PSYCHOLOGY STUDENT INTERNSHIP MANUAL

DEPARTMENT OF PSYCHOLOGY

EASTERN CONNECTICUT STATE UNIVERSITY

October 2014

Internship Co-Director
Melanie Evans, Ph.D.
Associate Professor
Eastern Connecticut State University
83 Windham St.
Willimantic, CT 06226
evansm@easternct.edu
860-465-0070

Internship Co-Director
Kristalyn Salters-Pedneault, Ph.D.
Associate Professor & Licensed Psychologist
Eastern Connecticut State University
83 Windham St.
Willimantic, CT 06226
saltersk@easternct.edu
860-465-0406
THE PSYCHOLOGY DEPARTMENT INTERNSHIP

This is an experiential learning course where students participate in an internship in a social service setting such as hospital clinic, human service agency, group home, school counseling office, probation office, or specialized classroom. The student acquires knowledge regarding methods of intervention and the treatment philosophy of the placement agency by participating in an observational and supportive role. Students participating in the practicum are typically obligated for the equivalent of 8 - 16 hours per week earning 3-6 credits. Students negotiate the actual hourly schedule with their placement site supervisor.

The document “Contacts for Psychology Internship” is a list of sites where we have pre-established agreements for our students to participate in undergraduate psychology internships. The students can select from this list or students can find their own sites. The list is revised each fall and spring semester. Never refer to older lists.

Individualized experiences are also available in industrial/organizational psychology. Students interested in industrial organizational sites should see Dr. Bachiochi or Dr. Everton.

Students interested in sites that meet the requirements for BCBA should see Dr. Diller.

Internships are on a semester-by-semester basis following ECSU's schedule. Students may participate in a single placement for more than one semester if both student and agency agree, or students may repeat the course at a different placement.

The internship agency determines the actual program in which you participate. Placement sites may ask you to participate in any activity where they think undergraduate psychology students may be of assistance. In the past, activities that ECSU students have been involved in have included, but not been limited to:

1 – 1 mentoring
1 – 1 or small group tutoring
Administering and scoring standardized rating scales
Co-therapy in treatment groups such as social skills training, problem solving, couples therapy,
  - substance abuse, children of alcoholics, children from divorce, anger
  - management, parent
  - training and sports medicine
Crisis intervention / telephone hotlines
Forensic evaluations
Implementing behavior management and behavior analysis programs
Management of service related data
Peer mediation
Program design/administration
Shadowing a master practitioner or a probation officer
Systematic direct observation
Policies  3

Supervision of activity groups

Furthermore, students may be required to read, write, organize, research or otherwise prepare for their own responsibilities in any reasonable way.

Limitations: ECSU students may not drive a car with a client passenger (except DCF). Clerical work such as photocopying, filing, and correcting tests is not appropriate unless it a specific part of the duties required for working with the clients to whom the ECSU student is assigned. ECSU students may not use physical restraint.

On-site supervision will be available to you at the placement agency. You may not be left alone at the site without access to a supervisor or their designee.
HOW TO SET UP THE INTERNSHIP:

THE SEMESTER PRECEDING THE STUDENTS’ INTERNSHIP EXPERIENCE

During the semester preceding that which they will participate in the internship, there are many one-hour meetings for students to learn about opportunities at different internship sites and how the internship program works. At these meetings, students are provided with contact information and instructions on how to arrange and attend interviews at sites where they are interested in working.

Thus, during the semester that precedes the semester when students want to intern, students learn about opportunities at different placement sites, interview, decide upon, and confirm the placement. This takes 4-6 weeks. This way, as soon as the semester starts, the student saves considerable time, goes straight to the site, and gets a full 15-week experience.

The department e-mails a schedule of these meetings to all psychology majors, posts fliers throughout the department in Webb Hall, and announces the meetings in class.

FOUR REQUIREMENTS

I. It is best if you interview and confirm the internship site before you leave at the end of the semester preceding that which you plan to participate in the internship. You must start the internship before the end of the first week of the designated semester.

II. You should meet regularly for one-hour supervision with an ECSU faculty member.

III. While you are on internship as part of this class, you cannot be reimbursed by the internship site in any way for the services you perform (e.g., you cannot be paid for doing the internship). No exceptions.

