



Orientation and Mobility Internship Handbook

Visual Impairment Preparation (VIP) Program

James I. Perkins College of Education

Department of Human Services

<http://www.sfasu.edu/humanservices/122.asp>

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Introduction

The Stephen F. Austin State University Visual Impairment Preparation (VIP) Program is committed to the education of highly qualified individuals trained in the instruction of persons with visual impairments. Our program for training individuals in the field of Orientation and Mobility includes a practical experience under the supervision of an experienced Certified Orientation & Mobility Specialist (COMS), which is key in the preparation process. It is the practice of SFASU to prepare intern candidates in a manner that fulfills Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) domains, Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) standards, and Stephen F. Austin State University missions and standards.

This handbook serves to inform all pertinent parties of the roles, responsibilities and requirements related to internship in the Orientation and Mobility Training Program. The information in this handbook may be modified to fit individual internship placements as needed and when agreed upon by all involved parties. Internship placement may include schools, Veterans Administration, state rehabilitation agencies, and other locations that provide orientation and mobility services to persons with visual impairments. An agreement of understanding and acknowledgement of roles and responsibilities for both the intern candidate and Supervising COMS are located at the back of this handbook. These forms must be signed and emailed to DJ Dean at djdean@sfasu.edu or fax to 936-468-1342 by the 1st day of May each year and prior to enrollment of the internship course.

The Internship Experience

The internship is an intensive field-based experience for candidates in the Orientation and Mobility Training Program. Intern candidates will concentrate their experiences in settings appropriate to the placement site (child centered/adult centered). Intern candidates must have completed the required coursework and practicum experience hours prior to enrolling in the internship. It is the goal of the SFASU VIP Program to provide intern candidates with meaningful teaching experiences that allow opportunities to increase practical knowledge and skills as future instructors.

Internship Objectives

1. To demonstrate a knowledgeable and skillful application of the instructional strategies and methods for teaching orientation and mobility to students/adult consumers with visual impairments.
2. To demonstrate the knowledge and skills needed in designing appropriate instructional lesson and curriculum for orientation and mobility training with students/adult consumers with visual impairments.
3. To demonstrate the knowledge and skills necessary for conducting orientation and mobility evaluations and assessments, and in preparing written reports.
4. To demonstrate skills in consulting and collaborating with professionals, parents and students/adult consumers to assure appropriate orientation and mobility programming.

Requirements of Internship Experience

The internship absolute standards require a minimum of 350 hours of supervised experience. Of the 350 hours, a minimum of 280 hours must include providing direct services to students/adult consumers with visual impairments. The remaining hours can be indirect hours (including staff or agency meetings, in-service training, report writing, planning, observations, and administrative tasks). Internship lengths may vary due to placement type and hours worked per week. Internships may be divided between multiple placements.

The internship placement site determines intern candidates' schedule and caseload. It is preferred that the caseload consist of persons with a variety of visual impairments, as well as functioning levels and learning styles, when possible.

The COMS supervisors are provided by the placement site, and are required to maintain current certification as Orientation and Mobility Specialists by ACVREP with a minimum of 3 years of direct service experience in the field.

All intern candidates must be enrolled in the SFASU internship course, maintain weekly contact with University Supervisor(s), and complete online course modules. Intern candidates must also complete all assignments as outlined in the internship portfolio described on pages 6-9 of this handbook.

Roles and Responsibilities

Internship Placement Site

In cooperation with the internship coordinator, the placement site will:

1. identify an eligible Supervising COMS
2. determine a schedule for the intern candidate
3. determine a caseload that reflects diversity
4. provide a variety of opportunities for the intern candidate to participate in as many components of the COMS role as possible
5. communicate with the university supervisor regularly on the status of the intern candidate
6. contact the university supervisor immediately if any issues or problems are to arise
7. provide intern candidates with copies of placement site rules, regulations, and procedures

Supervising COMS

The Supervising COMS is the primary professional model for the intern candidate, contributing to a profitable and rewarding internship experience by:

1. orienting intern candidates to intern placement site, and introducing candidate to key personnel
2. modeling, demonstrating, and explaining aspects of professional practice and teaching techniques
3. facilitating teaching opportunities for the intern candidate

