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 returned (please scan and email to Donna Wood at dwood@sfasu.edu or fax to 936-468-1342) prior to the start of internship.

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). Internships typically last approximately 10 weeks, and 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 Supervising COMSs 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 university supervisor, 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 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 direct contact hours* and 70 indirect hours**
   *Direct contact 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 (see ACVREP Clinical Competency form).
   **Direct (Instructional) hours are, also, define on the new ACVREP Clinical Competency Evaluation form effective January 2018.
   **Indirect 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. Indirect (Non-Instructional) hours are, also, define on the new ACVREP Clinical Competency Evaluation form effective 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. facilitate observations by the university supervisor by coordinating an observation time and date, providing a copy of necessary lesson plans for observed lesson(s), and arranging the location for a feedback session following observation

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, 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: Observations 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**
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: Student/Adult Consumer Profile (Case Study)**
It is expected that intern candidates compile a profile (case study) on one student/adult consumer with a visual impairment during the internship. Profiles will differ according to the setting and the student/adult consumer involved. Depending on the placement, profiles 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 profile 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.

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, and perceptions of the day's activities. It serves as a basis for communication between the intern candidate and the university supervisor. MAKE SURE TO DOCUMENT DAILY CONTACT HOURS ON THIS FORM. This section may be handwritten.
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 direct contact and planning 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 University Program Coordinator 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
Intern Candidate ______________________ Date ________________

Lesson taught ____________________________________________

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

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

Supervising COMS's Signature __________________________________________

Intern Candidate’s Signature ___________________________________________
## Internship Performance Evaluation

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

<table>
<thead>
<tr>
<th>Intern Candidate</th>
<th>______________________________</th>
<th>Date ____________________</th>
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<tr>
<td>Agency/Facility</td>
<td>______________________________</td>
<td>Inclusive Dates of Evaluation</td>
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**-COMPELTD AT MID-POINT AND FINAL COMPLETION OF INTERNSHIP-**

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

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

**Intern Candidate’s Signature___________________________________________**
STEPHEN F. AUSTIN STATE UNIVERSITY
ORIENTATION AND MOBILITY TRAINING PROGRAM
RHB 495/496 or SPE 595
FINAL INTERN EVALUATION FORM
(To be completed by supervisor after internship)

Agency/Facility ___________________________________________________________

Date __________________________

1. List the intern's primary responsibilities during the internship.

2. Was the intern candidate adequately prepared to carry out all assigned responsibilities? Briefly explain.

3. What were the intern candidate's major strengths?

4. Additional information, materials, etc., you feel the intern candidate should be aware of:

5. Additional comments (use back if necessary).

Supervising COMS _______________________________________________________
INTERN CANDIDATE NAME _____________________________________________

CLOCK HOURS OF INTERNSHIP ____________

PART I

1. TOTAL DIRECT TEACHING HOURS ________________

2. TOTAL OBSERVATION HOURS ______________

4. TOTAL PLANNING/MISCELLANEOUS HOURS _____________

HAVE YOUR INTERNSHIP SUPERVISOR COMPLETE THE INFORMATION BELOW:

PART II

5. CIRCLE THE TEACHING GRADE YOU WOULD RECOMMEND FOR THIS INTERN CANDIDATE:

   Pass or Fail

6. Circle (a) or (b)

   (a) I WOULD RECOMMEND THIS INTERN CANDIDATE FOR ACADEMY O&M CERTIFICATION.

   (b) I WOULD NOT RECOMMEND THIS INTERN CANDIDATE FOR ACADEMY O&M CERTIFICATION.

7. EXPLAIN WHY THE INTERN CANDIDATE IS NOT READY FOR CERTIFICATION:

SUPERVISING COMS SIGNATURE ________________________________

DATE _________________

AGENCY/FACILITY _____________________________________________

ADDITIONAL SUPERVISOR COMMENTS (USE BACK IF NEEDED):
## Professionalism Assessment Instrument

For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

<table>
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<tr>
<th>Component</th>
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<tr>
<td>Demonstrates punctuality and professional</td>
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<td>Demonstrates collaboration with teachers and</td>
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<td>attendance</td>
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<td>other professionals</td>
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<td>Shows dedication by arriving early and</td>
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<td>Respects others; participates in group</td>
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<td>staying late as needed</td>
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<td>activities; values other perspectives</td>
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<td>Has regular attendance; does not leave early</td>
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<td>Participates in collaboration</td>
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<td>Excessive absences and late arrivals/early</td>
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<td>Does not participate and may have a</td>
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<td>departures</td>
<td></td>
<td>negative attitude</td>
<td></td>
</tr>
<tr>
<td>Open and responsive to suggestions</td>
<td></td>
<td>Takes initiative and ask for feedback</td>
<td></td>
</tr>
<tr>
<td>Follows through on suggestions</td>
<td></td>
<td>Assignments are on time and meet</td>
<td></td>
</tr>
<tr>
<td>Rejects suggestions</td>
<td></td>
<td>minimum standards</td>
<td></td>
</tr>
<tr>
<td>Always dressed in clean professional attire</td>
<td></td>
<td>Maintains confidentiality; supports students</td>
<td></td>
</tr>
<tr>
<td>Dressed in appropriate clothes</td>
<td></td>
<td>and respects them</td>
<td></td>
</tr>
<tr>
<td>Dressed in casual clothes; dirty clothes and/</td>
<td></td>
<td>Attempts to support students</td>
<td></td>
</tr>
<tr>
<td>or inappropriate wear such as flip flops and</td>
<td></td>
<td>Engages in gossip; derides school and/or</td>
<td></td>
</tr>
<tr>
<td>t-shirts</td>
<td></td>
<td>students</td>
<td></td>
</tr>
<tr>
<td>Respects others; participates in group</td>
<td></td>
<td>Maintenance confidentiality; supports students</td>
<td></td>
</tr>
<tr>
<td>activities; values other perspectives</td>
<td></td>
<td>and respects them</td>
<td></td>
</tr>
<tr>
<td>Participates in collaboration</td>
<td></td>
<td>Listens to students and makes need</td>
<td></td>
</tr>
<tr>
<td>Does not participate and may have a negative</td>
<td></td>
<td>modifications</td>
<td></td>
</tr>
<tr>
<td>attitude</td>
<td></td>
<td>Dismisses some students; does not include all</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>students in learning</td>
<td></td>
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<tr>
<td>Takes initiative and ask for feedback</td>
<td></td>
<td>Maintain high engagement and interest in</td>
<td></td>
</tr>
<tr>
<td>Assignments are on time and meet minimum</td>
<td></td>
<td>course work and class</td>
<td></td>
</tr>
<tr>
<td>Work is late or incomplete</td>
<td></td>
<td>Is interested in teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Engages in gossip; derides school and/or</td>
<td></td>
<td>Has no effort or interest in teaching</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
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</tbody>
</table>

Candidate Name: ___________________________ Supervising COMS: ___________________________
<table>
<thead>
<tr>
<th>Uses agency/school resources appropriately</th>
<th>Consistently uses computers and phones appropriately and models behavior for students</th>
<th>Adheres to school and university guidelines</th>
<th>Abuses computer privileges and uses phones during class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising COMS signature</td>
<td></td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>University Supervisor signature</td>
<td></td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Intern Candidate signature</td>
<td></td>
<td>Date</td>
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</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>#</th>
<th>Description of Clinical Competency</th>
<th>Date Met (MM/DD/YYYY)</th>
<th>Supervising COMS (Printed Name)</th>
<th>Supervising COMS (Signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Communication and Professional Relationships</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>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.</td>
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<td></td>
<td><strong>O&amp;M Assessment</strong></td>
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<tr>
<td>2</td>
<td>Candidate is able to plan and conduct individualized comprehensive O&amp;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.</td>
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<td></td>
<td><strong>Instructional Planning</strong></td>
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<tr>
<td>3</td>
<td>Candidate is able to plan for individualized O&amp;M instruction through the:</td>
<td></td>
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<tr>
<td>3a</td>
<td>Review and interpretation of relevant records and reports.</td>
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<tr>
<td>3b</td>
<td>Selection and preview of potential training areas (e.g., home, school, work or community).</td>
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<tr>
<td>3c</td>
<td>Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).</td>
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<tr>
<td>3d</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>#</td>
<td>Description of Clinical Competency</td>
<td>Date Met (MM/DD/YYYY)</td>
<td>Supervising COMS (Printed Name)</td>
<td>Supervising COMS (Signature)</td>
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<tr>
<td>3e</td>
<td>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.</td>
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<td></td>
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<tr>
<td></td>
<td><strong>Instruction</strong></td>
<td></td>
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<tr>
<td>4</td>
<td>Candidate is able to effectively teach and reinforce the following elements of O&amp;M instruction across a range of environments (such as indoor, residential, and light business):</td>
<td></td>
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<tr>
<td></td>
<td>4a  Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance).</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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).</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>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).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Description of Clinical Competency</td>
<td>Date Met (MM/DD/YYYY)</td>
<td>Supervising COMS (Printed Name)</td>
<td>Supervising COMS (Signature)</td>
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<tr>
<td></td>
<td>Monitoring and Safety</td>
<td></td>
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<tr>
<td>5</td>
<td>Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.</td>
<td></td>
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<tr>
<td></td>
<td>Facilitating Independence</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Candidate is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.</td>
<td></td>
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<tr>
<td></td>
<td>Professionalism</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation &amp; Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please complete the information on the following page 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 University 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 observation, monitoring and assessment of intern candidate’s performance by
   University Personnel.
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.
9. Provide the opportunity for video recordings of orientation and mobility lessons during the course of the internship.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality or ethnic origin, disability, age, sex, or religion

Termination: It is understood and agreed upon between the parties hereto that all parties have the right to terminate the internship experience for any intern candidate if placement is determined to be detrimental to the services provided to the students/consumers of the agency/school. Such action will not be taken until the grievance against any intern candidate has been discussed with the intern candidate and the University supervisor.

The names of the responsible individuals at the two institutions charged with implementation of the contract are as follows:

_______________________________        _____________________________________
University Supervisor                  Date                  Supervising COMS                  Date

In witness whereof, the parties here to have caused this memorandum of agreement to be signed the day and year first written above.

_________________________________________                  _______________________________
Agency Administrator/Principal                  Date
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
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 must 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/client, 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 semester of your internship (for Summer I term, this would be approximately between June 5 - July 10), regardless of the section of SPE 595/RHB 495 you are enrolled.
- The other 2 of the 4 must be submitted during the second semester of your internship (again for Summer II this would be approximately between July 11 - August 10) no matter the section of SPE 595/RHB 496 you are enrolled.

______________________________________________________________________________

SFA Student Name: ______________________________________

University Supervisor: ____________________________________

Date: ________________ ______________ ______________

Name/number of Video: ______________________________________

Observations:

  Strengths:

  Opportunities for Future Development:

Comments and/or Questions:

Recommendations: