



**NYU**

**STEINHARDT**

# **Internship Guidelines**

## **Master of Arts**

### **Counseling for Mental Health and Wellness**

**2026-2027**

NEW YORK UNIVERSITY  
Steinhardt School for Culture, Education, and Human Development  
Department of Applied Psychology

**Internship in Counseling for Mental Health and Wellness**

GUIDELINES FOR  
INTERNSHIP SITE SUPERVISORS

The New York University 60-credit Master's Program in Counseling for Mental Health & Wellness is qualified to prepare students to meet the educational requirements for licensure as Mental Health Counselors.

These guidelines are intended to provide an overview for sites and internship site-supervisors. It is designed to serve as a guide to meeting the training requirements for interns and to promote the development of meaningful internship experiences by clarifying objectives, roles, responsibilities, and goals.

The New York University Program in Counseling for Mental Health & Wellness expects to work closely with community agencies, hospitals, colleges, private practices, and other programs both public and private in the training of academically and clinically qualified professional mental health counselors. It is hoped that this manual will enhance this cooperative effort. We are grateful to those agencies and programs that make internship opportunities available to our students and trust that the experience is one of mutual benefit.

**Overview of the Internship Sequence**

**The Internship Sequence in Counseling for Mental Health & Wellness consists of 600 hours of supervised practice over two semesters. Typically, both semesters are completed at the same agency or field site. In general, students will spend about 20 hours per week at their training site.**

The Clinical Internship sequence and corresponding courses are intended as an integrative experience in the student's development toward becoming a competent and skilled professional. We strongly believe that counselors-in-training need the opportunity to combine their didactic learning with actual experience in clinical settings in preparation for competency requirements for licensure and employment. Within the clinical internship experience, theoretical learning is translated into practical experience and a student's ability to interact and intervene effectively with clients is examined.

This clinical component of the program helps the counselor-in-training acquire competencies and gain confidence by applying their theoretical learning and emerging skills under the supervision of experienced, qualified and approved supervisors. The commitment of the agency or field site in the preparation of its future colleagues is crucial in this experience and immensely appreciated.

**Expectations for Sites and Site Supervisors:**

**Sites**

Field sites agree:

1. To provide **orientation** at the outset of the internship to include: instruction in the functioning of the program, observation, introduction to other staff, and the opportunity to learn the role of the counselor at that setting.
2. To make available adequate facilities and opportunities in which to learn about the field of counseling.
3. **To provide opportunities for counseling trainees to meet their training goals and requirements through the assignment of individual client cases.**
  - a. Conduct intakes, client assessment, diagnostic interviewing, case conceptualization, treatment planning and intervention (counseling/therapy) through individual and/or group counseling methods under supervision). **At least 240 hours of direct service.**
  - b. Co-facilitation of group counseling, psychoeducational workshops and other group activities.
4. To allow the intern to participate in case conferences and staff meetings, and participation in other counseling-related professional duties.
5. **To ensure that a qualified mental health professional is available for supervision and consultation. Intern will not be left alone on site at any point during the semester without the presence of a licensed Mental Health Counselor.**

#### **Site Supervisors' Qualifications**

The on-site supervisor is defined as the individual responsible for the supervision of the intern in the internship setting.

The site supervisor needs to be a **Licensed Mental Health Professional**. (The supervisor of the experience shall be licensed and registered in the state where the site is located in mental health counseling, medicine, as a physician assistant, psychology, licensed clinical social work, or as a registered professional nurse or nurse practitioner). **Equivalent credentials and expertise relevant to the practicum site are considered on an individual basis.**

#### **Site Supervisor's Responsibilities**

1. **Provide orientation to the agency.**  
Introduce the intern to staff, procedures, agency structure, and services.
2. **Oversee the student's integration into the site and establish their role as a counselor-in-training.**  
Provide the intern with space and resources to perform the internship duties.
3. **Provide the intern with a minimum of at least one hour of individual or triadic (two interns to one supervisor) supervision per week on a pre scheduled basis.** It is anticipated that additional time may be provided in a group format or with other appropriate members of the site staff. Supervision should include review of individual cases as needed.
4. **Provide meaningful professional-level experiences, tasks, and assignments.**  
These experiences should include observation, intake, assessment interviewing, diagnostic interviewing, treatment planning, treatment intervention, individual counseling/therapy, group counseling, case conferences, staff meetings, record keeping, case management, research, among other counseling related professional duties.
5. **Assign individual counseling/therapy client cases.**

**It is expected that interns will assume direct counseling responsibility for about 4-8 clients by the middle of the first semester. (This is based on the site supervisor's determination of student readiness in consultation with the NYU Internship class instructor.)**

It is anticipated that at least **40% of the interns' time should be spent in direct client service.** This would include all activities of direct service on a case (e.g. individual or group counseling sessions, co –counseling, intakes, assessment, phone crisis counseling and intervention, support groups and psycho-educational groups, and any direct contact with clients).

The remainder of the intern time (60% or less) may be spent in other professional-level activities which meet the needs, competencies, and interests of the intern (program development, research projects, report writing, administrative activities, supervision and professional development or any similar activity that may not involve direct contact with clients).

6. **Provide opportunities for professional growth, decision-making, and learning experiences.**
7. Review and approve (tacit approval) intern's timesheets. If you do not receive your interns timesheet, please reach out to our office to troubleshoot why your email may not be working.
8. **Complete and submit in Midterm and Final Evaluations within given deadlines.** Completing evaluations is an important part of the intern's grade and non-participation in this process can impact both the intern's overall standing in the program, as well as your site's continued partnership with NYU.
9. **Maintain contact with the NYU internship seminar instructor to provide appraisal of the student's progress at the site and to make the NYU seminar instructor aware of any difficulties or concerns in a timely manner.**

### **Student Evaluations**

Evaluations by Site Supervisors:

**Complete a mid-semester evaluation** to identify any difficulties the student might be having and work with the NYU Supervisor to develop a plan to ameliorate these issues. Form will be provided by the university via email.

At the completion of the practicum semester, the site supervisor is required to complete an **End-of-Semester Comprehensive Evaluation** of the student's performance. The evaluation form will be provided by the university via email. This evaluation must be reviewed by both the student and the site supervisor.

### **Expectations for Student Interns:**

1. The intern is required to spend a minimum of 300 hours distributed over the 15-week semester, which amounts to 3 full days per week. The specific schedule should be arranged with the supervisor to meet both the needs of the placement and the student's class schedule. Schedule changes must be approved by the site, NYU Internship class instructor and the Internship Coordinator.
2. **The Internship should begin and end in alignment with their university semester schedule**, unless otherwise arranged with the site supervisor.
3. An Hours Verification Log should be maintained by the student and tacitly approved on

a weekly basis by the site supervisor. The hours verification is housed in Qualtrics and will be sent via email to the student. Once submitted, the supervisor will receive a copy of the hours log, and will be able to make edits accordingly.

4. The intern is expected to observe the general personnel policies and guidelines as other professional staff of the agency, or as specified by the site supervisor. **(This includes holidays, personal time, etc).** In general, interns should not exceed two (2) absences during each semester without medical verification.
5. The intern is expected to maintain consistent, punctual attendance and professional appearance and to meet the expectations of the internship site.
6. Maintain ethical standards consistent with [ACA Code of Ethics](#) and observe all regulations regarding confidentiality and multicultural awareness.
8. Be prepared for regularly scheduled supervision meetings with the site supervisor and utilize the supervision process as a learning experience.

### **Behavioral Concerns:**

#### **Definition of Problematic Behaviors:**

- Inability and unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
- Inability to acquire professional skills to reach an acceptable level of competence.
- Inability to control personal stress, psychological dysfunction and/or excessive emotional and or behavioral reactions that interfere with professional functioning.

1. If a faculty/instructor, site supervisor, field coordinator/placement specialist or advisor is concerned about a students' academic or professional behavior, please adhere to the following:
  - a. In a timely fashion, please let the students' instructor know by emailing an [early alert form](#). If the instructor is the one with the concern, please complete a flag in [NYU Connect](#). Within the early alert form, state what steps you have taken to date (e.g., referral made to the wellness center, meeting held with the student, etc.), and the steps you think may be necessary, thereafter.
  - b. Meet with the student and communicate concerns and next steps.
    - i. If it feels necessary for additional support and you would like a member of The Committee on Student Progress (COSP) present at your meeting with the student, please let this be known to the Program Director and it will be arranged. However, this is only appropriate if the behaviors are severe (i.e., there is concern for the students wellbeing or their peers).
    - ii. If there is conflict between you and the student, you may ask for the Program Director to be present.
    - iii. You may also request the presence of an academic advisor or student success advisor if the behaviors are not severe, but you think the student needs additional support.

### **A. NYU Internship Seminar**

#### **Supervision**

Since students will receive individual supervision at their field sites, it is up to the NYU seminar

instructor to design a framework for coordinating both sources of supervision. Within the Internship seminars students will:

1. Receive guidance, feedback, and critique of their work with clients.
2. Gain insight from observing supervision of other students in the group.
3. Make their own interpretive suggestions to fellow students, and have these suggestions discussed, critiqued, or validated by the supervisor and peer group.
4. Hear alternate interpretations of their own interactions and interaction styles from their peers.

The University supervision seminar is conducted in a small group setting with a ratio of about 6 -9 students to one supervisor. **The NYU Internship seminar instructor will provide a direct link between the student and the site supervisor.** In this way, cooperating agencies have the assurance that the supervision the students receive from the university is both individualized and intensive.

### **Audio Tape Recordings**

Students are encouraged but **NOT** required to tape-record individual counseling sessions. When students cannot record sessions, the supervisor will provide observation during sessions. Tapes are confidential and for supervisory purposes only. The client's permission is required for audio recording. Students must obtain written permission, in accordance with agency standards, for any tape recording. For minor clients, a school or agency may require written parental permission. Students should check with their site and abide by the policies and procedures regarding consent. Students should explain the purpose and confidential nature of taping. If a client refuses to be taped, naturally this position is honored and students continue to counsel the individual without a recording. All tapes will be erased no later than the final session with the NYU Internship class instructor. All students using tapes for supervision must adhere to ACA Ethical Standards in their use.

### **Insurance for Interns**

All interns are covered under the New York University Insurance plan. Sites may request a copy of the Certificate of Insurance. Such a request must be made directly to the [Internship Team](#), and please include the name of the individual to whom the certificate will be addressed.

***Special note:*** in the rare instances where students are employed by their site, they are NOT covered under the university's insurance.

### **Field Site Acceptance Form**

The [Field Site Acceptance form](#) alerts the Internship & Fieldwork Coordinators that you have been formally offered an internship. It includes the name of your site, the address of your site, name of your supervisor/clinical director, credentials for your site supervisor (e.g., LMHC, LCSW, licensed psychologist, etc), email address for your site supervisor and phone number for the site supervisor and/or agency. You must have your site sign this form stating that they have formally agreed to take you on as a counseling intern. Once this form is completed, please return it to the Internship & Fieldwork Coordinator electronically via [Box](#).

### **Field Site Agreement Form**

Students will be expected to oversee the completion of a [Field Site Agreement Form](#) once they have formally accepted a placement site. This is an agreement between the student and field site

that is signed by the student and direct site supervisor. The Agreement Form must include the start date and end date of the internship, a description of the student's activities, duties, and responsibilities while at the field site as well as the name, credential and contact information of the site supervisor. Any changes to the field site agreement must be shared with your NYU Internship instructor and the Internship & Fieldwork Coordinators.

### **Consent Form**

Consent is an integral part of the counseling and counseling training process. Students are highly encouraged to utilize a [consent form](#) before the initial session.

### **Affiliation Agreement**

All Field Sites are asked to complete an Affiliation Agreement with the University. This document will be provided to the site by the Internship & Fieldwork Team.

### **Social Media Policy**

To maintain professional boundaries and ensure ethical compliance, student interns are strictly prohibited from using their personal social media accounts to advertise for their internship site.

While your enthusiasm for your work is appreciated, all promotional content—including posts about services, patient testimonials, or practice updates—must be channeled exclusively through the practice's official verified accounts. This policy protects patient privacy and prevents the blurring of personal and professional identities.

This policy is a core component of our professional standards and is consistent with the ethical communication protocols we establish during initial student training.

### **Paid Internship Disclaimer**

Students are permitted to participate in paid internships with approved sites; however, the following conditions must be strictly adhered to:

- **Internship Agreement (PAID):** Before beginning any paid internship, students must complete and submit the INTERNSHIP AGREEMENT (PAID) form. This agreement outlines the roles, responsibilities, and expectations of the internship, and ensures compliance with both academic and professional standards.
- **Internship Duties:** Students are required to complete only the tasks of an intern as outlined in the Internship Agreement. These tasks should be educational in nature and directly related to the student's area of study. Paid interns must not be used to fill the role of full-time employees or undertake duties beyond the scope of internship-level responsibilities.
- **Department Disclosure:** Students and sites are required to notify the department if they are entering into a contract. Any agreement signed without the department's approval will be at the student's own risk

Failure to comply with these conditions may result in the termination of the internship.

### **Required Coursework Prior to Internship**

**The Program in Counseling for Mental Health and Wellness consists of 60 credits.** Students will generally complete more than half the program before beginning the internship. **Students will complete the following coursework prior to beginning the Internship.**

1. **Professional Orientation and Ethical Issues in Counseling for Mental Health & Wellness**

An orientation to the profession of counseling, its ethical guidelines and to the specific professional specialization of mental health counseling. The course will include discussion of the history of the field, role functions, and relationships of counselors with other human service providers. The examination of the ethical guidelines of the profession and their application to the specialization of mental-health counseling will include attention to the processes and models of ethical decision-making.

