

Internship Handbook

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The Beginning 1894-1910 - The Women's Home Missionary Society accepts the deeded gift of Judge and Mary Cunningham's home to be used as a Deaconess home and to care for dependent children. In 1910, there was no longer a need for a Deaconess home. The sole mission became meeting the needs of dependent children only. In 1921, the name was changed to Cunningham Children's Home, Inc. of Urbana, Illinois.

Narrowing the Focus 1910-1925 - Sheldon Hall built as a school building and medical isolation ward, over time it would house the nursery, boys and girls dormitories, and administrative offices. Influenza outbreak of 1918 creates need for an infirmary; Illinois Hall is built in 1921.

The Depression Era 1925-1933 - University of Illinois Professor James White is asked to develop plan for "home of the future" but plans are put on hold. Cunningham emerges from the depression free of debt and with a healthy cash reserve.

Re-imagining the Future 1949-1960 - Sarah English becomes superintendent and introduces child development and social work practices to campus. Family-like environments are deemed important, resulting in construction of four cottages on campus.

Dawn of a New Era 1961-1976 - Due to focus on social work and therapeutic practices, Cunningham becomes a residential treatment center.

A Residential Treatment Center 1976-1988 - Cunningham is firmly established as a home for abused and neglected children. Gerber School is built on campus to meet the educational needs of the children.

The Legacy Continues 1988-1999 - Programs expand to meet needs of youth who are not in Residential Treatment including Foster Care Program and CIRCLE Academy Therapeutic Day Treatment School.

Keeping the Promise 2000-2007 - Master Campus Plan developed to respond to the needs of kids. The Residential Treatment Center and Spiritual Life Center are built during Phase I of the plan.

Continuing the Mission 2008-2012 - Transitional Living Program expands with more apartments. CIRCLE Academy adds first grade and post-high school classrooms. Goodman cottage reopens after extensive renovations.

Serving New Youth and Families 2014-2018 - CIRCLE Academy - Vermilion opens in Rossville, Illinois to serve youth and families from a wider geographic region. The Board approves redesigned architectural drawings for the 50,100 square foot Education and Recreation Center (ERC) and commits to moving forward with a campaign to raise an additional \$8.5 million for the building. Groundbreaking for the NEC and Henson Gymnasium occurs in late August 2017 and construction begins. For the first time, Cunningham offers its counseling expertise directly to individuals—mainly youth, adults and families—in the community through HopeSprings Counseling Services. In 2018, we expand opportunities to care for youth, adults and families in our community with the addition of two new programs—Intensive Placement Stabilization (IPS) and Empowering Connections through Hope and Opportunities (ECHO). IPS provides short-term services, interventions and support to children and youth with emotional and/or behavioral problems who are identified as being at risk of being removed from their current homes. ECHO works with Champaign County citizens who are homeless or at risk of homelessness.

Providing Highest Quality Educational Environment 2019 - In early 2019 (January - CIRCLE-Urbana; February - Gerber), our students began to occupy the ERC, now named the Rosann Gelvin Noel Education Center (NEC) and Coach Lou and Mary Henson Gymnasium. The structure, designed to meet the special needs of Cunningham kids, provides ample space for both academic and therapeutic activities and includes our residential and days schools, the aforementioned gymnasium, a cafeteria, and music and art therapy rooms.

Three Constants Throughout Cunningham's History

- 1. Caring for children and families in need
- 2. United Methodist Women are keepers of the trust
- 3. Changing and increasing demand on resources

FOUR MAIN AREAS OF FOCUS - CUNNINGHAM TODAY

1. RESIDENTIAL TREATMENT

- Four residential units: Goodman, Jedi, Cornerstone (boys); New Hope (girls)
- Two Group Homes: Girls Group Home (on campus), & Kendall Boys Group Home (in Urbana)
- Special Therapies (art, music, and recreation programming)
- Health Services (registered nurses on call 24/7)

2. SPECIAL EDUCATION

- Gerber Education Program for youth in residential treatment
- CIRCLE Academy Education Programs in Urbana and Rossville for youth in our community who live at home and
- have behavioral and emotional issues who cannot be served by the public school system

3. COMMUNITY SERVICES

- Transitional Living: older youth who are ready to transition to living on their own
- Independent Living: youth who have their own apartments, but still require therapeutic support from staff
- Vocational Education provides valuable work experience matched to each youth's interests and abilities
- HopeSprings Counseling Services for youth and families experiencing difficult life situations.
- Intensive Placement Stabilization (IPS) for youth in danger of being removed from their home.
- Empowering Connections through Hope and Opportunities (ECHO) for individuals who are homeless or at risk for homelessness.

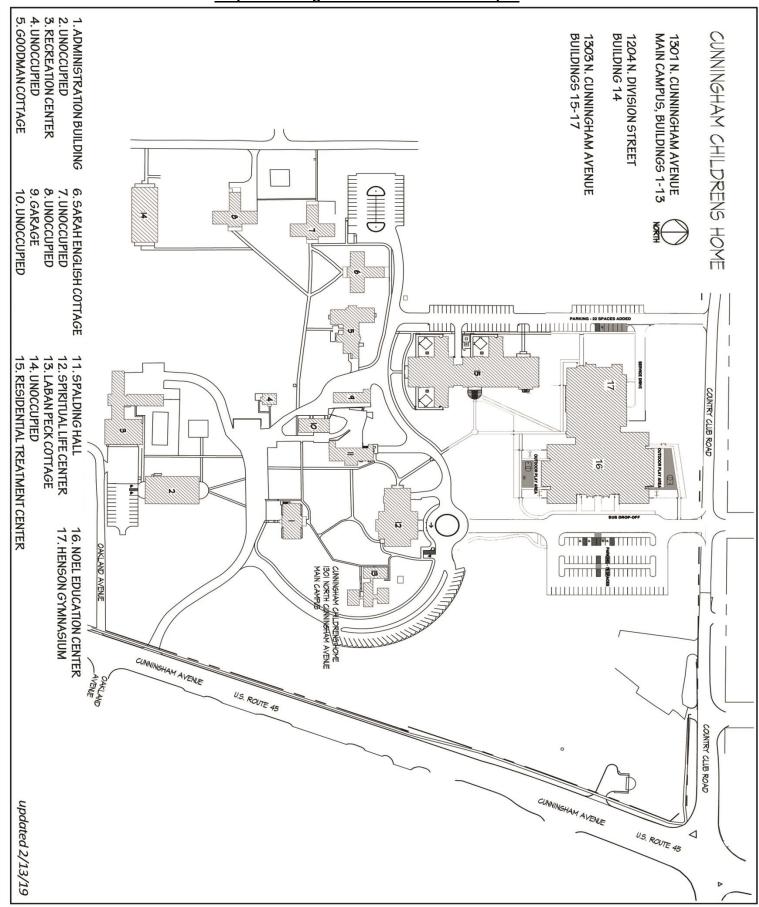
4. SPIRITUAL LIFE PROGRAMMING

• Opportunity for spiritual exploration through worship, group discussions, music, prayer, praise dance, and other creative expressions.

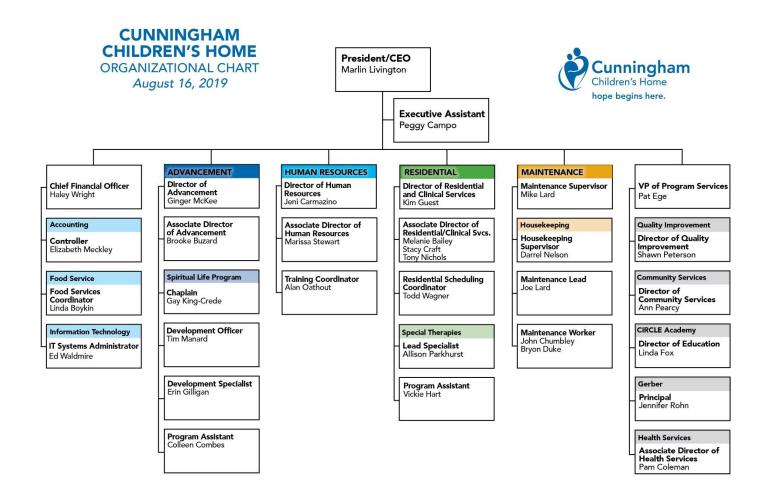
OUR MISSION:

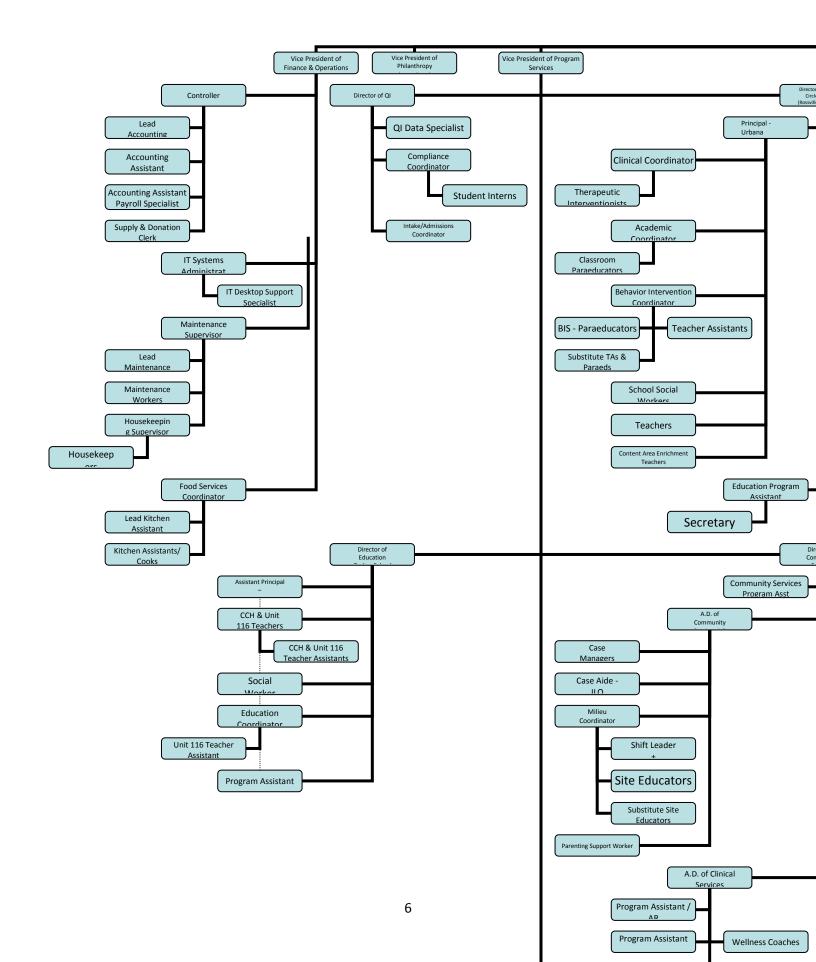
To nourish hope through effective solutions so children thrive and families flourish

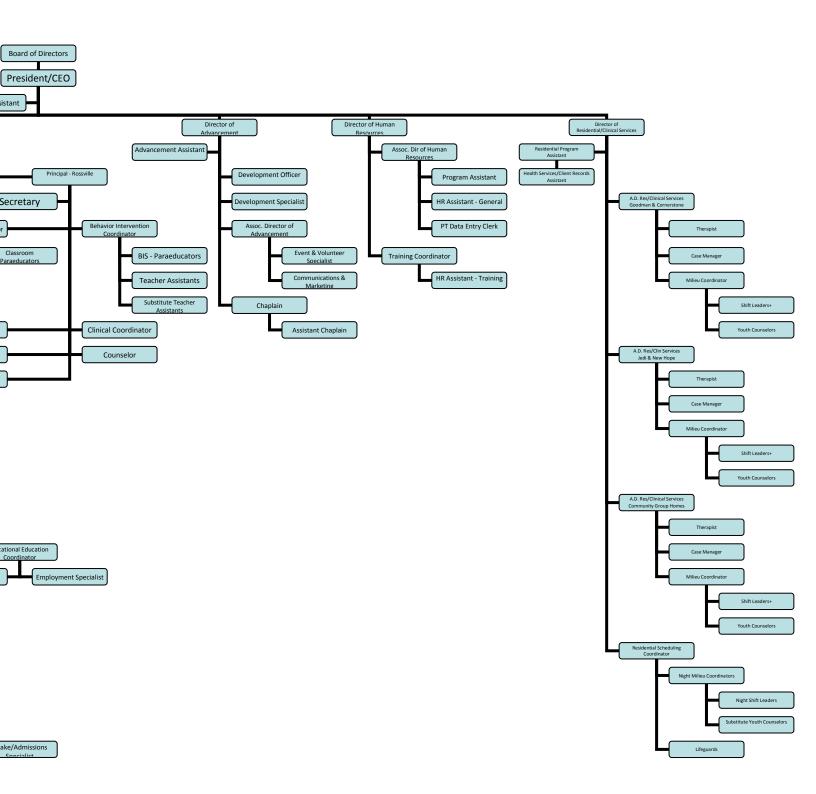
Map of Cunningham Children's Home Campus



Cunningham Children's Home Simplified Organizational Chart







ly Support Specialist



Because the internships offered at Cunningham Children's Home are unpaid, interns are considered "trainees" under Department of Labor (DOL) rules. While we adhere to the DOL requirements for trainees, Cunningham Children's Home will reference individuals in educational placements as "interns" and the educational placement as an "internship" throughout this document and in practice.