4. providing access to records, curricular programs, and other pertinent information allowing opportunity for the intern candidate to work with a diverse group of individuals over range of areas and activities
5. constructively commenting on intern's work, indicating strengths and weaknesses, and suggesting improvements and extension skills
6. annotating, reviewing and discussing lesson plans, classroom management, and techniques used
7. providing written feedback to the intern candidate on lesson plans, specifically if areas of deficiency are noted
8. gradually releasing teaching responsibility to intern candidate
9. observing the intern candidate perform a minimum of one assessment, and provide feedback once completed
10. aiding with writing narrative assessments, and IFSP, IEP, IPE goals as requested
11. providing opportunities for candidate to collaborate with and/or observe other key professionals
12. maintaining contact with the university supervisor regarding the intern's attitude, behavior, and overall performance
13. completing weekly checklists, two comprehensive performance evaluations at midway and final, a final Professionalism Assessment Instrument, final summary and grade, final Academy Competency Evaluation, and final intern evaluation (See Appendices in back of this handbook for forms)
14. composing and disseminating a letter to parents or adult consumers notifying them of intern status, including a request for permission to video record lessons for review by the intern candidate, Supervising COMS, and university supervisor for instructional purposes
15. assisting intern candidate with video recording of four lessons

Intern Candidate

The intern candidate is required to:

1. complete 350 clock hours of internship experience, with a minimum of 280 instructional contact hours* and 70 non-instructional hours**
 - *Instructional hours are defined as time spent in direct instruction of students/adult consumers with visual impairments. This may include no more than 50 hours *from the category of lesson/material preparation and/or route scouting combined*. Instructional hours are, also, define on the revised ACVREP Clinical Competency Evaluation form, January 2018.
 - **Non-instructional hours are defined as time spent engaging in other professional duties, such as consulting with professionals, parents, or individuals, observing lessons conducted by COMS, planning lessons, preparing materials, report writing, conference attendance, meetings, and travel. Non-Instructional hours are, also, define on the revised ACVREP Clinical Competency Evaluation form, January 2018.
2. complete an internship portfolio (specific instructions can be found on pages 6-9 of this handbook)
3. complete a functional skills assessment, or Orientation and Mobility assessment, and prepare a typed narrative report of the assessment that conforms to the standards prescribed by the Texas Education Agency (TEA) or other applicable agency
4. complete a student profile (case study) on one student (details in portfolio requirements)

5. observe the Supervising COMS while instructing students/adult consumers with visual impairments, and while performing related responsibilities
6. gradually assume teaching responsibilities, incorporating teaching strategies and suggestions made by Supervising COMS
7. provide university supervisor with copy of schedule
8. share portfolio with Supervising COMS and university supervisor periodically throughout internship
9. provide videos of instruction to the university supervisor for review of skills, teaching techniques and progress, providing a copy of necessary lesson plans for the lesson taught in the video

The SFASU VIP Program asks that intern candidate uphold the following professional responsibilities:

1. be punctual
2. if absence is necessary, notify the Supervising COMS at least one hour prior to start of the work day, and notify both university supervisor and Supervising COMS if the need for emergency and/or extended absences arise
3. seek clarification if unsure of any expectations, roles, requirements, or directions
4. be familiar with, and adhere to, all rules, regulations and expectations of the internship placement site
5. be professional, maintain confidentiality, and adhere to the dress code requirements of both the internship placement site and the university.
6. be familiar with, and adhere to, the internship guidelines outlined in this handbook
7. be respectful of the Supervising COMS, acknowledge his/her professional status and responsibility for the student/adult consumer with a visual impairment
8. be well prepared
9. complete required paperwork in a timely manner
10. be open to constructive comments, advice, and concerns, and be willing to make appropriate changes in any and all identified issues
11. maintain weekly contact with the university supervisor through collaborative meetings (ZOOM), phone calls, text messages and/or emails

PORTFOLIO REQUIREMENTS

A portfolio is to be completed by the intern candidate during the internship. Portions of the portfolio will be discussed throughout the internship. The intern candidate should maintain a record of all documents and assignments. The portfolio should be subdivided for each of the planning areas described below.