2. **Foundations of Mental Health & Wellness**

This course integrates research and treatment models that consider mental health and well-being in terms of pathology with models of wellness (broadly conceived as optimal psychological and physical development). The meaning of “wellness,” “health,” and “illness” across lines of identity (e.g. ethnicity, culture, gender, sexuality, class, and age) are explored. Pathological outcomes (e.g. depression, anxiety, and psychosis) are examined in tandem with such constructs as resilience, hope, wisdom, and spirituality, and considered at the individual, interpersonal, and community level. Interventions aimed at ameliorating mental illness and promoting wellness are examined.

3. **Cross-Cultural Counseling**

This course is designed to help students become more culturally responsive mental-health professionals. Students will also develop sensitivity to the dynamics of power and powerlessness that profoundly affect the client/counselor/mental-health professional interface. Students will explore and develop an understanding of the influence of culture, race, and ethnicity on their own belief systems and worldviews as well as those of others.

4. **Counseling Theory and Process**

In this course, major theories of counseling will be presented, explored, critiqued, and contrasted. The course will cover affective, cognitive, and behavioral approaches.

5. **Abnormal Psychology/Psychopathology**

The overall objective of this course is to provide students with an understanding of psychopathology, including **diagnosis, assessment, and treatment**. Students will also gain an understanding of the theoretical concepts underlying current thinking about psychopathology, and experience finding, reading, and interpreting primary data sources related to specific psychiatric disorders. **Students acquire an understanding of DSM 5 and its application to diagnosis.**

6. **Group Dynamics**

This course introduces students to the theory of group process and group dynamics underlying the practice of group counseling and the use of groups in a wide range of counselor interventions. Attention is given to personal, interpersonal, and group-level dynamics as they occur in groups and to the interdependence of emotions, behavior, and thought in group life.

7. **Human Growth and Development**

The nature of psychological development in childhood, adolescence, adulthood, and old age form the basis of this course. Rigorous analysis of developmental theories and the implications for counseling are reviewed.

8. **Individual Counseling Practice (Lab)**

The intention of these courses is to provide students with focused skill development. Students learn and develop specific skills, competencies, and concepts that facilitate the development of rapport and foster growth: listening, responding, reflecting feelings, focusing, reflecting meaning, confronting, reframing, and directing. The Counseling Lab is

designed to present students with an opportunity for experiential learning and practice in communication skills and counseling process. Based on a training program called Interpersonal Process Recall (IPR), the classes involve the use of training DVDs and audiovisual recording of counseling sessions to help students develop self-awareness, personal and professional insight, and counseling skills. This course sequence constitutes a first year of clinical experience and training.

#### **9. Practicum**

The Clinical Practicum sequence and corresponding courses are intended as an integrative experience in the student's development towards becoming a competent and skilled professional. We strongly believe that counselors-in-training need the opportunity to combine their didactic learning with actual experience in clinical settings in preparation for competency requirements for licensure and employment. Within the clinical practicum experience, theoretical learning is translated into practical experience and a student's ability to interact and intervene effectively with clients is examined. This clinical component of the program helps the counselor-in-training acquire competencies and gain confidence by applying their theoretical learning and emerging skills under the supervision of experienced, qualified, and approved supervisors. The commitment of the agency or field site in the preparation of its future colleagues is crucial in this experience and immensely appreciated.

#### **Paid Internship Disclaimer**

Students are permitted to participate in paid internships with approved sites; however, the following conditions must be strictly adhered to:

- Internship Agreement (PAID): Before beginning any paid internship, students must complete and submit the INTERNSHIP AGREEMENT (PAID) form. This agreement outlines the roles, responsibilities, and expectations of the internship, and ensures compliance with both academic and professional standards.
- Internship Duties: Students are required to complete only the tasks of an intern as outlined in the Internship Agreement. These tasks should be educational in nature and directly related to the student's area of study. Paid interns must not be used to fill the role of full-time employees or undertake duties beyond the scope of internship-level responsibilities.
- Department Disclosure: Students and sites are required to notify the department if they are entering into a contract. Any agreement signed without the department's approval will be at the student's own risk
- Failure to comply with these conditions may result in the termination of the internship.

#### **Termination Agreement**

Both the University program and the agency or site reserve the right to terminate if either party feels the relationship and internship are not working for either the site or the student; however both parties agree to meet to address such issues and provide opportunities for resolution of such difficulties prior to the decision to terminate.

#### **Our Thanks to Site Supervisors**

As an expression of our appreciation for the participation of the site supervisor in the training of our student, the University will provide a 3 credit course waiver for the Steinhardt School at the conclusion of the year's internship. This waiver is good for one year and is not transferable.

Please feel welcome and encouraged to contact the Internship and Fieldwork team for any additional information or to discuss any questions or concerns.

APSYFieldPlacement@nyu.edu  
Practicum and Fieldwork Team  
246 Greene Street  
New York, NY 10003