Bachelor of Science Program in Rehabilitation Services

FIELDWORK MANUAL

The mission of the Rehabilitation Services Program is to prepare students to work in a variety of occupational settings to enhance their professional development, knowledge, skills, and abilities. In these settings, they will advance the independence, integration, and full participation of individuals with rehabilitation needs in the urban community and workforce.

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Bachelor of Science Program in Rehabilitation Services

FIELDWORK MANUAL

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Scope of This Manual

This Manual was designed for students, faculty, and on-site agency supervisors of students’ fieldwork activities. It covers the fieldwork portion of requirements for the major in rehabilitation services.

Rehabilitation Services

The Rehabilitation Services Program is an undergraduate-level counselor education program within the Division of Special Education and Counseling in the Charter College of Education. Rehabilitation service providers work with individuals who have rehabilitation needs. These needs may have arisen because of a disability (physical, emotional, or intellectual) or may involve areas such as economic disadvantage, substance abuse, social or environmental circumstances, recent immigration into this country, educational deprivation, and other related areas. Goals of service providers include empowerment, intervention, community presence, and economic independence. **Empowerment.** A goal of the rehabilitation service provider is to increase the ability and motivation of the rehabilitant to make and implement choices to lead a more fulfilling life. This may include independent functioning, educational pursuit, and vocational placement. **Intervention.** As a rehabilitation service provider, the professional intervenes whenever necessary to help the individual continue to make progress toward a goal. **Community presence.** Society’s negative attitudes are impeding the successful rehabilitation of people with disabilities. Rehabilitationists must intervene in the area of attitude change and in the legal arena to insure that all rehabilitants receive fair and equitable services. **Economic independence.** To help a person become financially self-sufficient, and therefore independent is one of the most important objectives of the rehabilitation professional.

Mission, Objectives, and Purpose Of The Program

Mission

The mission of the Rehabilitation Services Program is to prepare students to work in a variety of occupational settings to enhance their professional development, knowledge, skills, and abilities. In these settings, they will advance the independence, integration, and full participation of individuals with rehabilitation needs in the urban community and workforce.

Objectives

- Students will develop skills for accessing community resources that serve individuals with rehabilitation needs.
- Students will attain appropriate interviewing and communication skills.
- Students will acquire technical writing skills.
- Students will be able to integrate information to provide a diverse range of services to clients with rehabilitation needs.
- Students will learn to advocate and teach advocacy skills to their clients to integrate people with disabilities within the community.
- Students will master skills to maximize independence for people with disabilities.
- Students will obtain skills in working with multi-culturally diverse individuals within an urban setting.
- Students will apply learned knowledge and skills to real life settings.
• Students will obtain knowledge and develop skills in how to work multiculturally
  with ethnically diverse individuals when providing human services within an
  urban environment.
• Students will be able to provide services to persons with rehabilitation needs in
  community agencies within an urban setting.

**Purpose**

Rehabilitation providers work collaboratively with other specialists such as physicians,
psychologists, social workers, teachers, attorneys, and counselors. Rehabilitation services may
include outreach, intake, evaluation, planning, placement, and follow-up. Often, these tasks
include coordinating efforts of other team members and bringing together resources of several
community agencies to contribute to clients’ rehabilitation.

**The Fieldwork (Internship) Program**

**Acceptable fieldwork**

Not all rehabilitation activities are suitable as fieldwork for undergraduate students. To earn
academic credit in COUN 495, a student’s activities must fulfill all of the following six criteria:

1. The experience must consist of services to people who have rehabilitation needs. This
   includes rehabilitation agencies, social services, academic institutions, mental health
   facilities, substance abuse agencies, hospitals, insurance companies, business and
   industry, among others.
2. On-site supervision must be provided by a person with appropriate qualifications.
   Ordinarily, these qualifications include both professional experience and an advanced
   degree or credential relevant to the student’s work. Some examples of degrees and
   credentials include: M. S. in counseling or a closely related field; M. S. W.; Ph. D. in
   psychology; M. D., with relevant specialty; R. N., with relevant specialty; Certified
   Rehabilitation Counselor (CRC); Certified Disability Management Specialist (CDMS);
   National Certified Counselor (NCC); Certified Employee Assistance Professional
   (CEAP); Certified Alcohol & Drug Abuse Counselor (CADAC); Licensed Marriage,
   Family, & Child Counselor (MFCC); Pupil Personnel Services Credential (PPS);
   Bachelor’s degree in a related field, with relevant work experience.
3. The agency supervisor must make a time commitment to regularly review and evaluate
   the student’s work, and fulfill other responsibilities discussed later in this manual.
4. Activities must be suited to the student’s level of training and experience, and provide
   opportunities for learning. Some examples of appropriate activities are intake
   interviewing, vocational evaluation, vocational planning, labor market surveys, job
   development, co-leading a counseling group with a qualified leader, record-keeping,
   arranging for services of other rehabilitation agency, planning for clients to live
   independently, workability programs, supported work programs, social security
   programs, services for elderly, mental health services, probation/parole, testing,
   children’s services, consulting with teachers about students whose work is affected by
   rehabilitation needs.
5. The student spends a total of 120 hours per academic quarter (usually 12 hours per week
   for 10 weeks) for three quarter units of credit.
6. The fieldwork placement must have faculty approval. After the quarter has begun, a student may not change fieldwork sites without permission of the faculty supervisor and coordinator of the B. S. program.

**Requirements for the major**

Students shall have supervised fieldwork experiences that include:

A. A minimum of 120 hours of practicum experience per quarter is needed.
B. Nine units of credit in COUN 495 are required: three units per quarter in each of three quarters. These three quarters may, but need not be, consecutive.
C. It is permissible to carry out all three quarters of fieldwork in the same agency, or to divide them among different agencies.
D. COUN 200AB (Introduction to Rehabilitation Services) is prerequisite to fieldwork, as is either COUN 400A or COUN 400B; COUN 494 (Seminar: Rehabilitation Services) is to be taken concurrently with fieldwork for two quarters.

**Eligibility for fieldwork.** Before beginning fieldwork, a student must have upper division standing and complete COUN 200AB and COUN 400A or COUN 400B with a “C” grade or better in each course. The student must also file an application by a deadline date and have faculty approval for the fieldwork site. An application (available in KH-C1064 and reproduced at the end of this manual) must be submitted by the 5th week of the quarter prior to beginning fieldwork.

**Faculty approval.** The application form has a space for the coordinator’s signature. This signature represents approval of the indicated site. Usually, this requirement poses no difficulty for students. However, it provides a means for faculty to disapprove sites that do not offer appropriate experiences to students.

**Agency Supervision.** A professionally qualified person must supervise a student’s work in the agency, and assume the other responsibilities discussed later in this manual.  

**Responsibilities**

The fieldwork program involves the efforts of a number of people, each of whom contributes to its effectiveness. These people include students, academic advisors, agency supervisors, faculty supervisors, fieldwork coordinator, and Rehabilitation Services coordinator. These responsibilities are discussed below.

**Student Responsibilities.** To begin a fieldwork placement, a student must file an application by the end of the 5th week of the quarter before the placement is to begin. The application form is available at the counselor education office; it is to be returned to that office when completed. A copy of this form is included toward the end of this manual for students’ use.

Before submitting the name of an agency on the fieldwork application, a student should discuss the idea of fieldwork with at least one professional staff person at the agency, preferably the potential agency supervisor. This discussion allows both student and agency to evaluate the likelihood of a mutually beneficial association.
If it is not possible to arrange sufficient agency contacts in order to decide what agency to request before the deadline for filing the application, the section that calls for information about the agency may be left blank. As soon as this matter is resolved, the fieldwork coordinator should be notified of this information.

Before beginning a fieldwork placement, a student is responsible for arranging with an agency supervisor such details as the work schedule and any processing requirements. Processing requirements may include forms to complete, visits to a personnel office, a medical examination, to name a few possibilities. Not all agencies have such requirements.

Once fieldwork has begun, a student functions as an employee in the agency. Even if not compensated financially, a student in fieldwork provides services to the agency and its clients and, in return, receives services from the agency in the form of supervision and training. One should quickly learn the agency’s expectations regarding such matters as dress, employee-supervisor relations, and administrative procedures.

