

**Internship Safety & Learning Checklist**

*Safety is an absolute priority when a Metropolitan State University of Denver student is in an internship. It is advised that students and supervisors review this checklist together in supervision to become better acquainted with the safety policies and procedures at their particular agencies.*

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|  | **Comments** |
| Social Work Supervisor/Task Supervisor provides information about the agency’s safety policies, protocol and trainings. |  |
| Social Work Supervisor/Task Supervisor reviews agency policies around confidentiality and sharing contact information with clients. |  |
| Social Work Supervisor/Task Supervisor provides information about potential risks associated with the community and population served. |  |
| Social Work Supervisor/Task Supervisor and student agree to exchange information regarding any known risks or safety concerns throughout the duration of the internship. |  |
| Student has access to agency personnel for learning and security support at all times during their internship shifts. |  |
| Social Work Supervisor/Task Supervisor and student share the responsibility of discussing reassignment of learning activities if significant safety concerns arise within the internship. |  |
| If incident occurs, plan is in place for the student to debrief afterwards, including any reporting and documentation requirements. |  |
| Social Work Supervisor/Task Supervisor discusses with student any potential trauma exposure and plan is in place to check in around vicarious trauma throughout the internship. |  |
| Remote/telehealth best practices are reviewed. |  |
| If student is working remotely and/or evening/weekend hours, confirm that supervisor(s) are available during internship shifts. |  |

**Additional suggestions specifically for students in direct/micro practice prior to working with clients independently:**

* Provide shadowing opportunities for the student
* Assess student’s comfort level and/or training needs to work with high acuity cases
* Review intake process and how clients will be screened and/or assigned to students
* Review how any known risks (including but not limited to client’s history of violence) will be communicated to student
* Provide training on de-escalation techniques and develop an action plan at first signs of agitation, including seeking assistance
* Define how to immediately exit a potentially dangerous situation/environment
* Plan for how and when to call security and/or police and when to evacuate facility
* Specialized telehealth considerations including best practices and guidelines for hybrid support if relevant