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Department of Educational Psychology

# **Internship Manual**

## **M.A. Clinical Mental Health Counseling**

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

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## **Guidelines for All Students in EPS 694 - CMHC Internship**

The purpose of these guidelines is to clarify the objectives of the Master of Arts in Clinical Mental Health Counseling Internship and to outline the specific responsibilities of the Student Intern, the Student's Practicum Instructor, the NAU Faculty Internship Instructor, the Agency, and the Agency Supervisor. All students in the Master of Arts in Clinical Mental Health Counseling are required to complete a minimum of 600 hours (6 credit hours) of internship. Internship can only begin after the successful completion of all required coursework, including EPS 692: Counseling Practicum.

The internship is to be completed as a half-time (20 hours per week over two semesters) experience in an approved agency during the last two semesters of the student's program.

On occasion, students may opt to split their internship between two agencies, however, this requires approval of the NAU Internship supervisor. Also, if splitting between 2 agencies, the work at both agencies must be spread out over the course of the entire span of the internship.

Questions about internship should be submitted to the student's Practicum Instructor (during the Practicum semester) or NAU faculty internship coordinator. There is a designated faculty internship coordinator at each of our campuses. All internship options need prior approval from the student's Practicum Instructor or Internship instructor.

If an intern secures a paid internship, it's highly recommended to work out the details of the payment arrangements with the Agency Supervisor before the internship begins. There needs to be a separation of roles between the agency internship supervisor and the agency administrative supervisor (boss) if the student secures a paid internship.

The internship provides the students 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 students 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 student performs under supervision all the activities that a regularly employed staff member in the setting would be expected to perform.

## Objectives of the Internship

1. To successfully engage in individual and group counseling (as well as couples, parents and families, when applicable) that serves clients successfully and enhances their knowledge and application of counseling 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, and 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 vital for effective performance 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 to which the student is aspiring.

## Internship Roles

1. **Intern Candidate** – The student
2. **Site Supervisor (Agency Supervisor)** – Licensed supervisor at an agency who's responsible for the supervision and evaluation of the intern (aka Agency Supervisor)
3. **Agency Administrative Supervisor** – The administrative supervisor is typically a different role from the licensed site supervisor.
4. **NAU Internship Faculty** – NAU faculty member who is overseeing the CMHC intern's overall internship experience, assigning the final grade, etc.
5. **NAU Practicum Faculty** – NAU faculty member during practicum (which precedes internship), the Practicum instructor prepares CMHC students for internship.

## **Responsibilities of the Intern Candidate**

1. To secure an internship contract from a Licensed Supervisor at a desired agency site(guidance provided by NAU faculty who offer connections to Internship partners, approve sites, 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).
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 crises, to ensure the client receives adequate services.
6. To seek the assistance of one's supervisor as well as 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/they will be late or absent or cannot meet the hours as specified in the contract.
10. To complete Time Track logs weekly in Tevera and submit them to the Student's Faculty Supervisor at regular intervals as determined by the faculty supervisor in their syllabus (at least 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, as well as all other requirements as specified in the internship syllabus.
11. To successfully complete all required internship documentation in Tevera
12. To manage client referral and termination processes successfully. Given that the approximate end of the 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.

### **Students Professionalism Requirements and Expectations**

The student's conduct should always conform to the rules and regulations of the agency and the ethical standards of the American Counseling Association (ACA) during the internship. Students 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 internship, the Agency Supervisor, Student's Advisor, or Student Intern determines that the student has difficulty functioning effectively at the setting, steps will be taken to correct the situation. The Student's Advisor will arrange a meeting that will include the Student Intern, Agency Supervisor, and the Student's Advisor. Corrective action will be discussed and if continuation is agreed upon, a Professional Growth Plan (PGP) will be developed by the group. If discontinuation is agreed upon, the Student's Advisor and Student Intern will determine if the Student Intern can be immediately reassigned to another agency or if reassignment will occur the following semester. Students will not receive credit for hours accumulated in a discontinued internship.