Under DOL requirements, the following rules apply to your internship:

- Internships are not paid (as noted above).
- Internships are educational opportunities that allow for guided first-hand experiences. Interns earn academic
 credit for their experiences and practice learning new skills that may make them more marketable for future
 employment.
- Internship experiences are targeted toward specific educational goals. As discussed later in this manual, each intern will be expected to develop a learning plan.
- The training and experiences provided to an intern are for the benefit of the intern and their development as a professional. Internships are not "free labor" for the agency. Interns should also not be assigned "grunt" work that would not otherwise be completed by paid staff members.
- Due to the educational nature of the internship role, interns must practice under the close supervision of staff members. An intern cannot displace a paid staff position.
- An intern must be the primary beneficiary of the tasks assigned to him/her. While an intern may complete work that is beneficial to the agency, the benefit must be offset by the educational value of the task(s) to the intern as well as the agency resources used to train and supervise the intern.
- The administrative burden (agency cost) of providing training to an intern should be measurable and documented via supervision. For example, documentation of supervision by assigned supervisor would document time and focus: "I spent 2 hours this week showing Adam how to develop treatment plan goals and objectives from the assessment document. He will be reviewing the file of a client (TS) to practice drafting sample goals/objectives which we will review in our next supervision meeting."
- Interns are not entitled to a job at the end of the internship. Interns should have no expectation of employment nor presume any guarantee of employment after the internship has ended.



Cunningham Children's Home is pleased to provide an array of program services to our youth, families, and community. Below is a quick overview of the programs we currently provide that you may experience during your internship.

All programs at Cunningham Children's Home work under a Trauma-Informed Care (TIC) Model. TIC requires an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma and is based on the latest research in brain science and behavioral health.

One key principle of trauma informed practice involves understanding what has happened to a young person and his/her family and far-reaching impact this has on an individual's physical, emotional, and behavioral health.

Across many human services and organizations that interact with children, adults, and families, the concept of trauma-informed services is becoming mainstream. You will learn more about the specifics of our Trauma-Informed Model in your internship. However, here is a quick explanation of the three models that the following programs utilize:

1) Attachment, Self-Regulation, and Competency (ARC by Dr. Margaret Blaustein).

ARC is a comprehensive framework for intervention with complexly traumatized youth. The approach is grounded in attachment theory and early childhood development and addresses how a child's entire system of care can become trauma informed to better support trauma focused therapy and provide a framework for both trauma-informed and trauma specific therapeutic intervention and promotes resilience.

ARC includes a manual that offers extensive trauma-informed language with understandable definitions and explanations. It recognizes three primary targets (Attachment, Self-regulation, and Competency) and a fourth (Trauma Experience Integration) which draws from skills addressed in the other three domains.

ARC identifies 10 "primary targets," or building blocks for assessment and intervention. Each building block is further broken down into key sub-skills with strategies at the system, caregiver and child/youth level. This offers a very comprehensive framework which allows us to screen/review particular approaches, interventions and techniques through a trauma-informed lens.

2) Collaborative Problem Solving (CPS by Dr. Stuart Ablon)

CPS offers an evidence-informed approach to assist parents, teachers, and mental health providers to identify children's cognitive skill deficits that lead to challenging behaviors. It starts with the philosophy that 'children will do well if they can' and helps adults teach children flexibility, problem solving and emotion regulation skills.

3) Neurosequential Model of Therapeutics (NMT by Dr Bruce Perry)

The Neurosequential Model is a developmentally-informed, biologically-respectful approach to working with atrisk children. The Neurosequential Model is not a specific therapeutic technique or intervention; it is a way to organize a child's history and current functioning. The goal of this approach is to structure assessment of a child, the articulation of the primary problems, identification of key strengths and the application of interventions (educational, enrichment and therapeutic) in a way that will help family, educators, therapists and related professionals best meet the needs of the child.

Education

<u>Winfred Gerber School</u> provides therapeutic special education to youth in our Residential Treatment program. The curriculum varies based on each student's needs.

Cunningham Children's Home provides a home and education for up to 56 youth living in the Residential Treatment Center. While at Cunningham these young people, typically between the ages of 9 and 17, attend the Gerber school located on the Urbana campus. Classes in the school are, by design, small and have a high teacher-to-student ratio to meet the individual attention required of each student. Highly-skilled special education teachers and teaching assistants work as a team with residential program therapists and staff to coordinate educational support for our kids.

<u>Circle Academy (Urbana and Rossville)</u> provide special education to students who are referred by their local school district.

Youth who attend our CIRCLE Academy Therapeutic Day Schools in Urbana (60 students) and Rossville (30 students) live with their families in surrounding communities. They have unique behavioral and emotional challenges which have prevented them from being successful in a public school environment. Our therapeutic education model identifies the individual needs and strengths of each student and builds on those strengths, both academically and behaviorally.

Our Winfred Gerber School and Circle Academy (Urbana) are housed together in a new building, the Noel Educational and Recreational Center (NEC.) The 50,100 square foot ERC has been designed to allow for our schools and several programs and services, now offered in separate buildings, to operate under one roof. This will reduce transition time between classes and other activities and increase safety and collaboration among our staff

Residential Services

Main Campus Programs serve up to 40 youth ages 9 to 17 at the Residential Treatment Center and Goodman Cottage. These units offer our highest level of care, with 24/7 supervision to monitor and provide mental health services as needed. While these programs provide high levels of supervision, the doors are not locked and youth may earn independent time and other privileges. The Residential Treatment Center is made up of three units: two house boys ages 9-17 and the third unit houses girls ages 13.5-17. Goodman Cottage is a stand-alone unit remodeled and re-opened in 2012 and houses boys ages 9-13.

<u>The Girls Group Home and Kendall Gill Boys Group Home</u> provide a community-based intervention approach for up to 16 youth ages 15.5 to 18. The Group Homes are a less restrictive residential environment, while still offering 24 hour staff support youth begin developing skills needed for independence.

Both residential and group home programs utilize the following:

Staff:

A treatment team includes a clinically licensed associate director, case manager, a Masters level therapist, a milieu coordinator, and milieu counselors who are available to clients around the clock. Staff receives support from Registered Nurses who monitor the healthcare needs of each child as well as dispense medications as appropriate.

A Therapeutic Living Environment, otherwise known as a Milieu:

A milieu is where treatment is received all day, every day as youth go through routines of daily living. Every interaction becomes a learning experience and opportunity for therapy. Milieu treatment is a team-based approach and the staff are integral parts of a multi-disciplinary treatment team. The team works in collaboration with the youth to promote progress in therapeutic healing.

Types of Therapy/Counseling Services Include:

- Milieu Counseling: Around-the-clock opportunities for growth and learning in a therapeutic living environment.
- Individual therapy: Individual therapy focused on growth and healing for youth with developmental, mental health, or trauma-related issues.
- Family therapy: Provides family healing when the family and the youth are ready.
- Group therapy and psychoeducation: Anger Management, Emotional Regulation and Coping, Sex Education (appropriate boundaries and social interaction), Sexual Reactivity Issues, Teen Relationships, Physical and Sexual Abuse Recovery, Adaptive and Independent Living Skills, and Recreation therapy (music, sports, swimming). Most youth participate in two therapy groups each week.
 - Group therapy and psychoeducation services are typically provided by our Special Therapies
 Department. Special Therapies counselors are members of the treatment teams for all residential and
 group home youth. Children with severe emotional and behavior problems respond to the social
 interaction and creative challenges involved in recreational therapy and will engage themselves as active
 participants. The Special Therapies Department is located in the Noel Education Center.

In addition, residential programs at Cunningham are supported by special therapy activities that include recreation, music, art and spiritual therapeutic programming. Youth with severe emotional and behavior problems respond to the social interaction and creative challenges involved in recreational therapy and engage themselves as active participants.

Community Services

<u>Transitional Living Program</u> helps young people who are DCFS youth in care make the transition to adulthood. Up to 12 males and females (ages 17.5 – 21) are served in two boarding house environments located in residential neighborhoods in Champaign. Each site provides round the clock adult supervision. Participants are enrolled in high school, working toward completion of their GED through an alternative school program, or attending college. They are employed either independently or through our partnerships with community businesses.

Caseworkers and On-site Direct Care Staff are available for guidance and support with the ultimate goal of launching participants to independence or transitioning them to an independent living program.

Program Services:

- Independent Living Skills Training and Financial Assistance: Cunningham staff teach independent living skills including cooking, housekeeping, laundry, hygiene, money management, social skills, sexual education, tenancy issues, and basic legal skills. Cunningham provides monthly financial assistance to assist with some necessities.
- Employment and Educational Assistance: Cunningham staff help program participants locate and maintain employment. Program participants also receive educational support to help them complete high school or obtain a GED, and attend college and/or receive vocational training.
- Physical Health, Behavioral Health, and Recreational Opportunities: Accessed through community resources with the assistance of Cunningham Children's Home staff. A Cunningham staff nurse is available to give guidance in health and safety issues.

<u>Independent Living Opportunities</u> program teaches young adults between the ages of 19 to 21 self-sufficiency and independence while they live on their own in the community. Males and females who are Youth in Care of DCFS are eligible. Youth must either have completed high school with a diploma or earned a GED. Participants attend junior college or a vocational training program and are employed either independently or through our partnerships with community businesses.

Caseworkers are available for support and guidance, with the ultimate goal of launching participants to independence.

<u>Project Parenthood</u> serves single mothers between the ages of 19 to 21 and their children. Youth in Care of DCFS are eligible for this program. Project Parenthood serves a 9 county area.

Program Services

Parenting Skills and Support: Participants in the Project Parenthood receive guidance in locating licensed day
care within the community to care for their child(ren) while the mother is at work or attends school. Parenting
skills are developed through education and training provided by Cunningham staff. Other youth who are noncustodial parents are supported by case workers to maintain a positive parenting relationship with their
child(ren).

<u>Vocational Options</u> (Options) works with youth and adults, ages 6-40, who have emotional, behavioral and mental health challenges. The Options staff help individuals become self-sufficient through training, support, and real-world experiences. Services are developed around an individual's understanding of their skills, accommodations, and disability while providing a workplace experience. This program works with clients placed at Cunningham as well as community members.

Youth and adults receive individualized assistance from Cunningham's Vocational Options Team to explore careers, assess their skills, and better understand learning styles in order to determine the best career fit. They receive on-site job training and coaching to help grasp the importance of work ethics and social skills. Each week, team members complete evaluations which determine if there are any needs for other accommodations or additional training. Individuals receive 411 Disability Disclosure Training so that they fully understand their disability in relation to their work and post-secondary life. In addition the training teaches individuals how to be their own advocate for accommodations. Options receives grant funding from the Workforce Investment Innovative Opportunity Act and the United Way of Champaign County and through the Department of Rehabilitation Services.

