

# CLARION UNIVERSITY

## **Clarion University of Pennsylvania**

Guidelines for Student Internships and Externships

Student Interns And Externs  
Cooperating Professionals  
Administrators

### **College of Health and Human Services**

Office of Field Service

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## **POLICIES FOR STUDENT INTERNSHIPS AND EXTERNSHIPS**

**Calendar:** Students will follow the calendar of the agency for in-service days, vacation breaks and holidays. During the fall and spring semesters, assignments will begin on the first day of classes at the university. Dates for Externship and Internships are designated by the Rehabilitative Science Department and the Speech Pathology and Audiology Department.

**Absences from the Assignment:** University students are expected to be in attendance for the entire day and assist in co-curricular activities suggested by the cooperating professional and university supervisor. Students are to notify the cooperating professional and university supervisor in the event of an absence for illness. An attendance record is maintained by the cooperating professional and university supervisor and returned to the Office of Field Services at the end of the assignment.

Other absences must be approved by the director, Field Services, in concert with the cooperating professional and university supervisor. Students are permitted up to four days for illness and approved absences for the semester; for example, job interview and death in the family. Field assignments will be extended for prolonged illness and unexcused absences.

**In-service Days:** University students are to attend the required in-service seminars and attend school and agency functions, including any extra curricular activities suggested by the cooperating professional and university supervisor. Students may be excused from meetings in which the topics are sensitive and inappropriate for their discussion.

**Work Stoppages:** In the event of a work stoppage at an agency, the university student is not to report to the field assignment or enter the facilities of the center after working hours.

In the event of a work stoppage at the university, students should proceed with the assignment in the agency unless notified otherwise by the director, Office of Field Services.

**Confidentiality:** University students are requested to maintain confidentiality concerning client records and information related to the personnel and operations of the agency.

**Transportation of Clients:** Transportation of clients to special events, field trips, and other activities is not provided in the vehicle belonging to or driven by a university student.

**Coursework or Employment during Internship and Externship:** An

internship and externship is a fulltime responsibility; coursework other than required professional seminars may not be taken. A petition to take coursework during field experience must be approved by the Dean's Office, 101 Stevens. No consideration may be given to outside employment in relation to attendance, preparation, and professional performance.

**Health Examinations:** The Admission and Retention Policies of the college require a speech and hearing screening and negative tuberculin skin test.

Childhood inoculations do not provide lifelong immunity and the exposure to some viruses and diseases is enhanced during field experiences. Students may wish to consult with a family physician and the university health services for advice on inoculations and vaccines.

**Removal from the Field Experience:** University students may be removed permanently from the field site, either for academic (performance) or disciplinary (behavior) reasons, and can be suspended and dismissed from the degree program.

**Assignment of Letter Grades:** A letter grade will be assigned at the end of each field experience. Cooperating professionals in agencies are requested to recommend a letter grade which reflects the final performance level of the student intern or extern during the field experience.

The evaluation and grade may be discussed in the final conference and cooperatively determined by the cooperating professional and university supervisor with input of the university student, the supervisory triad. Final determination of the letter grade rests with the university supervisor who is the professor of record.

**Students Living in Residence Halls:** Students may request to move into the residence halls prior to the field experience to attend in-service meetings. The director of Residence Life designates the date and time students may enter the halls. The meal contract follows the university calendar so students must arrange for their own meals. Each request must be approved by both the director of Field Services and the director of Residence Life and is reviewed in terms of the reporting date specified by the center director.

Students who live in residence halls have temporary accommodations in lounges, but not meal services, during the university holidays and vacation breaks; they also may stay in another resident's room with written permission and the approval of the director, Residence Life. Students must follow the procedures outlined by the Office of Residence Life for entering and leaving the halls during holidays and breaks to maintain maximum safety and security in these buildings.

Students who have a meal service plan may request that Chandler Dining Service prepare a box lunch. This request must be made at the Office of the Vice President of Student Affairs, 222 Egbert, no later than the course drop/add period.

## **THE INTERNSHIP AND EXTERNSHIP EXPERIENCE**

### **ROLES AND RESPONSIBILITIES OF THE STUDENT INTERN AND EXTERN**

Practica and field experiences are times when a student in rehabilitation sciences or speech pathology and audiology has the opportunity to assume the roles of a professional. In this regard, the student is expected to assume professional responsibility for conduct while working in a cooperating agency. The individual should be prepared to identify problems and successes and learn from them.