When a Student Intern's behavior is found to be unethical, following the rules and regulations of the agency and the ethical standards of the American Counseling Association, the student may be dropped from the internship and from the Educational Psychology Program. The Student Intern may appeal this decision. The first step of the appeal process is for the student to request an appeal hearing through the Student's Advisor. The Student's Advisor will set up a meeting with the Student Intern, the Student's Advisor, the Internship Coordinator, and the Chair of Educational Psychology. If the Student Intern is not satisfied with the decision of the Educational Psychology Department Committee, he/she/they may appeal to the Associate Dean of the College of Education.

**Social Media:** Interns should be extremely cautious and prudent when always using social media and should not use social media to express sentiments or actions related to their internship.

## **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 two organizations:

### **National Board of Certified Counselors**

3-D Terrace Way  
Greensboro, 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)

## **The Role of the NAU Practicum and/or Internship Instructor**

The NAU faculty member serving as the student's Practicum Instructor is essential in the transition from Practicum to Internship. The Practicum Instructor plays an integral role (during Practicum itself) in helping each student prepare well ahead of time for Internship by (a) orienting the Practicum Student to Internship, (b) assisting with the Internship contract and site-based information required by the Internship Site Supervisor, and (c) generally assisting in the overall smooth transition from Practicum to Internship. The academic caveat is that Practicum is a pre-requisite for Internship. The Practicum Instructor's Roles are:

1. To assist all Practicum Students in the transition from Practicum to Internship by orienting all Practicum Students to Internship policies and procedures no later than halfway through the Practicum semester.
2. To ask the student to collect information well in advance of the Internship, including:
  - a. Internship Site Supervisor credentials, proof of licensure, curriculum vitae or resume, and proof of participation in recent, relevant training in the supervision of counselors (found in the resume). Students should collect and maintain these documents as PDF's, as they will eventually be shared with the Internship instructor and uploaded to Tevera.
  - b. The Internship contract.
3. To communicate to the NAU Internship Faculty Supervisor about the status of each student transitioning from Practicum to Internship.

## **The Roles of the 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 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.
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.

### **Procedure to Become an Agency Supervisor**

*(Site supervisor and agency supervisor are used interchangeably)*

### **Qualifications**

Students must complete internships in clinical mental health counseling settings with access to on-site supervision from an appropriately licensed master's or doctoral-level behavioral health professional who meets CACREP 2024 Standards (Section 4, Professional Practice) as follows:

1. Site supervisors have:
  - a. a minimum of a master's degree, preferably in counseling, or a related profession;
  - b. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;



- c. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- d. relevant training for in-person and/or distance counseling supervision
- e. relevant training in the technology utilized for supervision; and
- f. knowledge of the program's expectations, requirements, and evaluation procedures for students;

### **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 in Tevera)
2. To complete the Internship contract collaboratively with the intern in Tevera. Per CACREP 2024, Sec. 4.H:
  - a. *i. Written supervision agreements define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship,*
  - ii. include emergency procedures; and*
  - iii. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.*
3. To orient the student to the 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 the/she/they 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/she/they will understand all the functioning areas of the program.
7. To help the student in planning, organizing, and implementing her/his/their 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 Internship Instructor is responsible for providing a minimum of 1½ hours per week of group supervision to all interns).
10. To verify and sign the intern's internship logs on a monthly basis in a timely fashion.
11. To provide formal and informal supervision in which policies, roles,

- activities, and client concerns can be discussed.
12. To inform the student of steps he/she/they should take to improve weaknesses and further develop strengths in job performance.
  13. To review with the student, her/his/their evaluations prior to submitting them to the Student's Internship 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/her/their interactions with clients.
  16. To provide the student with crisis response protocols, resources, and 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 available in Tevera.