Program Services:

- Career Exploration, Assessment, and Planning: An individual assessment of interest and skills; Counseling on vocational options and development of a vocational plan.
- •Skill Development/Certificate: Skill development for work place employment through a nationally-recognized certificate that covers careers in the hospitality industry, 411 Disability Disclosure Training; and assistance to obtain Illinois Food Handler's Certificate
- •Job Advocacy and Placement: Assistance advocating for any accommodations needed for success in employment; Job coaching is provided as needed; Job placement in unpaid internships, volunteer opportunities, subsidized employment, and independent employment and Business Partners are established in Champaign, Urbana, Rantoul, Mahomet, and throughout Champaign County where our youth and young adults live.

<u>Intensive Placement Stabilization</u>: A partnership with the Illinois Department of Children and Family Services (DCFS) allows Cunningham Children's Home to provide Intensive Placement Stabilization (IPS) services for children and youth in Champaign, Vermilion, Ford and Iroquois counties.

The IPS program is designed to help promote DCFS's goals of safety, permanency and well being for the children and youth it serves. To accomplish this, IPS provides short-term services, interventions and support to children and youth with emotional and/or behavioral problems who are identified as being at risk of placement disruption.

As an IPS provider, Cunningham works with families, schools, communities, and others to coordinate services and interventions for issues that may put foster care placements at risk and helps youth achieve stable living situations.

Program Services:

- Placement stabilization services
- Crisis intervention
- Community linkage
- Foster parent support

- School intervention and tutoring
- Court advocacy
- Mentoring services
- Enrichment activities
- •Brief individual and family counseling for foster and natural families

<u>ECHO Housing and Employment Support</u> provides comprehensive housing, employment, and life skills development to Champaign County's citizens who are homeless or at risk of homelessness. With the goal of providing resources that provide support towards permanent housing and employment, staff work with adults or families that have the ability to live independently with or without on-going support.

The program provides intensive case management and care coordination geared towards promoting skills and linkages to permanent housing and employment and resolving barriers. Case managers work with participants to provide assessment, planning, training, skill development, and connections to resources needed to attain a stable future. They accomplish this by taking a holistic approach to supportive services by countering possible barriers to goal stability (e.g., basic needs, child care, physical health, and mental health).

Support:

Participants will receive weekly services that last for 90 days after obtaining both housing and employment. To aid in retention, participants receive a minimum of monthly contact for one year prior to closing. All participants will receive a follow up contact one year post-discharge to assure housing and employment retention. Individuals later experiencing housing or employment instability can return to the program.

<u>HopeSprings Counseling Services</u> offers counseling expertise to children and families in our community who are experiencing difficult life situations. HopeSprings currently serves approximately 200 community clients who have an array of funding sources.

Program Services:

- Assessment Services
- Individual Therapy
- o Group Therapy
- Family Therapy
- Case Management/Wellness Services
- Community-Based Therapy

Spiritual Services

Cunningham Children's Home is a mission and ministry of the United Methodist Women of the Illinois Great Rivers Conference. Throughout the history of Cunningham Children's Home the spiritual nurturing of children and youth has been an integral part of our provision of care. Our United Methodist Chaplain is available to children, youth, and families to provide support during times of crisis as well as leadership during times of community celebration. Participation in spiritual services is optional, and services are tailored to the unique needs of individual clients.

Spiritual services can include individual pastoral counseling, group story time, Bible study, staff devotions, memorials and community celebrations. In consultation with clients and their treatment team, Chaplain also assists young people in accessing religious communities and support networks in the local community.

Program Services:

- Chapel: Wednesday evening worship services are offered that include prayer, song and Biblical truths
- Guest speakers and musicians offer a variety of faith expressions and perspectives
- Chapel Leadership Team helps spiritually maturing youth to develop leadership skills and deepen their faith experience
- Chapel Choirs for boys and girls allow them to learn new songs and lead worship and praise music
- Praise Dancers add to the Chapel experience with their interpretation of songs of faith.
- Holy Communion is offered monthly
- Spiritual Life Groups: Weekly Bible Studies offer a relaxed time for questions, answers and prayer
- Spiritual Assessments: Chaplain meets with youth shortly after admission to understand each young person's spiritual journey, strengths, needs and areas for potential spiritual growth. Youth involvement in spiritual activities is recorded and notes related to spirituality are included in the individual's quarterly staffing report.

Special Events and Seasonal Programming:

- Walk Through Bethlehem allows youth to imagine the first Christmas.
- •Christmas Celebration involves youth telling the birth story of Jesus.
- Christmas Eve Service a candlelight service for youth remaining on campus.
- Vacation Bible School during summer school break
- Easter Sunday Service to celebrate the resurrection of Christ
- •Conversation Partners matches youth with trained and supervised volunteers as they engage in nine weeks of conversations about important values

Spiritual Resources: Chaplain provides Bibles, daily devotion books, journals and other spiritual guides in keeping with the youth's faith background.



Laws, Licensing, and Other Bodies which Govern Cunningham Children's Home

<u>Department of Children and Family Services (DCFS)</u>: The mission of Illinois DCFS is to protect children who are reported to be abused or neglected and to increase their families' capacity to safely care for them; provide for the well-being of children in our care; provide appropriate, permanent families as quickly as possible for those children who cannot safely return home; support early intervention and child abuse prevention activities and work in partnerships with communities to fulfill this mission.

<u>Permanency Court</u>: The Adoption and Safe Families Act (ASFA) requires that a permanency hearing occur no later than 12 months from the date the child is considered to have entered foster care. The date that the child is considered to have entered foster care is either the date of the first judicial finding that the child has been subject to abuse or neglect (date of the adjudication hearing) or 60 days from the date that the child was placed into foster care, whichever is earlier.

The permanency hearing is the point at which a decision is made about achieving permanency for the child. This decision will involve establishing the child's permanency plan that will include reunification with the parent or parents, termination of parental rights and adoption, legal guardianship, or another planned permanent living arrangement. For older youth, the permanency hearing also addresses the services and supports needed for the child to make the transition from foster care to independent living. At any point, this may also be when residential treatment is considered as placement option.

Permanency hearings are required no less frequently than every 12 months thereafter throughout the child's stay in foster care until the child achieves permanency. Not all youth at Cunningham Children's Home are Youth in Care of DCFS, some of our youth have their treatment funded through other avenues and their parents/guardians do not participate in permanency court.

Rules and Procedures

There are several licensing standards which impact our child welfare work. These standards are developed, monitored, and enforced by the Illinois Department of Children and Family Services (DCFS). It is the job of the child welfare professionals to implement these standards and monitor them to assure compliance.

Many of these standards are for areas which do not impact the work of Cunningham Children's Home (for example, Licensing Standards for Day Care Centers) while others are critical for our staff to know, understand, and follow. Several of these rules are referenced below for summary, and provided in detail for your review.

The first three rules which impact on our work are Rules 401, 403, and 404. These licensing standards are general rules and very relevant to child welfare. While they do not need to be known in detail by an intern, you may find it helpful to have a general knowledge of them.

Rule 401 is the Licensing Standards of Child Welfare Agencies. It is very general and sets the frame work for an agency to be licensed to provide child welfare services. It includes things such as the procedures for an agency to obtain a child welfare license and standards for the following areas: board of directors, financial dealings, the administrator, social work supervisors, child care staff, professional staff, consents, record storage, child safety, and health and medical services. Once an agency is licensed as a child welfare agency they can then develop different programs to meet different needs.

Rule 403 is Licensing Standards for Group Homes and Rule 404 is Licensing Standards for Child Care Intuitions and Maternity Centers. Any child welfare agency which provides residential and/or group home care to youth must have a licensed setting for these youth to life. Cunningham's Residential and Group Home Programs are all licensed and must meet the guidelines in these rules. These guidelines are more specific than those in Rule 401 and include things such as the process for licensing, services to youth place in these facilities, discipline of children, health and safety, education, religion, recreation, food and nutrition, professional services, staff qualifications and background checks, staff coverage, health requirements, staff training, records and reporting requirements.

Important note: Programs such as our Transitional Living or Independent Living Opportunities Programs do not require specific licensure and are under the umbrella of our child welfare agency license. If you have questions about specific Rules applying to your internship please consult your supervisor.

Rule 384 is the standard on Behavior Treatment in Residential Child Care Facilities. Is it critical in that it dictates how we can (and cannot) discipline and manage youth. It is important that all staff (including interns) are knowledgeable of Rule 384 and comply with it. In brief, Rule 384 sets the standards for how youth can be consequenced and how and under what conditions youth are to be physically restrained or confined (i.e. seclusion). It is important as an intern that you obtain a copy of this rule, read and understand it, and comply with it.

<u>Abused and Neglected Child Reporting Act (ANCRRA)</u> is the law that created the Child Abuse Hotline, defines abused and neglected child, and dictates who are mandated reporters of child abuse. As an intern, like other staff, you will be given a copy of ANCRA, trained on its content, and sign a statement which stipulates that you have read it, understand it, and acknowledge that you are a mandated reporter.

The Illinois Department of Healthcare and Family Services (HFS) is responsible for providing healthcare coverage for adults and children who qualify for Medicaid, and for providing Child Support Services to help ensure that Illinois children receive financial support from both parents. The agency is organized into two major divisions, Medical Programs and Child Support Services. In addition, the Office of Inspector General is maintained within the agency, but functions as a separate, independent entity reporting directly to the governor's office. HFS owns the Administrative Codes that identify who can provide Medicaid services and what these services should look like. Cunningham Children's Home must certify to provide these services and recertify as the Medicaid Rule defines the process (typically every 3 years). The Infant-Parent Institute, under guidance from DCFS and HFS, certifies Cunningham Children's Home.

59 Illinois Administrative Code, Part 140 or just Part 140 contains the standards which Illinois has developed to dictate how and which Medicaid services can be provided by service providers. As you review case files for the youth you are working with you will see documentation that creates the 'Golden Thread' of service delivery for our youth. These documents establish medical necessity, a key component to receiving Medicaid services, and provides a treatment plan that outlines unique and individual treatment goals, objectives, and outcomes for each youth's mental health needs. The treatment team then uses these goals and objectives to provide mental health services to our youth.

Staff must then document these services per the standards outlined in Part 140. You will be providing some of these unique treatment services to our youth under supervision and learning the documentation process.

However, not all programs at Cunningham Children's Home provide Medicaid services-therefore you may experience the rules and standards as they apply to unique funding opportunities such as grants or contracts.

Most of the youth at Cunningham Children's Home are eligible for Medicaid services and therefore, HFS is the payer for the medical and mental health services they receive. DCFS is responsible for paying for room and board rates for our youth in placement settings.

Other Laws/Codes/Acts

The Mental Health and Developmental Disability Code is an Illinois law which establishes the rights of persons who are recipients of services from mental health facilities and developmental disability facilities. This law was enacted to make sure that people who are receiving mental health treatment or developmental disability habilitation services are treated humanely, free from abuse and neglect, with the greatest possible degree of freedom of individual choice. This law defines the rights that our youth and their families have as they receive treatment. Clients in mental health programs are provided a copy of these and they are explained to the client (and their families if available) in a way that they understand.

<u>Illinois Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/1)</u> is designed to protect the privacy of information relating to mental health care and developmental disabilities services. It aims to prevent the disclosure of mental health care and developmental disabilities services records without consent. This was created by the State of Illinois to further protect privacy and to specify how a client may obtain their own records, the right to seek the correction of records are believed inaccurate, who can obtain records, the right of disclosure, and what constitutes a 'clinical record'. Again, as an intern **you are not authorized** to release any information pertaining to our clients (including acknowledging that they are clients) verbally or in writing.

<u>Health Insurance Portability and Accountability Act (HIPAA)</u> was passed by Congress in 1996 and is a federal law. HIPAA provides the ability to transfer and continue health insurance coverage for millions of American workers and their families when they change or lose their jobs, reduces health care fraud and abuse, mandates industry-wide standards for health care information on electronic billing and other processes, and requires the protection and confidential handling of protected health information. HIPAA is broken down into many various 'Titles'.

Besides client rights through the Mental Health and Developmental Disabilities Act, HIPAA *further* protects clients and their confidential information. Information about clients, their families, and their treatment may only be provided to others if specific consent is obtain (with the exception of emergency settings.) As an intern, you should never release any verbal or written information about our clients, their treatment, or their families to anyone. This will be discussed further in this handbook and ongoing training will be provided.

Accrediting Bodies

<u>Counsel on Accreditation (COA)</u> is an international, independent, nonprofit, human service accrediting organization. Founded in 1977 by the Child Welfare League of America and Family Service America (now the Alliance for Strong Families and Communities), their mission is to partner with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards. COA envisions excellence in the delivery of human services globally, resulting in the well-being of individuals, families, and communities.

It is often a contracting expectation that an agency is 'accredited'. COA is one of several accrediting bodies that agencies may use pending on the services they provide. They maintain standards that agencies, including Cunningham, must adhere to in order to receive their accreditation. The accreditation process takes place every four years and is comprised of a self-study processed followed by an on-site visit. Cunningham has been accredited with COA since 1996 and continues to uphold COA's highest standards for child welfare.

Educational Assessment Guidelines Leading toward Excellence (EAGLE): is the only faith-based accrediting body in the world, and focuses on ministry with older adults and children. EAGLE accreditation is based on 10 principle standards. The standards of EAGLE Accreditation were developed by the EAGLE Accreditation Commission, industry consultants, and task forces comprised of members in the field. EAGLE's primary emphasis is on excellence in Christian ministry, with a focus on how applicant organizations incorporate their Christian mission, religious heritage and values throughout the organization and its daily operations. Other areas of emphasis include focusing on results and outcomes, striving to improve, meeting legal and regulatory requirements, and ensuring privacy, accuracy, accessibility and confidentiality of both client and staff data and information. Cunningham goes through the reaccreditation process every four years and in 2018 received distinction for our services-something that only 10% of agencies in the world achieve.

Other Governing Entities

<u>Illinois Department of Human Services</u>: The Illinois Department of Human Services (IDHS) partners with internal and external stakeholders to support strategic initiatives throughout the State of Illinois designed to increase the availability, accessibility and/or quality of life and public services for thousands of Illinois families. IDHS is broken into five main categories: developmental disabilities, family and community services, mental health, rehabilitation services, and substance abuse preventions and recovery.

<u>Illinois Department of Human Services-Division of Mental Health</u>: The Division of Mental Health (DMH) works with stakeholders to transform the mental health system to one that is recovery-orientated, person-centered/culturally-sensitive, and community focused. DMH assists stakeholders in providing care to others.

<u>United Methodist Women (UMW)</u> of the Great Rivers Conference of the United Methodist Church are the stewards and owners of Cunningham Children's Home. Cunningham is separate not-for-profit organization with which the UMW has a covenant relationship. Our Board of Directors consists primarily of members of the UMW and the United Methodist Church. Cunningham Children's Home also adheres to all the principles of the General Board of the Global Ministries of the United Methodist Church.

Other Laws, Codes, Acts

<u>Code of Ethics</u> outline the mission and values of the business or organization, how professionals are supposed to approach problems, the ethical principles based on the organization's core values and the standards to which the professional is held. Your chosen profession probably has these standards which you should become familiar with and practice in your internship to prepare you for your professional life. Since CCH employs staff from various academic backgrounds, we adhere as an agency to the Code of Ethics for Child Welfare Professionals published by DCFS. An abbreviated copy of this can be found in appendix of the Employee Handbook. Please read this document so that you may adhere to these standards throughout your internship.

Referral/Funding Sources

<u>Illinois Medicaid</u> is a jointly funded State and Federal government program that pays for medical assistance services. Medicaid pays for medical assistance for eligible children, parents and caretakers of children, pregnant women, persons who are disabled, blind or 65 years of age or older, those who were formerly in foster care services, and adults aged 19-64 who are not receiving Medicare coverage and who are not the parent or caretaker relative of a minor child. Medicaid is the 'insurance' program that pays for individual mental health services, physical health, etc., it does not pay the room and board rate for any client. Clients who are involved with ISBE or FSP may also be eligible for Medicaid benefits.

Medicaid benefits are ultimately funded as described above, but individual cases may now be carried by Managed Care Organizations, (MCO). An MCO is a health care provider or a group or organization of medical service providers that offer managed care health plans. It is a health organization that contracts with insurers or self-insured employers and finances and delivers health care using a specific provider network and specific services and products.

<u>Illinois State Board of Education (ISBE)</u>: There are rules and regulations (Part 226 Illinois Special Education Rules) which require that children with disabilities be provided with a public education. These rules define specific eligibilities, how eligibility is determined, requirements of service provision and establish other requirements for school settings. Children can be placed at Cunningham through their "home" school district in either a residential program or a day educational setting. These youth remain under the Guardianship of their Guardian/Parent.

<u>The Family Support Program (FSP)</u>, formerly known as the Individual Care Grant program, provides access to intensive mental health services and supports to youth with a severe emotional disturbance. FSP is governed by 89 Illinois Administrative Code, Part 139. The goal of the FSP is to support eligible youth and their families by strengthening family stability, improving clinical outcomes, and promoting community-based services. These youth remain under the Guardianship of their Guardian/Parent.

<u>Commercial Insurance</u>: Youth and their families who are seen in our outpatient clinic may be eligible for Medicaid funding or may have their own commercial insurance. While the funding may be different, the services they receive would be the same. It is also possible, although highly unusual, that non-DCFS youth placed in a residential setting may have commercial insurance that would pay for all pieces of their treatment-being in a residential setting, specific mental health services, and medical services.

<u>Grants</u>: Cunningham Children's Home is awarded various grants depending on availability and selection. Some of these may include funding from The United Way and Champaign County Mental Health Board.

Other Funding: Several programs at Cunningham Children's Home are funded by the Department of Children and Family Services but are not Medicaid-eligible. This means that DCFS is directly billed and funds the services that our programs provide. Due to our non-profit status, and our mission-based delivery, Cunningham also raises funds to support and drive many of the programs we offer. Cunningham meets this need through fundraising, otherwise called 'benevolent support'. Many of our programs could not survive without the support of our generous donors who believe in the work we do.

Educational Settings

Cunningham Children's Home maintains two schools within our Noel Education Center (NEC): Winfred Gerber and Circle Academy-Urbana. There is also a Circle Academy-Vermilion in Rossville, Illinois.

Both Circle Academy Programs are private day schools that serve students receiving special education from various districts within the sate. Funding for these programs comes from ISBE as well as the student's 'home' school district who has entered into an agreement with Cunningham that Circle Academy is a better fit for the student's educational needs and goals (these are set by an Individual Education Plan, or an IEP).

Winfred Gerber School is a school within the Urbana School District (USD) that is housed on our campus in order for the youth in our residential/group home programs to receive their education. Gerber School is primarily staffed with USD staff members and they follow the programming set by their district. It is important to note that not all youth placed in residential/group home care attend Gerber School. Some students do not qualify for special education services or can have their educational needs met at a public school either part or full time.

Some students placed within our residential and group home programs do not receive special education and may attend the local public schools full-time. There are also times when students/clients who do receive special education are best served in a hybrid approach of classes that take place at Gerber School and the local public school.

Education is a right for our clients and learning standards are set by the ISBE. <u>The Illinois Learning Standards</u> establish expectations for what all students should know and be able to do in each subject at each grade. The standards emphasize depth over breadth, building upon key concepts as students advance. The standards promote student-driven

learning and the application of knowledge to real world situations to help students develop deep conceptual understanding.

Much like our child welfare settings, school settings have a robust set of rules and regulations they must follow in order to conduct teaching in a safe and healthy environment.

<u>Illinois Title 23: Education and Cultural Resources</u> is the Illinois Rule that governs the educational process for the state. There are many pieces to this Rule, however we have highlighted several that are pertinent to the specialized work that takes place in Cunningham's school settings:

Code 226 establishes guidelines for the provision of special education, including the use of an IEP.

Code 240 reviews the use of alternative learning opportunities, including the program requirements and funding.

<u>Code 401</u> applies to special education facilities and requirements for students to be placed in these facilities, what the education should be comprised of, and operational requirements.

108 ILCS 10: Illinois School Student Records Act establishes guidelines for maintenance and access to school records.

There are also federal rules set by the U.S. Board of Education that ISBE must interpret and follow:

- Elementary and Secondary Education Act of 1965 (ESEA), as amended
- FERPA (Family Educational Rights and Privacy Act)
- Civil Rights
- IDEA (Individuals with Disabilities Education Act)
- Rehabilitation Act of 1973, as amended through P.L. 114-95
- WIOA (Workforce Innovation and Opportunities Act)



During your internship at Cunningham Children's Home you are expected to act in a manner that is in accordance with our policies and procedures. These can be found in the Employee Handbook for further reading and several are reviewed with you at the start of your internship. These policies and procedures are in place to protect our clients and yourself from harm and provide guidance on how things should 'work'. If you have any questions relating to any policies or procedures, or something that is not referenced in the Employee Handbook, please consult with your supervisor, the Internship Coordinator, or the Director of Human Resources.

Before you begin your internship you should review the Employee Handbook as this Internship Handbook is supplementary to the information found there. While you are not an employee and are here to learn and experience day to day operations in this field, the Employee Handbook provides you with answers to a lot of questions of 'why' certain things are done, 'how' you may respond in situations, and 'what' to do. The Employee Handbook and Internship Handbook do not (and can not) answer every question or provide every answer which is where regular check-ins with your supervisor are important.

As an intern you are not involved in our disciplinary process. If there is a situation where discipline may be necessary, Cunningham will consult with your University regarding the best course of action. However, be aware that Cunningham can terminate your internship agreement at any time, and will do so if your actions blatantly put clients, other staff, or yourself, at risk. While we want this to be a learning experience for you, there may be certain situations that call for immediate termination of your internship-this information is found in the Employee Handbook.

An electronic copy of the Employee Handbook can be found on MyCCH-Human Resources-Employee Handbook

As you review the Employee Handbook, pay particular attention to:

- 208: Business Ethics and Conduct Code of Ethics for Child Welfare Professionals (abridged)
- 220: Confidentiality
- 502: Safety
- 702: Employee Conduct and Work Rules
- 710: Attendance and Punctuality
- 712: Personal Appearance
- 722 Performance Improvement and Progressive Discipline
- 730: Appropriate Touch
- 732: Mandated Reporter Status
- 734: Guidelines for Professional Conduct



Internship Application Process

Cunningham Children's Home accepts internships at both the Bachelors and Masters level. Internships must be a part of an accredited school course requirement that Cunningham Children's Home has a partnership affiliation agreement with. These types of agreements are required to ensure that Cunningham Children's Home can meet the needs set by the University, and the University agrees that Cunningham Children's Home is an appropriate placement opportunity. Cunningham Children's home can not partner with every university, but is open to reviewing requests made by students.

Currently, Cunningham Children's Home partners with University of Illinois, Eastern Illinois University, Illinois State University, Western Illinois University, University of Kentucky (special therapies only), and University of Wisconsin-LaCrosse (special therapies only). Cunningham Children's Home is also a participant on the National Roster of Music Therapy Internships.

Primarily, the internships Cunningham Children's Home offers are client-focused and require students be seeking degrees similar to those needed to obtain a Mental Health Professional (MHP) Medicaid credential. These degrees include: counseling and guidance, rehabilitation counseling, social work, education, vocational counseling, psychology, pastoral counseling, family therapy, or related human service field.

If you are interested in an internship but do not see your school or program listed, please contact the Internship Coordinator.