No two people perform in the same manner. The student intern or extern needs an open and flexible attitude to promote a positive learning experience. The student should recognize that the cooperating professional has total responsibility for the instructional program and procedures in the agency.

As a means of gaining greater insight into the role expectations of a human services professional, a student intern or extern meets the same schedule as the cooperating professional, including reporting times, special activities, treatment team meetings, advocacy organization meetings, family conferences, and professional meetings.

Establishing a positive, professional relationship with the cooperating professional, other agency professionals, and the agency staff will lead to a productive student internship experience.

### **REQUIREMENTS FOR STUDENT INTERNS AND EXTERNS**

The following is a list of requirements and expectations for the student by the university supervisors, cooperating professionals and agency administrators. There may be adaptations based on the student's major and the nature of the agency.

#### **Beginning the Student Internship & Externship Experience**

Contact the cooperating professional(s) and schedule visits to the agency(ies). If that is not possible, then write to the cooperating professionals as an introduction. During the initial visit a student may:

Meet the administrator and office personnel.

Become familiar with the physical plan of the agency.

Obtain information related to the time schedule, calendar, and policy handbooks for employees and students.

Obtain information related to the cooperating professional's schedule, reporting times, resources, and exchange phone numbers.

Discuss the concepts and essential skills that will be developed during the student field experience.

During the first week of each field experience, the student can become familiar with a variety of aspects of the agency environment.

Review the cooperating professional's instructional and/or evaluation

and therapy materials, equipment, and resources.

Discuss the expectations of the student intern/extern, cooperating professional and university supervisor, including dress, conduct and responsibilities.

If applicable, meet the counselors, case managers, social workers, supervisors, secretaries, custodians, and aides at the agency.

Provide the university supervisor with a schedule and prepare for the initial visit.

### **Managing the Therapeutic Environment**

Reinforce the expectations for client behavior, rules of the cooperating professional, and agency policies.

Respond to disruptions with prompt and appropriate actions, demonstrating fair and consistent solutions to discipline concerns.

Create an environment for learning and respect for others.

Encourage on-task behavior, client involvement, and self motivation for learning, evaluation, and treatment.

Present content and the directions for learning experiences clearly.

Make effective use of evaluation and treatment program time.

Organize for instruction and/or evaluation and treatment and perform routine tasks before and after work hours and during planning periods.

Maintain safety and health standards in the agency, including computer laboratories, music, art, and recreation facilities, library, and outdoor environments.

Attend to the physical environment, for example, lighting, heating and ventilation, traffic flow, and organization of equipment and furniture.

### **Communicating with Clients, Personnel, Parents, and Community**

Provide clients with appropriate verbal and nonverbal communications and continuous feedback on performance.

Demonstrate interpersonal relations skills during interactions.

Encourage clients to express their ideas, opinions, creativity, and talents.

Provide written communications that are proofread and professional in appearance.

Use appropriate grammar and vocabulary for the age level and avoid slang expressions.

Seek the advice of agency specialists in providing for individual needs.

Accept advice and constructive criticism from the cooperating professional, university supervisor, and administrators. Keep lines of communication open through frequent conferences.

Communicate client progress to the treatment team in progress notes and through conferences under the advisement of the cooperating professional.

If applicable, organize learning experiences that involve community resources and encourage personal involvement and responsibility.

### **Assuming Professional Roles**

Be punctual in attendance and meet time schedules.

Attend extra-curricular activities and assist in the activities only under the supervision of a professional.

Dress and conduct behavior in a professional manner at all times.

Demonstrate initiative to direct activities with and without the assistance of the cooperating professional.

Be prudent about sharing information about situations, events, and persons in the agency.

Discuss modifications of a treatment philosophy in light of the field experience.

Develop a credential file with the Career Services; discuss career planning with agency and campus professionals.

Attend required professional seminars and workshops at the university.

Meet all university requirements and assignments and any additional requirements of the academic department.

### **GUIDELINES FOR COMPLETING ASSIGNMENTS PLANNING**

Follow guidelines established by the university supervisor and cooperating professional for planning agency activities and writing treatment plans.

### **SELF-REFLECTION DURING INTERNSHIPS AND EXTERNSHIPS**

In rehabilitative sciences, students are required to provide a written self-reflection of the field experience through a daily journal. The journal must be available to the cooperating professional and university supervisor during observations and conferences. The journal or log describes opinions, impressions, and evaluative statements related to the internship situation and the student's own professional development; it is not a diary of personal experiences.