Section 1: Schedules

This section should include a general work schedule for internship activities. Please include a copy of the placement site's general schedule, if applicable. In the case of itinerant services, include general time schedules for each student.

Section 2: Students/Adult Consumers

This section should provide information including visual diagnosis and prognosis on each student/adult consumer with a visual impairment with whom the intern candidate will be working. Include any assessments of levels of functioning (visual, orientation and mobility, functional skills, and others as applicable), summary of current skill levels, and recommendations for instructional objectives. If the Supervising COMS selects specific IFSP, IEP, or IPE goals and objectives, include those. Intern candidates must maintain the confidentiality of all students/adult consumers served in a manner that meets the requirements of the placement site.

Section 3: Description of Placement Site Program

The intern candidate is expected to observe the instruction of the curriculum/program at a number of levels. Relevant information should be recorded as detailed observation notes, which may include information in the following areas:

1. the physical environment of the classroom, school, agency, or community (particularly the visual and/or acoustic conditions and how these are manipulated for maximum benefit to the student/adult consumer with a visual impairment)
2. classroom, school, or agency administration (record keeping, routines, teacher deployment within school, etc.)
3. agency wide organization (i.e., aims and policy, specific curriculum documents, curriculum development processes, enrollment procedures, involvement of specialist and support staff in curriculum development and implementation, reporting procedures, parent interviews, etc.)
4. class-level organization of curriculum/programming (e.g., typical programming period, programming format, assessment and evaluation procedures employed, development of objectives, class record keeping, involvement of specialist teachers and related professionals, etc.)
5. classroom/individual teaching—students should ensure that they know the objectives of sessions observed and should discuss their observations with the Supervising COMS as soon as possible after the lesson.

Section 4: Orientation and Mobility (O&M) Assessment

For one student/adult consumer conduct a functional skills assessment (may be a checklist), or O&M assessment, and prepare a typed narrative report that conforms to standards prescribed by the Texas Education Agency (TEA), or other applicable agency.

Section 5: Case Study

It is expected that intern candidates compile a case study on one student/adult consumer with a visual impairment during the internship. Case studies will differ according to the setting and the student/adult consumer involved. Depending on the placement, case studies may include a description of the individual's visual impairment, auditory abilities, presence/functional impact of other disabilities, information on language and cultural background. Other specific characteristics considered pertinent to the development of programming should be included. It is important to be able to relate this information to program objectives and procedures adopted for the student/adult consumer profiled.

Opportunities should be taken to observe the student's/adult consumer's social interactions, interactions with professionals and peers, responses to particular teaching situations, etc.

This case study exercise is intended to ensure that interns have the opportunity to holistically examine the student/adult consumer and his/her specific needs and the response of the program to address their needs. Intern candidates should thoughtfully consider the link between the particular individual's skills, abilities and needs, and his/her current programming. Detailed observation and discussion with the Supervising COMS is intended to provide valuable insights into the curriculum development and programming processes. This assignment requires submission to Watermark/LiveText.

Section 6: Lesson/Unit Plans

Preparation of daily lesson plans, including objectives, materials, and procedures, should be included in this section. These may be short, and may eventually need rewriting, but something should be planned for each session. In most instances, these should include:

1. An age or grade level, and the date(s)/times involved;
2. Clear statements of the program goals and specific lesson objectives:
 - a. Program goals are broad goals related to the overall program for a particular curriculum area;
 - b. Specific objectives should be written in detailed terms (for the student/adult consumer) and should relate to the identified program goals;
3. Resources (human and material) to be used and location of lesson;
4. Planned content, learning experiences, and proposed methods to be employed;
5. Evaluation activities/procedures which are used to determine if the particular specific objectives have been satisfied;
6. Lesson plans, where appropriate, should identify prerequisite activities and any planned (or suggested) follow up activities; and
7. A self-evaluation of the lesson/session and an available space for comments provided by the Supervising COMS.

