faculty Supervisor will arrange a meeting that will include the Intern, School Supervisor, and the NAU Faculty Supervisor. 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 NAU 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 ASCA, the student may be dropped from the internship and from the School Counseling Program. The first step of the appeal process is for the student to request an appeal hearing through the Student's Advisor. The Student's Advisor will set up a meeting with the Student Intern, the Student's Advisor, the Coordinator of the Counseling Committee, and the Chair of Educational Psychology. If the Student Intern is not satisfied with the Educational Psychology Department Committee, s/he may appeal next to the Associate Dean of the College of Education.

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:

American School Counselor Association

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

www.schoolcounselor.org

American Counseling Association

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

www.counseling.org

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 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, (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 school counseling.
3. To provide best practice models of school counseling services.
4. To provide the Interns with the opportunity to interact with professional role models and mentors.

5. To provide Interns with the opportunities to identify with the school counseling profession.
6. To provide Interns 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 students 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 professional who meets CACREP 2016 Standards (Section 3, Professional Practice) as follows: (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. 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 students, and (b) a minimum of 1 hour per week of individual 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 verify and sign the Intern's internship logs on a monthly basis in a timely fashion.
12. To review with the Intern's 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.
13. To review goals and objectives with the Intern established at the start of internship and review and provide feedback on the Midterm and Final Reflective Papers completed by the Intern.
14. To complete the Program Evaluation Form at the end of the internship experience.
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 students.

THE ROLES AND RESPONSIBILITIES OF THE NAU FACULTY SUPERVISOR

1. To provide the School Supervisor with the following:
 - a. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
2. To provide the student with an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.
3. To provide an opportunity for Interns to discuss their provision of student service experiences with the NAU Faculty Supervisor.
4. To ensure Interns and school personnel that the University and Program remains involved and interested in their progress and studies.
5. To address any academic or student service problems that may develop between the Intern and program.
6. To evaluate the Intern's progress and professional potential and provide feedback relative to professional development.
7. 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.
8. To function as a liaison between the university and program. The NAU Faculty Supervisor will make at least three (3) contacts with both the School Supervisor and Intern. The NAU 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, NAU 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 Intern, review the Midterm Reflection Paper assignment, 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 School Supervisor has completed the midterm 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. In addition the Final Reflection Paper is reviewed and feedback provided to the Intern and the supervisor.
 - The 3 contacts will be on-site school visits when the internship is within 25 miles of the student's respective campus (i.e., Flagstaff, Phoenix, or Tucson). For internships greater than 25 miles from their respective campus and within Arizona, at least one (1) of the contacts will be on-site and the other two (2) contacts will be by telephone using conference calling that includes participation by the School Supervisor, the Intern, and the NAU Faculty Supervisor. For approved out-of-state internships, 3 telephone contacts will be conducted using conference calling that includes participation by the School Supervisor, Intern, and the NAU Faculty Supervisor.

TIMELINE AND CHECKLIST FOR INTERNSHIP

During First Semester in the SC program

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

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 the Internship Coordinator, and begin to cultivate internship possibilities by reaching out to internship sites and supervisors.
2. _____ Our SC approved partnerships are updated annually, and can be found here under the Testimonials and Internship partners section: <https://nau.edu/ed-psych/wp-content/uploads/sites/50/NAU-Internship-Partner-List-May-2018.pdf>

During Practicum

1. _____ Meet with prospective internship sites and supervisors and aim for at least 2-3 interviews.
2. _____ Once you have an informal offer with 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 2016 standards as mentioned above in School Supervisor Qualifications section*). Be sure to have an electronic version of this before Internship begins - you will be uploading it into BBLearn.
 - b. _____ Obtain evidence of School Counselor's certification. Be sure to have an electronic version of this before Internship begins - you will be uploading it into BBLearn.

- c. _____ Obtain evidence of supervision training – we can provide the school counseling supervisor a 1 hour training if needed.
 - d. _____ Once your Practicum Instructor approves the prospective School Counselor’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 School Counseling 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 hours will be handled, and how crisis situations will be addressed as well. Let your Site Supervisor know immediately if there will be days you will be absent during the internship experience.
 - 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 email address and the NAU Faculty Supervisor’s email address.
 - f. _____ Once the Site Supervisor has approved the contract, be sure you receive an email approving the contract from the Site Supervisor. Save this email as a pdf – you will be uploading it into BBLearn.
3. _____ Submit a copy of your liability insurance through ASCA- you will be uploading it into BBLearn.
 4. _____ Site Supervisor received orientation from NAU Faculty Supervisor – we handle this!
 5. _____ Inform Vicki Stevenson to register for 3 or 6 Credit hours once you have a contract (3 credits for 20 hr/wk internship or 6 credits for 40 hr/wk internship)
 6. _____ Complete graduation application (discuss with your Advisor)
 7. _____ 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)

Internship: Early Semester

1. _____ Immediately upload all required documents within BBLearn (e.g., contract, liability insurance)
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 Site Supervisor, NAU Faculty Supervisor and yourself.

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 and participate in all Group Supervision Meetings at NAU in-person or via Zoom.
5. _____ At the beginning of the month, upload your signed hourly log from the previous month into BBLearn. Be sure that both you and your site supervisor have signed before uploading

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

1. _____ Remind your Site Supervisor to complete the Mid-point evaluation online. Evaluation results automatically sent to Intern and their Site Supervisor. Important to discuss the evaluation (strengths and areas of improvement during second half of internship)
2. _____ 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 Supervisor. Check the grade and comments. Revise and resubmit this paper within one week IF required to do so.
 - ii. _____ Feedback for School Supervisor
 - iii. _____ Feedback for NAU Faculty Supervisor
 - iv. _____ Feedback for Site
 - v. _____ Mid-point Self-Evaluation and discuss with your Site Supervisor.
3. _____ Arrange and complete Contact #2 with Site Supervisor, NAU Faculty Supervisor and yourself. (be sure that all mid-point requirements/evaluations are completed before Contact #2 takes place)
 - i. The meeting will primarily review the Site Supervisor’s mid-point evaluation. The mid-term reflection paper and mid-term Feedback results will also be discussed. A Professional Growth Plan (PGP) 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. _____ Remind your Site Supervisor to complete the Final evaluation online. Evaluation results automatically sent to Intern and their Site Supervisor. Important to discuss the evaluation
2. _____ Arrange and complete 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:
 - ii. _____ Final reflection paper (follow rubric carefully). This will be scored online by your NAU Faculty Supervisor. Check the grade and comments. Revise and resubmit this paper within one week IF required to do so.
 - i. _____ Feedback for Site Supervisor (final)
 - ii. _____ Feedback for NAU faculty supervisor (final)
 - iii. _____ Feedback for Site (final)
 - iv. _____ Final Self-Evaluation and discuss with your site supervisor.
 - v. _____ Upload signed monthly logs, including the Summary log
4. _____ Contact #3 between Intern, Site Supervisor, and NAU Faculty Supervisor
 - 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 Supervisor completes Program Evaluation link online
6. _____ NAU Faculty Supervisor enters grade of Pass, In-Progress or Fail
7. _____ NAU Faculty Supervisor discusses graduation and post-graduation steps toward certification during final Group supervision meeting