### **EVALUATION OF PERFORMANCE**

During each field placement, student performance is assessed through a variety of informal and formal methods. Students are to take the initiative to ask for

additional feedback whenever necessary. The purpose of evaluation is to provide feedback and guide students toward improved performance. As students progress in the assignment, they are guided to self-evaluate performance and become more independent in their decisions so they are prepared to assume the responsibility of the professional role in the future.

Cooperating professionals are the daily supervisors of the student interns and externs. They provide continuous informal feedback and conduct at least one formal observation weekly.

University supervisors have an initial visit with the student and cooperating professional to clarify expectations, answer questions, and provide written feedback through a Visitation Report (see Appendix A). Students are to conference with the university supervisor, review written comments on the Visitation Report, and sign the form indicating they have read and discussed the written evaluation. During each placement they conduct three formal observations and conferences, including the last visit when they share and discuss the final Student Performance evaluation and Recommendation of Final Grade found on Appendices B and C/D.

**Formative Evaluation:** Formative evaluation is designed to provide students with immediate and continuous feedback on performance throughout the field experience. It can be informal and formal; informal feedback includes written comments on progress notes and treatment plans, brief conferences, written notes in the journal, verbal comments after sessions, and nonverbal cues and gestures.

Formal feedback is provided in writing after the observation of performance. A conference following the observation provides students with objective data or information, suggestions for improvement, and goals for improvement.

**Summative Evaluation:** A summary evaluation will be written by both the cooperating professional and university supervisor at the end of each placement. These evaluation forms are to be presented to students, discussed in a conference, and signed by the student and cooperating professional or university supervisor. Most students place these forms in the credential file at Career Services.

**Final Grade:** Students are assigned a letter grade at the end of each placement which reflects final proficiency in performance. The grade is determined cooperatively by the cooperating professional and university supervisor, and with input from the student.

It is recognized that student growth is sequential and developmental throughout the professional semester. Therefore, the performance at the first half semester may not reflect all standards listed below; however there is evidence of performance which meets most standards. Performance during the last few weeks of the second half experience reflects adherence to all of the standards. The following guidelines are used to distinguish among levels of performance:

**A grade of A** means the student's performance is at an outstanding level. The planning for treatments is thorough, prompt, represents a variety of strategies and resources, and provides for individual needs and abilities. Assessment of client performance takes place continuously and through a variety of methods; instruction/treatment varies to correspond with the evaluation

data to meet individual needs. The student intern or extern shows the initiative to research the content and develop supplemental materials which reflect creativity and originality. The student is self-directed in assuming professional responsibilities, participates in co-curricular events and the total agency environment, and demonstrates maturity and leadership abilities. The required assignments and competencies have been achieved in an outstanding manner. The student shows definite promise to be a highly effective beginning professional.

**A grade of B** means the student's performance is excellent. Planning is thorough, represents a variety of strategies and resources, proving for individual needs and differences. Assessment of client performance takes place continuously and with a variety of methods; treatment is sometimes not modified to meet client needs and interests. The student researches the content and develops supplemental materials that reflect creativity and originality; however some interventions show excessive reliance on standard format without evidencing individual creativity. The student has attended some co-curricular events and needs to become familiar with the total agency environment. Maturity and leadership skills are evident. The student completed all required assignments with varying degrees of promptness and thoroughness. The student has mastered most, but not all, of the required competencies listed above. The student shows promise to be a highly effective beginning professional.

**A grade of C** means the student's performance is at a satisfactory level. Planning for treatment is adequate, often represents varying strategies and resources, and usually provides for individual needs and differences. Assessment of performance takes place and with varying methods; treatment may not always meet client needs and interests. The student often relies on the cooperating professional and university supervisor for decision making, resources and content information. The student has attended some co-curricular events and is somewhat lacking in insight to the total agency environment. Maturity and leadership skills can be further developed. The student has completed all required assignments adequately and with a minimal degree of promptness and thoroughness. All required competencies are met at a satisfactory or above level. The student has the potential to be an effective beginning human services worker, provided supervisory assistance and mentoring are provided. The student is required to meet with the associate dean before proceeding with a second field assignment.

**A grade of D** indicates the student's performance is at an unsatisfactory level. The planning, assessment of clients and provisions for individual needs and interests are performed at a marginal level. The student depends upon commercial planning guides and materials and relies on the advice and supervision of the cooperating professional and university supervisor in performing professional responsibilities. The student has not completed all required assignments or demonstrated all required competencies at a satisfactory or above level.