Alternative formats that give appropriate attention to important aspects of lesson preparation may be more appropriate to a particular student/adult consumer, situation, or placement site requirements. Lesson plans should be available to the Supervising COMS prior to the commencement of the lesson/session to allow ample time for discussion and suggestions to be considered.

Section 7: Daily Log

Daily activities will be documented on a daily log form. This document should include a summary of highlights, problems, questions, perceptions of the day's activities and hours earned. It serves as a basis for communication between the intern candidate and the university supervisor. This section may be handwritten or typed, and should be updated daily.

Section 8: Cumulative Record of Internship Hours

This section should merely document the days and hours of your internship. It should be done in cumulative list format with instructional and non-instructional hours separated. This section should be typed and include totals.

Section 9: Video Recordings

Four (4) lessons should be recorded during the internship, two (2) during the first half and two (2) during the second half. This allows the intern and university supervisor to view and give feedback on lessons as the internship progresses. Multiple lessons may be recorded and submitted on the same device (e.g., disc, flash drive, drop box, email, etc.). A general template is attached to demonstrate what may be included in feedback for your videos.

Section 10: Post-Philosophy Statement

This is an essay on the intern's personal philosophy of instruction and services in the field of orientation and mobility. This should include (but is not limited to): The role of the COMS; understanding of the code of ethics; and expectations and motivations regarding employment in the field of O&M.

ASSESSMENT OF INTERNSHIP PERFORMANCE

During the internship, assessment will be based on the university supervisor's observations of the intern, review of portfolio, review of forms, and recommendations of Supervising COMS. The Supervising COMS will discuss weekly observation checklists and performance evaluation checklists with the intern candidate. The Supervising COMS and the intern candidate are required to sign and date these checklists, as well as submit them weekly to the university supervisor. Upon completion of the internship experience the Professionalism Assessment Instrument and the Clinical Competency Evaluation are to be completed and discussed with the intern candidate. These forms should then be signed and dated by the Supervising COMS, the university supervisor, and the intern candidate. Please note—intern candidates are required to sign the forms to indicate only that they have read the report.

Where it is apparent that an intern is likely to be awarded a rating of WH (additional hours required), it is expected that the Internship Coordinator and University Supervisor be involved as early as possible.

Professional Competencies:

Intern candidates and the Supervising COMS should refer to the attached form, the Clinical Competency Evaluation, for specific O&M competencies expected from the intern candidate. General teaching competencies are addressed in the final evaluation forms.

APPENDICES

Internship Observation Reporting Form (Initial/Weekly)

Internship Performance Evaluation

Final Intern Evaluation Form

Internship Summary Form

Professionalism Assessment Instrument

Clinical Competency Evaluation

Internship Agreement

Orientation and Mobility Intern Candidate Agreement

Orientation and Mobility Supervising COMS Agreement and Statement of Credentials

Video Feedback Template

**STEPHEN F. AUSTIN STATE UNIVERSITY
ORIENTATION AND MOBILITY TRAINING PROGRAM**

**-THIS FORM SHOULD BE SUBMITTED FOR AT LEAST ONE OUT OF THE FIRST FIVE HOURS OF DELIVERY
OF DIRECT SERVICE AND SCALED BACK TO WEEKLY -**

Internship Observation Form

Intern Candidate _____ Date _____

Lesson taught _____

**TEACHING PERFORMANCE: Poor = 1, Below average = 2, Average = 3,
Above average = 4, Excellent = 5**

CHECK THE APPROPRIATE NUMBER	1	2	3	4	5
1. The lesson was well planned and organized.					
2. The intern was prepared to teach the lesson.					
3. The intern demonstrated a thorough knowledge of the skills.					
4. The lesson was explained in a clear, concise manner.					
5. Demonstrated a good understanding of the lesson objectives.					
6. The intern remained alert and cautious on the lesson.					
7. The intern observed from the proper positions.					
8. Demonstrated good judgment and timing in making corrections.					
9. Allowed for the students/consumers individual needs.					
10. Maintained a good time schedule					
11. The lesson was reviewed, evaluated and terminated appropriately					
12. Intern's rapport with student/consumer					

Additional comments:

Supervising COMS's Signature _____

Intern Candidate's Signature _____

STEPHEN F. AUSTIN STATE UNIVERSITY
ORIENTATION AND MOBILITY TRAINING PROGRAM
RHB 495/496 or SPE 595-Internship Performance Evaluation

Intern Candidate _____ Date _____

Agency/Facility _____

Supervising COMS _____ Inclusive Dates of Evaluation _____

-COMPELTED AT MID-POINT AND FINAL COMPLETION OF INTERNSHIP-

TEACHING PERFORMANCE: Poor = 1, Below average = 2, Average = 3, Above average = 4, Excellent = 5

<i>CHECK THE APPROPRIATE NUMBER- PLEASE INCLUDE ADDITIONAL COMMENTS ON BACK</i>	1	2	3	4	5
1. Punctual to work and lessons.					
2. Plans appropriate lessons.					
3. Establishes and maintains rapport with student/consumer.					
4. Clarity when explaining lessons to student/consumer.					
5. Knowledgeable in subject area taught.					
6. Mutually establishes goals and objectives with students/consumers.					
7. Uses a variety of teaching techniques and activities.					
8. Plans lessons to achieve goals and objectives.					
9. Keeps accurate daily lessons.					
10. Remains alert and cautious on lessons.					
11. Maintains proper position on lessons.					
12. Provides effective feedback and support to student/consumer.					
13. Drives safely and courteously where appropriate.					
14. Organizes and uses preparation time wisely.					
15. Communicates effectively in written reports and evaluations.					
16. Turns reports and other assignments in timely manner.					
17. Appropriate attendance and reporting at meetings.					
18. Shows initiative in presenting and developing new ideas.					
19. Handles special assignments appropriately.					
20. Neat and appropriate appearance.					
21. Consults with supervisor for assistance when needed.					
22. Seeks and accepts constructive criticism.					
23. Expresses opinions in supervisory conferences					
24. Follows through on suggestions.					
25. Observes the ethics of confidentiality.					
26. Relates well with other staff/teachers.					
27. Accepts professional responsibility.					
28. Appropriate attitude toward policies and procedures.					
29. Willingness to keep abreast of current professional literature.					
30. Overall evaluation of intern's performance.					

Supervising COMS's Signature _____

Intern Candidate's Signature _____

**STEPHEN F. AUSTIN STATE UNIVERSITY
ORIENTATION AND MOBILITY TRAINING PROGRAM
RHB 495/496 or SPE 595
INTERNSHIP SUMMARY FORM**

INTERN CANDIDATE NAME _____

TOTAL HOURS OF INTERNSHIP _____

PART I (COMPLETED BY INTERN CANDIDATE)

1. TOTAL INSTRUCTIONAL HOURS _____

[NOTE: UP TO 50 HOURS OF LESSON/MATERIAL PREPARATION AND ROUTE SCOUTING MAY BE COUNTED TOWARD INSTRUCTIONAL HOURS]

2. TOTAL NON-INSTRUCTIONAL HOURS _____

3. COMPLETE IF TOTAL 350 HOUR REQUIREMENT IS INCOMPLETE:

A. NUMBER OF HOURS REMAINING: _____ INSTRUCTIONAL _____ NON-INSTRUCTIONAL

B. REASON FOR REMAINING HOURS (attach documentation as needed)

PART II (COMPLETED BY INTERNSHIP SUPERVISOR)

4. CHECK ONE:

_____ The intern candidate has completed his/her internship, and I would recommend the candidate for ACVREP O&M certification.

_____ The intern candidate has NOT completed his/her internship, but I would recommend the candidate continue toward ACVREP O&M certification here, or at another location.

_____ The intern candidate has NOT completed his/her internship, and I would NOT recommend the candidate continue toward ACVREP O&M certification here, or at another location.

5. Explain reason(s) the intern candidate is not recommended for ACVREP O&M certification, and provide recommendations for remediation (Use back if needed):

SUPERVISING COMS SIGNATURE _____ DATE _____

INTERNSHIP PLACEMENT SITE: _____

Professionalism Assessment Instrument

Please complete the professionalism assessment instrument below by marking the appropriate box in each row.

