



College of Education

REHABILITATION AND HUMAN SERVICES PROGRAM

STUDENT INTERNSHIP MANUAL

**Department of Educational Psychology, Counseling, and Special Education
125 CEDAR Building
Penn State University
University Park, PA 16802**

**Phone: (814) 865-1887
Fax: (814) 865-7066**

<http://www.ed.psu.edu/educ/epcse/rhs>

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The Pennsylvania State University
Rehabilitation and Human Services Program
Student Internship Manual

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This manual provides Rehabilitation and Human Services (RHS) students, faculty, supervisors, and other interested people with an overview of the process and content of the internship experience. The primary mission of the RHS undergraduate program is to train students to become human services professionals providing a variety of psychosocial and rehabilitation related services to a wide range of clients, including people with disabilities.

Rehabilitation and human services, as defined by The Pennsylvania State University program, is applicable to a wide range of clients. Founded in 1958, the RHS undergraduate program prepares students to provide services to clients with disabilities (physical, cognitive, developmental, addiction, sensory, and/or psychiatric) as well as clients affected by social issues like abuse, poverty, and homelessness. The holistic nature of the program recognizes that it is not possible to divide people into individualized parts—physical, mental, psychological, educational, social, vocational, or economic. Interns will learn about and participate in a variety of opportunities to increase their competence in providing effective and empowering services.

Purpose of Internship

The major focus of internship for RHS students is on learning professional skills, abilities, and activities practiced in RHS settings where the focus is on helping clients develop psychosocial, physical, recreational, vocational/career, social, and/or independent living skills. Students will be involved in as many aspects of the RHS process as their academic training and variations in agency/facility functions and services permit.

Students should be able to demonstrate the following competencies at the end of internship:

1. Basic listening skills.
2. Understanding of the ethical and legal issues related to RHS.
3. Understanding of and ability to evaluate RHS assessments and reports.
4. Awareness of how interpersonal and intrapersonal values and beliefs affect professional relationships.
5. Advocacy skills that promote full client access to community services.
6. Understanding and ability to function in RHS interdisciplinary teams.
7. Assist in rehabilitation treatment planning.
8. Locate and access community resources.
9. Respond to supervision appropriately.
10. Understand a variety of interview and communication techniques.

Internship settings can include public, private-non-profit, and for profit agencies, facilities, and programs such as rehabilitation hospitals, schools, mental health programs, group homes, community programs for persons with developmental disabilities, alcohol and other drug treatment programs, supported employment programs, programs for older people, correctional institutions, and children and youth service agencies.

From the student perspective, an internship assists with career development by providing real work experiences that provide students with opportunities to explore their interests and develop professional skills and competencies. During internship students are provided with opportunities

to apply what they learned in classes to actual practice. It is expected that students will also be challenged to examine how their attitudes, beliefs, and values influence the helping process.

From the agency/facility perspective, an internship provides a unique training experience designed to enhance the professional development and functioning of the student/supervisee. In accepting students as interns, the agency/facility representative recognizes that the internship is a learning process designed to promote professional growth of the supervisee.

Prerequisites

Students registering for RHS 495A (RHS Internship) must have a minimum GPA of 2.0, and have completed *all* coursework prior to internship. Students should consult with their academic adviser to ensure that all prerequisites are successfully completed prior to beginning the internship. Students must also have obtained a grade of C or higher in the following courses:

RHS 100	Introduction to Disability Culture
RHS 300	Introduction to Rehabilitation and Human Services
RHS 301	Introduction to Counseling as a Profession
RHS 302	Client Assessment in Rehabilitation and Human Services
RHS 303	Group Work in Rehabilitation and Human Services
RHS 400W	Case Management and Communication Skills
RHS 401	Community Mental Health Practice and Services
RHS 402	Children and Families in Rehabilitation and Human Services
RHS 403	Medical Aspects of Disability

Selecting an Internship Site

To ensure a quality internship experience, the internship should take place in an RHS agency/facility that matches the students' area of interest and future career goals. Students with minors and/or special interest areas should select an internship consistent with their preparation and interest. Students and internship site staff should review the following criteria to ensure the Internship Coordinator will approve the internship site:

1. The agency/facility should be well established and recognized as providing professional services to RHS clients. This may be measured by reputation in the community, accreditations (e.g., Council for Accreditation of Rehabilitation Facilities, Joint Commission on Accreditation of Hospitals), state licenses, and/or certification. Selection of the site is primarily determined by the student's interests and learning objectives.
2. The agency/facility should have professional staff whose members identify as RHS professionals. Staff who supervise undergraduate students in the RHS major must have a bachelor's degree and at least two years of direct clinical experience. Students must ask about supervisor credentials when selecting a site. Students interning in addiction programs should be supervised by a Certified Addictions Counselor (CAC), if possible.

3. The agency/facility should have a variety of RHS programs that offer the intern a well rounded experience and considerable opportunities to work directly with clients with disabilities or human services needs. Internship duties should be consistent with the appropriate degree level the student is working toward.
4. The agency/facility should provide rehabilitation and human services, and have designated staff willing to supervise the student and work with the Internship Coordinator in designing internship experiences that benefit agency/facility aims and intern goals.
5. Pennsylvania Acts 33 and 151/33 specify that prospective employees of agencies that serve children and public and private schools must undergo background checks. These Acts are intended to cover employees but some agencies and school districts also require background checks for interns. Out-of-state residents must also present evidence of a FBI background check. At the time of this publication, the State Police Request for Criminal Record Information cost \$10.00 and the FBI charges \$10.00 for a Fingerprint Record search. Background checks can take up to 4-6 weeks so students should complete the background check process early. Failure to do so could result in delaying internship and possibly graduation. Request for Criminal History Record Information (Act 34) and Child Abuse History Clearance (Act 151/33) forms are available in 228 Chambers Building (UP), school districts, and State Police stations, as well as <http://www.pa.cogentid.com> and <http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>.

Finding and Applying for an Internship

1. Students begin the internship selection process by meeting with their adviser to ensure all academic requirements are met prior to the expected internship date. During that meeting students will receive as much guidance as necessary to begin the internship selection process (this can include everything from exploring possible internship sites to signing the final Internship Application). Verification that the student has or will have complied with all graduation requirements (with the exception of internship) requires the academic adviser's signature on the Internship Scheduling Sheet (Appendix A).
2. Students should identify several possible internship sites before making their final selection. Information on over 300 sites RHS students have used over the years can be found on the RHS Internship Database (<http://www.ed.psu.edu/internships/Default.asp>). Prior to contacting potential sites, it is strongly recommended that students meet with their academic adviser to discuss preparation strategies and protocol. Students should also have a current resume when they start the interview process. Career Services (<http://studentaffairs.psu.edu/career/>) is a great resource to help with this preparation that includes everything from developing a resume to preparing for the interview. It is expected that students will conduct themselves in a professional manner throughout the internship search process. Students must remember they represent the RHS program at Penn State. As such, their behavior reflects on the program. Students cannot make an unconditional commitment to any site until returning to discuss the arrangements with their academic adviser.

3. After interviewing at several sites (it is recommended that students visit at least three), students should discuss the pros and cons of each site with their academic adviser before making a final decision. Students should then notify the Site Supervisor or person with whom they spoke during the interview to accept the internship placement. As a professional courtesy, students should also notify individuals with whom they spoke from other sites but did not select for their internship. When contacting by U.S. mail, e-mail, or telephone always remember to practice basic courtesy.
4. Once students have selected an internship site they must complete and submit the **Internship Application, which consists of the following:**
 - a. **RHS Internship Scheduling Sheet** (Appendix A).
 - b. **Student Acknowledgement of RHS Pre-Internship Responsibilities Form** (Appendix B).
 - c. **Job description or typed statement of expected job duties** the student will perform during internship. The Site Supervisor should provide this documentation. If not, the student should work with the Site Supervisor to create a list of job duties.
 - d. **Typed statement of specific goals** (at least four) the student intends to achieve during internship. To write useful goals, students should answer the following question: "At the end of the internship, how will I determine whether this experience was successful and helped me professionally?" Good goals should also include at least two objectives, or ways of accomplishing the goals, and be specific with a specific end date. An example of a goal is as follows: Goal: I will learn to co-lead drug and alcohol awareness groups by the end of internship; Objective One: I will observe three groups by February 14, 2012; Objective Two: I will co-lead two groups by April 20, 2012. Students should refer to their RHS 400W notes for more information about writing strong goals and objectives.
 - e. Student's **resume**.
 - f. Student's **most recent degree audit** (accessed on eLion at <https://elion.psu.edu/>).
 - g. **Publicity information** (brochures, printed web pages) about the internship site.
 - h. Some sites (most often hospitals, Veteran's Administration, Office of Vocational Rehabilitation) require a formal written contract between the agency/facility and Penn State. Penn State's Office of General Council must review these contracts. This process can take 6-8 weeks because the Office of General Council is responsible for serving all Penn State campuses. Be sure to ask before accepting the internship if a contract will be needed. If a contract is needed, notify the Internship Coordinator so the review process can begin. **Students who pursue internships that require a contract WILL NOT be able to begin their internship**

until this contract agreement is reviewed and approved by the legal representatives from Penn State and the internship site.

Copies of Appendices A and B are located on the RHS website under the [Internship](https://www.ed.psu.edu/educ/epcse/rhs/internship) link (<https://www.ed.psu.edu/educ/epcse/rhs/internship>). The completed Internship Application is submitted to the students' academic adviser, who will approve and sign off on it, and pass it on to the RHS Program Coordinator (PC) for final approval. Students and advisers should not give the application directly to the Internship Coordinator (unless s/he is the student's academic adviser). Students will know their internship has been officially approved when they receive a copy of the letter mailed to the Site Supervisor. Typically, this approval comes 1-2 weeks after the Internship is approved.

Deadlines

The Internship Application must be completed and submitted prior to the date specified below during the semester prior to enrollment in internship. **Students who do not submit the Internship Application by the deadline will receive a full letter grade deduction for internship.** For example, if the student receives a grade of B for the internship and did not submit the Internship Application by the deadline, s/he will receive a final grade of C. Students must apply for internship by the following deadlines:

Summer Session: April 1st
Fall Semester: July 1st
Spring Semester: November 1st

Liability Insurance

Many RHS agencies/facilities require student interns to carry malpractice and/or personal liability insurance. RHS majors are strongly encouraged to obtain full insurance coverage in these areas. Low cost (\$35.00) policies are available to students through [ProLiability](http://www.proliability.com/professional-liability-insurance/students) at Marsh U.S. Consumer (<http://www.proliability.com/professional-liability-insurance/students>).

Roles and Responsibilities

Student Roles and Responsibilities

1. Develop a schedule with the Site Supervisor to meet the required number of hours for internship. For Fall and Spring semester, the minimum number of hours is 600. For Summer semester and because of Penn State's academic schedule, the minimum number of hours is 520. If students must miss days at their internship site because of weather or sick days they should consult with the Site Supervisor to make up the missed hours. Students who miss three or more days during the internship should notify the Internship Coordinator in the event there is need to make up missed hours.
2. Treat internship as a professional commitment. Although still a student, the Site Supervisor and other staff will perceive the student's role as similar to that of an

- employee. As such, demonstrating good work habits, being receptive to supervision, and following through on assigned work are key elements of this commitment.
3. Observe and follow agency/facility procedures, policies, and regulations.
 4. Ask for assistance and supervision when needed.
 5. Attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the Site Supervisor.
 6. Inform the Site Supervisor of work-related difficulties and challenges.
 7. Complete daily logs and post them to the ANGEL course site the end of each week for the Internship Coordinator to review. Copies of all forms will be posted on ANGEL.
 8. Participate in weekly supervision (minimum 1 hour) with a qualified Site Supervisor.
 9. Keep detailed records including:
 - a. Total number hours spent at internship site.
 - b. Supervisory meetings (individual and group, if relevant).
 - c. Attendance at agency/facility conferences and in-service training programs.
 - d. Copies of all forms (e.g., Internship Application, liability insurance, evaluations).

Internship Coordinator Roles and Responsibilities

1. Review and approve the Internship Application.
2. If needed, prepare students for the internship experience.
3. Assist students in using supervision effectively.
4. If needed, help students refine internship goals.
5. Address problems and concerns that may develop between student and Site Supervisors.
6. Assess students' progress and professional behavior, and provide feedback to students at mid-semester and final semester evaluation.
7. If necessary, assist students with integrating knowledge and theory with fieldwork.
8. Develop and maintain field instruction program.
9. Monitor student progress via weekly reports, phone conversations, evaluation reports, and, when necessary, site visits.
10. Be available for consultation should questions or problems arise.

The Internship Coordinator will contact the Site Supervisor three times over the course of the semester: at the beginning of the semester (within the first two weeks), at midterm, and before final evaluations are due (last two weeks of the semester). The Internship Coordinator will visit agency/facility sites only on a case-by-case basis as needed.

Site Supervisor Roles and Responsibilities

1. Provide an opportunity for internship experience in a professional setting.
2. Provide orientation to the student, explaining agency/facility mission and goals, services, and policies and procedures.
3. Provide student with opportunities to observe relevant aspects of agency/facility services.
4. Provide opportunities to integrate knowledge and practice new skills.
5. Provide opportunities for case recording and reporting.
6. Provide opportunities for interactions with clients.
7. Provide individual student supervision at least 1 hour per week.

8. Model professional and ethical competence and conduct.
9. Stay current on the number of internship hours the student has completed.
10. Inform student of strengths and weaknesses, as well as areas needing improvement during mid-semester and final evaluations.
11. Complete mid-semester and final evaluations with the student in a timely manner.
12. Communicate any concerns about the student's internship experience to Internship Coordinator.

Students are required to obtain a minimum of one hour of individual supervision per week. Site supervisors will focus on the following main skill areas during supervision.

- *Case management skills:* These refer to case recording and case documentation procedures relevant to the internship site and making case presentations at team meetings.
- *Human services and rehabilitation delivery systems skills:* These include knowledge of community resources and services provided by the agency/facility as well as other local resources designed to address client needs
- *Professional skills:* These are skills related to work performance inside and outside of the client relationship and include respecting confidentiality, behaving professionally, and demonstrating consistently strong work behaviors, as well as being able to work effectively with colleagues.

To promote intern professional development, Site Supervisors may take on different roles including teacher, counselor, and consultant. In the teacher role the supervisor is responsible for presenting what the student needs to do and learn, providing specific instruction as to how the student intern should respond or act. The counselor role allows the supervisor to focus on the interpersonal or intrapersonal dynamics of the student. In this role, the supervisor may ask the student to explore feelings or reactions with regard to client and/or supervisor interactions. At times, this role can be uncomfortable to students as it often raises issues regarding student beliefs and worldviews, but in no way does the supervisor actually function as the student's personal counselor. Finally, as a consultant the supervisor encourages the student to think independently and trust his/her own insights. As the student progresses during internship, supervisors may use one or several roles to promote professional development and growth.

Internship Content and Structure

It is not possible or desirable to require a specific set of activities for all interns, but the outline below is provided as a guide for structuring a well-rounded internship experience. There is a logical sequence built into the outline, but many activities may overlap in time or continue for the duration of the internship.

Orientation

Orientation to the agency/facility should include an introduction to staff and tour of the physical site as well as an overview of policies and procedures including hours of attendance, use of technology (phones, computers, etc.), chain of command, confidentiality, and crisis procedures. Orientation will also incorporate information regarding the history of the agency/facility, funding

sources, client populations served, referral sources, client services, case management procedures, and client eligibility criteria. Orientation can last from a few days to a few weeks.

Observation

The second component of internship can include observation of intake interviews; diagnostic and/or assessments procedures; and individual, group, and family counseling sessions; as well as available therapies and trainings such as physical therapy, occupational therapy, speech therapy, recreational therapy, vocational training, and activities of daily living training. Students may observe and/or participate in staff meetings that incorporate client review, in-service trainings, and administrative responsibilities. The final element of observation includes participation in field visits. This experience may include home visits, job development and/or placement activities, and collaboration with community agencies. This phase can vary from several weeks to the majority of the internship experience.

Participation

As students develop competencies through observation and supervisor feedback, they will take on greater responsibility for providing direct client services. Depending on intern competencies, supervisor preferences, and specific site regulations, participation activities will vary greatly. The observation and participation phases are not arbitrary points in time but reflect an increase in assigning students responsibility for direct client services as the internship progresses.

RHS interns expressing interest in related professions, such as the allied health specialties (e.g., occupational or physical therapy), may concentrate on such activities if graduate training is being considered. A good rule for selecting activities for student participation is that the skills developed should be applicable to the student's career goal.

Student Assignments

Registering Intent to Graduate

Students must **register their intent to graduate on eLion within the first two weeks of the internship** semester. Students who do not do this will not be placed on the graduation list.

Weekly Internship Logs

Interns are required to submit weekly internship logs throughout the semester. **Logs are due at the end of each week. Completed logs must be submitted by Monday of the following week.** For example, for a week that ends on Friday January 14 the log would be due NO LATER than Monday, January 17 by midnight. Additionally, logs must be submitted in Microsoft Word document format. No other format will be accepted and until it is in the appropriate format, the log will not be counted. Students who submit their logs late more than once may encounter a penalty in their final grades, depending on individual circumstances. Given that students are aware of the lateness policy, there is a clear expectation that logs will be handed in on time.

The purpose of the logs is to help interns reflect upon their experiences and to provide the Internship Coordinator with insight into the interns' daily activities as well as the daily operation of the agency/facility. The weekly log is also the main line of communication between the intern and the Internship Coordinator. At the end of the log, there is a comments section that provides interns with an opportunity to express thoughts and concerns, and ask the Internship Coordinator questions. Students should use the daily log as a way to think and write about what they learned each day. See Appendix D for a copy of the blank weekly log form and Appendix C for examples of completed logs.

When writing the weekly log, the basic strategy is for students to provide sufficient information to detail the activities they engaged in, as well as how what they are learning impacts their professional development. The Internship Coordinator will evaluate the quality of each log starting with a score of 100 points. Logs that are turned in late will lose 10 points (one letter grade) for each day they are late. Logs that do not include enough detail or don't follow the outline and format provided in the Internship Manual will lose 5 points. Weekly logs constitute 20% of a student's final grade, so it is important that students write satisfactory logs that document work activities as well as detail how these experiences impact their professional development for a given week. As noted above, examples of acceptable logs are provided in Appendix C. Finally, although logs should be thorough they do not need to be more than 2 single-spaced typed pages.

Intern Evaluation Report

At mid-semester and during the last week of the semester the intern and the Site Supervisor will complete an Intern Evaluation Report (see Appendix E), which provides feedback about the intern's performance. Space is provided for the intern to make self-evaluative comments, and the intern and Site Supervisor must type their names at the end of the Intern Evaluation Report. This typed name will serve as an electronic signature.

The completed Intern Evaluation Report will be uploaded to the ANGEL site by the dates provided by the Internship Coordinator. The Report must be uploaded as a single document, not multiple documents for each page, either as a PDF file or using Microsoft Word.

Internship Critique

During the last week of the internship (15th week for fall and spring; 12th week for summer) each student is required to complete a short critique of the internship experience. The critique should include: (a) an overview of the activities the intern engaged in with a critique of the personal and professional development gained from these activities, (b) an assessment of the supervision and support the intern received at the site, (c) self-assessment of the intern's performance and relative strengths and weaknesses, (d) suggestions for improving the internship experience for future interns, and (e) any other relevant comments. The critique should be 3-5 typewritten pages. When writing the critique, be sure to use these exact headings: Overview of Internship Activities, Supervision Assessment, Self-assessment, Suggestions for Improving the Internship Experience, and, if relevant, Other Comments. The critique must be uploaded to the ANGEL site no later than the last day of University classes.

Evaluation and Grading

Ongoing Evaluation

The Internship Coordinator will make three phone calls to the intern and three phone calls to the Site Supervisor. The first call will occur during the first two weeks, the second call will occur after receipt of the mid-semester evaluation, and the third call will occur during the last two weeks of the semester.

Grading

The Internship Coordinator is responsible for assigning the final grade. The information provided in the mid- and final semester Intern Evaluation Reports by the Site Supervisor is critical and constitutes the most influence on the grade, but other factors are also evaluated (intern self-assessment, submitting paperwork on time). In terms of the mid- and final semester evaluations, the general expectation is that the intern has shown improvement and there are no major deficiencies noted on the Intern Evaluation Report. Grading is assigned as follows:

Intern Evaluation Report	70% (Mid-semester is 30%; Final semester is 40%)
Weekly Logs	20%
Internship Critique	10%

In the majority of cases, the final grade range falls between A and B+. Lower grades are indicative of several deficient areas noted in the Intern Evaluation Reports, failure to submit weekly logs, and/or failure to complete the Internship Critique.

RHS students must earn a grade of C or higher for internship. In the event students do not achieve this level, they will be required to complete another internship. In this instance, a review of remedial action with the student, the student's adviser, and Internship Coordinator will be required prior to starting a subsequent internship. In the event student performance indicates a serious breach in professional behavior, ethical practices, and/or general rules of acceptable student conduct, during the course of the internship, it may be necessary to terminate the internship. In these instances, a review by the Internship Coordinator, academic adviser, and student will follow to determine an appropriate course of action.

Frequently Asked Questions

1. **When should I start preparing or visiting possible internship sites?**

Student should begin looking at internship sites two semesters prior to beginning internship, and they should conduct on-site visits to potential internship sites at least one semester before they anticipate beginning internship.

2. **How do I find information about possible internship sites?**

Information on over 300 internship sites RHS students have used within the past several years is available at <http://www.ed.psu.edu/internships/Default.asp>. If students want more in-depth information on a site they find in the database, they may make an appointment with the Undergraduate Advisers (863-3482) to research the hard copy internship files located in the advising office (317 CEDAR Building).

3. **How long will it take me to finish my internship?**

Internships are full-time activities requiring approximately 40 hours of work a week for 15 weeks (600 hours). RHS students pursuing summer internships will follow the adjusted University schedule (520 hours).

4. **Can I complete other courses while I am pursuing internship?**

Students should have completed all coursework prior to internship. Under very unusual circumstances students may be permitted to complete one course. This exception must be approved by the student's academic adviser and the RHS PC. Under no circumstances will students be allowed to complete more than one course.

5. **Will my internship site provide me with housing?**

Interns are responsible for making their own living arrangements. A few sites provide room and/or board, but this is not common.

6. **After I submit the Internship Application can I register for this course?**

No. After reviewing the Internship Application the RHS PC will take responsibility for registering students for internship (RHS 495A).

7. **How do I know if my internship has been approved?**

Students will receive a copy of the confirmation letter sent to the Site Supervisor. This letter is the students' confirmation that the internship is approved and that they have been registered for internship. The letter will be sent by email, typically 1-2 weeks after the internship is approved.

As a general practice, it is always good to contact the Site Supervisor at least two weeks prior to the starting date reminding him or her of the internship start date. This practice averts the problem of the Site Supervisor forgetting when the student will be arriving.

8. Do I need to provide the Internship Coordinator with a copy of my child abuse and criminal background clearance forms or proof of malpractice insurance?

No; however, if the site requires clearances, students must provide proof to them before starting internship. It is recommended that students make copies of all clearances to keep for themselves in case any of the documents get lost. Students should also retain the original documentation and make copies for the site as needed. This recommendation is made because after completion of the internship, in the event these clearances are needed for subsequent employment, future employers working in similar settings or with similar client populations typically need original documentation.

9. When are the starting and ending dates for internship?

The starting and ending dates are the same as the regular Fall and Spring semester and the Summer session schedule (including both summer sessions). These dates do not include exam week for fall and spring semesters. Students must consult with their Site Supervisor before internship begins about whether they will take a Fall/Spring Break.

10. Can I “bank” hours prior to the beginning of the semester?

No. A student may be required to start internship on a date different from the University schedule, but in general students should not begin internship early. We do not recommend students work more than 40 hours per week to accrue hours to finish internship early. Burnout can occur when professionals work long hours. We do not endorse and will not accept practices where students work longer hours than expected. If a Site Supervisor expects an intern to work more than 40 hours a week, the student should contact the Internship Coordinator.

11. After I have selected an internship site do I need to contact the other sites where I interviewed, even if I am not doing my internship there?

Selecting an internship is a professional activity and students should remember they represent not just themselves but also the RHS program and Penn State. Students must reach closure with every site contacted. A call, letter, or email thanking the person and providing information about the student's internship plans is consistent with good professional behavior.

12. If I cannot finish my hours within the semester in which I am registered for internship, can I complete them during the break between semesters?

All internship assignments must be completed by the last day of classes during the semester of the internship. If there are unusual circumstances that interfere with the expected completion date then students must discuss this situation with the Internship Coordinator.

13. Can I complete an internship at my current place of employment?

Although students are permitted to intern where they are currently working, in general, this practice is not encouraged. The expectations for an intern versus an employee are quite different. When these roles are mixed, it can sometimes lead to problems in supervision (e.g., frequency, intensity, focus) and, as a result, can negatively affect the internship.

14. Can I take internship pass/fail?

Internships may not be taken pass-fail. If a student intends to drop/add, it must be completed during the legitimate published drop/add period.

15. Can I complete my internship outside of Pennsylvania?

Yes. Depending on circumstances and learning goals, students are encouraged to find the best site for them in terms of location and services provided.

16. Is it possible to get a paid internship?

Payment or stipends are offered by some agencies/facilities, but internship sites should not be selected solely on this basis.

17. Do I get a Fall/Spring Break when I am on my internship?

The decision to take a Fall/Spring Break is between the student intern and the Site Supervisor. In some cases, Site Supervisors believe granting a semester break is disruptive to client care. In other cases, taking a break is allowed. The Internship Coordinator will support the decision made between the student intern and the Site Supervisor.

18. Will the Internship Coordinator provide supervision of my internship work?

No. The role of the Internship Coordinator is to make sure that all of the necessary paperwork and contractual agreements are in place prior to the start of the internship. The Internship Coordinator also monitors each student's progress, and should problems arise, addresses them with the student and Site Supervisor. It is the responsibility of the Site Supervisor to provide direct supervision as it relates to specific internship duties.

19. What if I am having problems with my on-site supervision?

Students should contact the Internship Coordinator immediately if problems arise.

20. Will the Internship Coordinator visit me at my internship site?

In general, the coordinator cannot visit students on-site. Most students complete internships throughout Pennsylvania and in other states, and given the number of students registered each semester it is not possible for site visits to take place. For this reason, it is critical that students

complete and upload weekly internship logs to the Internship ANGEL course pages.

21. When should I forward my weekly internship logs?

At the end of each week students must upload the weekly internship logs to the ANGEL course pages. Logs must be uploaded by midnight on Monday following the week the internship log discusses. Logs that are submitted late could result in a lowered course grade.

22. What should I write about in my weekly internship logs?

Students should describe the intern activities they are involved with and how these activities impact them professionally (see examples in the Internship Manual). Often, internship provides experiences that affect students' learning. Describing these experiences as well as what students have learned or gained during on-site supervision should be included. Since these logs are forwarded only to the Internship Coordinator directly, it is important that students provide candid remarks. The logs do not need to be shared with the Site Supervisor.

23. Can I change internships after I have already started one?

Depending on circumstances it is possible (although highly unusual) to change sites. If students are experiencing problems and are seriously contemplating changing internship sites, they must discuss it with the Internship Coordinator prior to making any final decisions.

24. When should I forward my final written internship critique?

The final critique must be uploaded to the ANGEL course page by midnight on the last day of the last week of classes (not exam week).

25. Who assigns the final grade for internship?

The Internship Coordinator assigns the final grade.

26. What if I cannot attend my internship because of weather, illness, family issue, etc.?

Students are responsible for accruing the set amount of internship hours during the semester. If students must miss a day they should make arrangements with the Site Supervisor and Internship Coordinator to make up the hours. Often, doing additional reading or research can help students make up hours. In the event of three or more days missed because of illness or inclement weather, they should notify the Internship Coordinator to discuss whether there is a need to make up missed hours.

RHS INTERNSHIP SCHEDULING SHEET (Appendix A)

Submit to: RHS Academic Adviser
125 CEDAR Building
University Park, PA 16802

Internship approved _____
Number of credits _____

INTERN INFORMATION:

Name: _____
(please print legibly)

Address Where Student Will Be Living During Internship (Not Site Address)

_____ Phone: _____

Permanent Address: _____

_____ Phone: _____

SEMESTER REGISTERING FOR INTERNSHIP (RHS 495A):

Fall 20____ Spring 20____ Summer 20____

Student has met all requirements except internship credits: _____
(Adviser's initials)

INTERNSHIP SITE INFORMATION:

Supervisor Name: (Dr., Mr., Ms.): _____

Agency/facility Name: _____

Agency/facility Address (**full address including zip code**): _____

County located: _____ Population served: _____

Site (Supervisor) Phone No: _____

Accreditation or Licensure (e.g., CARE, JCAH, PARF, M.A.): _____

Is there a required written contract with the facility? _____

Student Signature: _____ Date: _____ ID#: _____

PSU Email: _____

Student Acknowledgement of RHS Pre-Internship Responsibilities (Appendix B)

This statement acknowledges that:

1. I have reviewed my audit with my academic adviser and, with exception of internship, have completed all degree requirements. I understand it is my responsibility to register my intent to graduate on eLion within the first two weeks of the semester I am completing internship.
2. I understand that in the event that I do not satisfactorily complete courses the semester prior to internship, I will not be able to begin internship. It is my responsibility to notify the Internship Coordinator and Site Supervisor if this situation occurs. Any deficiency must be satisfactorily completed before I begin internship.
3. I have submitted the following materials as part of my Internship Application:
 - Internship Scheduling Sheet (Appendix A)
 - Typed statement of internship job duties/job description
 - List of at least four goals and objectives to accomplish during internship
 - Current resume
 - Current degree audit showing all course requirements have been met
4. I have learned from my agency/facility Site Supervisor or representative whether the following forms are needed, at least 60 days prior to the internship starting date:
 - Child Abuse Background Check form (Act 151 Clearance)
 - Criminal Background Check form (Act 34 Clearance)
 - Malpractice insurance form
5. If any forms noted in #4 are required, I verify that I have completed all necessary paperwork.
6. I have received assurance from the perspective Site Supervisor that this person has a minimum of a bachelor's degree and, at least two years of experience in the field for which I am seeking training.

This signed and dated form must accompany the Internship Application. I am aware that failure to submit all necessary documentation by the required deadline could result in a delay in starting internship, which could affect graduation. I am also aware that submitting the Internship Application after the deadline will result in one letter grade deduction from my final grade.

My signature below indicates that I have read and understand this information.

Student Name (Signature)

Date

Student Name (Print)

Student Identification Number

Please retain a signed copy of this form for your records.

RHS WEEKLY INTERNSHIP LOG EXAMPLE (Appendix C)

Missy Stewart
Weekly Internship Log #5
Agency: Mental Health Agency (MHA)

Monday: 2/7/2011

Hours: 8:00AM-3:00PM

Morning: This morning I was able to sit in on a MHA advisory board meeting that is held every other month. I met many influential individuals within the mental health field, including Mike Smith, the CEO of Mental Health Inc., the parent company of MHA. During the meeting we discussed the budget of the MHA and how we can make the MHA self-sustaining, or able to be run without the financial help of Skills, Inc. Different suggestions were made, but the primary suggestion was to start our own garden to cut down on food costs. This would be awesome, especially because it would serve as another unit in which members could work. During the meeting we also discussed political advocacy and the proposed budget cuts to mental health services. We discussed talking to our senators and sending letters, faxes, and emails to Governor Corbett's office. The advisory meeting took up most of the morning.

Afternoon: During the afternoon, I worked primarily with members to complete the tasks of the work ordered day. I stayed in the kitchen and helped to clear tables and clean dishes. In the afternoon I worked with members in the Clerical Unit to complete filing tasks. To end the day, I helped staff write daily notes.

Tuesday: 2/8/2011

Hours: 8:00AM-4:00PM

Morning: Today I spent a lot of the day helping staff complete paper work. Every few months, staff members need to complete a recertification form to allow MHA members to continue to receive services. This morning I learned how to complete these recertification forms, which is really helpful since that is a big piece of staff responsibility. For example, MHA members can keep the MHA running smoothly without the help of staff, but staff are required to complete all of the necessary paperwork to comply with state and insurance regulations. I learned how to complete some of these forms today.

Afternoon: This afternoon passed like many other afternoons. I spent time with MHA members in the Kitchen Unit to help clean up after our meal. I helped to sweep the floors, clean the dishes, dry mop the floors, etc. Afterwards, I moved to the Clerical Unit where I talked with different members as they were completing their daily service records. Finally, I helped staff complete the daily notes after members were finished filling out their forms.

Wednesday: 2/9/2011

Hours: 8:00 AM-4:00PM

Morning: This morning was a very slow morning in the MHA. It was very challenging to get members to sign up for morning tasks during the AM unit meeting. As a result, I spent a majority of the morning facilitating the completion of tasks by encouraging members to get involved in the work ordered day by talking to members about following through with the tasks

that they signed up for, and by helping members complete certain tasks when they did not understand what to do. Additionally, I spoke with a MHA member about updating his recovery goal plan. We had established a plan at an earlier date (sometime last week) and I needed the member to sign his paperwork stating that the goal was acceptable and complete. Upon further discussion the member informed me that he no longer liked his goal and that he no longer wished to attend MHA. After talking to another staff member, I decided that it would be best to reassess the member's willingness to develop a goal plan at a later date since the member often changes his mind about his recovery process due to illness symptoms that he may be experiencing.

Afternoon: During the afternoon, I assisted with the PM cleaning of the MHA. Like usual, I helped out in the Kitchen Unit to clean dishes after the lunchtime meal. The primary event of the afternoon was our House Meeting, which typically takes place every Wednesday and Friday. During the House Meeting we discussed responsibility in the MHA. We emphasized that it is each member's job to participate in the work ordered day and to keep the MHA running. This had been a problem earlier in the day when no members were signing up for AM tasks. After the House Meeting, I helped staff to complete daily service notes.

Thursday: 2/10/2011

Hours: 8:00AM-4:00PM

Morning: Today was a quiet day in the MHA. There were only five members in attendance for the majority of the day. Because no member wanted to lead the AM unit meeting, I led it. I spent most of the morning with a new MHA member who came in today. I helped her become oriented with the MHA and helped encourage members to interact with her and help her through the day. I also helped a member establish a goal to work on while he is attending MHA. It was the first time that I have done a goal plan myself.

Afternoon: This afternoon I finished writing the goal plan with the member. Afterwards, I interacted socially with the new member and another member. We discussed family, illnesses, and medication. It was nice to hear members opening up about their lived experiences. Finally I called a new referral to encourage her to stop into MHA for a tour. I finished my day by helping staff write daily service records.

Friday: 2/11/2011

Hours: 8:00 AM – 4:00PM

Morning: This morning was a very productive morning in the MHA! We had a good group of individuals come in. During the AM unit meeting, we had more volunteers for tasks than we did actual tasks. It was great to see members so willing to get involved in the work ordered day. At the MHA, we like to say that we are "working ourselves out of a job" because if members are truly in recovery they could run the MHA without the help of generalists. I really felt like this in the morning. Because everyone was so willing to complete tasks, I did not have a specific task to do. Instead, I socialized with members about their plans for the weekend. We discussed fun events that members were doing, such as seeing their family, that would decrease isolation and promote their recovery.

Afternoon: The afternoon, like the morning, flew by. During the PM unit meeting, members were not as active as they were this morning, however, every task got done. I encouraged

members to get involved in the afternoon activities and helped members to complete activities when they were not sure what to do. Towards the end of the day, I helped staff complete daily paperwork, including writing daily service records.

General Feeling/Comments:

This was a very unique week! I feel really fortunate to have gotten to sit in on the advisory board meeting and am very excited to have met so many influential people. Additionally, this week was interesting because I am witnessing first-hand how important advocacy is in the mental health field. It is encouraging to hear that members are interested in writing to our representatives to bring about change. They do not want budget cuts, so they are using their democratic freedom and voice to bring about change! It is really an exciting thing to be a part of. It is inspiring me to do more research on the proposed budget cuts and to write a letter myself.

Total hours this week: 39

Total hours overall: 187.5

[This RHS student completed her internship at a program for adults living with mental illness.]

RHS WEEKLY INTERNSHIP LOG EXAMPLE

Student: Rebecca Wild

Agency: Smithfield Retirement Community and Walker Rehabilitation Hospital

Internship Log for Week 6

Agency: Smithfield Retirement Community

Monday: 2/14/11

Hours: 9:00-5:00

*I switched the location of my days this week (with prior consent from both supervisors) so that I could attend Smithfield's big Valentine's Day event

Morning: I was able to participate in pet therapy for the first time today, so after helping with and leading part of today's exercise I was able to take the puppy around to some of the residents. It was wonderful to see some of them light up. There are many residents who do not express emotions very often, but when they were able to hold the puppy, they had huge smiles on their faces! It was great to see. James and I also delivered Valentine's Day mail and flowers to many of the residents.

Afternoon: Almost the entire afternoon was consumed with prepping for and actually attending the Valentine's Day "dance." We decorated all of the tables, invited all of the residents and their families, brought the food and drinks in, set up the piano player, and prepared for the crowning of the king and queen. Every year, the staff votes for a king and queen of the Fairways. The runners-up are also crowned prince and princess. Though it may sound juvenile, I do not think the residents or their families felt as though it was. They all seemed so happy, and delighted to be there. The woman who was crowned queen was crying because she was so honored. It's helpful to see the planning involved, and afterwards we discussed ways to improve how they host future social events.

Tuesday: 2/15/11

Hours: 8:30-3:30 and 6:00-7:30

Morning: I came in early this morning because I knew I had to leave early today, so I was able to help deliver the newspapers to residents as well as post the signs for the activities for today. I also helped with exercise on the second floor today. We brought up musical instruments and that worked well for the residents to move their hands and wrists. We also had them tap their feet and legs to the music. After exercise, I attended a care plan meeting. Here I learned that one of the resident's cognition level had decreased significantly so they had to reevaluate her goals. I think the care plans are interesting to see the various points of view on the resident's care.

Afternoon: I was able to observe an assessment. I will be conducting my own assessment next week so I was glad I was able to observe one this week. Our supervisor asked the woman her opinion on various aspects of her care, to make sure that everyone working with her knew what was most important to her (ex: picking out her own clothes, being able to go outside when the weather is nice, being able to pick a shower, tub bath, or sponge bath). She also evaluated the resident's memory by asking a specific set of questions. I thought this was interesting, and I appreciate that our supervisor trusts us enough to evaluate residents on our own. I also gave the

idea for today's activity to make THON dancer mail. There are many Penn State alumni at Smithfield, and I thought it would be a nice way for the residents to connect with their alma mater by giving back. I thought it went really well, and I am so excited to deliver the letters at THON this weekend.

Evening: I did more research for Walker's "Article Club." They asked me to present my article on the 23rd. They would like me to find information about Parkinson's Disease and ways to help treat it using OT, but it is very difficult to find a great deal of information on this. Instead, I found information on OT and Huntington's Disease. I think they may find aspects of this useful because Huntington's Disease and Parkinson's Disease affect the same area of the brain, but in reverse order. Therefore, I would assume that many of the symptoms are the same, they just progress in different ways. I hope they find the information to be helpful.

Wednesday: 2/16/11

Hours: 7:00-3:00

Morning: I observed ADLs. This morning I was able to observe a therapy with a patient who was in a veil bed. A veil bed is a form of a restraint to keep the patient safe, and it is a netted tent that surrounds the bed. During this internship the issue of safety versus independence occurs often. There is no right or wrong answer but it is difficult to see patients in veil beds, even though they are not extremely intrusive and I know they are to keep them safe. I also was able to review some charts this morning, and I looked through sections that include pictures and descriptions of wounds. I also attended team conference.

Afternoon: One of the OTs taught us more about FIMs (functional independence measures). These are important to understand how to calculate because the facility judges how much the patients have improved based on these numbers. Though I understand it will take me more practice, I feel much more comfortable calculating a FIM score. I believe this will help me in grad school. I also was able to observe a driving test today. This is another aspect of care that I find hard because it takes away people's independence, though sometimes it's necessary. The man who took the test today did not do very well, and his scores showed he had a 70% chance to fail the driving test if he took it today. The OT then passes that information on to the doctor, along with her personal recommendation as to what aspects of functioning may be lower. The doctor then reviews this information and, if he feels it is necessary, he can revoke the patient's driver's license. I honestly believe that this man will be safer if he doesn't drive, but I can only imagine how hard it would be for him to hear that a large portion of his independence was taken away from him. At least the OT knows now what areas they can work on improving.

Agency: Walker Rehabilitation Hospital

Thursday: 2/17/11

Hours: 7:00-3:30

Morning: I observed ADLs. Today there was a new patient who was admitted who was 65. She had early onset dementia, and a brain bleed that caused aphasia. While the therapist worked with her she asked the patient a lot of questions about her past, and the woman had difficulty answering them. I also observed a woman who tripped over a cat toy and broke her femur. It turns out that she was taking prednisone and that can weaken bones significantly. I also attended treatment team today, which brought up an interesting question that no one has the correct

answer for. There was an older woman who has made a great deal of progress as a patient, but she is still impulsive and at risk for falling. The facility is ready to discharge her because of her significant gains, but they are afraid to send her back to her apartment without any care. They are recommending she hires 24/7 care or moves into an assisted living facility. This woman, however, has a caseworker who will do anything to maintain this woman's independence for her and is very against moving her. Obviously this decision will be up to the woman, but after meeting her I'm not sure she would fully understand the issue. The doctor in team said something like "how can we let her go home knowing full well that she will probably fall," which is a good point. I think there are a lot of difficult situations like this, and it is hard to know what the right thing to do is.

Afternoon: I played rummy with some of the patients, James, and Erica. It's interesting that even a game of cards can be therapy for many people. The patients had wrist weights on while they held their cards, while they also had to use their brain to play and keep score. They had so much personality and I had a great time playing with them. I also watched the woman with dementia and aphasia do word searches, and they were extremely difficult for her. I would like to learn more about what happens in the brain that causes these communication barriers.

Friday: 2/18/11

Hours: 7:00-3:00

Morning: I observed ADLs. The first man the OT helped was also in a veil bed. It took her and another nurse to help him get ready, because he was a big guy and somewhat impulsive. He had a brain tumor removed, which caused him to have problems with the left side of his body. Though he was able to move his left side, he couldn't feel any of it. At one point his left hand was in his right hand, and he said to the therapist, "What's this?" when referring to his left hand. He also only looked to the right side of him. When we left his room, the therapist asked me what types of things I noticed. I appreciate when some of them ask my thoughts first to see what I picked up on and what I missed.

Afternoon: I observed in the gym. The therapist I observed this morning worked on increasing awareness of the patient's left side. She did this by using a mirror so he could see both sides of his body while they worked on moving his arm and leg. I made conversation with many of the residents while I watched them do puzzles, use thera-puddy, lift weights, put together pipe designs, play cards, fold towels, and match socks among many other things.

General Comments: I feel much less overwhelmed about hours after speaking with you this week. Now that I know that most of the things I do relating to my future profession or human service work will count towards my hours, 600 hours is much more realistic.

Total Hours this week: 41 hours

Total overall hours: 234 hours

[This student did a split internship at two retirement facilities to prepare for an OT graduate program.]

RHS WEEKLY INTERNSHIP LOG (Appendix D)
(Blank forms available on ANGEL)

Student:
Agency:
Weekly Log # _____

Monday: _____ (Date) Hours: _____ to _____

Tuesday: _____ (Date) Hours: _____ to _____

Wednesday: _____ (Date) Hours: _____ to _____

Thursday: _____(Date)

Hours: _____ to _____

Friday: _____(Date)

Hours: _____ to _____

General Feeling/Comments:

Total hours this week: _____

Total hours overall: _____

PENN STATE UNIVERSITY
RHS INTERN EVALUATION REPORT (Appendix E)

Student Intern: _____
 Site Supervisor: _____

Agency/facility Name: _____
 _____ Mid-semester Evaluation _____ Final Evaluation

Please underline or **bold** (or **both**) the appropriate rating for each item.

WORK-RELATED QUALITIES		N/A	Unsatis- factory	Fair	Good	Very Good	Excellent
1.	DEPENDABILITY Degree to which intern can be relied upon to work steadily and effectively; Punctuality; Regularity of attendance; Perseverance; Care for equipment and supplies.	N/A	1	2	3	4	5
2.	RELATIONSHIPS WITH PEOPLE Ability to get along with others; Friendliness; Effectiveness in dealing with the clients, staff, and public.	N/A	1	2	3	4	5
3.	QUALITY OF WORK Completeness; Accuracy; Neatness; Professionalism.	N/A	1	2	3	4	5
4.	QUANTITY OF WORK Amount of work performed; Rate of performing work.	N/A	1	2	3	4	5
5.	ORGANIZATION Ability to plan work efficiently and to anticipate problems.	N/A	1	2	3	4	5
6.	INITIATIVE Self-motivation; Resourcefulness; Versatility; Appropriate use of supervision.	N/A	1	2	3	4	5
7.	ANALYTIC ABILITY Thoroughness and accuracy of analysis of data, rules, and procedures; Appropriate judgment; Ability to write and/or present meaningful reports.	N/A	1	2	3	4	5

WORK-SPECIFIC SKILLS		N/A	Unsatisfactory	Fair	Good	Very Good	Excellent
1.	Ability to maintain case records and interpret client-related data.	N/A	1	2	3	4	5
2.	Ability to determine appropriate client services.	N/A	1	2	3	4	5
3.	Ability to help clients develop treatment plans (e.g., IPE, IHP, IEP)	N/A	1	2	3	4	5
4.	Ability to develop and maintain a facilitative relationship with clients.	N/A	1	2	3	4	5
5.	Ability to develop and maintain professional relationships with peers and supervisors.	N/A	1	2	3	4	5
6.	Ability to use community resources to provide integrated, comprehensive treatment programs for clients.	N/A	1	2	3	4	5
7.	Ability to apply academic preparation to field work responsibilities.	N/A	1	2	3	4	5
8.	Ability to be empathic and demonstrate sincere client advocacy.	N/A	1	2	3	4	5
9.	Demonstrated interest in the rehabilitation and human services profession; Involvement in appropriate activities such as professional organizations, research, in-service training, consumer groups, etc.	N/A	1	2	3	4	5
10.	Demonstrates self-development capabilities; Defines own goals and learning needs; Critically evaluates own performance.	N/A	1	2	3	4	5
11.	Accepts constructive criticism from peers and supervisors, and modifies behavior accordingly.	N/A	1	2	3	4	5
12.	Maintains a professional appearance via appropriate attire, grooming, and demeanor.	N/A	1	2	3	4	5

COMMENTS

Space is provided below for comments concerning additional performance factors or general feelings and impressions. Please be sure to record supervisor and intern signatures as noted below.

Supervisor's Comments:

Student's Comments:

Supervisor name (serves as electronic signature):_____ Date_____

Intern name (serves as electronic signature):_____ Date_____

Note: Interns will post the completed Report as a single document (using either PDF or Microsoft Word format) to ANGEL for review by the Internship Coordinator.