**A grade of E** indicates that the student has not demonstrated most of the essential competencies for the professional role. There is evidence of minimal professional growth, lack of independence in performing professional responsibilities and a need for continuous supervision. The student has failed to either complete all required assignments and/or demonstrate all required competencies listed above. The student is not eligible for graduation in the degree program.

## **ROLES AND RESPONSIBILITIES OF THE COOPERATING PROFESSIONAL**

The person most influential in the final preparation of a student is the cooperating professional. Probably no other person is in as close contact for such an extended period of time as the cooperating professional.

This presents a challenge that can be accepted with dedication by the cooperating professional. The cooperating professional, by virtue of the position, helps to determine who will enter the profession and the quality of future human service professionals. Because of the critical function of the cooperating professional, it is important that such people possess the professional background and experience necessary to be able to assess, advise, and supervise the growth of the student.

### **Relationship with the University**

Cooperating professionals enter into a partnership with rehabilitation educators in preparing future professionals. Cooperating professionals can provide valuable feedback to the student and also the college faculty regarding the educational program. The college provides support to the supervisory roles.

Cooperating professionals meet the following criteria:

- An earned bachelor's degree, master's degree preferred for rehabilitative science and services; master's degree with ASHA certification required for speech pathology and audio logy.
- A full-time employee in the cooperating agency.
- Three years of experience and at least one year of experience in the cooperating agency.
- Certificated in the area being supervised.
- A commitment to working with students.
- Evidence of professional/teaching effectiveness through agency performance appraisals.
- Evidence of professional growth through additional graduate and/or in-service education.
- Approval by a designated agency administrator and associate dean, with input of university supervisors.
- A commitment to participate in the Professional Development Program.

### **Relationship with the Intern or Extern**

The following suggestions may guide cooperating professionals in working with students.

## **Orienting the Student**

Organize materials that will familiarize the student to the agency and community; for example, client handbooks, agency policies, calendar, and community profile and resource guide.

Organize materials that will encourage the student to quickly become familiar with the clients and facilities; for example, time schedule, inventory of materials, and program rules.

Organize materials that will acquaint the student with evaluation and treatments, for example, scope and sequence of the content, clinician's manuals, textbooks, and equipment.

Arrange a work space with some supplies for the student.

Introduce the student to the clients in a positive manner and as a team member.

Provide a tour of the agency and community.

Encourage the student to observe in other groups and clinical activities.

Encourage the student to observe the same clients in other settings, for example, social, recreational, and vocational activities.

Introduce the student to other professionals and administrators so they will feel a part of the agency.

Introduce the student to specialists; for example, activities therapists, counselors, specialists, social workers, psychologists, and nurses.

Engage the student in observation and participation activities each day; for example, tutoring, individual discussions, and small group work.

Conference with the student to exchange expectations and goals for the experience and to explain the special needs of individual clients.

Suggest possible topics the student may consider for the didactic groups.

Maintain an attendance record (see Appendix B) of the student and return to the Office of Field Services at the end of the placement.

## **Observing and Evaluating Student Performance**

Observe the student in a variety of clinical situations.

Provide immediate and continuous informal feedback, particularly at the beginning of the student experience. Informal evaluation may include verbal comments, notations on treatment plans, and non-verbal communication. Identify strengths, areas for improvement, and discuss ways to address these areas.

Provide a formal assessment of group and individual work at least once each week using the clinical process:

Hold a pre-observation conference with the student to determine the client goals, procedures, and any concerns the student may have.

Observe the student's interaction and performance and record the information.

Hold a post-conference with the student by encouraging the student to examine the objective data, draw conclusions, and set goals for improvement in immediate planning and performance.

### **Assigning Other Professional Responsibilities**

Require the student to attend co-curricular events, team meetings, family conferences, consumer organization meetings, and professional workshops.

Require the student to follow the reporting times of the staff.

Require the student to be prompt with assignments and responsibilities.

Advise the student regarding communications with parents, such as telephone calls, progress reports, and grade reporting.

### **Relationship with University Supervisors**

Share performance assessments, goals for improvement, and subsequent student progress with university supervisors during visitations. Contact university supervisors in the event of any concerns regarding a student's performance.

### **Externship - Providing a Summative Evaluation and Grade Recommendation**

Cooperating professionals are required to complete a Mid-Term and Final Evaluation of the student's performance with use of Calipso®, which includes a rating of competencies and narratives about the student's performance. Cooperating professionals should discuss the Mid-Term Evaluation half way through the clinical placement and also discuss the Final Evaluation with the student prior to the end of the assignment. The supervisor will submit the Mid-Term and Final Evaluation on Calipso to allow the university supervisor access to this form. The Mid-Term and Final Evaluation are electronically signed by both the cooperating professional and student before it is submitted to Calipso®. Students are responsible for printing and/or saving their Mid-Term and Final Evaluations to a hard drive prior to graduation.

Cooperating professionals recommend a final letter grade to the university supervisor that reflects the student's proficiency. The grade is indicated on the Attendance and Grade Recommendation form (see page 13), signed by the cooperating professional and student, and returned to the Office of Field Services at the end of the placement.

## **ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

The university supervisor is the designated representative of the Venango College, School of Health Sciences to agencies. These faculty members are assigned by the departments to work with students because they have strong commitment to the student field experience and working with cooperating professionals in agencies. They adhere to a team approach in supervising the students and offer continuity in the program by relating the experience in the field to the experience on the university campus.

University supervisors are expected to evaluate the student's performance and the student experience as they relate to the rehabilitation sciences and speech pathology and audio logy programs. They provide support and assistance to both the student and cooperating professional. Faculty who attend seminars on supervisory techniques sponsored by the college are members of the Professional Development Program.

### **Relationship with Student Interns and Externs**

Make an initial visit to the student and cooperating professional to discuss expectations, requirements and questions, and to assist in the orientation phase of the field experience.

Hold periodic seminars with the students to discuss the field experience and preparation for the induction years.

Conduct three formal observations and conferences using the clinical process; provide written informative and summative assessment of the student's performance during each placement

Guide the student in identifying and achieving goals for improvement.

Observe the student in a variety of instructional and/or evaluation and treatment situations if possible.

Review and assess performance in required assignments; that is, the treatment plans, progress notes, journal, conferencing which involves reflective thinking.

Guide the student toward self-evaluation, problem solving, decision making, and critical thinking.

Assist the student in career planning as a beginning professional.

Provide references for potential employment as requested.

### **Relationship with Cooperating Professionals and Administrative Personnel**

Serve as a liaison between Clarion University and the cooperating agencies.

Serve as a team member with the cooperating professional in guiding each student's performance.

Serve as a consultant to staff and administrators.

Assist cooperating professionals in planning strategies to guide the growth of each student.

Provide cooperating professionals with assessments of student performance, both in writing and through conferences.

Be available to provide assistance and hold conferences as requested by cooperating professionals and administrators.

Respect the individual philosophies and procedures of cooperating professionals.

Observe agency protocol and professional courtesy when visiting each center.

### **Relationship with the Office of Field Services**

Advise in the assignment of students to cooperating professionals.

Assess the quality of placements in terms of student growth, the overall experience, and cooperating professional supervision.

Identify potential cooperating professionals and agencies.

Communicate the names of students experiencing difficulty throughout the semester.

Assist in continuous evaluation of the student intern/extern program and rehabilitative sciences education program.

Complete reports for each visitation and submit them weekly.

Complete Student Performance and Attendance and Grade Recommendation forms for the student and submit them at the end of each student experience.

Provide notification of visitation dates and centers for travel approval. Complete travel expense reimbursement monthly.

**CLARION UNIVERSITY COLLEGE**

**VENANGO COLLEGE, SCHOOL OF HEALTH SCIENCES**

**ATTENDANCE AND GRADE RECOMMENDATION**

University Student \_\_\_\_\_

**Return this form with the final Performance evaluation at the end of each half-semester experience.**

**ATTENDANCE RECORD**

Directions: At the first class meeting following an absence, the university student of cooperating professional should record the date and reason for the absence and the status of approval. An “excused” absence will be for illness, death in the family, and job interview; “unexcused” is for most other absences and students must request approval from the director, Field Services.

University students are responsible for keeping university supervisors apprised of these absences; a field assignment will be extended at the discretion of the director, Field Services, with input of the cooperating professional and university supervisor.

Do not include required workshops on campus.

Date	Reason	Approval (check one)	
		Excused	Unexcused

**RECOMMENDATION OF FINAL GRADE**

Cooperating professionals in school districts and community agencies are to recommend a final grade, which reflects the performance level of the student during the final weeks of the field experience.

The grade should be discussed in the final conference and cooperatively determined by the cooperating professional and the university supervisor and with input of the university student. Final determination of the grade rests with the university supervisor who is the professor of record.

My recommendation for the final grade is \_\_\_\_\_

Signature \_\_\_\_\_  
Cooperating Teacher or University Supervisor

Date \_\_\_\_\_

Signature \_\_\_\_\_  
University Student

Date \_\_\_\_\_