To begin the process, you should ensure that you meet the above criteria and that your university requirements are being met. Next, you should follow the application guidelines provided by your university. Cunningham Children's Home deadlines are posted by semester on our website, but typically are:

INTERNSHIP DATE
Spring
October 15
Summer*
March 1
Fall
March 1

therapeutic recreation and Master's level internships only

Cunningham Children's Home accepts cover letters and resume of applicants to the Internship Coordinator until 5:00 p.m. of the due date.

Once the application date has been closed, you will be notified of next steps (typically this is a phone screening with the Internship Coordinator). Decisions are made fairly quickly after the application deadline (2-3 weeks). The number of placements that Cunningham Children's Home may have any given semester may change.

Internal Applicants: If you currently work at Cunningham and are interested in completing your internship here, you should speak with your supervisor early in the process (2 semesters prior would be ideal). Internal internships are subject to the application due dates and requirements listed above, but also require special consideration regarding time, function, and any disciplinary actions. Your internship must also take place outside of the area you currently work in and be of a different skill set than you currently utilize. Tuition waivers exist at Cunningham Children's Home but have very specific requirements-you would need to speak with Human Resources early in the process if you are interested in utilizing this benefit.



Internship Program Overview

Cunningham Children's Home is proud to offer internships that foster the growth of incoming care professionals into our field. Primarily our placements are heavily based in direct-client involvement; however, we do at times have a need for more macro-level internships. Before the interview phase begins, census is taken across programs at Cunningham Children's Home to see where internships may take place. This allows the agency to be cognizant of the needs of our clients as well as offering quality internships. Once this census is taken, the information is used to guide interviews to place interns into a placement where they can thrive.

Potential interns are typically interviewed twice-once during a phone screening where basic questions are asked and answered and a second in person interview with the prospective program supervisor.

Phone interview: reviews Cunningham Children's Home programs to gain a feel of the interest of the applicant, review requirements that are necessary for interning (Orientation, Therapeutic Crisis Intervention, background checks, etc.). The in person interview will the focus more on assessing skill levels and relationship building capabilities.

If you are chosen, you will be notified via email and alerted of the next steps. Due to Cunningham's Train First Orientation Program, it is essential that newly selected interns understand the expectations that must be completed prior to starting an internship. At this point you will be aware of your placement location, but setting schedules and meeting your supervisor will not happen until your orientation program.

What to do between acceptance and orientation:

Interning at Cunningham Children's Home necessitates the need for additional paperwork due to licensing requirements. We work with a vulnerable population and many of these requirements are set to keep both yourself and our clients safe. Once selected you should start to gather three (3) Letters of Reference. These letters can be written by anyone as long as they are not related to you. There is no specific guideline as to what must be in these letters, just something to the effect that they would recommend you for the internship placement.

You will be contacted by Human Resources at Cunningham at some point before your internship (if you are starting in the fall, this typically happens at the end of the prior spring semester, or during the summer. If you are starting in spring, this will take place early in the fall semester. If you are starting in the summer, this will take place early in the spring semester) to come to our campus and sign paper work. You will also need to complete a physical, complete with a TB test, and a drug test. We also will collect information that is needed so that we may run required background checks. In order to run your required background check, we will need to ask for your social security number and birth date. If you do not have a social security number, you must obtain one by the time your orientation starts.

You will be expected to be present and complete all Train First Orientation courses prior to your time in your internship. This includes passing any tests that are required (CPR, TCI, etc.).

During orientation you will be provided with the contact information for your supervisor so that you two can connect. During this time you will set your schedule. It is expected that this schedule will remain consistent throughout your orientation. Significant changes should only take place at semester breaks (for 2 semester internships).

You then will begin in your internship role and follow your learning plan to drive your internship experience.



At Cunningham, we believe in preparing our interns with as much knowledge as possible before the beginning of an internship. Typically hired staff complete a 2.5 week orientation course that covers a variety of topics but many of these many not be pertinent to your role as an intern; because of this (and for the sake of time), we have created an abridged version of our orientation program specifically for part-time (less than 30 hours a week) interns.

Please note, if an intern is considered a full-time (meaning the weekly internship is over 30 hours) interns would be expected to complete the full Train First Orientation Program prior to the start of the internship (usually we can time this to correlate closely to the beginning of the school semester but there may be some needs to be flexible with a start date).

During the abridged Train First Orientation Program interns will complete the following classes:

- Therapeutic Crisis Intervention (with test)
- Blood Borne Pathogens
- Boundaries
- Mandated Reporter
- Employee Handbook
- Intro to Computers
- Med Administration II (without test)
- Schedule a time to meet supervisor/set semester schedule

Typically Cunningham Children's Home holds an abridged Train First Orientation Program the week prior of the Fall and Spring semester to onboard the majority of our interns (This usually coincides with the University of Illinois' academic calendar). With advanced notice and preparation it is possible to complete some (or all) of these courses prior to intern orientation if the need arises. It is vital to understand that there are limited opportunities to 'drop in' to these courses and some restrictions- this requires extensive pre-planning so plenty of notice is essential.

Therapeutic Crisis Intervention is a 4 day course that must be completed within the same orientation class (interns can not attend 2 days in May and 2 days in June) and has parameters for any missed time. Close communication between the intern, Internship Coordinator, and Training Coordinator must take place if there are to be any exceptions to the orientation schedule. TCI also requires that the intern passes both the physical and written tests that are administered. While interns are not permitted to participate in any 'live' restraints, the nature of our work does warrant understanding what is happening and skills to keep one's self safe in the event of a crisis.

During orientation you will be provided with the contact information for your internship supervisor. You will be expected to reach out (via phone or email) to your supervisor by the third day of orientation to set a time to meet and discuss your schedule. Contact information is provided the first day of orientation.

Once you have completed orientation, you are then onto the next phase of learning. The internship process is developed to be a time for you to learn more about the functions and roles of your site and to gain first-hand experience and knowledge that comes with working directly with clients. Specific training related to the program site will be provided by the supervisor, others in supervisory roles, and other staff members.



While we understand that you may have many priorities taking place, attendance is of the utmost importance for your experience and our client's treatment. Attendance can effect your grade and/or ability to pass your internship.

Once you set your weekly schedule with your supervisor, it is expected that you keep it. Minor revisions can be made if necessary, but should be kept to a minimum. Our clients learn your schedule and will know when to expect you.

If you need to be absent for any period of time (illness, family emergency) you should call your supervisor immediately and prior to your expected shift. Needing to finish a school project, other commitments of your time (school organizations, clubs, etc.) are not acceptable reasons to call off for your internship times.

If you do have to be absent, you are expected to meet with your supervisor to plan on how you will make up those hours upon returning to your internship site. Your supervisor will be signing off that you completed your hourly internship requirements, so it is important to stay on top of your schedule.

Issues with attendance or punctuality will be addressed with you during supervision, however if the problem intensifies or becomes chronic, your supervisor will advise the Internship Coordinator and may report these issues to your university supervisor as well.

You are not expected to be in your internship during the following:

- Fall Break (1 week)
- Winter Break (3 weeks)
- Spring Break (1 week)

If university-observed holidays (Martin Luther King Jr. Day, etc.) fall on your scheduled internship time and you want to be absent from Cunningham that day, please make arrangements with your supervisor. If you need to be present these days to maintain your internship hours, that is fine (if your program is open).

Internship hours are calculated to typically end the week before finals. However, be mindful that if you have called off for your internship you may need to make up hours this week. All hours must be completed by the end of the semester (as defined by your school) or by the due date set by your university.

If an unplanned extended absence occurs (e.g. broken leg, etc.) your supervisor will notify the Internship Coordinator immediately. The Internship Coordinator will work with you, your university supervisor, your Cunningham supervisor, and Cunningham Human Resources to decide the best course of action.



Supervision is an important tool that allows you to learn, grow, and ask questions. Ultimately there are several types of supervision that take place over the course of an internship and are provided by various staff members.

<u>Formal Internship Supervision</u>: Formal Supervision is when you and your assigned supervisor meet to discuss internship-specific needs (learning plan objectives, projects, and evaluations) and discuss the internship process. This should happen monthly, at minimum. You may not spend all of your time in your internship under the direct supervision of your assigned internship supervisor so these scheduled supervision sessions give you both time to process any questions or information that takes place during the internship. This is also where significant performance issues may be reviewed utilizing *722 Performance Improvement and Progressive Discipline* in the Employee Handbook.

<u>Informal Internship Supervision</u>: Informal Internship Supervision occurs more frequently than formal supervision. This is any time you and your supervisor interact-reviewing questions, 'checking in', providing feedback, etc. It's important to recognize the entire internship process is a learning phase that allows for ongoing feedback and evaluation.

<u>Supervision from Others</u>: In most cases, you may be acting in your roles under the supervision of a supervisor of a program/shift/classroom (i.e. someone different than your assigned supervisor). These supervisors can and will provide direct feedback, answer questions, etc. about the program/milieu/classroom, but are not in charge of things like learning objectives. These supervisors will provide feedback to the Internship Supervisor when it comes to evaluations. Other staff members may also provide answers to questions and feedback in the moment.

While program supervisors are always present, your assigned Internship Supervisor may not be. If you have an immediate question about programming or a client/student, you should bring this up with the closest supervisor or staff member. However, questions relating to the design of the internship (learning objectives, internship needs, changes to schedules) should be taken to your Internship Supervisor.

In the event that there is a question or need that you are not comfortable approaching with the supervisor present or your Internship Supervisor, you are welcome to contact the Internship Coordinator. A significant issue (suspected neglect/abuse, ethical violations, etc.) should be reported immediately to a supervisor so that it can be discussed and appropriate action taken. However, you must also understand that you are a Mandated Reporter and should act accordingly if the event warrants action (further information about this may be found in the Employee Handbook, 732 Mandated Reporter Status). These situations can be complex which is why it is suggested that you speak with someone in the supervisory chain, but it is not mandatory in the event of alleged abuse/neglect.

Special Notes:

Cunningham Children's Home is unable to commit to providing clinical supervision for MSW/BSW students. If possible, Cunningham will allow for clinical supervision from the direct Internship Supervisor, however if the Internship Supervisor is not a BSW/MSW themselves, one hour per week will be deducted from the time expected from the intern during their internship so they may receive this clinical supervision through their university.

University of Illinois Urbana-Champaign Psychology Interns will have class supervision with the Internship Coordinator throughout the school year in addition to their assigned supervision in their internship sites.



Learning Plans, Evaluations, and Internship-Specific Requirements

Learning Plans

You will develop a learning plan for your internship with your supervisor. If your university program does not require a specific learning plan format, the Cunningham Children's Home format will be used. This learning plan allows you and your supervisor to map out the internship process and objectively rate progress throughout the Internship.

Evaluations

You will be evaluated by your Internship Supervisor as required by your university, or at least quarterly, if not a university requirement. This allows supervisors to provide fair feedback to you and allows you to grow during your time at Cunningham Children's Home. If an internship program does not have their own evaluation matrix for the Supervisor to utilize, they should utilize the Internship Evaluation within this handbook.

Evaluations of any kind should be reviewed by you and your supervisor before being submitted. In general, evaluations should not be a surprise to you, and any information marked as a growth opportunity should have been previously communicated during supervision. Evaluations also allow you and you supervisor to reflect on the Learning Plan and objectives and adjust as necessary.

Internship-Specific Requirements

Supervisors will work with you to incorporate any other university-required experiences. This may include:

- Case Studies
- Program Specific Projects
- Evaluations
- Meetings with university staff and Internship Supervisor

While Internship Supervisors may be familiar with various internship processes, you should discuss these requirements early on with your supervisor to create a plan.

In general, you should always allow (at minimum) a 2 week turnaround period for anything you need your supervisor to complete. You must be proactive in requesting any necessary documentation from your supervisor in a way that allows your supervisor enough time to gather information and complete the request. While it may be helpful to provide a copy of any syllabi available, it is not the duty of the Internship Supervisor to track due dates for any requirements. Some university programs may track information through on-line platforms, but it is still important to talk about due dates and deadlines in person (or via email) with your supervisor.



Your internship at Cunningham Children's Home will be one of the most rewarding experiences you may have in your life. It may also expose you to difficult situations, hard emotions, and circumstances that cause you to experience a wide range of emotions. While some of this is expected and is part of growing into a professional, if you are experiencing significant mental health issues please utilize your school's mental health center or seek services through your insurance.

Your supervisor will utilize reflective practice in formal supervision sessions, but ultimately, you have to take care of your mental health. Supervision is intended to be internship-focused and while you may discuss emotional responses to events during your internship, supervision is not intended to be therapeutic in nature and in <u>no way</u> replaces counseling or other mental health services. If you find yourself experiencing strong emotions and need someone to debrief with immediately during your shift, please consult with any supervisor available.

Also available are national hotlines if you find yourself in a situation outside of Cunningham and in need of someone to talk to:

- National Suicide Prevention Lifeline, 1-800-273-TALK (8255) or Live Online Chat
- The Crisis Text Line serves anyone, in any type of crisis, 24-hours a day. Text HELLO to: 41741
- University Of Illinois Counseling Center (217) 333-3704
- Rosecrance (888) 928-5278



You are welcome to apply to work as substitute staff during your second (and subsequent) semesters. You would only be allowed to work on units/programs outside of your internship site and will be expected to complete any additional courses required from the Train First Orientation Program.

If you are interested in working at Cunningham, you should:

- Review the Cunningham Children's Home website for open substitute positions
- Apply via the Cunningham on-line platform, explaining that they are a current intern (and name the program of the internship)

Special Note: there are age requirements for many positions at Cunningham Children's Home-typically this will be that the applicant is over the age of 21.

The internship and the working relationships will remain separate (an internship evaluation and the employment evaluation may cite different issues, but one would not take the place of, or influence, the other). However in cases of gross safety concerns or ethical violations, the Internship Coordinator will be consulted and further follow up will be provided. If necessary, both the internship and the working relationship may be terminated for the same infraction involving abuse, neglect, or gross misconduct.

If you would like to apply for employment (full-time, within the same program, etc.) at Cunningham *near the end* of your internship you are welcome to do so. You should follow the same steps as above when applying.



Exit Interviews and Using Cunningham Children's Home as a Reference

Exit Interviews

Near the end of an internship, you will receive a voluntary exit interview evaluation to complete electronically. This information helps Cunningham Children's Home to strengthen and improve the internship experiences we provide. The exit interview will be sent to your home email address. This information is collected after intern-specific evaluations have been submitted and in no way is shared with Internship Supervisors in a way that may skew your final grade. The information collected allows our agency to improve and your honest feedback is valued. Please note that some comments (e.g., allegations of abuse or neglect) may require the Internship Coordinator to follow up with you for additional information. Please understand that this type of report should be brought to the attention of a supervisor as soon as it occurs. This type of information is not intended to be held until the exit interview. Please see **Cunningham Children's Home Internship Supervision** regarding this type of report.

Using Cunningham Children's Home as a Reference

For employment:

Once you have completed your internship at Cunningham Children's Home, you are welcome to use the experience as a reference for future employment. Please see the attached document to provide consent of disclosure-this form must be on file for Cunningham Children's Home to serve as a reference.

For educational purposes:

In the event that you would like your supervisor to write a Letter of Recommendation/Reference for educational purposes, you should request this letter no less than 2 weeks in advance of any expected due dates. Supervisors will only provide up to 3 individual letters of Recommendation/Reference (including online applications) and may provide 1 inclusive letter that you may use as necessary. Please see the attached document to provide consent of disclosure-this form must be on file for Cunningham Children's Home to service as a reference. Interns are encouraged to request 1 general letter of recommendation and file this away for future use.



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The Internship Corrective Action/Dismissal Policy is adapted from the Employee Corrective Action/Dismissal Policy as found in the Employee Handbook. The policy has been adapted to best reflect guidelines for the internship:

722 Performance Improvement and Progressive Discipline

The purpose of this policy is to state Cunningham's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary program is one that is based on good communication, training, and leadership and includes fair supervision for all interns. This approach is what Cunningham refers to as Corrective Action. Training, supervision and progressive discipline are all part of this program.

Cunningham's own best interest lies in ensuring fair treatment of all interns and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the intern for satisfactory service in the future.

Although internship with Cunningham is based on mutual consent and both the intern and Cunningham have the right to end the internship at will, with or without cause or advance notice, Cunningham may use progressive discipline at its discretion.

Disciplinary action is based on the severity of the problem, not necessarily on the number of times it has occurred. Appropriate action may include written warning, suspension, or dismissal from the internship. There may be circumstances when one or more steps are bypassed. Less serious performance issues may be dealt with through non-disciplinary coaching, either verbal or written.

Cunningham recognizes that there are certain types of internship problems that are serious enough to justify immediate dismissal from the internship. Such problems would include (but are not limited to) any action that puts the safety and well-being of a child, the agency, or a coworker at risk or any action that a reasonable person would consider to be a violation of honesty or professional ethics. While it is impossible to list every type of behavior that may be deemed a serious offense, Policy 702, *Employee Conduct and Work Rules*, includes examples of problems that may result in immediate suspension of or dismissal from the internship as well as examples of unsatisfactory conduct that will trigger progressive discipline. Other expectations governing intern conduct are listed in Policy 734, *Guidelines for Professional Conduct*.

By using corrective action and progressive discipline, we hope that most intern problems can be corrected at an early stage, benefiting both the intern and Cunningham.

Further, interns will be expected to abide by all policies of applicable Code of Ethics and Standards of Practice for their area of study.

As stated earlier, disciplinary or corrective action is based on the severity of the problem, not necessarily on the number of times it has occurred. While progressive discipline is not uniform across all programs, or even across all internships, corrective action during internship may progress as follows: a verbal warning from the

internship supervisor on the first offense; a meeting with the intern, internship supervisor, and program director (or academic director) on the second offense, where a written corrective action plan may be discussed and implemented; and a meeting between the intern, internship supervisor, program director, and academic director on the third offense, which may include a discussion regarding extension of or dismissal from the internship. This is not a "typical" progressive action procedure; depending on the issues or concerns that arise during internship, there may be several verbal warnings before a corrective action plan, or an intern may be immediately dismissed from an internship without prior written or verbal warnings.

If the intern continues to have problems during his or her internship after several attempts of corrective action, or if the intern needs to be dismissed from the internship for any reason, the Internship Coordinator will contact the intern's academic advisor for their college or university.

By signing below, I acknowledge that I have reviewed the by this policy during the course of my internship.	e dismissal policy for this internship and agre-	e to abide
Intern signature	Date	
Internship Coordinator Signature	Date	

Revised 8/2019

(Sample) Student Learning Plan

Date:
Student:
Semester:
Locale:
Supervisor:

Goal #1 Gain An Advanced Understanding of Client Diagnoses & Treatment Objectives and Methods

- Objective 1: Review all client individual treatment plans for any updates
- Objective 2: Attend weekly team meetings as available/applicable
- Objective 3: Complete Therapeutic Assignments w/clients daily
- Objective 4: Attend and participate in quarterly treatment staffings when possible
- Objective 5: Spend time in the milieu interacting with clients (emphasis on: adult role modeling, implementing treatment as well as appropriate use of therapeutic redirection and collaborative problem-solving)
- Objective 6: Spend 1:1 time with a client weekly Emphasis on most significant treatment goal area (review bi-weekly with supervisor)

Goal #2 Gain An Advanced Knowledge and Understanding of Relevant Documentation

- Objective 1: Review and complete a Child Behavior Checklist (CBCL) with supervisor
- Objective 2: Complete a hypothetical Significant Event Report (SER) (independently, from a situation/incident you personally witnessed in the milieu)
- Objective 3: Complete a daily narrative (add relevant documentation you're your shift)

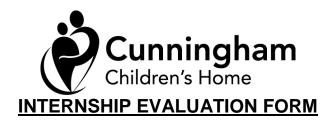
Goal #3 Gain an Advanced Understanding of the Direction/Treatment Model and Goals of Your Locale

- Objective 1: Plan an activity designed to promote the Circle of Courage Model
- Objective 2: Plan an activity or group designed to promote the Nurtured Hearts Treatment/Collaborative Problem Solving
- Objective 3: Complete an LSI and document via e-mail to your supervisor
- Objective 4: Demonstrate consistent use of language used in the milieu (i.e. Nurtured Hearts; planned ignoring, hurdle help, LSI, Collaborative Problem Solving, active listening, caring gestures, etc.)
- Objective 5: Meet weekly for supervision
- Objective 6: Lead or co-lead at least 1 client group in the milieu and summarize your experiences with supervisor in weekly supervisions

Goal #4 Present a Summary of Your Field Service Experience

- Objective 1: Complete a one page synopsis of your learning experience
- Objective 2: Present the above to the team at your final weekly team meeting

(Supervis	sor Name, CCH Role), Into	ernship Supervisor	
,(Name,	University, Program) Int	tern	



Internship evaluation is obviously a continuous process, however, we ask that you discuss the areas on this evaluation form with your intern and rate his or her progress and share this evaluation with the program. Often, your discussion will raise areas of concern not covered on this form. You are invited to comment on these areas by attaching additional sheets to the form. This form should only be used if there is no other university-required evaluation to be completed.

Intern Evaluation Rating Scale

- 5 = Exceptionally above expected level of performance for undergraduate intern.
- 4 = Above average expected level of performance for undergraduate intern.
- 3 = Expected level of performance for undergraduate intern.
- 2 = Below expected level of performance for undergraduate intern.
- 1 = Seriously below expected level of performance for undergraduate intern.

Intern Evaluation Ratings

1.	Ability to communicate: a. Verbally (organization, content, vocabulary) b. Non-verbally (facial expression, affect, etc.) c. Written (progress notes, other)
2.	Ability to establish productive relationships with: a. Clients/students b. Peers (other interns, students) c. Staff and supervisors
3.	Knowledge and skills in discovering and using: a. Agency resources b. Community resources
4.	Problem-solving ability: a. Obtain necessary data b. Help identify the problems/issues c. Make tentative inferences from the data d. Identify solutions e. Use differential methods of helping f. Make appropriate referrals
5.	Record maintenance: a. Completes records and letters in appropriate amount of time b. Writes concisely and clearly c. Includes adequate information d. Includes appropriate information
6.	Recognize and respect cultural differences
7.	Ability to work independently
8.	Willingness and ability to assume responsibility

10.	a. To receive appropriate constructive feedback b. To assertively provide supervisor with both negative and positive feedback c. Asks appropriate questions d. Presents case material in an organized fashion
11.	Ability to tolerate frustration and to be flexible
12.	Shows understanding of confidentiality and other ethical issues
13.	Intern's efforts to seek and read case-related materials
14.	Intern's theoretical understanding of materials
15.	Intern's capability to put into application theoretical frameworks
	Professional behavior a. Meets time commitments to settings and clients (reliable, punctual notifies when is to be late or absent) b. Behaves in accordance with behavioral guidelines (language, dress,demeanor, etc.)
	Other notable behavior:
18.	Assertiveness in: a. Client situations. b. Staffings/Meetings c. Peers d. Non-professional staffing
19.	Role playing and role modeling abilities:
20.	Participation in group training sessions

21. During this half of the semester, the intern's major learning experiences have been in the following areas:
22. What skill should the intern continue to work on during this half of placement? What knowledge areas need further development?
23. What strengths had the intern shown in working with clients, other workers, and supervisor which indicate probable success as a mental health professional?
24. What are growth opportunities the intern has shown which need to be addressed (i.e. manages time poorly, has trouble managing feedback, etc.)?
25. Additional comments:
Recommended grade:
Date: Internship Supervisor:
Check one:
() I have read and concur with this evaluation.
() I have read and disagree with parts of this evaluation. Attach sheet specifically identifying areas of concern <u>and</u> a self-evaluation of these areas.
Intern Signature

Date:
Intern Name:
Internship Supervisor Name:
Agency Name:
WEEK: (Circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Number of Hours Completed this Week: Accumulated Hours of Internship:
Weekly Formal Supervision Held (Check one): Yes: No: Reschedule for:
Informal Supervision hours provided (approximate):
 Weekly Activities and Opportunities (including learning plan objectives):
 Intern Self-Reflection (including questions for Internship Supervisor):
Self-Care strategies utilized this week:
Self-Care strategies utilized this week.
 Learning activities/objectives for next week:
6

Any upcoming needs (mid-term evaluations, projects, etc)

	oming learning opportunities (in house trainings, seminars in community, etc. If attending at/with ningham Children's Home/supervisor, these would count at internship hours):
	ervisor's Comments (please include any needs/requests for change in schedule and any plans made to make In hours):
• Inte	rn Comments/Needs:
Internship S	Supervisor Signature:
Student Int	ern's Signature:
Into	rnshin Sunervisor: please provide a signed conv to intern, keen original signed conv in your records



AUTHORIZATION FOR RELEASE OF REFERENCE INFORMATION

Section 1 Parson(s) or Company(s) reference information sho	and he addressed to:	
Person(s) or Company(s) reference information show	uid be addressed to:	
Phone Number (if applicable)		
Section 2		
Purpose of reference information:		
EmploymentEducation	Other (please explain)	
Section 3	iona halow).	
Employee to give reference information (see direction	ions below):	
Name and Job Title		
I hereby acknowledge that I am requesting reference information, I release Cunningham Children's Hom information.		
Signature of Employee	Date	
Print Name	_	
**************	*************	*****
INCTDICTIONS		

INSTRUCTIONS

- 1. In Section 1 indicate the person(s) or company(s) you would like reference information released to (i.e. Bank of Illinois, University of Illinois, Amoco Corporation).
- 2. In **Section 2** indicate the reason that you are requesting release of reference information (i.e. Job reference, internship placement, home/personal/vehicle loan). If you are requesting the release of salary/wage information, please forward completed form to Human Resources.
- 3. In Section 3 indicate the name and job title of the person that you would like to write a reference letter or release reference information.

^{**}Note: The Cunningham employee who writes the reference letter is responsible for returning the original reference letter and a copy of this form to the Human Resources Department. The HR Department will either forward the reference letter to the employee or to the person/company designated in Section 1.



General Internship Supervisor Responsibilities

- In most cases, the supervisor will conduct an in-person interview of the student intern (the University of Illinois-Psychology interns are pre-screened and placed-no interview necessary).
- Prepare the team and clients for the student intern including what the student intern's role is and is not, for example, review what interns can and cannot do documents (see attached).
- Develop a schedule with the student intern that meets the needs of both the student intern and Cunningham Children's Home. Due to the hours of our psych interns, we require an Internship supervisor and recommend 1-2 secondary supervisors.
- Review university internship program requirements, if available (i.e., School of Social Work).
- The student intern is responsible for developing a learning plan with the Internship Supervisor. You should assist in the development so that the objectives of the internship are well defined, realistic, and reflect needs Cunningham Children's Home can meet. This written plan should be reviewed in order to confirm completion of the objectives and to make plans to accomplish the objectives.
- Provide modeling of appropriate client and professional interactions to the student intern. If you are not present while the student intern is learning, provide the student intern with an alternative staff member (prefer secondary, but other staff may provide modeling) to report to, ask questions of, and/or receive feedback. Be sure to communicate these expectations with the alternative staff member the student intern is here to learn as the internship is an extension of his/her education.
- Provide regular supervision and feedback to the student intern. The Intern Supervisor must meet with the intern at least weekly. All formal supervision sessions will be documented.
- Provide the student intern with as many different learning opportunities as possible. This may include staffings, team meetings, court hearings, etc.
- Complete written and in person mid-term and final evaluations, if applicable, to the student intern's university program requirements.
- Notify Internship Coordinator of any concerns related to an intern or the internship.

Intern Responsibilities

- Participate in all required training. This includes orientation/training provided prior to spending any time with clients (typically the week prior to the beginning of the semester) as well as any subsequent training provided during the course of the internship. Subsequent training opportunities may be requested by the student intern or recommended by the supervisor.
- Contact and develop a schedule with the Internship Supervisor that meets the needs of both the student intern and Cunningham Children's Home.
- Be at Cunningham Children's Home for the hours assigned; notify Internship Supervisor in advance of any absences; and, arrange for make-up of any missed time.
- Respect the rules, policies, and procedures of Cunningham Children's Home. If you have questions discuss with a supervisor.
- Adhere to the Cunningham Children's Home dress code.
- Respect the dignity, worth, and individuality of all clients.
- Respect the confidentiality of all information relating to clients, staff, and Cunningham Children's Home.
- Become familiar with Cunningham Children's Home including mission, programs, environment, channels of communication, and organizational structure.
- Develop a learning plan consistent with the university program requirements. The Internship Supervisor will provide consultation in the development so that the objectives of the internship are well defined, realistic and reflect needs that Cunningham Children's Home can meet.
- Work to meet all of the outlined learning objectives throughout the course of the internship. Obtain as many varied learning experiences as possible with the support of your supervisor(s).
- Participate in regularly scheduled supervision with your supervisor and/or team.
- If you witness any behavior on the part of employees or fellow interns that you consider unethical or illegal, talk to your supervisor or the Internship Coordinator. This may also include any Mandated Reporter duties.
- Complete any special projects corresponding with your internship. Be planful. Work with your supervisor. Allow adequate time.
- Participate in the internship evaluation process.

Appropriate Tasks for Bachelor Level Interns

Build relationships with clients

Model appropriate behaviors for clients

Help clients problem solve

Collaborate with the treatment/educational team, attend team meetings, and/or attend client meetings/staffings

Help clients identify and/or implement coping skills

Learn about mental health diagnoses

Learn how abuse and trauma impact children, adolescents, and families

Facilitate/co-facilitate groups

Work with clients on therapeutic assignments

Assist clients with completion of daily living skills

Exposure to various agency documentation and the documentation requirements

Accompany staff to ACR's, permanency hearings, IEP/EDC meetings and other mandated child welfare activities

Assist students with classroom assignments and vocational responsibilities within the school

Assist classroom teachers with behavioral data collection and analysis

Assist with academic progress monitoring and implementation of interventions

Tasks Bachelor Level Interns should NOT do

Medicaid billing documentation

Be counted in staff to client ratio

Drive Cunningham Children's Home vehicles

Transport clients

Be alone with clients (if the internship is 2 semesters 1:1 with a client could occur WITH approval from the program's associate director (AD) AND if for a special project with a client)

Provide clinical counseling/therapy

Participate in physical restraints /extended restrictions/ removals (though all interns are trained in TCI for safety reasons)

Provide consequences to clients

Medication administration

Complete Significant Event Report (SER) documentation

Participate in Seclusion

Routine housekeeping tasks that do not benefit clients (whereas activities such organizing client belongings or preparing snack ultimately benefit the client; running to get a staff member a coffee or pick up dry cleaning to not)

CUNNINGHAM CHILDREN'S HOME INTERNSHIP DESCRIPTION

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BACHELOR'S LEVEL INTERNSHIP (Residential and Group Home)

SECTION I IDENTIFICATION

DATE WRITTEN: August 1, 2019

Revised:

PROGRAM: Residential Units/Group Homes

SUPERVISOR'S TITLE: Individual internships will be supervised as assigned (with

assistance from other supervisory roles)

SCHEDULE: Variable with program/internship needs, should

remain consistent throughout the semester

SALARY: Unpaid

GENERAL SUMMARY

FUNCTION: Intern will work with other direct care and professional staff to learn and understand how to provide an array of services to clients placed in a group home/unit. Interns will learn and assist staff members in creating a positive, growth-inducing, therapeutic environment for the client with whom they will work. Each intern will be assigned specific duties as it relates to their learning plan (determined by both their University and their Internship Supervisor.) Interns may shadow multiple professional and para-professional staff during their tenure with Cunningham Children's Home.

INTERACTION WITH OTHERS: Frequent interaction with schools, special therapies, medical staff, staff from other units, administrative support staff such as accounting and maintenance, community resources, outside agencies, milieu treatment colleagues (i.e., Milieu Coordinator, Associate Director of Residential/Clinical Services, Therapist), and guardians/family members.

EQUIPMENT USED: Household appliances, computer, calculator, phone, printer/copier.

DECISION MAKING AUTHORITY: Due to the nature of an internship, interns will have limited decision making authority and should request assistance from staff/supervisors before making decisions. Interns are responsible for <u>implementing</u> established rules and guidelines as stated in agency policy and in treatment plans for the client under their care. No independent decision making is permitted outside these guidelines.

SUPERVISORY RESPONSIBILITY: None

SECTION II RESPONSIBILITIES

Internship Specific Responsibilities

- Obtain support and ask questions to clear any confusion
- Develop learning plan with supervisor
- Participate in supervision with internship supervisor
- Build relationships with clients
- Model appropriate behaviors for clients
- Help clients problem solve
- Collaborate with the treatment team, attend team meetings, and/or attend client quarterly staffings
- Help clients identify and/or implement coping skills
- Learn about mental health diagnoses
- Learn how abuse and trauma impact children and adolescents
- Facilitate/co-facilitate groups
- Work with clients on treatment goals through individual counseling/therapeutic assignments
- Learn about and complete various agency documentation and the documentation requirements
- Accompany staff to ACR's, permanency hearings, IEP/EDC meetings and other mandated child welfare activities
- Specific responsibilities to complete your internship as assigned in program/learning plan or by supervisor
- Attend in house training and meetings as applicable

General Responsibilities

- Model the agency's core values of spirituality, teamwork, integrity and respect in all activities and in interactions
 with clients, coworkers, and the general public. Initiate and maintain good public relations with neighbors and
 other community resources.
- Maintain standards of personal and professional conduct that do not conflict with requirements of regulatory and licensing agencies, and that are not in conflict with the published mission, vision, and core values of Cunningham Children's Home.
- Maintain consistently good attendance and punctuality.
- Maintain strict standards of client confidentiality.
- Model and support the agency expectations of being respectful, being responsible, and being safe.
- Maintain all training and documentation requirements in accordance with agency and regulatory policies.
- Know and abide by <u>all</u> policies and procedures as outlined in the Employee Handbook and in departmental policies and procedures, including but not limited to:
 - a) prohibition against workplace violence in any form, including both physical and verbal abuse:
 - b) prohibition against illegal discrimination and harassment;
 - c) compliance with all safety procedures.
- Actively participate in agency, program and/or department quality improvement activities.

SECTION IV CRITICAL KNOWLEDGE, SKILLS, AND ABILITIES

Education & Experience Requirements: Interns should have working knowledge in the field of psychology, social work, child development, and trauma. While previous experience is not a requirement, it is helpful. Before placement, a University agreement should be obtained by Cunningham Children's Home that ensures the internship placement site is valid for the intern.

Skills: Excellent oral communication skills. Excellent organizational skills.

Certification Required: Therapeutic Crisis Intervention

Abilities: Excellent interpersonal skills. Basic computer/keyboarding. Good attendance and punctuality essential. Ability to carry out instructions and work independently within agency guidelines.

Other: All Cunningham interns are subject to pre-employment, random, and for-cause drug testing. Thorough criminal background checks are conducted on all interns and must not disclose anything that would indicate unfitness to intern in a residential child care facility.

SECTION V WORKING CONDITIONS

% of time in climate controlled area ("inside" work)? 80%
% of time spent outdoors? 20%
Noise level? LowX Moderate Loud
Lighting? Normal office
Amount and type of reading required? Moderate, client files and records.
Is driving required? No Type of Vehicle? Interns may not drive company vehicles, or drive client. However interns may be asked to provide their own transportation to in-town meetings. Interns may also be passengers in company vehicles.
Amount and purpose of handwritten work? Minimal, client record keeping.
Is "keyboarding" required? Yes
Is the air in the work area well ventilated? Yes
Does this job require using equipment that delivers vibrations to the hands and/or arms?
No Is there exposure to hazardous materials? Yes, biohazard products.
Is lifting required? Yes Amt. of Weight Lifted? 25 lbs.
Is carrying required? Yes How many pounds? 25 lbs. How far? 50 feet
Is bending or stooping required? Yes
Is reaching required? Yes How far and for what? Varies depending on client activity.
Is walking required? Yes How far? Varies with client activity.
Is running required? No
Is climbing stairs required? Yes, buildings do not have elevators.

******************	********
Recei	pt
My signature below indicates I have received a copy of this responsible for understanding its content and that I should Coordinator.	1 1
Signature	Date
Print Name	

CUNNINGHAM CHILDREN'S HOME INTERNSHIP DESCRIPTION

BACHELOR'S LEVEL INTERNSHIP

(Community Services)

* * * * * * * * * *

SECTION I IDENTIFICATION

DATE WRITTEN: August 1, 2019

Revised:

PROGRAM: Community Services

SUPERVISOR'S TITLE: Individual internships will be supervised as assigned (with

assistance from other supervisory roles)

SCHEDULE: Variable with program/internship needs

SALARY: Unpaid

GENERAL SUMMARY

FUNCTION: Intern will work with other direct care and/or professional staff to learn and understand how to provide an array of services to clients placed in a therapeutic setting. Interns will learn and assist staff members to create a positive, growth-inducing, therapeutic environment for the clients in a community setting. Each intern will be assigned specific duties as it relates to their learning plan (determined by both their University and their Internship Supervisor.) Interns may shadow multiple professional and para-professional staff during their tenure with Cunningham Children's Home.

INTERACTION WITH OTHERS: Occasional interaction with schools, medical staff, administrative support staff such as accounting and maintenance, community resources, outside agencies. Frequent interaction with TL/ILO colleagues (i.e., Coordinator, Associate Director of Clinical Services, Director of Community Services, Associate Direct of Community Services, Therapists, Case Managers), and guardians/family members.

EQUIPMENT USED: Household appliances, computer, calculator, phone, printer/copier

DECISION MAKING AUTHORITY: Due to the nature of an internship, interns will have limited decision making authority and should request assistance from staff/supervisors before making decisions. Interns are responsible for <u>implementing</u> established rules and guidelines as stated in agency policy and in treatment/program plans for the clients under their care. No independent decision making is permitted outside these guidelines.

SUPERVISORY RESPONSIBILITY: None

SECTION II RESPONSIBILITIES

Role Specific Responsibilities

- Obtain support and ask questions to clear any confusion
- Develop learning plan with supervisor
- Participate in supervision with internship supervisor
- Build relationships with clients
- Model appropriate behaviors for clients
- Help clients problem solve
- Collaborate with the collateral teams (educational, legal, etc), attend team meetings, and/or attend clients staffings
- Help clients identify and/or implement coping skills
- Learn about mental health diagnoses
- Learn how abuse and trauma impact children and adolescents
- Facilitate/co-facilitate educational experiences
- Work with clients on service plan goals through individual counseling
- Learn and complete various agency documentation and the documentation requirements
- Accompany staff to ACR's, permanency hearings, and other mandated child welfare activities
- Specific responsibilities to complete your internship as assigned in program/learning plan or by supervisor
- Attend in house training and meetings as applicable

General Responsibilities

- Model the agency's core values of spirituality, teamwork, integrity and respect in all activities and in interactions
 with clients, coworkers, and the general public. Initiate and maintain good public relations with neighbors and
 other community resources.
- Maintain standards of personal and professional conduct that do not conflict with requirements of regulatory and licensing agencies, and that are not in conflict with the published mission, vision, and core values of Cunningham Children's Home
- Maintain consistently good attendance and punctuality.
- Maintain strict standards of client's confidentiality.
- Model and support the agency expectations of being respectful, being responsible, and being safe.
- Maintain all training and documentation requirements in accordance with agency and regulatory policies.
- Know and abide by <u>all</u> policies and procedures as outlined in the Employee Handbook and in departmental policies and procedures, including but not limited to:
 - d) prohibition against workplace violence in any form, including both physical and verbal abuse;
 - e) prohibition against illegal discrimination and harassment;
 - f) compliance with all safety procedures.
- Actively participate in agency, program and/or department quality improvement activities.

SECTION IV CRITICAL KNOWLEDGE, SKILLS, AND ABILITIES

Education & Experience Requirements: Interns should have working knowledge in the field of psychology, social work, child development, and trauma. While previous experience is not a requirement, it is helpful. Before placement, a University agreement should be obtained by Cunningham Children's Home that ensures the internship placement site is valid for the intern.

Skills: Excellent oral communication skills. Excellent organizational skills.

Certifications Required: Therapeutic Crisis Intervention.

Abilities: Excellent interpersonal skills. Basic computer/keyboarding. Good attendance and punctuality essential. Ability to carry out instructions and work independently within agency guidelines.

Other: All Cunningham interns are subject to pre-employment, random, and for-cause drug testing. Thorough criminal background checks are conducted on all interns and must not disclose anything that would indicate unfitness to intern in a child care facility.

SECTION V WORKING CONDITIONS

% of time in climate controlled area ("inside" work)? 80%
% of time spent outdoors? 20%
Noise level? LowX_ Moderate Loud
Lighting? Normal office
Amount and type of reading required? Moderate, client files and records.
Is driving required? No Type of Vehicle? Interns may not drive company vehicles, or drive clients. However interns may be asked to provide their own transportation to in-town meetings. Interns may also be passengers in company vehicles.
Amount and purpose of handwritten work? Minimal, client record keeping.
Is "keyboarding" required? Yes
Is the air in the work area well ventilated? Yes
Does this job require using equipment that delivers vibrations to the hands and/or arms?
No Is there exposure to hazardous materials? Yes, biohazard products.
Is lifting required? Yes Amt. of Weight Lifted? 25 lbs.
Is carrying required? Yes How many pounds? 25 lbs. How far? 50 feet
Is bending or stooping required? Yes
Is reaching required? Yes How far and for what? Varies depending on client activity.
Is walking required? Yes How far? Varies with client activity.
Is running required? No
Is climbing stairs required? Yes, buildings do not have elevators.

****************	*********
Re	eceipt
My signature below indicates I have received a copy o responsible for understanding its content and that I sho Coordinator.	f this internship description. I understand that I am ould address any questions or concerns to the Internship
Signature	Date
Print Name	

CUNNINGHAM CHILDREN'S HOME INTERNSHIP DESCRIPTION

BACHELOR'S LEVEL INTERNSHIP

(Educational Services)

* * * * * * * * * *

SECTION I IDENTIFICATION

DATE WRITTEN: August 1, 2019

Revised:

PROGRAM: Educational Services

SUPERVISOR'S TITLE: Individual internships will be supervised as assigned (with

assistance from other supervisory roles)

SCHEDULE: Variable with program/internship needs, should

remain consistent throughout semester

SALARY: Unpaid

GENERAL SUMMARY

FUNCTION: Intern will work with other support and professional staff to learn and understand how to provide an array of services to students in the educational setting. Interns will learn and assist others to create a positive growth inducing therapeutic educational environment for the students in an educational setting. Each intern will be assigned specific duties as it relates to their learning plan (both assigned by their University and their Internship Supervisor.) Interns may shadow multiple professional and para-professional staff during their tenure with Cunningham Children's Home.

INTERACTION WITH OTHERS: Frequent interaction with schools, special therapies, medical staff, staff from other units/schools, community resources, outside agencies, Milieu Treatment Colleagues (i.e. Milieu Coordinator, Associate Director of Residential/Clinical Services, Therapist), and guardians/family members.

EQUIPMENT USED: Household appliances, computer, calculator, phone, printer/copier, projector

DECISION MAKING AUTHORITY: Due to the nature of an internship, interns will have limited decision making authority and should request assistance from staff/supervisors before making decisions. Interns are responsible for <u>implementing</u> established rules and guidelines as stated in agency policy and in educational plans for the students under their care. No independent decision making is permitted outside these guidelines.

SUPERVISORY RESPONSIBILITY: None

SECTION II RESPONSIBILITIES

Intern Specific Responsibilities

- Obtain support and ask questions to clear any confusion
- Develop learning plan with supervisor
- Participate in supervision with internship supervisor
- Build relationships with students
- Model appropriate behaviors for students
- Help students problem solve
- Collaborate with the educational team, attend team meetings, and/or attend student staffings
- Help students identify and/or implement coping skills
- Learn about mental health diagnoses/ special education eligibilities
- Learn how abuse and trauma impact children and adolescents
- Facilitate/co-facilitate educational experiences
- Work with students on educational goals through individual counseling
- Learn and complete various agency documentation and the documentation requirements
- Accompany staff to IEP/EDC meetings and other mandated child welfare activities
- Specific responsibilities to complete your internship as assigned in program/learning plan or by supervisor
- Attend in house training and meetings as applicable

General Responsibilities

- Model the agency's core values of spirituality, teamwork, integrity and respect in all activities and in
 interactions with students, coworkers, and the general public. Initiate and maintain good public relations
 with neighbors and other community resources.
- Maintain standards of personal and professional conduct that do not conflict with requirements of regulatory and licensing agencies, and that are not in conflict with the published mission, vision, and core values of Cunningham Children's Home
- Maintain consistently good attendance and punctuality.
- Maintain strict standards of client confidentiality.
- Model and support the agency expectations of being respectful, being responsible, and being safe.
- Maintain all training and documentation requirements in accordance with agency and regulatory policies.
- Know and abide by <u>all</u> policies and procedures as outlined in the Employee Handbook and in departmental policies and procedures, including but not limited to:
 - g) prohibition against workplace violence in any form, including both physical and verbal abuse;
 - h) prohibition against illegal discrimination and harassment;
 - i) compliance with all safety procedures.
- Actively participate in agency, program and/or department quality improvement activities.

SECTION IV CRITICAL KNOWLEDGE, SKILLS, AND ABILITIES

Education & Experience Requirements: Interns should have working knowledge in the field of psychology, social work, child development, special education, and trauma. While previous experience is not a requirement, it is helpful. Before placement, a University agreement should be obtained by Cunningham Children's Home that ensures the internship placement site is valid for the intern.

Skills: Excellent oral communication skills. Excellent organizational skills.

Certifications Required: Therapeutic Crisis Intervention.

Abilities: Excellent interpersonal skills. Basic computer/keyboarding. Good attendance and punctuality essential. Ability to carry out instructions and work independently within agency guidelines.

Other: All Cunningham interns are subject to pre-employment, random, and for-cause drug testing. Thorough criminal background checks are conducted on all interns and must not disclose anything that would indicate unfitness to intern in a child care facility.

SECTION V WORKING CONDITIONS

% of time in climate controlled area ("inside" work)? 80%
% of time spent outdoors? 20%
Noise level? LowX_ Moderate Loud
Lighting? Normal office
Amount and type of reading required? Moderate, student files and records.
Is driving required? No Type of Vehicle? Interns may not drive company vehicles, or drive students. However interns may be asked to provide their own transportation to in-town meetings. Interns may also be passengers in company vehicles.
Amount and purpose of handwritten work? Minimal, student record keeping.
Is "keyboarding" required? Yes
Is the air in the work area well ventilated? Yes
Does this job require using equipment that delivers vibrations to the hands and/or arms? $\ensuremath{\mathrm{No}}$
Is there exposure to hazardous materials? Yes, biohazard products.
Is lifting required? Yes Amt. of Weight Lifted? 25 lbs.
Is carrying required? Yes How many pounds? 25 lbs. How far? 50 feet
Is bending or stooping required? Yes
Is reaching required? Yes How far and for what? Varies depending on student activity.
Is walking required? Yes How far? Varies with student activity.
Is running required? No
Is climbing stairs required? Yes, buildings do not have elevators.

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Recei	pt
My signature below indicates I have received a copy of this responsible for understanding its content and that I should Coordinator.	<u> </u>
Signature	Date
Print Name	