Candidate Name: _____ Supervising COMS: _____

Circle the appropriate observation: 1 2 3 4 5 6

Component	Exceeds	Meets	Does Not Meet
Demonstrates punctuality and professional attendance	Shows dedication by arriving early and staying late as needed	Has regular attendance; does not leave early	Excessive absences and late arrivals/early departures
Works positively with supervisors and other professionals	Open and responsive to suggestions	Follows through on suggestions	Rejects suggestions
Dresses professionally and appropriately	Always dressed in clean professional attire	Dressed in appropriate clothes	Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts
Demonstrates collaboration with teachers and other professionals	Respects others; participates in group activities; values other perspectives	Participates in collaboration	Does not participate and may have a negative attitude
Is organized and prepared for lessons	Takes initiative and ask for feedback	Assignments are on time and meet minimum standards	Work is late or incomplete
Interacts ethically with students	Maintains confidentiality; supports students and respects them	Attempts to support students	Engages in gossip; derides school and/or students
Uses appropriate language and terminology	Set an example for correct grammar	Uses appropriate words and sentences	Uses profanity, insults or inappropriate jokes/stories
Models openness to all students and ideas	Models tolerance and acceptance to all students; differentiates for all students	Listens to students and makes need modifications	Dismisses some students; does not include all students in learning
Shows enthusiasm and an interest in teaching	Maintains high engagement and interest in course work and class	Is interested in teaching and learning	Has no effort or interest in teaching
Uses agency/ school resources			Abuses computer privileges and uses

appropriately	Consistently uses computers and phones appropriately and models behavior for students	Adheres to school and university guidelines	phones during class
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Supervising COMS signature

Date

University Supervisor signature

Date

Intern Candidate signature

Date

CLINICAL COMPETENCY EVALUATION FORM

Applicant Name: _____

Name of Agency/School: _____

Information and signatures are required for each portion of the internship if it has not been completed at a single location. Use as many pages as needed to provide the information and signatures that are required on page 5 for each location and portion of the internship.

Dates of Entire Program of O&M Clinical Practice:

From _____ **To** _____

Each of the following minimal competencies must be met during a minimum of 350 hours of discipline-specific supervised practice (e.g., internship(s) or student teaching in conjunction with the university program), under the Onsite supervision of a COMS or if prior approval has been obtained and Off-Site supervision of a COMS, as part of the ACVREP certification requirements. This evaluation form must be submitted with the application for certification. (It is strongly recommended that applicants for certification demonstrate clinical competence with various populations of individuals with blindness and low vision, including children, adults, and individuals with multiple disabilities.) Applicant must complete a minimum of 250 Instructional hours as part of this internship and no more than 50 of these hours may come from the category of lesson/material preparation and/or route scouting combined.

Clinical or field placement hours may be accrued through a combination of coursework designated as practicum (pre-internship) and/or internship.

Instructional hours include time spent in the following endeavors:

- Assessment of students in any of the domain areas identified in the Orientation and Mobility Scope of Practice
- Direct teaching of students in any of the domain areas identified in the Orientation and Mobility Scope of Practice
- Active participation in IEP, IWRP, assessment, or other formal meetings where the instructor is actively engaged in presenting information that will affect instruction provided to the student
- Providing direct consultation and training to parents, caregivers, teachers, and other related professionals
- Lesson/material preparation and/or route scouting

Non-Instructional hours include, but are not limited to, time spent in the following endeavors:

- Observation of lessons conducted by other COMS
- Report writing
- Attendance at conferences
- Travel to and from contact with a student
- Travel to conferences
- General staff meetings
- Supervision meetings
- Public education

#	Description of Clinical Competency	Date Met (MM/DD/YYYY)	Supervising COMS (Printed Name)	Supervising COMS (Signature)
Communication and Professional Relationships				
1	Candidate is able to establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds.			
O&M Assessment				
2	Candidate is able to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized intervention/education/rehabilitation team, as appropriate.			
Instructional Planning				
3	Candidate is able to plan for individualized O&M instruction through the:			
3a	Review and interpretation of relevant records and reports.			
3b	Selection and preview of potential training areas (e.g., home, school, work or community).			
3c	Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).			
3d	Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to the student and his/her family so that s/he can make informed choices regarding the most appropriate option for a given time.			