## **The Roles and Responsibilities of the Student's Faculty Supervisor**

1. To provide the agency supervisor with the following:
  - i. *Orientation to fieldwork site supervisors regarding the program requirements and expectations*
  - ii. *Engages in consultation with the fieldwork supervisor to monitor student learning and performance in accordance with the supervision agreement (CACREP 2024, Sec. 4, Professional Practice)*
2. To provide the student with an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.
  - a. 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 remain 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 the 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.

- 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 occurs before or during the first week of internship.
- The purpose of the **second contact** is to conduct a mid-point evaluation of the student's internship performance in a conference with the Agency Supervisor and Student Intern and develop objectives, activities, and timelines to support performance improvements. This contact occurs when the intern has completed approximately 275-300 total hours and can only take place after the agency supervisor has completed the mid-term evaluation.
- During the **third contact**, the final evaluation of the student's internship performance is completed during a conference with the Agency Supervisor and the Student Intern.

The 3 contacts will generally be completed by Zoom or in-person at the discretion of the internship coordinator.

**Checklist for End Point of Internship (~240+ direct hours and 600 total hours)**

1. Email your site supervisor to remind them to complete their final evaluation of you online in Tevera
2. Email your site supervisor and NAU faculty instructor to arrange for Contact #3 (be sure that all mid-point requirements/evaluations are completed before Contact #3 takes place.
3. Intern completes all final requirements found in Tevera/Canvas
4. Final reflection paper (follow rubric carefully). This will be scored by your NAU faculty internship supervisor. Check the grade and comments when it is submitted. Revise and resubmit paper within one week IF required to do so
5. Feedback for Agency Supervisor (final)
6. Feedback for NAU faculty (final)
7. Feedback for Site (final)
8. Final Self-evaluation and discuss findings with your site supervisor.
9. Site Supervisor completes Final Evaluation of Intern.
10. Upload signed monthly logs, including the summary log
11. Contact #3 between Intern, Site Supervisor, and NAU faculty member.
  - a. 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.
12. Agency Supervisor completes End of Internship Program Evaluation

13. NAU Faculty member enters grad of Pass, In-Progress, or Fail for internship.
14. NAU Faculty discusses graduation and post-graduation steps toward licensure during intern's final Group Supervision meeting.



## College of Education

We develop educational leaders who create tomorrow's opportunities. The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

Northern Arizona University sits at the base of the San Francisco Peaks, on homeland sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

### **Course Syllabus** **Department of Educational Psychology EPS 694: Counseling Internship** **(3 Credits)**

**Instructor:**

**Contact:**

**Office:**

**Office hours:**

**Class Meetings:**

**Location:**

**Mode of Instruction:**

#### **Course Pre-requisite(s), Co-requisite(s), Co-convened, and/or Cross-Listed Courses**

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD) and EPS 692

#### **Course Purpose**

The purpose of this course is for students to gain supervised experience at an agency. According to CACREP (2024), internship "provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients."

#### **NAU Program Statement of Inclusion**

We align with the American Counseling Association's (ACA) commitment to diversity, equity, inclusion, and belongingness. As a program and a profession, we respect, honor, and support the uniqueness of individuals across varying multicultural identities, which include but are not limited to sexual and affectional orientation, gender identity and expression, age, race, color, ethnicity, sexual orientation, socioeconomic status, military affiliation, religion or spiritual beliefs, ability, language, national origin, ancestry, and

political views. Our counseling program welcomes students and faculty with diverse backgrounds and life experiences to ensure the representation of varying perspectives, worldviews, and ideas. We strive to build inclusive learning spaces in which all students feel their voice is valued and recognized as an asset to the classroom. These beliefs reflect the core values of the counseling profession and echo the sentiment: *"Everyone counts, everyone has an opportunity, and everyone welcomed."* GRE® revised General Test – Applicants with a cumulative GPA of less than 3.0 are required to submit official Graduate Record Examination (GRE) General Test scores on the aptitude portion (verbal and quantitative) of the GRE taken within the past six years. Applicants with a cumulative GPA higher than 3.0 have the option to submit GRE scores, if desired. GRE scores must be received by the application deadline for admission.