1. Register for COUN 495. This involves 12 hours of fieldwork per week for a total of 120 hours for the quarter.

2. At the orientation meeting, which occurs during the first week of classes, check with the faculty supervisor to make sure that he or she has a correct record of (a) the agency supervisor’s name and telephone number, (b) the site location, and (c) telephone numbers and times when you can be reached. This agency supervisor is the person directly supervising a student’s work.

3. Obtain two copies of the Fieldwork Manual, one for yourself and one for your fieldwork supervisor. Review the manual with your supervisor, pointing out the program’s mission and objectives, the agency supervisor’s responsibilities, and the trainee-rating sheet to be completed at the end of the quarter. Inform the agency supervisor of the faculty supervisor’s name and telephone number.

4. Take COUN 494: Seminar: Rehabilitation Services--3 units concurrently with fieldwork for two quarters. Ordinarily, we recommend that COUN 494 be taken with the first two quarters of fieldwork. If this plan is difficult, discuss it with your academic advisor.

5. Take the initiative to use the traineeship for its learning possibilities. Ask for clients if none have been assigned by the end of the second week and a specific later time has not been planned. Seek supervision as needed, even if outside of regularly scheduled supervisory sessions. Participate as much as practicable in the agency’s normal professional activities.

6. Become familiar with agency policies and practices and work within them. If a policy or practice appears puzzling or counterproductive, ask questions in order to understand.
7. Write reports and maintain records as the agency requires.

8. Keep a log of daily activities. This log should show activities performed each day and the approximate length of time given to each. It should show what clients were served in what ways (e.g., vocational exploration with J.R.). Client identities must be effectively disguised before this record leaves agency premises.

9. Promptly inform the faculty supervisor of any difficulties which you and the agency supervisor cannot resolve satisfactorily without assistance.

10. Toward the end of each quarter, review the evaluation form with the agency supervisor. Ask him or her to return the completed form to the faculty supervisor so it will be received before the end of final examinations.

11. Use the COUN 494 seminar to enhance your understanding of events related to your work in the agency and to maximize the learning value of fieldwork experiences.

12. Fill out Student Self-Evaluation of Internship Experience and Site Form. A copy is located toward the end of this manual. This should be completed at the conclusion of the quarter and turned in to the faculty supervisor before the end of final examination week.

Agency Supervisor Responsibilities. The most immediate responsibility of the agency supervisor stems from the fact that our students vary widely in their readiness to assume the agency work roles. Some students enter the B.S. program with considerable experience. In contrast, a few students’ rehabilitation-related experience is limited to volunteer activities. Most students are between these extremes. The agency supervisor must evaluate each student regarding these matters in order to plan and provide appropriate training experiences. Consultation with the faculty supervisor and/or fieldwork coordinator is often helpful in this regard. Each student should have at least one hour of supervision from his or her supervisor per week.

Other training responsibilities of the agency supervisor include the following:

1. Respect the student’s need for support and encouragement. Influence desirable professional behavior mainly by modeling and pointing out things done well, only secondarily by criticism.

2. Induct the trainee as quickly as practicable into the agency’s normal functions. Although orientation to the agency and its procedures may require the first week, it is only in very rare instances that client contact should be deferred beyond the end of the second week. If such delay is deemed necessary, the decision should be undertaken in consultation with the faculty supervisor.
3. Expose the trainee to a broad range of client contacts. Before the trainee’s assignment is ended, these contacts should include (a) a representative cross-section of the types of rehabilitation clients the agency serves; (b) a range of types of rehabilitation services the agency provides; and (c) the entire range of the phases of a client’s relationship with the agency, in those instances wherein this relationship often lasts more than a few weeks. For example, a student’s work should not be all intakes, or all placements, or all plan development, if the agency’s functions include all three. Exceptions are sometimes desirable in service of specific training goals; in these instances, the range of client contacts should be planned in consultation with the faculty supervisor.

4. Arrange for supervisory meetings at regularly scheduled times so that the trainee does not have to solicit supervision each time. However, it is never necessary, and usually undesirable, to limit supervision to such regularly scheduled times. There should be at least one hour of supervision a week.

5. Identify the trainee to clients as a staff person, without reference to student or trainee status, unless the agency has a specific policy against this practice.