IV. You must have a minimum Psychology GPA of 2.5

SCHEDULE AND CREDIT HOURS

Students receive one credit for each 40 hours that they work at a site per 15-week semester. Students work a minimum of 8 hours per week on site. Over the course of the fall or spring semester, students typically work at one site for anywhere from 8-16 hours per week (3-6 credits), or they may work at two sites for 8 hours each per week (6 credits).

If you have a Psychology GPA above 3.50, you may work up to 32 hours per week for up to 12 credits.

Most sites (not all) prefer that a student work at least on two different days so that not all 8 hours are accumulated in one day.

You may repeat the course as often as you like, but note:
Policies

a. Three credits from your first semester of internship may count to your specific psych concentration under specialized courses.
b. Three credits from your second semester of internship may count as a psychology elective if the student chooses to do so.
c. You can use as many internship credits as you like as University elective credits to meet the ECSU graduation requirement of 120 credits.

SETTING UP THE PLACEMENT, SEVEN STEPS

_____I. Use the document “Contacts for Psychology Internship” to select up to three places to interview. You cannot choose to interview at four places.
   A. You MUST tell Dr. Salters-Pedneault where you are interviewing.

_____II. Arrange and attend interviews.
   A. E-mail or call the sites on a regular basis to schedule an interview
   B. Tell the site (1) you are an ECSU psychology student, (2) interested in an internship (3) use the name of a professor, and (4) the month you plan to start the field placement.
   C. All e-mail communication is in a formal style. Do not use abbreviations or e-mail slang. Spell all words correctly and use proper grammar, etc
   D. Find out about the site before you interview. Look for web sites or ask for brochures.
   E. Present with proper interview behavior and attire.
   F. Ask them questions about opportunities you would like to have. Come prepared with questions.

   Note: If you chose to interview at a site that is not on the list, be sure to take the document “Psychology Internship Program” (version 9/12) and present it to the potential supervisor. This describes the field placement program.

Internship sites might require fingerprinting, background checks or resumes.

_____III. Choose the site where you would like to work and confirm your choice with the site. Confirm that they have accepted you.

_____IV. Decide which supervision class you will attend. This person will be your ECSU supervisor/professor. If one section fills, we will direct you to another section unless you already have class at that time.

_____V. Tell the professor who will be your ECSU class supervisor of your decision. Send an e-mail with all of the following information:
   A. Your name
   B. Current mailing address, telephone number & e-mail address.
   C. Name of the site where you would will be interning.
   D. Name of your supervisor at the field placement site.
   E. Your ECSU supervision time.
   F. The number of total hours you plan to work on site each week (minimum of 8)
Va. STUDENTS WHO FIND THEIR OWN FIELD PLACEMENT SITE (ONE NOT ON THE LIST) MUST

INCLUDE THE FOLLOWING INFORMATION BEFORE MOVING ON TO THE NEXT STEP.

1. Name of the contact person from the site where you would like to intern
2. Your contact's title, mailing address, telephone number and e-mail address
3. A hard copy of an official document describing the site you chose. A brochure is fine. If you wish, you may download and present us with a hard copy of material describing the site. Do not send us a web link.

Your ECSU professor will communicate with the contact person before we go to the next step.

VI. Your ECSU supervising professor will arrange a meeting where you will:
A. Receive the form “Approval for Courses Requiring Written Permission”
B. Receive a copy of a blank Field Placement Agreement
C. Sign other forms at the instructor’s discretion

VII. Register for the course using the form “Approval for Courses Requiring Written Permission.” (given to you in your meeting with your ECSU supervising professor). You do not have to complete the field placement agreement prior to registering for the class.

DURING THE SEMESTER

Internship Commitment

Once a student accepts an internship placement, that student is expected to complete the placement as agreed. Any student who reneges on an agreement to complete a confirmed internship will be barred from the department of psychology internship program in future semesters.

Internship Supervisor

The supervisor at the internship site is assigned by the “Contact Person” listed on the document “Contacts for Psychology Internship”. This supervisor may be the same person as the Contact Person or may be another employee of the agency.

Restrictions:
Student interns may not be related to the supervisor at the internship site.
The site supervisor may not be related to the client to whom the ECSU student intern is assigned.