<b><u>CACREP 2024 Student Learning Outcomes</u></b>	<b>CACREP 2024 Standards</b>
Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships <b>NACE Competency: Career &amp; Self-Development</b>	3-E8
After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area <b>NACE Competency: Career &amp; Self-Development, Communication, Critical Thinking, Equity, Professionalism, Teamwork, Technology</b>	4.U
Internship students complete a minimum of 240 hours of direct service with actual clients	4.V
Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: 1. a counselor education program faculty member, or 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	4.W
Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: 1. a counselor education program faculty member or 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	4.x

### **Career Readiness Skills**

In every class you take at NAU, you learn professional skills that can support your future career. There are several ways this course can help you meet and excel at your job goals and life desires. Below is a list of in-demand skills from National

Association of Colleges and Employers ([NACE](#)) you will learn and practice in this class:

1. **Communication:** The candidate will utilize verbal and written abilities to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of school organizations.
2. **Career & Self-Development:** The candidate will continuously reflect upon strengths and areas for improvement, will build professional network and relationships; explore career opportunities.
3. **Critical Thinking:** The candidate will identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
4. **Equity and Inclusion:** The candidate will become familiar with equitable practices for diverse student populations and the essential requirements of respect for diversity in development and learning, advocacy for social justice including roles as social change agents and advocates.

#### **Learning Outcomes**

1. To successfully engage in individual and group counseling (as well as couples, parents and families, when applicable) that enhances their knowledge and skills in the following areas: (a) human growth and development, (b) social and cultural foundations and multicultural competencies, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, conceptualization and diagnosis, (g) research and program evaluation, (h) professional orientation (including legal and ethical issues), and (i) foundations, contextual dimensions and practice of clinical mental health counseling.
2. To operate successfully within the function, structure, and goals of the agency.
3. To learn how to establish and maintain effective working relationships with supervisors, coworkers, outside-agency personnel (when called for) and to
4. appropriately apply legal and ethical codes and multicultural competencies in all clinical contexts.
5. To develop written and oral communication skills that are considered essential to functioning effectively within the agency.
6. 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.
7. To perform the duties required of a regularly employed staff member who is occupying the professional roles similar to which the student is aspiring.

#### **Assignments/Assessments of Course Student Learning Outcomes:**

#### **Submission of Materials Prior to Beginning Internship Direct Hours**

1. Copy of the Internship Contract
2. Copy of student's Liability Insurance
3. Copy of supervisor's CV/Resume
4. Copy of current Licensure Verification for supervisor

### Site Supervisor, University Supervisor, and Student Meetings

1. Arrange and attend 3 supervision contacts or meetings as needed with your site supervisor and your faculty supervisor over the course of the semesters of internship.
2. **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.
3. Prior to **Meeting 1**, email your site supervisor to remind them to complete your mid point evaluation in Tevera
  - a. Group Supervision Involves administrative components (discussion about hours, site supervision processes, handling of crises at each site, anticipated graduation steps etc.), interpersonal components (interns working with each other to assist in each other's personal growth), brief personal check-ins (to discuss work-life balance themes during internship; self-care practices), psychoeducational presentations to the group, informal case staffing (i.e. anonymized site-based case material to staff with faculty and fellow interns), book discussions, and the integration of evidenced-based research throughout internship. Group supervision must be attended for an average of 90 minutes per week (as scheduled by NAU Faculty) by each intern throughout the internship, as required by CACREP 2024 Standards.

### Monthly Logs

1. Please upload signed copies of your monthly logs to Tevera

### Site Supervisor Mid Term and Final Evaluations

1. 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 document in Tevera:
2. 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 document in Tevera

### Final Reflection Papers

1. 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 will be in Canvas.

### Completion of Final Feedback Surveys and Self Evaluation

1. After you have gained approximately 240 direct hours and 600 total hours, please complete the
2. Feedback for Agency Supervisor (final)
3. Feedback for NAU faculty (final)



4. Feedback for Site (final)
5. Final Self-Evaluation and discuss findings with your site supervisor.
6. Ask your supervisor to complete the End of Internship Program Evaluation form in Tevera

### Participation and Ethical Practice

1. Adhere to the professional and ethical standards referenced within the Internship Handbook
2. Lead assigned case discussions and staffing in group supervision.
3. Behave professionally and ethically throughout entire internship.
4. Complete all aspects of your Contract, including participating in individual supervision on a weekly basis
5. Keep track of hours in Weekly Hour Log (in excel)
6. Attend all group supervision meetings at via Zoom.
7. Site Visits arranged by internship faculty. (If Zoom, you must use a headset with a microphone in order to participate effectively)

### Grading System:

Depending on your progress, the instructor will assign a P, F, or IP. To pass the course, you must demonstrate passing performance on each of the assignments.

### Readings and Materials:

This is a field placement class; we will primarily use articles and resources in Canvas LMS and Tevera.

**Note on the Emergency Textbook Loan Program:** NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: <http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

### Course Schedule

Week	Topic	Assignments
	<b>Please note the course schedule and topics may change due to class progress</b>	
1	1. Intro to Course & Syllabus	Review Syllabus, Canvas LMS Submit all required materials to begin internship practice.

2	Discussion of cases, topics, and internship experience	
3	Discussion of cases, topics, and internship experience	
4	Discussion of cases, topics, and internship experience	
5	Discussion of cases, topics, and internship experience	
6	Discussion of cases, topics, and internship experience	
7	Discussion of cases, topics, and internship experience	
8	Discussion of cases, topics, and internship experience	
9	Discussion of cases, topics, and internship experience	
10	Discussion of cases, topics, and internship experience	
11	Discussion of cases, topics, and internship experience	
12	Discussion of cases, topics, and internship experience	
13	Discussion of cases, topics, and internship experience	

## Class Policies

### Attendance Policy

The class attendance policy is as follows: You may miss 2 group supervision sessions **over the course of your internship experience**. If you know ahead of time that you are going to miss class, contact the instructor in advance. Please provide evidence of a reasonable excuse (family/medical emergency, etc.) if you will be missing class. If there is another section, you may be able to join that group supervision to make up your absence.

The NAU attendance policy states:

Regular class attendance is a strong predictor of student success. The student is responsible for regularly attending all courses for which they are enrolled. Should an

absence from class be unavoidable, the student is responsible for reporting the reason to her/his/their instructors. In addition, students are responsible for making up any work they miss. Instructors are under no obligation to make special arrangements for students who have been absent.

Be aware that Campus Health Services Center does not provide documentation of student health problems.

### **Religious Beliefs or Practices**

The Arizona Board of Regents' policy forbids discrimination because of religious beliefs or practices or any absences resulting from them. In addition, students cannot be discriminated against for seeking a religious accommodation pursuant to this policy.

### **Disability Accommodations**

If a qualified student with a disability believes he or she may not be able to abide by the attendance policy for disability-related reasons, the student should contact the Office of Disability Resources prior to the beginning of the semester, or as soon as possible after the need for an exception arises, to discuss the matter of a possible accommodation. To qualify, students must be activated by the Office of Disability Resources.

For more information on accommodation, please see the [Attendance Accommodation](#) policy.

### **Cell Phones, Pagers, etc**

The distraction of hearing cell phones and other electronic devices go off during class is disruptive to the learning process. Generally, it is expected that you will not receive calls during class time. If you absolutely must be available to others during class time, be sure that you are using a non-auditory signal for incoming calls. Take a seat close to the door and please answer your call once you have left the room.

## **Syllabus Policy Statements**

The NAU syllabus policy statements are updated regularly. For the most update to date version, please visit: <https://nau.edu/university-policy-library/syllabus-requirements/>