6. Maintain a working relationship with the faculty supervisor, who visits the agency at least once each quarter, and wants to be informed of the trainee’s progress throughout the quarter. If a problem should arise requiring faculty attention, the faculty supervisor should be consulted immediately.

7. Complete a written evaluation of the student’s work at the end of each quarter, review it with the student, and forward it to the faculty supervisor so it will be received before the end of the final examination period. Use the Trainee Rating Sheet reproduced at the end of this manual; copies of this form are available to students at the Counselor Education office.

**Faculty Supervisor Responsibilities.** In general, the faculty supervisor represents CSULA with respect to each student’s fieldwork activities and shares the training of the student with the agency supervisor.

During the first week of the quarter, faculty supervisors attend the scheduled on-campus meeting and meet with their own students. Problems experienced by students in getting established in the agency can be discussed at this time.

1. Plan at least one site visit to the agency during the quarter to meet with the students assigned there and the agency supervisor. Through these visits, the faculty supervisor becomes personally acquainted with the agency supervisor and agency’s practices and client services. Activities of these meetings are usually determined by the nature of the student’s work in the agency.

2. Provide consultation as may be initiated by the student or agency supervisor throughout the quarter. Students and agency supervisors are encouraged to bring
to the faculty supervisor any problems which they have difficulty resolving unaided. Consultation should be sought early enough that such problems do not impair the relationship between the student and agency.

3. During the final examination period, the faculty supervisor submits a grade for each student to the fieldwork coordinator. This grade is “CR” (Credit) if the student has satisfactorily met all the quarter’s commitments in the agency, including the required 120 hours. If the requirements remain to be met, the grade is “IN” (Incomplete). A grade of “NC” (No Credit) represents a recommendation that the quarter’s activities not be counted toward meeting degree requirements. For example, a “NC” grade is given if (a) circumstances (e.g., illness) have interrupted the student’s work so early in the placement, and for so long a period of time, that an entirely new placement must be undertaken when the student is again ready to resume fieldwork, or (b) the student’s performance is so unsatisfactory as to deserve a failing grade. “NC” grades do not affect a student’s grade-point average.

4. The faculty supervisor makes recommendations to the program coordinator with regard to (a) additional experiences and/or placements which would serve the professional development of his or her students, and (b) characteristics of students who would likely benefit most from placement in agencies with which the faculty supervisor is directly familiar. When a faculty supervisor discovers changes in an agency with regard to its suitability as a fieldwork site, he or she notifies the program coordinator immediately.

5. Provide individual meetings with the student for additional supervision.

COUN 494 Instructor Responsibilities. The COUN 494 seminar was designed as a companion to fieldwork. From time to time during the quarter, the instructor consults with faculty fieldwork supervisors regarding their students in order to maximize the seminar’s contribution to the learning value of students’ activities in the agencies.

Academic Advisor Responsibilities. A student’s academic advisor helps plan the fieldwork program, including kinds of experiences recommended in view of the student’s professional goals, and phasing of fieldwork activities in relation to coursework. When indicated, academic advisors make recommendations directly to faculty supervisors or program coordinator.

Fieldwork Coordinator Responsibilities. The fieldwork coordinator’s task is the administrative management of the fieldwork program. This person maintains files concerning present and prospective fieldwork sites, including such information as names of supervisors and training experiences offered. These files are kept up to date as new information is received. Being knowledgeable about a wide range of sites, the fieldwork coordinator discusses with students and academic advisors possibilities for placements meeting students’ needs and goals, and sometimes recommends that students interview supervisors at several sites before a placement decision is reached.
Responsibility for determining suitability of any given fieldwork site, whether for an individual student or the program, rests with the fieldwork coordinator. These decisions are usually made in consultation with others, such as students, academic advisors, agency supervisors, and faculty supervisors.