#	Description of Clinical Competency	Date Met (MM/DD/YYYY)	Supervising COMS (Printed Name)	Supervising COMS (Signature)
3e	Collaboration with the student, his/her family, and colleagues to develop appropriate goals and behavioral objectives, and development and sequencing of individual lessons based on the student's abilities, needs, and goals.			
Instruction				
4	Candidate is able to effectively teach and reinforce the following elements of O&M instruction across a range of environments (such as indoor, residential, and light business):			
4a	Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance).			
4b	Mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems.			
4c	Orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps.			
4d	Use of low vision in maintaining safe and independent movement and orientation (such as the use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems).			
4e	Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive and kinesthetic awareness).			

#	Description of Clinical Competency	Date Met (MM/DD/YYYY)	Supervising COMS (Printed Name)	Supervising COMS (Signature)
	Monitoring and Safety			
5	Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.			
	Facilitating Independence			
6	Candidate is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.			
	Professionalism			
7	Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.			

Please complete the information on the following page for each for each internship placement, attaching additional record sheets as necessary.

Record of On-Site Supervisor(s) or Off-Site COMS Supervisor(s) (if Onsite Supervisor is not a COMS)

If the internship was not completed in one location, the information on this page must be completed for each internship site.

Name of Supervising COMS:

Name of Onsite Supervisor OMS if applicable

Name and Address of Practice/Facility:

Dates Applicant Has Accrued Clinical Hours Under Your Supervision: **From** _____ **To** _____

Statement of Integrity: We do hereby acknowledge that all the information submitted on this form is true and correct to the best of our knowledge and was completed in accordance with the Orientation and Mobility Specialist Code of Ethics. We understand that falsified information on this form is grounds for the denial of certification eligibility for the applicant.

I, the undersigned, verify that the applicant has met the competencies which I have signed and dated in the above evaluation under my supervision. ***I also verify that the applicant has completed a _____ hour O&M internship under my supervision.***

Signature of Supervising COMS Supervisor:

Date:

Signature of On-Site Supervisor (if applicable):

Date:

Comments:

If signing as the final Supervisor that culminates the applicant's complete Clinical Competency including Competency Areas from Evaluation Form as well as the 350 hours of discipline-specific supervised practice, please complete the following question as well.

I would _____ / would not _____ recommend the applicant for ACVREP certification.

University Verification of Internship Completion

Name of Supervising University Faculty Member:

Name of University Preparation Program:

Dates Applicant Has Accrued Clinical Hours Under Your Supervision: **From** _____ **To** _____

Statement of Integrity: We do hereby acknowledge that all the information submitted on this form is true and correct to the best of our knowledge and was completed in accordance with the Orientation and Mobility Specialist Code of Ethics. We understand that falsified information on this form is grounds for the denial of certification eligibility for the applicant.

I, the undersigned, verify that the applicant has met the competencies which all supervising COMS have signed and dated in the above evaluation under my supervision. *I verify that the applicant has completed a _____ hour O&M internship under my supervision including _____ hours of direct instruction. I also verify that the non-instructional hours were designed to best enhance student learning.*

Signature of Supervising University Faculty Member:

Date:

Comments:

If signing as the University Supervisor that culminates the applicant's complete Clinical Competency including Competency Areas from Evaluation Form as well as the 350 hours of discipline-specific supervised practice, please complete the following question as well.

I would _____ / would not _____ recommend the applicant for ACVREP certification.

STEPHEN F. AUSTIN STATE UNIVERSITY
Orientation and Mobility Training Program
INTERNSHIP AGREEMENT

Intern Candidate Name _____

Semester/Year _____

This agreement is made this _____ day of _____ between _____ (hereinafter referred to as the Agency/School) and Stephen F. Austin State University, Department of Human Services (hereinafter referred to as the University).

This agreement will be effective for a period from _____ to _____ for intern candidate _____.

Purpose: The purpose of this agreement is to provide a qualified intern candidate with an internship experience in the field of Orientation and Mobility.