Internship Agreements

A. Internship Agreements must be completed before the end of the second week of the semester. Give the original and two copies to your ECSU Supervisor.
The internship supervisor may make a copy if they wish and you should make a copy for yourself.

B. If Internship Agreements are not returned before the end of the second week of the semester, you will be suspended from attending your internship until the Internship Agreement is returned to us.

Schedule

Students negotiate their schedule with the internship site, but students must keep in mind that their on-campus internship supervision class has mandatory attendance. Do not schedule an internship experience during the time you have supervision class.

Reimbursement and Payment

Students cannot be paid for internship work.

Students may participate in an internship in the same organization where they are employed. However, students cannot do the same job or have the same responsibilities for internship and employment. Students participating in an internship where they are employed need to have different responsibilities, a different job title, with a different supervisor. Furthermore, while participating in their scheduled internship setting, the ECSU student cannot be pulled away from their internship schedule or an internship responsibility to do work that is part of their paid employment. For example, if a regular staff member calls in sick, the ECSU student cannot be asked to leave the internship to work in the employment setting. The intern activity and the employment activity must be two unrelated positions, although they could be in the same organization.

After the internship class is over, ECSU students may work as they wish.

Internship Evaluation

At the end of the semester, the student and their internship site supervisor complete the Internship Evaluation (revised 4/11)

Students are required to return the original to their ECSU Supervising Professor.
INTERNERSHIP ISSUES

Confidentiality (1/12)


Maintaining Confidentiality. Students have a primary obligation and take responsible precautions to protect the confidentiality of those with whom they work on internship and of those they learn about during on-campus supervision class.

After the ECSU class ends and their participation in the internship site is completed, students also recognize that they maintain confidentiality of those with whom they work on internship, and of those they learn about during on-campus supervision class.

In order to minimize intrusions on privacy, students include in written and oral reports, consultations, and the like, only information germane to the purpose for which the communication is made. They do not use identifying information (i.e., names, ages, exact geographic locations, birthday).

Students discuss confidential information obtained in an internship relationship only for appropriate professional purposes and only with persons clearly concerned with such matters such as their internship supervisor, their ECSU faculty supervisor, and during internship supervision on campus.

Students maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether they are written, automated, or in any other medium.

Students disclose confidential information to their internship supervisor and their ECSU faculty supervisor, without the consent of their client, for valid purposes, such as (1) to obtain appropriate professional supervision, and (2) to protect the client and others from harm (see “Protection of Children from Abuse” and “Student Response to the Suicidal Talk or Threatening Behavior of a Client”, below).

Students do not obtain a client’s written consent to release confidential information. If such action is necessary, then the student intern’s site supervisor obtains such written consent.

Driving and DCF (12/06)

As part of their internship, students enrolled in ECSU classes are allowed, by ECSU and DCF, to drive state vehicles when transporting clients, including children.
DCF has full insurance coverage, and DCF is responsible for determining the ability (e.g., conducting a check of license, insurance, etc) of the students to drive.

ECSU professors are not responsible for determining the ability of the students to drive.

The ECSU students do not need a special license to drive the clients.

**Dual Relationships (1/12)**

For a complete discussion, see the book: *Professional Conduct and Discipline in Psychology*, 1996, American Psychological Association and the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct:*


A Dual Relationship occurs whenever an ECSU intern interacts with a client in more than one capacity, for example, as an intern and a financial partner, as an intern and a babysitter, as an intern and a social friend, as an intern and a boyfriend/girlfriend, as an intern and an employee.

**Sexual relationships.** Failure to adhere to these standards on sexual relationships shall result in dismissal from the internship and an F for the course. Consult immediately with your ECSU or site supervisor if any of these issues present.

1. Student interns shall not agree to work with a client, or the child of a parent, who is a former sexual partner or with whom they have engaged in sexual intimacies.
2. Student interns shall not have sexual relationships or sexual intimacies with current clients.
3. Student interns shall not direct comments or actions toward a client that might be interpreted as sexual in nature.

**Other relationships.** Consult immediately with your ECSU supervisor or site supervisor if any of these issues present.

Student interns are sensitive to the potential harmful effects of dual relationships on those clients with whom they deal.

Student interns will not participate with clients with whom they have had prior, or have current, emotional, social, family, financial, supervisory, evaluative, legal or other relevant relationships or associations.

Students shall not accept any form of significant reimbursement, both monetary and physical objects, from clients, their family or associates. Monetary gifts are always inappropriate. Small gifts such as candy bars, pencils or baseball cards might be appropriate in the context on an intern/client relationship.

Student interns should avoid a high level of self-disclosure with clients.
Policies

Student interns should use particular care in the use of nonsexual touching with clients.

In some cases, student interns participate in community activities along with their clients. These relationships are not sought by the student intern or the client but derive in their common membership in a given group.

Students will not engage in business relationships with current clients (e.g., babysitting) unless such relationships are unavoidable. For example, the student intern may not be able to avoid doing business with a client who may be the community’s sole provider or certain goods or services.

While on internship, ECSU psychology students may not accept assignment or work with a client who is related to a faculty member in the Department of Psychology at ECSU.

Social Media Policy (8/13)

As an intern in a professional setting, it is important that students are aware of issues that may arise related to the use of social media. Please maintain awareness of the following issues:

Students are prohibited from “friending” or “following” of clients (or accepting such requests from clients) on social media sites due to issues of confidentiality and dual relationships that may arise. Students are also advised against looking at client profiles online (even if they are public) as this may constitute an invasion of privacy.

Students are advised to monitor their own social media profiles carefully. Keep in mind that although you may have privacy settings on your accounts, anyone viewing your posts may make those posts public. Consider the professionalism of your posts, as well as whether any posts could violate ethical standards. No information about your internship should be posted on social media under any circumstances.

Protection of Children from Abuse and Neglect (1/12)

Purpose: The public policy of the state of Connecticut is to protect children whose health and welfare may be adversely affected through injury and neglect. The state of Connecticut requires the reporting of suspected child abuse. For details, see DCF Policy Manual, Reporting Child Abuse and Neglect, www.state.ct.us/dcf

A student who has reasonable cause to suspect or believe that a client under the age of eighteen has been abused or neglected, or has had nonaccidental physical injury, or injury which is at variance with the history given of such injury, inflicted upon him/her by a person responsible for such child’s health, welfare, or care, or is placed at imminent risk of serious harm, shall report such behavior to their site supervisor as soon as possible, and always before they leave the placement site that day. Within 48 hours, students will also report such incidents to their ECSU internship professor in writing, including information that the incident has been reported to the site supervisor.
Policies 11

Relevant definitions from the CT Department of Children and Families are provided in italics below.

OPERATIONAL DEFINITIONS OF CHILD ABUSE AND NEGLECT (Connecticut Department of Children and Families, Effective Date: September, 2011 (Revised)

The following operational definitions are working definitions and examples of child abuse, neglect, and in danger of abuse.

- For the purposes of these operational definitions, the term child refers to any person under 18 years of age or any person under 21 years of age who is a DCF client.
- A person responsible for a child’s care includes the child’s parent, guardian, foster parent, an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child’s welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- A caretaker is an individual in whose care a biological or adoptive parent or legal guardian has left a child on an extended basis and who exercises parental authority in the capacity of a guardian.
- The phrase perpetrator given access to the child by the person responsible for the child’s care refers to those circumstances when the person responsible for the child’s care uses poor judgment in entrusting the child to another individual who then causes injury to the child.

ABUSE

- is a non-accidental injury to a child which, regardless of motive, is inflicted or allowed to be inflicted by the person responsible for the child’s care
- includes:
  - any injury which is at variance with the history given
  - maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment

TYPES OF ABUSE

Description/Examples: Physical Abuse

Physical abuse is any physical injury inflicted other than by accidental means, any injury at variance with the history given of them, or a child’s condition which is the result of maltreatment such as malnutrition, deprivation of necessities or cruel punishment.

Examples of injuries which may result from physical abuse include:

- head injuries
- bruises, cuts, or lacerations
Policies

- internal injuries
- burns, scalds
- reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.
- injuries to bone, muscle, cartilage, ligaments fractures, dislocations, sprains, strains, displacements, hematomas, etc.
- death

**Description/Examples: Sexual Abuse and Exploitation**
Sexual Abuse is any incident of sexual contact involving a child that is inflicted or allowed to be inflicted by the person responsible for the child's care.

Sexual abuse includes, but is not limited to, the following:

- rape
- intercourse
- sodomy
- fondling
- oral sex
- incest
- sexual penetration: digital, penile, or foreign objects.
- Sexual exploitation of a child includes permitting, allowing, coercing or forcing a child to:
  - participate in pornography
  - engage in sexual behavior.

**Description/Examples: Emotional Abuse or Maltreatment**
Emotional abuse or maltreatment is the result of cruel or unconscionable acts and/or statements made, threatened to be made, or allowed to be made by the person responsible for the child's care that have a direct effect on the child.

The observable and substantial impairment of the child's psychological, cognitive, emotional and/or social well-being and functioning must be related to the behavior of the person responsible for the child's care.

Emotional abuse or maltreatment may result from:

- repeated negative acts or statements directed at the child
- exposure to repeated violent, brutal, or intimidating acts or statements among members of the household
- cruel or unusual actions used in the attempt to gain submission, enforce maximum control, or to modify the child's behavior
- rejection of the child.

**NEGLECT**
Neglect is the failure, whether intentional or not, of the person responsible for the child's care to provide and maintain adequate food, clothing, medical care, supervision, and/or education.

A child may be found neglected who:

- has been abandoned
- is being denied proper care and attention physically, educationally, emotionally, or morally
- is being permitted to live under conditions, circumstances or associations injurious to his well-being
- is being abused.

**TYPES OF NEGLECT**

**Description/Examples: Physical Neglect**

The following are examples of physical neglect:

- the failure to provide adequate food, shelter, and clothing appropriate to the climatic and environmental conditions
- the failure to provide, whether intentional or otherwise, supervision or a reliable person(s) to provide child care
- leaving a child alone for an excessive period of time given the child's age and cognitive abilities
- holding the child responsible for the care of siblings or others where beyond the child's ability
- the person responsible for the child's care displays erratic or impaired behavior
- the person responsible for the child's care is unable to consistently perform the minimum of child-caring tasks
- death.

**Description/Examples: Medical Neglect**

Medical neglect is:

- the refusal or failure on the part of the person responsible for the child's care to seek, obtain, and/or maintain those services for necessary medical, dental, or mental health care
- withholding medically indicated treatment from disabled infants with life-threatening conditions.

**Note:** Failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

**Description/Examples: Educational Neglect**
Educational neglect occurs when, by reason of the actions or inaction on the part of the person responsible for the child's care, a child age seven (7) years old through fifteen (15) years old either:

- is not registered in school; or
- is not allowed to attend school.

**Description/Examples: Emotional and Moral Neglect**

Emotional and Moral Neglect is the denial of proper care and attention to the child, emotionally and/or morally, by the person responsible for the child's care that may result in the child's maladaptive functioning.

Harmful behaviors by the person responsible include, but are not limited to, the following:

- encouraging the child to steal or engage in other illegal activities
- encouraging the child to use drugs and/or alcohol
- recognizing the child's need but failing to provide the child with emotional nurturance
- having inappropriate expectations of the child given the child's developmental level.

**Note:** For court intervention regarding emotional neglect, a statement from a mental health provider documenting the condition is required.

**Circumstances Injurious**

**Description/Examples: In Danger of Abuse**

In danger of abuse includes:

- actions or statements conveying threats of physical or mental injury
- a real threat to the child's well-being as perceived by the child
- the person responsible for the child's care exposing the child to dangerous and/or violent situations.

**Description/Examples: High Risk Newborns**

Newborn children will be considered to be at risk because of a combination of both their own special needs and their mother’s condition or behavior.

Indicators of special needs newborns include, but are not limited to:

- a positive urine or meconium toxicology for drugs
Policies

- a positive test for HIV virus
- a serious medical problem.

Indicators in the mother's condition or behavior include, but are not limited to:

- substance abuse
- intellectual limitations which may impair the mother's ability to nurture or physically care for the child
- major psychiatric illness
- young age, causing inability to care for self or newborn.

Protection of Elders from Abuse, Neglect, and Exploitation (8/13)

Purpose: The state of Connecticut mandates reporting of abuse, neglect, or exploitation of people aged 60 or older. Reports and services are handled by the CT Department of Social Services – Protective Services for the Elderly. For details and a list of mandated reporters, see www.ct.gov/dss/


“In 1978, the State of Connecticut assumed responsibility for protecting people aged 60 or older from abuse, neglect or exploitation, which are defined as follows:

- Abuse: The willful infliction of physical pain or mental anguish or the willful deprivation by a caretaker of services, which are necessary to maintain physical and mental health.
- Neglect: The situation in which an elderly person is unable to take care of his or her needs or is being neglected by a caretaker responsible for providing services to maintain the person’s physical or mental health.
- Exploitation: The act or process of taking advantage of an elderly person, whether for monetary or personal gain.”

A student who has reasonable cause to suspect or believe that a client aged 60 or older has been the victim of abuse, neglect, or exploitation, shall report such behavior to their site supervisor as soon as possible, and always before they leave the placement site that day. Within 48 hours, students will also report such incidents to their ECSU internship professor in writing, including information that the incident has been reported to the site supervisor.

Protection of Adults with Intellectual Disabilities from Abuse and Neglect (8/13)

Purpose: The state of Connecticut mandates reporting of abuse or neglect of adults (aged 18 to 59) with intellectual disabilities. Reports and services are handled by the Office of Protection and Advocacy for Persons with Disabilities, Abuse Investigation Division. For details and a list of mandated reporters, see http://www.ct.gov/OPAPD/site/default.asp

“Suspected or known abuse or neglect of adults with intellectual disability between the ages of 18 and 59 (in cases where the allegation results in death all persons over 18) inclusive, must be reported to the Office of Protection and Advocacy, Abuse Investigation Division. Abuse is defined as the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person’s health or safety. Neglect is defined as a situation where a person with intellectual disability is not able to provide for his/herself the services which are necessary to maintain his/her physical and mental health or is not receiving such services from the caretaker.”

A student who has reasonable cause to suspect or believe that a client with intellectual disabilities has been the victim of abuse or neglect shall report such behavior to their site supervisor as soon as possible, and always before they leave the placement site that day. Within 48 hours, students will also report such incidents to their ECSU internship professor in writing, including information that the incident has been reported to the site supervisor.

**Restrainment**

As part of their internship duties, ECSU student interns will not engage in physical restraint of clients.

**Suicidal Talk or Threatening Behavior of a Client, ECSU Student Intern Response (2/09)**

As noted above, all clients have the right to confidentiality. However, in certain cases students are obligated to report specific client behavior to their site supervisor. Self-Harm, Suicidal Talk, Threatening to Harm Self and Threatening Others are such examples.

Self-Harm is defined as: any act where the client harms himself or herself. The act may appear to be intentional or unintentional; it does not matter.

Suicidal Talk is defined as: Communicates the desire to kill oneself or a desire to be dead.

Threatening to Harm Self is defined as: Communicates the intention to harm him or herself.

Threatening Others is defined as: Communicates his or her intention to harm another person (or animal). That person to whom harm is intended need not be present.
The client may present or communicate these four cases in any number of ways, including, but not limited to: vocally, in written or text form, pictorially, or through actions or gestures.

1. ECSU internship students shall report such behavior to their placement site supervisor as soon as possible, and always before they leave the placement site that day. Students shall adhere strictly to the definitions above and shall not attempt to determine the intention, lethality or accuracy of such communications or actions.

2. Students will also report such incidents to their ECSU internship professor in handwritten form, including information that the incident has been reported to the site supervisor. Students will sign this handwritten report.

**Student Assault (2/09)**

While on Internship, if an ECSU student is physically assaulted by any party, to any degree, they shall report this information:

1. ECSU internship students shall report such incidents to their site supervisor as soon as possible, and always before they leave the placement site that day.

2. Students will also report such incidents to their ECSU Internship professor in handwritten form, including information that the incident has been reported to the site supervisor. Students will sign this handwritten report.

**Other Issues (1/12)**

If a student experiences any other significant issue or event at their internship (i.e., any issue where they have been harmed or feel threatened or uncomfortable; or in which they witness someone else being harmed or threatened) they should speak to their site supervisor as soon as possible or by the end of the day when they leave the site, and they should inform their ESCU faculty supervisor in handwritten form, including information that the incident has been reported to the site supervisor. Students will sign this handwritten report.

If there is any issue that interferes with the students’ ability to talk to their site supervisor, they should speak with their ECSU supervisor by phone or in person as soon as possible.