Other responsibilities of the fieldwork coordinator include the following:

1. Represent CSULA in relations with agencies concerning placement of rehabilitation fieldwork students.
2. Receive and process students’ fieldwork applications. The fieldwork coordinator is authorized to reject, solely on grounds of lateness, applications received after the deadlines.
3. Assign faculty supervisors to students.
4. At the beginning of each quarter, provide each faculty supervisor with a roster of his or her students, showing each student’s agency name, address, telephone number, and supervisor. Students are responsible for informing the faculty supervisor and fieldwork coordinator of changes.
5. Represent the program at the first weekly on-campus meeting of each quarter and at other meetings where the program coordinator needs to be present.
6. Keep records concerning such matters as student assignments, faculty supervisor assignments, students’ enrollment in COUN 495, and number of teaching units for faculty supervisors.
7. Receive students’ grades from faculty supervisors and submit them to the Counselor Education office.

**Evaluation of Student Performance**

We regard the evaluation of student performance as (a) the joint responsibility of the student, agency supervisor, and faculty supervisor, and (b) an ongoing process throughout the term of the student’s placement in the agency. The process begins as student and agency supervisor discuss the student’s training goals and experiences the agency offers. We suggest that student and agency supervisor consider the issues on the Trainee Rating Sheet when forming their plans for the fieldwork placement.

As discussed earlier in this manual, the agency supervisor prepares a written evaluation during the 10th week of each quarter; this evaluation covers the student’s work throughout the quarter. The written evaluation is discussed with the student, who signs it before it is forwarded to the faculty supervisor during the final examination period. After the student completes a quarter of fieldwork, a Student Self-Evaluation of Internship Experience and Site Form needs to be
completed. The form is submitted to the fieldwork faculty supervisor during or before the final examination week.
Bachelor of Science in Rehabilitation Services  
COUN 495  
FIELDWORK APPLICATION

Application for:  
☑ Fall  ☐ Winter  ☐ Spring  quarter of ____________

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
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<tbody>
<tr>
<td>Name:</td>
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<td>Address:</td>
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<tr>
<td>City:</td>
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<td>Phone #:</td>
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<td>Email Address:</td>
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<tr>
<th>EXPECTED PLACEMENT</th>
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<tbody>
<tr>
<td>Name of Agency:</td>
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<td>Address:</td>
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<tr>
<td>City:</td>
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<tr>
<td>Name of supervisor:</td>
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<td>Supervisor Email Address:</td>
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<tr>
<th>ELIGIBILITY</th>
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<tr>
<td>Have you completed COUN 200A?</td>
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<td>☐ Yes   ☐ No</td>
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<tr>
<td>Have you completed COUN 200B?</td>
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<td>☐ Yes   ☐ No</td>
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<tr>
<td>Have you completed COUN 400A or COUN 400B?</td>
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<td>☐ Yes   ☐ No</td>
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<tr>
<th>PREVIOUS AND CURRENT FIELDWORK EXPERIENCE</th>
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<tr>
<td>☐ Yes  ☐ No</td>
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<tr>
<td>If yes, agency name:</td>
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<tr>
<td>Type of clients:</td>
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<tr>
<td>When?</td>
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</table>

Advisor Signature  Date  Student Signature  Date

This application must be filed by the end of the 5th week of the quarter before the placement is to begin.
FIELDWORK LOG SHEET for B. S. in REHABILITATION SERVICES

All students who are registered for fieldwork are to complete the following Log Sheet. This Log Sheet is to be submitted to the faculty advisor at the end of the quarter in which the student completes the fieldwork assignment. Please photocopy additional sheets.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Place of Activity</th>
<th>Description of Activity</th>
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Student’s Signature

Date
Trainee Rating Sheet  
Bachelor of Science Degree Program in Rehabilitation Services  
California State University, Los Angeles  

Trainee name: ____________________________ Agency: ____________________________  
Period covered: quarter ____ year ____  

Describe the trainee's clients and activities.  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________

Please rate how well the trainee performed each of the following job functions which you have basis to evaluate.  
Rate each function 1, 2, 3, or NO as follows:  
1: Above average 2: Average 3: Below average  NO: Not Observed

<table>
<thead>
<tr>
<th>Function</th>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>Interpret medical, educational, social, &amp; vocational data</td>
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<tr>
<td>Plan appropriate services for clients; make job referrals</td>
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<tr>
<td>Elicit client participation in planning &amp; goal setting</td>
<td></td>
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<tr>
<td>Identify &amp; obtain needed information</td>
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<tr>
<td>Provide needed vocational information</td>
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<td>Help clients understand own vocational strengths &amp; weaknesses</td>
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<tr>
<td>Evaluate client participation</td>
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<td>Manage individual cases &amp; caseload</td>
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<td>Lead group counseling sessions</td>
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<td>Establish/maintain facilitative counseling relationships</td>
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<td>Identify/develop job openings</td>
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<td>Use occupational literature</td>
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<td>Assess job modification needs</td>
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<tr>
<td>Teach job seeking skills</td>
<td>14</td>
<td></td>
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<tr>
<td>Help clients adjust to work</td>
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<tr>
<td>Obtain information from other agencies</td>
<td>16</td>
<td></td>
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<tr>
<td>Provide information to other agencies</td>
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<td></td>
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<tr>
<td>Write reports/correspondence</td>
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<tr>
<td>Make contacts with employers</td>
<td>19</td>
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</tbody>
</table>

Are the trainee's work habits and general behavior consistent with the norms of this agency?  
____ Yes  ____ No  

If "No," please describe the discrepancies.  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________
What are this trainee's strengths?

_______________________________________
_____________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are this trainee's weaknesses or areas needing improvement?

_________________________________________
________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other comments.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Recommendation regarding university credit for field work (check one).
_____ Credit  _____ No credit  _____ Incomplete; has yet to fulfill time or task commitments as indicated below.

________________________________________________________________________

Trainee and supervisor reviewed this evaluation together on ____________
  (Date)

___________________________________  _____________________________
(Trainee's Signature)  (Supervisor's Signature)
STUDENT SELF-EVALUATION OF INTERNSHIP EXPERIENCE AND SITE FORM
BACHELOR OF SCIENCE REHABILITATION SERVICES PROGRAM

Student: ________________________________
Agency: ________________________________

As an internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at your internship site and your opinion of the internship experience, using the following criteria.

Definition of Rating Terms

Superior: always performs above the minimum requirements and shows outstanding aptitude, application of techniques, and concepts of rehabilitation services.

Above Average: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of an intern.

Average: Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern.

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern.

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performing at a level below that expected of an intern.

No Basis: There is no basis on which to evaluate for the item in question.

<table>
<thead>
<tr>
<th>Area of competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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<tbody>
<tr>
<td>I. SUCCESS IN FORMING EFFECTIVE RELATIONS</td>
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<tr>
<td>A. With clients</td>
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<td>B. With other professionals</td>
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<td>2. Supervisors</td>
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<tr>
<td>3. Outside agencies</td>
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<td>II. SKILLS IN REHABILITATION SERVICES</td>
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<td>A. Rehabilitation Principles and Process</td>
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<td>Area of competence</td>
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<td>B. Psychological Aspects of Rehabilitation</td>
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<td>C. Human Behavior</td>
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<td>D. Case Work Principles and Practices</td>
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<td>E. Professional Ethics</td>
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<td>F. Medical Aspects of Rehabilitation</td>
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<td>G. Vocational Aspects</td>
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<td>H. Community Resources</td>
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III. PROFESSIONALISM

A. I completed agreed upon assignments with agency.

B. I was consistently prepared and punctual.

C. I demonstrated appropriate professional and ethical behavior throughout the experience.

D. I maintained appropriate confidentiality throughout the experience.

E. I demonstrated knowledge and abilities related to the internship

IV. STUDENT OPINION OF INTERNSHIP SITE

A. My site supervisor was readily accessible.

B. The guidance and help of my supervisor was useful.

C. This internship provided a learning experience.

D. This internship provided professional activities that I expected to perform.

V. NARRATIVE COMMENTS: STUDENT’S PROFESSIONAL GROWTH & POTENTIAL

Please provide a brief discussion of the areas for continued improvement:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Please provide a brief discussion of your growth during the internship experience:

__________________________________________________________________
At which level do you feel you accomplished the goals of the internship?
___ Superior          ___ Average          ___ Inadequate
___ Above Average     ___ Below Average

Overall, how strongly would you recommend this internship site to other students?
___ Strongly Recommend  ___ Not Sure
___ Recommend          ___ Would Not Recommend

Please explain: __________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Student’s Signature: ________________________________  Date: ___________