The University shall be responsible for the following:

1. Selecting an intern candidate who has successfully completed the prerequisite courses and practicum hours.
2. Provide the Agency/School with Internship Handbook for the supervised internship that clearly delineates the responsibilities of the University, the Agency, the Supervising COMS and the Intern Candidate.
3. Designate a qualified faculty member as the university internship supervisor who will work with the Agency/School in coordinating the internship experience.
4. Notify the intern candidate that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the Agency/School.
5. Advise the intern candidate of the liability and accident insurance provided by the university for the duration of the internship experience.

The Agency/School shall be responsible for the following:

1. Work with the Internship Coordinator to identify school staff that is eligible and willing to act as cooperating Supervising COMS.
2. Placement of intern candidate within the facility.
3. May assist in arrangements for collaboration to insure monitoring and assessment of intern candidate's performance between COMS supervisor and University supervisor.
4. Provide intern candidate with experience in as many components of the COMS' role as possible.
5. Include intern candidate in faculty meetings and other meetings relevant to the students/adult consumers they will be working with.
6. Notify the University Supervisor of any relevant problems that arise, particularly those that cannot be resolved locally.
7. Notify University Supervisor when it is felt that the internship experience may require premature termination.
8. Provide the intern candidate with copies of all rules and regulations of the cooperating agency which relate to the student and the internship experience



Orientation and Mobility Intern Candidate Agreement

After reading the manual, sign copy, and submit to your university internship coordinator prior to the start of your internship. You will not be allowed to accumulate internship hours until this and the internship contract have been received.

I, _____, have read and understand the SFASU Orientation and Mobility Internship requirements and expectations. By signing below, I agree to follow the internship policies outlined in this handbook and abide by the ACVREP Orientation and Mobility Code of Ethics.

Orientation and Mobility Intern Candidate Signature

Date

University Internship Coordinator

Date



Orientation and Mobility Supervising COMS Agreement and Statement of Credentials

Supervising COMSs must provide the following documentation for university files:

1. Copy of current ACVREP certification in Orientation and Mobility.
2. Proof of a minimum of 3-years direct service experience as a Certified Orientation and Mobility Specialist (COMS).
3. Signed statement affirming that the SFASU Orientation and Mobility Internship requirements and expectations have been read and understood. The Supervising COMS agrees to follow the internship policies outlined in this handbook and abide by the ACVREP Orientation and Mobility Code of Ethics.

As the Supervising COMS for internship, I certify that my qualifications and experiences are in accordance with the ACVREP/AER criteria stated above.

I understand that I must provide the intern candidate with face-to face observation a minimum of one time per week. I understand that the intern candidate will need to video record four (4) lessons, and provide them to the university supervisor for review. I understand that I must complete and return the form on page 11 each week, and the form on page 15-16 on six (6) occasions to the university supervisor.

Supervising COMS

Date

Orientation and Mobility Intern Candidate Signature

Date

Video Recordings University Supervisor Feedback Template

Section 9: PORTFOLIO REQUIREMENT

You will have four (4) lessons recorded during the internship, allowing me (your university supervisor) and you (the intern) to view and give feedback on lessons as the internship progresses. Multiple lessons may be recorded and submitted on the same device (e.g., flash drive, Dropbox, Google Drive, direct email, private YouTube link, etc.). Any video format will be accepted, if able to be opened and viewed by me, your university supervisor. The video requirement is described in your Internship Handbook, but here are some additional, specific instructions:

- Every student is required to submit a total 4 video recordings.
- These recordings should be filmed by another party (likely your supervising COMS).
- Each video should show YOU working with your O&M student/adult/consumer, showing the use of appropriate skills, techniques, speech, dress, and behavior. You must be in the video and audio must be provided.
- TWO of the 4 videos must be submitted during the first half of your internship.
- The remaining two videos must be submitted during the second half of your internship.
- Possible video topics are provided by your University Supervisor in the course D2L.

SFA Student Name: _____

University Supervisor: _____

Date: _____

Name/number of Video: _____

Observations:

Strengths:

Opportunities for Future Development:

Comments and/or Questions:

Recommendations: