Program Handbook
Stephen F. Austin State University
Undergraduate Rehabilitation Training Program
2011

Prepared by
Dr. Bill Weber and graduate assistants, Cynthia Villacorta Aguillar and Derek Steffen
Department of Human Services
PO Box 13019 SFA Station Nacogdoches, Tx 75962
U.S.A.
Telephone: 936-468-1154
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Preface

The Stephen F. Austin State University’s undergraduate-level Rehabilitation Services Training program is a registered undergraduate program with the Council on Rehabilitation Education (CORE). This document presents a statement of the Rehabilitation Services Training Program’s primary policies and procedures that are in compliance with university requirements. The Program Handbook is intended to (a) assist students in planning each phase of their studies; (b) familiarize students with the faculty’s general educational policies, expectations, and standards; and (c) assist faculty in their advising of students and in assuring that the program’s policies are applied systematically and fairly.

The Rehabilitation Services Training program resides within the Department of Human Services. The Department of Human Services. Service to people is the common element in the instructional programs in the Department of Human Services. Other programs within the department include generic special education, deaf education, speech and language pathology, and orientation and mobility.

While the Handbook’s policies are applicable to all current students in the B.A. Rehabilitation Services Training Program, the required coursework pertains only to those who have been admitted for the 2011. Students who began their studies prior to 2010 are responsible for completing the curricular requirements that were in effect at the time of their admission.

This document is designed to compliment both the College of Education and University policy statements and catalogs, and to clarify those academic matters that are unique to the B.A. Rehabilitation Training Program.

Recommendations for clarifications in program policies and procedures, or suggestions for improving the usefulness of this Handbook will be graciously received by the Program Director. Students are responsible for being familiar with the content of this document in the process of academic planning.

A THOROUGH REVIEW OF THIS DOCUMENT BY EACH STUDENT IS REQUIRED PRIOR TO THE ACADEMIC ADVISEMENT SESSION THAT OCCURS EARLY IN THE FALL SEMESTER.
PROGRAM MISSION STATEMENT

To develop and provide rehabilitation education, research, and community services that lead to leadership and practice that is in the forefront of the rehabilitation field. The Rehabilitation Services Education Program within the Department Human Services at Stephen F. Austin State University offers undergraduate courses leading to bachelors degree preparing qualified rehabilitation counseling professionals. (CORE – Standard A-1)

Rehabilitation Counseling Program (RCP) strives to achieve the following objectives:

• To train students in the effective delivery of professional rehabilitation services for individuals with physical, mental, and social impairments.
• To emphasize the acquisition of competencies in the broad field of rehabilitation counseling.
• To train students to be rehabilitation counseling practitioners who will be equipped with skills to ameliorate the conditions of persons with disabilities.
• To provide continuing education to state rehabilitation services and other rehabilitation personnel for further skill development and/or completion of a degree. (CORE A-1)

A major part of the mission of the Rehabilitation Counselor Education Program (RCEP) at Stephen F. Austin State University is to provide rehabilitation professionals who can help to meet the growing demand for rehabilitation services for persons with disabilities. Toward this goal, the Department of Counseling and Special Education Programs offers a concentration in Rehabilitation Counseling. The program was designed upon criteria established by and is fully accredited by the Council on Rehabilitation Education (C.O.R.E.). The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the Rehabilitation Counselor Education Program place very high value on the exposure of students to a broad spectrum of rehabilitation services, professional organizations, interdisciplinary professional activities, as well as advocacy and consumer groups in the field of rehabilitation. The RCEP at Stephen F. Austin State University endorses the philosophy that rehabilitation is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, equal opportunity for health care and social and economic involvement for all persons with disabilities. These concepts form the philosophical basis for coursework which prepares students to provide vocational guidance, psychological counseling, rehabilitation case management, and job development and placement services for persons with any type of physical, mental, emotional or social...
disability. The following nine statements represent beliefs of the faculty that guide program development and delivery with the Department of Human Services.

Philosophy:
1. We believe every person with a disability has the civil and moral right to live as independently as possible.

2. We believe every program graduate, at whatever level of training, has the responsibility to advocate for the civil and moral rights of persons with disabilities.

3. We believe that every program graduate should possess the competencies necessary for effecting independent functioning of people with disabilities.

4. We believe that every program graduate should possess the ability to critique and modify performance relative to the needs of the field and the current state of the art in the field.

5. We believe that the knowledge from the Department of Human Services should be shared with other programs, departments and constituents that deal with people with disabilities.

6. We believe that we should have a leadership role at the regional and national level in terms of advocacy, training and research for the advancement of the field of counseling and rehabilitation.

7. We believe in the removal of all barriers (attitudinal, educational, vocational, social, architectural, etc.) affecting individuals with disabilities.

8. We believe in the affirmative action and multicultural recruitment emphasis in our program.

9. We believe in the equitable admission of all qualified minority students with the assumption that the program quality for all students will be maintained or enhanced from this effort.

This philosophy undergirds the training and education of the RCEP. The program coursework provides a theoretical framework in the area of vocational rehabilitation counseling and an experiential sequence of supervised practica and internship courses that allow graduating students to step immediately into service in the field of rehabilitation. The master's program is aimed at the development of practitioners, not theoreticians or researchers. Although the program emphasizes the evaluation of rehabilitation research, the
program’s aim is to produce practitioners who can provide high quality vocational rehabilitation services to persons with severe disabilities.

The faculty of the Department of Human Services place great value on exposing students to a variety of theories and techniques of counseling, appropriate professional counseling organizations, and interdisciplinary professional activities.
Program Faculty and Staff

William Weber, Program Director

Program Faculty

Professors

William F. Weber, Ed.D. University of Northern Colorado. Office- HSTC Room 213, Office-936/468-1154. E-mail:bweber@sfasu.edu

Assistant Professors

Alan Larson, Ph.D. University of Arizona. Office –HSTC Room 211, Office-936/468-1150. E-mail:larsona1@sfasu.edu

Clinic Director/Lecturer

Robert Patterson, MA., Stephen F. Austin State University. HSTC Room 207, Office-936/468-1164
A Career in Rehabilitation Services

Rehabilitation Services is a vibrant, growing field that offers a myriad of opportunities to those interested in professionally assisting others with academic, developmental, psychological, grief, substance abuse, and career issues. In the past thirty years, the rehabilitation services field has become increasingly recognized and respected through state and national licensing and certification requirements. The rehabilitation services graduate works with many different types of clients in such community rehabilitation settings as goodwill industries, community mental health programs, community based work-oriented rehabilitation programs, independent living skills programs, probation and parole offices, alcohol and drug abuse treatment programs. Many rehabilitation services majors also pursue graduate training in rehabilitation counseling.

The U.S. Dept. of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2010 Edition indicated the following job projections:

“Overall employment of rehabilitation counselors is expected to grow faster than the average for all occupations through 2010. Projected job growth varies by specialty, but job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs in rural areas…..Demand for vocational or career counselors show grow as multiple job and career changes become common and as workers become increasingly aware of counseling services…..Jobs for rehabilitation counselors are expected to grow by 19 percent, which is faster than the average for all occupations. The number of people who will need rehabilitation counseling will increase as the size of the elderly population, whose members become injured or disabled at a higher rate than other age groups, increases and as treatment for mental health disabilities increases.
General Program Description

The Rehabilitation Services Training program prepares professionals to support consumers with disabilities in achieving their life goals through actualizing each individual's full human potential. Due to the broad focus of this program, individuals may pursue careers within various public and private human service settings. Graduates of our program may choose from a wide variety of specializations enabling them to succeed in many different roles including consumer advocacy as well as service delivery and coordination.

Possible Service Areas for Rehabilitation Services Practitioners:
- Addiction Treatment Centers
- Head Injury Rehabilitation Programs
- Mental Health/Mental Disability Centers
- Post Acute Care Facilities
- Community Living Centers
- Independent Living Facilities
- Non-Profit Organizations
- State/Federal Rehabilitation Programs
- Aging Programs
- Hospitals
- Veterans Administration
- University/School Settings
- Child Welfare Agencies
- Insurance Companies
- Placement Services
- Private Human Services

Admission Procedures

Each student who desires to enroll in the Rehabilitation Services Training Program at Stephen F. Austin State University must make a formal application for admission to the university. The admissions site is admissions@sfasu.edu. If you are not an SFA student yet, review the full admissions guidelines. An Undergraduate Application for Admission may be submitted as early as one year prior to enrollment, typically in September of the senior year of high school.

Application Fee

All new undergraduate applicants for admission are required to submit a non-refundable application fee of $35. Former SFA students are not required to pay an application fee. The application fee for international students is $50.

Admission Policy for First-Semester Freshmen

First-semester freshmen applicants are those who have graduated from high school and have not attended a college or university since high school graduation. Students who have participated in a high school dual credit program or concurrent enrollment program while in high school are considered first-semester freshmen. Freshmen applicants must submit official test results from either the American College Test (ACT) or the Scholastic Assessment Test (SAT).

High School Preparation

SFA requires first-time freshmen applicants to have completed the Recommended High School Program or the Distinguished Achievement Program to ensure they have received adequate preparation for college-level work. Applicants who have not completed one of these programs will need to demonstrate that they have completed a high school curriculum more rigorous than what is required of the Minimum Graduation Plan. Applicants from accredited private high schools and out-of-state high schools will be required to complete a curriculum similar to the Recommended High School Program.

Admission Requirements

Applicants for admission to Stephen F. Austin State University will be required to meet the following class
rank and minimum test scores:

<table>
<thead>
<tr>
<th>High School Rank</th>
<th>SAT Reasoning Test Score</th>
<th>ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>no minimum score</td>
<td>no minimum score</td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>850</td>
<td>18</td>
</tr>
<tr>
<td>3rd Quarter</td>
<td>1050</td>
<td>23</td>
</tr>
<tr>
<td>4th Quarter</td>
<td>1250</td>
<td>28</td>
</tr>
</tbody>
</table>

*Students enrolling at SFA are required to submit the SAT Reasoning Test with writing scores or the ACT with writing scores. At this time, admission requirements do not include writing scores.

Review Process

The admission files of applicants who do not have a minimum of the Recommended High School Program and those who do not meet the rank-in-class and test score requirements will be individually reviewed. Per Texas state law, Uniform Admissions Policy, TEC 51.803-51.809 requires that all students must meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas Four-year Public Institution.

Successfully complete the recommended or advanced high school program or complete the portion of the program that was available to them; or

Successfully complete a curriculum that is equivalent in content and rigor to the recommended or advanced high school program at a high school that is exempt from offering such programs; or

Satisfy the College Readiness Benchmarks on the SAT or ACT assessment

SAT – 1500 out of 2400 (this score requirement includes writing)

ACT – 18 English, 21 Reading, 22 Mathematics and 24 Science

Admission will be offered to those applicants who demonstrate potential for academic success. It is recommended that applicants complete Part II of the Texas Common Application as this information will assist with the review process. Factors used in the review process include an applicant’s high school record to include high school preparation, class rank, and standardized test score on the SAT or ACT. Additional factors such as high school activities, responsibilities while attending high school, bilingual proficiency and region of residence will also be taken into consideration.

Once the prospective student has been accepted, the student must meet with their faculty adviser about registering for rehabilitation courses. The faculty advisors are Dr. Alan Larson (HSTC 211) and Dr. Bill Weber (HSTC 213). Students may choose either faculty member as advisor.

Contact the SFA Office of Admissions at (936) 468-2504 or Dr. Bill Weber at (936) 468-1154 with any questions.

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University and Program Policies

The Rehabilitation Services Training Program is committed to high academic standards and expects all rehabilitation majors to excel. By university policy, the highest grade assigned for any course is 4.0. A 2.0 cumulative grade point average is the university and program minimum.

A undergraduate student enrolled for 12 or more semester hours of course work in a regular semester is considered full time. Satisfactory progress toward a degree for the full-time student, therefore, is passing 24 or more semester hours of course work a year. A part-time student likewise is considered making satisfactory progress towards a degree by passing course work undertaking in proportion to 24 or more semester hours a year.

Ordinarily a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH or the grade automatically becomes an F.

Transfer of Credit

Questions frequently arise concerning the transfer of credit either from another institution or from another program at Stephen F. Austin State University. Please see Transfer Credit in the General Bulletin.
What makes the SFA Rehabilitation Services Program Comparable to Other Programs?

There are only three undergraduate rehabilitation services programs in the State of Texas. The other two programs are located at the University of Texas at PanAm and the University of North Texas in Denton. All three programs are registered undergraduate programs with the Council on Rehabilitation Education.

What distinguishes the SFA Rehabilitation Services Program from Other Programs?

Founded in 1972 the SFA Rehabilitation Program is the second oldest undergraduate rehabilitation program in the United States and has a proven record of providing rehabilitation training at the undergraduate level.

The program is unique in that from the very beginning it focused on the needs of rural East Texas. As a result, many of its graduates in leadership positions in human services agencies in the East Texas area. The program has a reputation for both strong scholarship and strong field based training. Most of the required courses are taught by faculty within the department in order to maintain control over quality. Field based experience begins in the first course with a 15 hour service learning component and continues with field practicum and summer internship. All faculty have had real work experience as rehabilitation practitioners and hold the highest degrees in their area. Because of the continuing quality of its graduates, the program has a statewide and nationwide reputation. It also has many graduates who are now in leadership positions in agencies and programs nationwide.

Advising Policies and Practices

Faculty Advisors

The first academic contact should be made with Dr. Bill Weber, Program Coordinator. While the student can come by during posted office hours, it is best to telephone him at 936/468-1154 or e-mail him at bweber@sfasu.edu. The rehabilitation services faculty is committed to establishing advisement relationships that will support, challenge, and contribute to the professional development of students. Each new student will be assigned to an advisor who is a member of the rehabilitation faculty; however, faculty members are committed to being available to all students for the purpose of professional development in their area of expertise, to supervise independent study projects, and for research team activity, discussed later in the Handbook.

Advisors will make every effort to be available and responsive to the needs of students. It is equally important that students take initiative in establishing contact with their advisors in requesting assistance and guidance, as needed as early as possible. Students should consult with their advisors at all major decision points, including prior to registering each term, drafting the plan of study, and selecting prospective practicum and internship sites. Advisors should also be consulted promptly if students encounter any problems with coursework, practicum, or any other aspect of the undergraduate program. Students are
responsible for maintaining communication so that the advisor can carry out his or her roles as consultant, advocate, mentor, and monitor of the undergraduate experience. All faculty members post weekly office hours for the purpose of meeting with students. These office hours appear in the course syllabus and are posted on the faculty member’s door.

In terms of program decision-making, faculty work as a collective in providing guidance to the student body to insure that all students have access to the same information and held accountable to the same program policies and practices. Therefore, general decisions about students’ selection of electives and special requests, advisors will submit students’ questions for discussion during regularly scheduled program meetings held every two weeks.
Coursework

Rehabilitation Core Courses

**RHB 220 Introduction to Rehabilitation Services** - Survey of the historical development of the present rehabilitation service system. An introduction to the agencies and their services. Instructor – Dr. Bill Weber

**RHB 381 Interviewing and Helping Skills** - Introduction to the utilization of interpersonal communication skills in professional settings. Prerequisite: RHB 220. Instructor- Dr. Alan Larson

**RHB 383 Psycho-Social Aspects of Disability** - Provides an understanding of people with disabilities emphasizing psychological, social and medical aspects. RHB 220. Instructor- Dr. Alan Larson

**RHB 405 Rehabilitation Process and Practice** - Study of the historical content, philosophical fundamentals, and legislation related to rehabilitation. Also to be accomplished will be a review of the rehabilitation process including intake, assessments, interventions, and outcome. Prerequisites: RHB 220, RHB 383 RHB 220. Instructor- Dr. Alan Larson

**RHB 485 Human Growth and Development** - Study of normal growth and development through the entire lifespan, emphasizing the physical, cognitive, social and emotional domains. Instructor – Dr. Bill Weber

Rehabilitation Services Classes

**RHB 222 Introduction to Alcohol and Other Dependency** - Survey of alcohol and other psychoactive chemical substances of abuse in our society, and implications of chemical dependency on the individual, family and society. Instructor- Dr. Bill Weber

**RHB 224 Disability Narratives**  The first person experience of living with a disability. Also disability in the media and political aspects of disability. Instructor- Dr. Alan Larson

**RHB 325 Introduction to Working with Persons with a Visual Disability** - Study of persons with visual impairments from the standpoint of emotional and intellectual factors, cultural influences and interpersonal relationships. Instructor- Mr. Barry Stafford

**RHB 385 Clinical Practicum in Rehabilitation** - 6 semester hours, 2 hours seminar and 12 hours lab per week. Field instruction in rehabilitation service agencies and programs in the community under the supervision of the field study director and professional staff of the cooperating agency. Prerequisites: RHB 220, 381, 383, and EPS 485. Instructor- Dr. Bill Weber

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RHB 407 Vocational Evaluation, Supported Employment and Job Placement of Persons with Severe Disabilities - Emphasis on services offered by rehabilitation facilities in working with people with severe disabilities. Development of beginning knowledge and skills in vocational evaluation, supported employment and job placement. Instructor- Dr. Bill Weber

RHB 490 Rehabilitation of Persons with Severe Disabilities - In-depth study of the process of rehabilitation with special emphasis on the severe and multiple disabilities. Prerequisites: RHB 220, 381, 383. Adjunct Faculty Member- Ms. Leann Boeling

RHB 494 Seminar in Rehabilitation - Provides the student an opportunity to explore in-depth the varied content covered in rehabilitation practice and to synthesize and integrate the different parts. Prerequisites: RHB 220, 381, 383, 405, 407, EPS 485. Instructor- Dr. Bill Weber

Nine hours of additional Rehabilitation Coursework selected with the advisor

RHB 495 Internship I - Supervised work experience in rehabilitation services agencies. Allows the student to apply personal values, theory and a philosophy of working with people with disabilities in the agency setting. Prerequisite: RHB 385 Instructor- Dr. Bill Weber

RHB 496 Internship II - Practical work experience as described in RHB 495. Prerequisite: RHB 385. Instructor- Dr. Bill Weber

RHB 422 Advanced Chemical Substance Use and Abuse - Freedom to expand knowledge and skills in applying interdisciplinary academic theory to professional practice in assessment and treatment of substance abuse. Prerequisite: RHB 222 or consent of professor. Instructor- Mr. Robby Patterson

RHB 340 The Eye, Its Function and Health - Structure, function and possible pathologies of the eye. Social, vocational and educational implications of visual problems together with skills in communicating with medical rehabilitation specialists. Instructor- Mr. Barry Stafford

SPH 172 Beginning American Sign Language (ASLI) (SGNL 1301) - Introduction to ASL and deaf culture. Includes principles, methods and techniques for communicating with deaf individuals who use ASL. Emphasis on the development of basic expressive and receptive skills for simple conversation with deaf individuals in ASL. Also includes a brief history of signs. Instructor- Ms. Shelia Dyer

SPH 272 American Sign Language II (SGNL 1302) - Manual communication for the deaf using American Sign Language. Emphasis is placed on fluency and speed. Prerequisite: 80% or better on the SPH 172 comprehensive exam.
Revised Rehabilitation Course Sequence for Rehabilitation Major

The undergraduate rehabilitation training program consists of 48 hours rehabilitation coursework beyond the general educational requirement. A suggested course schedule that allows you to begin graduate work your senior year through our overlap program is as follows:

**Freshman Year - Fall (1st) Semester**

- English 3 hours
- History or Political Science 3 hours
- Fine Arts Requirement 3 hours
- Math 3 hours
- Social Science 3 hours
- SFA 101 1 hour

**Total hours:** 16 hours

**Freshman Year - Spring (2nd) Semester**

- English 3 hours
- History or Political Science 3 hours
- Natural Science 4 hours
- Introduction to Rehabilitation Services 3 hours
- Sign Language ASL 172 3 hours

**Total hours:** 16 hours

**First Year total earned hours:** 31-32 hours

**Sophomore Year Fall (1st) Semester**

- English 3 hours
- History or Political Science 3 hours
- Natural Science 4 hours

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<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual and Performing Arts</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Alcoholism and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sophomore Year Spring (2nd) Semester</strong></td>
<td>16</td>
</tr>
<tr>
<td>Literature or Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>3</td>
</tr>
<tr>
<td>Social/Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Psycho-Social Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>CSC 101 or Equivalent</td>
<td>3</td>
</tr>
<tr>
<td>Kinesology Activities Class</td>
<td>2</td>
</tr>
<tr>
<td><strong>Junior Year Fall (1st) Semester</strong></td>
<td>17</td>
</tr>
<tr>
<td>Introduction to Visual Disability</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Alcoholism</td>
<td>3</td>
</tr>
<tr>
<td>Rehabilitation Process and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Interviewing and Helping Skills</td>
<td>3</td>
</tr>
<tr>
<td>Minor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year Spring (2nd) Semester</strong></td>
<td>15</td>
</tr>
<tr>
<td>Rehabilitation Practicum</td>
<td>6</td>
</tr>
<tr>
<td>Disability Narratives</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Minor (Abnormal psychology)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year -Summer 1 &amp; 2</strong></td>
<td></td>
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</tbody>
</table>

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Rehabilitation Internship 1
3 hours
Rehabilitation Internship 2
3 hours

**Senior Year- Fall (1st) Semester**
Introduction to Vocational Evaluation and Job Placement
3 hours
Rehabilitation Specialty course
3 hours
Minor
3 hours
Minor
3 hours
Minor
3 hours
Kinesology
2 hours

**17 hours**

**Senior Year- Spring (2nd) Semester**
Rehabilitation Senior Seminar
3 hours

**Total hours 121 hours**

**Rehabilitation Minor**

A rehabilitation minor consists of RHB 220 (Introduction to Rehabilitation Services) and 15 to 21 hours of rehabilitation courses planned with the minor advisor. The minor must include 6 semester hours of advanced residence credit.
Grading System (Policy A-54)

The student's grades are determined by daily work, oral and written quizzes, and final examination. A grade of A indicates excellent; B, good; C, average; D, passing; F, failure; QF, quit failure; WH, incomplete or grade withheld; WF, withdrew failing; WP, withdrew passing. WP and WF are assigned only when a student has withdrawn from the university after the mid-term deadline or with special approval of the student's academic dean. No grade can be taken from the record unless put there by mistake. Specified courses are graded on a pass (P)/fail (F) system with no other grades awarded. A student who makes an F can get credit only by repeating the work.

A grade of A gives the student four grade points per semester hour; B, three grade points; C, two grade points; D, one grade point; and F, WH, WF and WP, no grade points. The semester hours undertaken in all courses—except some remedial courses, repeated courses and courses dropped with grades of W or WP—are counted in the individual grade point averages.

A grade of WF counts as hours attempted with 0 grade points earned in computing the grade point average. A grade of WP does not count as hours attempted in computing the grade point average.

Ordinarily a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH or the grade automatically becomes an F.

Repeating Courses

An undergraduate student who desires to repeat courses in order to improve his/her grade point average at SFA must repeat those courses at SFA. The following rules apply:

1. For any course that is repeated once at SFA, the higher of the two grades will be used to determine the GPA.
2. If a course is repeated more than once at SFA, all grades earned for that course will be used to determine the GPA. Credit hours for courses taken at other institutions to replace credit hours earned at SFA may be used to meet graduation credit hour requirements, but grades from transferred courses will not change the GPA based on courses taken at SFA. Only grades earned at SFA will be used for calculating GPA.
3. See course repeats section for additional charges associated with course repeats.

(see University Bulletin)
Academic Appeals by Students (Policy A-2)

Good communication between faculty and students will make disputes between them infrequent, but if disagreements occur, it is university policy to provide a mechanism whereby a student may formally appeal faculty decisions. When a student uses the appeals procedure, all parties should endeavor to resolve the dispute amicably at as early a stage as possible and in compliance with applicable laws, regulations and policies. The faculty member, after considering the outcome of the appeals process, shall retain complete academic freedom to make the final determination on the matter.

These steps are to be followed when making an academic complaint: All materials under consideration at each step will be forwarded to the appropriate parties at the next procedural level.

1. In the event of course-related complaints or disputes, the student must first appeal to his/her instructor for a resolution to the matter and must do so within 30 days after the first class day of the next semester/session. Exceptions will be granted in which appeals may be considered after this time period given extenuating circumstances.

2. If a complaint or dispute is not satisfactorily resolved, the student may appeal to the chair/director of the academic department in which the complaint or dispute is centered. If a formal complaint is to be registered, it should be made in writing stating the specific issues. The faculty member will respond with a written statement to the department chair.

3. If the complaint or dispute is still unresolved after appeal to the chair/director, the student or faculty member may appeal in writing to the dean of the academic college in which the complaint or dispute is centered. The dean will notify the faculty member or student of the appeal.

4. If a resolution of the matter is not reached, the student or the faculty member may appeal to the college council of the college in which the complaint or dispute is centered. The college council will evaluate the oral and written statements of the student and the faculty member. If the college council does not have at least one student member, the president of the Student Government Association will be asked by the dean to recommend no more than two student representatives to serve for each case. The college council will submit its recommendation to the dean of the academic college.

5. If a resolution of the matter is not reached, the student or the faculty member may appeal in writing to the provost/vice president for academic affairs. The dean’s written recommendation in addition to all previous materials will be submitted to the provost/vice president. The college council of the college in which the complaint or dispute is centered may serve as an advisory body to the provost/vice president who will make the final decision (regarding professional judgments) in the appeal process. The provost/vice president will evaluate all previous materials and any additional oral presentations from the student and faculty member.

6. After making a decision, the provost/vice president will inform the student and all people involved in the appeal process of the final disposition of the matter within a reasonable period of time.
Steps for resolving student-initiated academic complaints:

1. Instructor
2. Department chair/director
3. College dean
4. College council and one or two students
5. College dean
6. Provost/vice president for academic affairs

(see university bulletin)
Dismissal Policies (Policy D-34)

The dismissal of a student from the Rehabilitation Training Program is a significant event for both the student and the program faculty. This decision represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic performance, clinical skills, or in other critical areas of professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives have failed. The final decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the rehabilitation faculty and the university.

Reasons for Dismissal from the Program

At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for practice or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards; *
2. Unsatisfactory performance in practicum and internship classes.
3. Academic dishonesty;
4. Criminal misconduct;
5. Failure to comply with established University or Program timetables and requirements;
6. Unethical practices and/or unprofessional conduct in service delivery and/or research.
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare;
8. Plagiarism; and,
9. Noncompliance to general university and program guidelines.

*A 2.5 cumulative grade point average for all courses counting toward the Rehabilitation Services degree is the university and program minimum. The minimum grade for inclusion of a particular course within the program is 1.0. Students are expected to maintain a cumulative average of 2.0 at all times during the program. The semester and annual review will state whether the student currently has "acceptable academic standing," "Satisfactory progress toward a degree" is defined as steady progress toward completing coursework and practicum requirements. A student who fails to meet this standard will be dismissed from the Rehabilitation Services Training Program and will be informed by the program in writing of this change in status. The faculty decision to dismiss a student may be appealed through the following process:
The student will prepare and submit a written explanation of the circumstances leading to insufficient academic performance and a proposal outlining a plan for improved academic success to the Rehabilitation Services Training Program Director; program faculty will review the statement of circumstances and plan for improved academic performance; program faculty will respond in writing with a decision regarding the final status of the student. Appeals of a faculty decision to dismiss may result in continuation of the decision to dismiss; or, students may be granted one additional semester to raise the cumulative GPA above 2.0 if program faculty determine that doing so will likely lead to the student’s degree completion.

*Although full-time enrollment and graduation within a 3 year period is STRONGLY recommended.

**Dismissal Procedures**

1. The student will be informed in writing by the Program Director of any charge, event, performance, or circumstance that may threaten the student's immediate status within the Rehabilitation Services Training Program. Such charges or complaints may emanate from members of the program faculty, clients, or professionals and agents outside of the University community.

2. As part of the above communication, the Program Director may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Director of the outcome of this action within 30 days.

3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Program Director will inform (in writing) the student that a formal meeting of the program faculty will be necessary to review the nature of the threat to the student's status and to arrive at a decision regarding dismissal. The Program Director may invite any persons judged to have relevant information to submit such information either in person at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student and, if desired, his/her counsel would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Director with a list of these individuals at least five days in advance of the scheduled meeting.

4. Following the presentation of testimony and evidence, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. This decision may result in either (a) a dismissal of the charges or threats against the student and a restoration of the student's good standing in the program, (b) a judgment to allow the student to continue in the program pending satisfactory completion of, or compliance with, specified conditions, or (c) immediate dismissal of the student from the Rehabilitation Training Program.

5. Following completion of the program faculty's decision-making, the Program Director will inform the student (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures should be followed.
Students' Voluntary Withdrawal from the Program

Circumstances in which students choose to withdraw from the program voluntarily may also arise. Under such circumstances, students are to first consult their advisor and formally notify the Program Director and Advisor in writing of their final decision to do so. If at any time, students decide to return, reapplication to the program will be required. Re-admission is not guaranteed.
The purpose of Policy D-13, Student Records, is to comply with federal law that grants to students the right to access their education records, protects students from illegal use of their education records, and restricts the disclosure of the Social Security account number of students. A description of the types of records, the custodian of those records, as well as student and institutional rights, can be found in the policy.

Specific information may be obtained by consulting with administrative officials listed in Policy D-13. Each student has the right to be provided with a list of the types of education records maintained by the university; to inspect and review the contents of his/her records, excluding the exceptions included in Policy D-13; to obtain copies of his/her records at personal expense; to explanations and interpretations of his/her records; and to a hearing to challenge the contents of his/her records.

For more information, consult the SFA Web site www.sfasu.edu/policies/student_records.asp under General Regulations for Policy D-13, Student Records.
Some Practical Suggestions

1. When in doubt, see your Advisor. Students may become uncertain or confused as to policy or procedure regarding course selection, requirements, appropriate practicum/internship site, or any of a number of other issues. Do not rely upon hearsay. Contact the Assistant Advisor by telephone or visit during office hours to verify the accuracy of the information received. Visiting with the Assistant Advisor before visiting with your advisor will help to make the most of the time with faculty members. However, to insure the best outcome in all advisement contacts, it is critical that the Handbook is first consulted!

2. Take courses in the recommended sequence. The basic counseling courses are sequenced to prepare for practicum, which prepares internship. Make certain to stay in sequence to avoid being locked out of a required course.

3. When possible, take required courses first. Given the choice between two required courses, take the one offered less frequently. As previously stated, stay in sequence. If in doubt as to which course to take at a particular time, seek advisement! Be alert to changes in course offerings. The course catalog is usually accurate. Occasionally, however, a course may be added or dropped after the catalog goes to press particularly in the summer. Before making a final choice concerning courses to take, it is wise to check the supplemental listings, notify your advisor in any change in plans so that the appropriate paperwork can be completed.

4. Have firm arrangements well-documented for field placement and summer internship at least three months before planning to begin at the field site. Please make an appointment with the field placement instructor the semester before the planned field experience. Waiting to develop a contractual relationship with a site can have serious implications for fulfilling practicum and internship requirements. Those who choose to do so may find that field sites already have made commitments to other people from this program or other training programs. Students will benefit significantly from early identification of and interviews with a number of sites, which result in completed contracts for practicum and internship.

5. If you are planning to have practicum or internship site other than in Texas, students must obtain a packet of internship manual outlining procedures and materials no later than their first semester of study. The rule for this is: the sooner the better! Another state may require specific courses or additional courses or different documentation of practicum/internship experiences than in Texas.
APPENDIX A:

Academic Rights and Responsibilities
Academic Rights and Responsibilities

Ten Student Academic Rights and Responsibilities

Each student is encouraged to review the following academic rights and responsibilities and to seek clarification from the associate dean of the college or school in which he/she is enrolled.

1. Protection of Constitutional Freedoms – Students and all other members of the university community are guaranteed the constitutional freedoms of speech, peaceful assembly, petition and association.

Responsibility: Students and others must exercise their rights by lawful means subject to university rules and regulations regarding time, location, method and duration. Students may not disrupt the operations of the university or interfere with the rights of others to exercise their constitutional freedoms.

2. Academic Freedom – Students and all other members of the university community are guaranteed the rights freely to study, discuss, investigate, teach, conduct research and publish as appropriate to their respective roles and responsibilities. In the classroom and in conference students have the right within the scope of the course of study to state divergent opinions, challenge ideas and take reasoned exception to the data or the views offered.

Responsibility: Students and faculty share the responsibility to protect and to preserve conditions which are conducive to the learning process, including withholding judgment on matters of opinion, ensuring a fair hearing for divergent viewpoints and observing rules of courtesy in the classroom.

3. Academic Standards – Students have the right to know the standards of academic performance established for each course in which they are enrolled.

Responsibility: Students are responsible for seeking clarification of any standard in question at the beginning of the term, for preparing assignments in advance of each class session and for learning the content of any course of study for which they are enrolled. Rules applying to academic dishonesty must be followed, including those related to plagiarism and cheating.

4. Academic Evaluation – Students have the right to be evaluated solely on an academic basis, without regard to issues of diversity, opinions or conduct in matters unrelated to academic standards. Students have the right to review tests and other written work after the instructor has evaluated them and are accorded protection through the Grade Appeals Procedure against prejudiced or capricious academic evaluation.

Responsibility: Students are responsible for bringing academic grievances first to the attention of the instructor who performed the evaluation in an effort to resolve the issue. If the matter cannot be settled at this level, it may be appealed in writing as outlined in the Grade Appeal Policy.

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5. Improper Disclosure – Except when disclosure may be required by state or federal law, students have the right to confidentiality of information about views, beliefs and political associations which they may share privately with instructors, advisors or academic counselors. Judgment of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

Responsibility: Students have the responsibility to state clearly what is and what is not confidential disclosure.

6. Personal Safety – Students have the right to a classroom environment that is free of obvious hazards to safety and security.

Responsibility: Students are responsible for compliance with university rules and regulations prohibiting firearms, explosives, incendiaries and weapons of any kind on the campus. Students are also responsible to abide by all health/safety rules and procedures in all academic courses and laboratories.

7. Illegal Drugs and Alcohol – Students have the right to a learning environment free from illegal drugs and alcohol.

Responsibility: Students are responsible for compliance with university rules and regulations prohibiting possession, use or distribution of illegal drugs or alcohol in classroom buildings.

8. Disruptions – Students have the right to pursue an education without disruption or interference and to expect enforcement of norms for acceptable classroom behavior that prevents disruption of the teaching/learning process.

Responsibility: Students may not disrupt class or any other university process by any means whatsoever (including sideline conversations, comments, arguments, noise of any kind or other activity which would hinder access to or utilization of academic information).

9. Non-discrimination – Students have the right to learn in a classroom environment where diversity is respected.

Responsibility: Students are responsible for respecting diversity and for behaving courteously to both faculty members and other students in the classroom regardless of difference in race, creed, color, religion, age, nationality, sex, sexual orientation or disability status.

10. Intellectual Property – Students have the right to expect that presentation of material in a class will be in compliance with copyright law and that their own creative work will not be disseminated or published without their permission.

Responsibility: Students who receive written notification from a faculty member that the information provided in his or her course is the faculty member’s intellectual property shall not distribute, use for
commercial purposes, or create derivative works of the intellectual property without obtaining the express permission of the faculty member. Students shall not assume permission absent written notification from a faculty member. Students shall also respect and treat in similar manner, the intellectual property of other students.
Appendix B

Student Field Placement Manual

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UNDERGRADUATE REHABILITATION EDUCATION PROGRAM

GUIDELINES

FOR

UNDERGRADUATE FIELD EXPERIENCE

STEPHEN F. AUSTIN STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF HUMAN SERVICES
NACOGDOCHES, TEXAS 75962

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- Student
- Agency Supervisor
- Faculty Advisor

Section III. Field Experience Assignments & Evaluation

Written Assignments in Field Experience

Performance Evaluation in the Field Setting

Performance Evaluation Form
Section I.

Prerequisites for Field Experience

Students applying for field experience with social and rehabilitation agencies/facilities must have at least a sophomore or junior standing in the university. Academic prerequisites to field experience are: Introduction to Social and Rehabilitation Services (RHB 220), Methods and Techniques in Social and Rehabilitation Services (RHB 381), Psycho-Social Aspects of Disability (RHB 383), and Human Growth and Development (EPS 485).

Each student must file applications for this course with the field advisor. Upon completion and review of the application, the student and field advisor participate in conferences which involve the following: (1) the scope, purposes, and objectives of field experience; (2) discussion of any initial anxiety or apprehension the student has regarding entry into a professional setting; (3) discussion of the student's expectations and objectives of the proposed field experience; (4) the student's choice and/or reasons for choice of the agency/facility for experience; (5) discussion of the roles of the student, the agency/facility supervisor, and field advisor for the duration of the field experience; and (6) ideas as to how the choice of agency facility would be indicative of any plans for future career.

In the duration of the conferences between the field advisor and the student, a selection of the agency/facility is made for field placement by the field advisor. For the purposes of a personal introduction and general orientation to the placement, the student is to arrange an interview with the agency/facility supervisor.
Philosophy of Field Experience

In a conceptual framework, the overall goal of field experience is integration of learning. The student brings personal values, classroom theory, and a beginning philosophy of rehabilitation services into the field setting. He/she is expected to function with an integration of these, while at the same time incorporating the new knowledge of direct experience. It is at this point in the student's academic pursuit that he/she will be further developing initiative and independence, making use of creative ideas while practicing in a field setting.

Because of the integrated learning process and increased self-awareness of the student, the field placement is one of the (if not the) most important experiences afforded the student in his/her academic pursuit. Learning is direct and personal as the student is realizing an identity in the agency/facility and is actualizing the opportunity to practice a professional helping role. In the field setting, the student will have experience with skills, techniques, and methods which may be successful or feasible for his/her own professional approach. As the student builds upon a beginning philosophy, he/she should become more confident in making a vocational choice. It is assumed that this assessment, and evaluation of techniques and philosophy is to be aided by the relationship of the agency/facility supervisor, who serves as a sounding board for the student. It is expected that the student will not only learn from the agency/facility supervisor, but from other professionals with whom he/she will come in contact as well. Such encounters with professionals should broaden the student's interpretation of the field of human services and the different, but related philosophies that each encompasses.

Since integration of knowledge is the aim of field experience, supervision from field staff and faculty advisors is of vital importance. It is paramount that the student learn to use supervision with a gradual gain of independence, though it is understood that some students may not reach the advanced stage of independence coupled with a practical use of supervision. The agency/facility supervisor will become the facilitator and mediator of students' creative ideas. The agency supervisor as well as the faculty advisor will also be witnessing integration of learning through the student's verbal expressions of discovered self-awareness as a practitioner. It is at this level in the learning experience that the agency/facility supervisor and the field supervisor should help the student in evaluating strengths and weaknesses as a practitioner.

Purposes and Objectives of Field Experience

Field experience in Rehabilitation Services is designed to promote practical experience and instruction in social and rehabilitation service agencies and facilities in the East Texas and
surrounding communities, under the supervision of the field advisor and the professional staff of the cooperating agencies. The purpose of field experience is threefold: 1) to provide an opportunity for acquiring skills in social and rehabilitation practice within an agency setting; 2) to integrate and apply the principles, methods, and techniques in the classroom; and 3) to give the student a realistic employment experience in which the student has the opportunity to practice the roles of a rehabilitation worker.

Objectives for student learning in the field experience are: 1) to become aware of personal abilities in providing services to clients with disabilities; 2) to develop professional attitudes and responsibility in the helping services; 3) to acquire knowledge of the use of community resources which provide services to the client with disabilities, and to develop techniques of referral of clientele to these available resources; 4) to further develop a philosophy for working with those with disabilities; and 5) to resolve some ideas as to what kind of professional career the student wishes to enter.
Section III
IMPLEMENTATION OF THE FIELD EXPERIENCE

Orientation to Field Setting Activities

Orientation of the student to the agency setting is of major importance and will lay the foundation for the student's learning and work experience throughout the field experience. The student needs to know the functions, policies, and procedures of the agency and the clientele it serves. An initial orientation should be held when the student starts to work; however, orientation to activities is considered a continuous process throughout the field experience.

To accomplish the purposes and objectives of the field experience, the agency/facility supervisor, university faculty advisor, and student should enter into a discussion of a mutual agreement or contract. To arrive at this agreement, consideration should be given to the following: The student's previous academic training and work experience; the student's personal objectives, expectations, and specific areas of interest; and contributions of the student to agency/facility goals.

Following the discussion with the agency/facility supervisor, a written contract or agreement should be prepared outlining specific activities in which the student will be involved to accomplish the purposes and objectives of the field experience. Throughout the field experience, the student should be exposed to as many different helping experiences as possible because of the need to view the agency's various activities in a total perspective. To develop this perspective, he/she should be involved in the following general practices of the agency (some of which may or may not be practiced in the agency/facility): staff meetings, staffing of clientele, home visits, intake interviews, diagnostic evaluations, casework-counseling, agency workshops and seminars, group work activities, observations of professional techniques and procedure in various specialty areas, visitation to other facilities within the community, placement services, prevocational training, community surveys, committee membership, and participation in agency/facility extracurricular activities. Most important to the meaningful learning experience is that the student be provided with the type of learning experience which allows him/her to identify with the agency and its problems with an emphasis on client services.

Definition of Roles

STUDENT—As the student enters the agency/facility, he/she is expected to assume, as much as possible, the role of a regular staff member.

The role includes:

1. adhering to agency/facility work hours; to policies and procedures; and to rules governing professional staff behavior;
2. adhering to agency/facility policies governing the observation of confidentiality and handling of confidential information;

3. assuming personal and professional responsibility for action and activities;

4. maintaining professional relationships with clients served;

5. utilizing a courteous, enthusiastic, open-minded, critical approach to policies and practices within the profession;

6. relating and using knowledge acquired in the academic setting in the agency/facility;

7. developing a self-awareness in regard to attitudes, values, and behavior patterns that influence practice;

8. preparing for and utilizing conferences and other opportunities of learning afforded in the agency/facility;

9. being consistent and punctual in the submission of all work assignments to the faculty advisor;

AGENCY SUPERVISOR--It is the responsibility of the agency/facility to provide direct, on-the-job supervision of the student. The agency/facility administrator is responsible for the provision of a qualified staff member who will offer close supervision to the student during the placement.

In the early stages of development of a professional philosophy and professional use of self, the role model of the agency/facility supervisor and other staff will have a most profound effect upon the student. Careful evaluations, planned conferences, and academic work assignments are the core of the field experience structure. These are designed to give the student the opportunity for an integrated learning experience that is unlimited.

The role of the agency/facility supervisor includes:

1. introducing and orienting the student to the agency/facility structure, programs, and functions;

2. orienting the student to the agency/facility policies regarding appropriate dress, office hours, applicable leave policies, scheduled meetings and conferences, travel requirements, etc;
3. introducing the student to the professional and clerical staff, and providing office space and supplies;

4. teaching the student the agency/facility's role in the community and relationship with other agencies, including referral procedures that will fill gaps in delivery of Services;

5. familiarizing the student with policies and procedures regarding case management, record keeping, intake, termination, and confidentiality;

6. orienting the student to the dynamics of the client population, including the social needs and commonality of problems;

7. affording the student the opportunity to identify with the supervisor as a professional practitioner by jointly participating in office interviews, home visits, meetings, conferences, etc;

8. alerting the students, if necessary, to the conflicts affecting the agency/facility due to the political realities of the that do not enhance the learning situation;

9. assigning and supervising the completion of tasks and responsibilities that are consistent with the student's role in the agency;

10. consulting the faculty advisor in the event the supervisor becomes aware of personal or communication problems that are disrupting the student's learning and performance;

11. providing regularly scheduled supervisor conferences;

12. participating in joint and individual conferences with the student and faculty advisor regarding the student's performance;

13. submitting evaluations to the faculty advisor on the student's performance;

14. assuring a proper student-client ratio to allow adequate time for preparation, observation, and other necessary activities;

**FACULTY ADVISOR**--The Field Experience Program is considered part of the curriculum which includes behavioral objectives, content, and teaching methodology. The faculty advisor thus assumes overall responsibility for consultation with the agency/facility in terms of objectives, content, and methodology. The faculty member is available to the student in an advisor capacity to assist the student in achieving the behavioral objectives.
The role of the faculty advisor involves:

1. individual and group pre-placement, orientation, and introduction of the student to the nature and purpose of the field experience;

2. clearly interpreting for the student the course requirements, student role expectations, nature of written assignments, and means of grading;

3. orienting and introducing the agency/facility supervisor to the purpose and objectives of field experience;

4. consulting with the agency/facility supervisor and the student on a regular basis regarding the student's performance;

5. evaluating the student's written reports in terms of content and helping the student integrate his/her performance;

6. assuming responsibility for the removal of a student from the field setting whenever indicated;

7. evaluating the student's performance for the purpose of assigning a grade based on periodic written evaluation, consultations, and written assignments;

Conclusion

The variety in the size, function, and services of the agencies/facilities participating in the field experience may, in some cases, require slight modification of the procedures contained in these guidelines. Any exceptions to these procedures must be mutually approved by both the university faculty advisor and the participating agency/facility supervisor.
Section IV
FIELD EXPERIENCE ASSIGNMENTS AND EVALUATION

Written Assignments in Field Experience (Subject to Change)

In addition to the direct services experience in the agency/facility setting, there are written assignments required of each student participating in field curriculum. These assignments are considered helpful in the integrated learning process involving field experience and knowledge gained in the classroom.

1. During the first three weeks of the field placement, the student is to meet with the agency/facility supervisor to initiate a contract which describes the assignments, nature of the delivery of services, and the student's relationship to other staff members. Other matters to be discussed and included are: the student's personal objectives, expectations, specific areas of interest, and work contributions of the student to the goals of the agency/facility. All of these areas are drawn into a written contract by the student to be signed by both the student and the agency/facility supervisor.

2. A written log in which the student keeps a recording of his/her activities in the agency/facility field setting.

3. A paper of the overall description of the agency/facility and an in-depth description of the particular facet of the agency/facility in which the student is placed. The paper should have characteristics of individual investigation, involving the collection of data, analysis of data, sound conclusions, and an occupational study revealing the employment outlook in the agency/facility.

4. A paper that is a descriptive survey of ten or more community resources available for direct services to the disadvantaged or those with disabilities. This assignment can be achieved through on-site visits, writing for information, or research. The community resources presented should be representative of one metropolitan or geographic area in the state.

LETTER GRADES ARE INDICATIVE OF THE FOLLOWING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent, Outstanding Work</td>
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<tr>
<td>B</td>
<td>Above Average</td>
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<td>C</td>
<td>Average</td>
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<td>D</td>
<td>Below Average</td>
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<td>F</td>
<td>Unsatisfactory</td>
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Performance Evaluation in the Field Setting

The evaluation of a student's performance in the field setting should be completed by the agency/facility supervisor. The evaluation will consist of an evaluative conference with the student and a written performance evaluation form. The evaluation should be mailed to the appropriate faculty advisor at the following address:

Department of Human Services  
Stephen F. Austin State University  
P.O. Box 13019, SFA Station  
Nacogdoches, TX 75962  
ATTN: Dr. Bill Weber

The following are suggestions for consideration in evaluating a student. The evaluation has purpose if it is shared with the student. The primary objective of evaluation is to determine growth as a practitioner in the field setting, it is a tool which helps in pointing out strengths and weaknesses as a future professional and is properly regarded as a continuing process. The evaluation provides an opportunity for the student to objectively evaluate the field experience and his/her progress in the integrative learning from this experience.
### PERFORMANCE EVALUATION

Name of Student ________________________________

Report on Performance From ________________ to ________________.

<table>
<thead>
<tr>
<th>I. WORK PERFORMANCE</th>
<th>Unsatisfactory</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Total</th>
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<tbody>
<tr>
<td>a. Ability to organize information for records or reports</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>b. Clarity &amp; accuracy of records or reports</td>
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<td>c. Ability to carry out instructions or directions</td>
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<td>d. Competence in completing assigned tasks</td>
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<td>e. Competency in planning and organizing work</td>
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<td>f. Flexibility in adapting to work situations</td>
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<td>g. Initiative in presenting and developing new ideas.</td>
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<td>h. Ability to work under pressure (within set time limits)</td>
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<td>i. Skill in handling special assignments</td>
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<td>j. Competence in teaching skills to clientele</td>
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<td>k. Ability to apply classroom experience to agency/facility setting</td>
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<td>l. Ability to grasp and apply agency/facility policies and procedures</td>
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<td>m. Ability to utilize community resources to help clientele</td>
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<td>n. Ability to establish and maintain relationships with clientele</td>
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<td>II. RESPONSE TO SUPERVISION</td>
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<tr>
<td>Unsatisfactory</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>a. Quality of relationship with supervisor</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>b. Ability to consult with supervisor for assistance</td>
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<td>c. Ability to use supervisory help in performance of work</td>
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<td>d. Interest demonstrated through observation</td>
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<td>e. Ability to express feelings in supervisory conferences</td>
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<td>f. Prompt and prepared for conferences with supervisor</td>
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<td>g. Ability to accept criticism</td>
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<tr>
<th>III. ACCEPTANCE OF PROFESSIONAL ROLE</th>
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<tbody>
<tr>
<td>Unsatisfactory</td>
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<tr>
<td>a. Ability to accept professional responsibility</td>
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<tr>
<td>b. Quality of relationship with agency/facility staff members</td>
</tr>
<tr>
<td>c. Relationships with other professionals in the community</td>
</tr>
<tr>
<td>d. Attitudes toward agency/facility policies and procedures.</td>
</tr>
<tr>
<td>e. Potential professional contribution in the human services field</td>
</tr>
</tbody>
</table>

Revised 3/5/04
Appendix C

Undergraduate Internship Manual

Revised 3/5/04
GUIDELINES FOR UNDERGRADUATE INTERNSHIP EXPERIENCE IN REHABILITATION SERVICES

DEPARTMENT OF HUMAN SERVICES COLLEGE OF EDUCATION

STEPHEN F. AUSTIN STATE UNIVERSITY NACOGDOCHES, TEXAS 75962

Revised 3/5/04
Section I  
Philosophy and Objectives of the Internship Experience

Philosophy

How is it different from the field experience

Objectives of the Internship Experience

Section II  
Implementation of the Internship Experience

Orientation to Internship Activities

Definition of Roles

Student
Agency Supervisor
Faculty Advisor

Section III  
Written and Special Assignments

Statistics Report

Internship Evaluation

Performance Evaluation
SECTION I
PHILOSOPHY AND OBJECTIVES OF THE INTERNSHIP EXPERIENCE

Philosophy

Professional involvement is an essential component of education for students in the Undergraduate Program of Rehabilitation at Stephen F. Austin State University. A student's interest can grow if it evolves from an experience such as that provided by the internship. It is a catalyst to a growth process which should culminate in self-actualization for the participating student. Such experience offers the student an opportunity to try his/her abilities, experiment with creative ideas, and apply those theories which he/she has studied in the classrooms. Similarities between classroom theory and the internship setting enhance the total development of the student. Both theory and practice are learning experiences, and the importance of this common bond must be emphasized. The focus of the internship experience is not observation or the participation in insignificant jobs, but is learning through experience.

How is it different from the Field Placement

Whereas the field placement is under close supervision of the field placement supervisor, the internship experience allows greater student autonomy and responsibility. The internship experience can be referred to as a full time "learning arena." Learning is direct and personal to the student as he/she becomes a part of the agency with which he/she works and has the opportunity to practice a professional helping role. The student gains further experience in translating ideas expressed in theory in the workplace. In the internship setting, the student learns which skills, techniques, and methods are successful and feasible for their own professional approach. The student should also build upon their professional self-concept thereby becoming more competent in making a vocational choice as to professional worker.

This formulation, assessment, and evaluation of techniques and philosophy are aided by the relationship of the agency/facility supervisor, who may serve as a sounding board for the student's ideas. The supervisor should be a confidant for improving self-awareness in the student and an instructor in the discussion of any problems displayed in the student's work.
The student learns not only from his/her supervisor, but also from other professionals with whom he/she will come in contact. Such encounters with professionals should broaden the student’s interpretation of the field of human services and the different, but related philosophy that each encompasses.

Objectives of the Internship Experience

The internship experience should enable the student to acquire new and meaningful experiences of a practical nature which will better prepare the student to enter the field of human services. During the course of internship, the student should achieve or derive from the course some of the following objectives:

1. develop an awareness of abilities and responsibilities in providing services to persons with disabilities;
2. develop techniques of working with professionals in providing services to persons with disabilities;
3. acquire knowledge of the use of community resources and develop techniques of referral of clientele to these available resources;
4. to further develop a philosophy for working with persons with disabilities;
5. examining personal values and attitudes concerning work in the human services;
6. to resolve some ideas as to what kind of professional careers the student wishes to enter;
SECTION III
IMPLEMENTATION OF THE INTERNSHIP EXPERIENCE

Orientation to Internship Activities

Orientation of the student to the agency setting is of major importance and will lay the foundation for the student's learning and work experience throughout the internship. Orientation need not be extremely detailed; however, the student does need to know the functions, policies, and procedures of the agency and the clientele it serves. Although an initial orientation should be held when the student starts to work, orientation to activities is continuous throughout the internship experience.

To accomplish the purposes and objectives of the internship, the agency/facility supervisor, university faculty advisor, and student should enter into a discussion of a mutual agreement or contract. To arrive at this agreement, consideration should be given to the following: the student's previous academic training and work experience; the student's personal objectives, expectations, and specific areas of interests; and contributions of the student to agency/facility goals.

Following the discussion with the supervisor, a written contract or agreement should be prepared outlining specific activities in which the student will be involved to accomplish the purposes and objectives of the internship.

Throughout the internship, the student should be exposed to as many different helping experiences as possible because of the need to view the agency's various activities in a total perspective. To develop this perspective, he/she should be involved in the following general practices of the agency (when applicable): staff meetings, staffing of clientele, home visits, intake interviews, diagnostic evaluations, casework/counseling, agency workshops and seminars, group work activities, observations of professional techniques and procedures in various specialty areas, visitation to other facilities within the community, placement services, pre-vocational training, community surveys, committee membership, and participation in agency/facility extracurricular activities. Most important to the meaningful learning experience is that the student be provided with the type of learning experience which allows him/her to identify with the agency and its problems with an emphasis on client services.
Definition of Roles

STUDENT - As the student enters the agency/facility, he/she is expected to assume as much as possible, the role of a regular staff member.

The role includes:

1. adhering to agency/facility work hours, to policies and procedures, and to rules governing professional staff behavior;

2. adhering to agency/facility policies governing the observation of confidentiality and the handling of confidential information;

3. assuming personal and professional responsibility for his/her actions and activities;

4. maintaining professional relationships with clients served;

5. utilizing a courteous, enthusiastic, open-minded, critical approach to policies and practices within the profession;

6. relating and using knowledge acquired in the academic setting in the agency/facility;

7. developing a self-awareness in regard to attitudes, values, and behavior patterns that influence practice;

8. preparing for and utilizing conferences and other opportunities of learning afforded in the agency/facility;

9. being consistent and punctual in the submission of all work assignments to the faculty advisor;
1. AGENCY SUPERVISOR - It is the responsibility of the agency/facility to provide direct, on-the-job supervision to the student. The agency/facility administrator is responsible for the provision of a qualified staff member who will offer close supervision to the student during the placement.

The role of the agency/facility supervisor includes:

1. Introducing and orienting the student to the agency/facility structure, programs, and function.
2. Orienting the student to the agency/facility policies regarding appropriate dress, office hours, applicable leave policies, scheduled meetings and conferences, travel requirements, etc.
3. Introducing the student to the professional and clerical staff, and providing office space and supplies.
4. Teaching the student the agency/facility's role in the community and relationship with the other agencies, including referral procedures that will fill gaps in delivery of services.
5. Familiarizing the student with policies and procedures regarding case management, record keeping, intake, termination, and confidentiality.
6. Orienting the student to the dynamics of the client population, including the social needs and commonality of the problems.
7. Affording the student the opportunity to identify with the supervisor as a professional practitioner by jointly participating in office interviews, home visits, meetings, conferences, etc.
8. Alerting the student if necessary to the conflicts affecting the agency/facility due to the political realities of the community, thus eliminating exposure to struggles that do not enhance the learning situation.
9. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student's role in the agency.
10. Consulting the faculty advisor in the event the supervisor becomes aware of personal or communication problems that are disrupting the student's learning and performance.
11. Providing regularly scheduled supervisory conferences.
12. participating in joint and individual conferences with the student and faculty advisor regarding the student's performance.

13. submitting evaluations to the faculty advisor on the student's performance.

14. assuring a proper student-client ratio to allow adequate time for preparation, observation, and other necessary activities.
FACULTY ADVISOR - The Internship Program is considered part of the curriculum which includes behavioral objectives, content, and teaching methodology. The internship faculty advisor thus assumes overall responsibility for consultation with the agency/facility in terms of objectives, content, and methodology. The faculty member is available to the student in an advisory capacity to assist the student in achieving the behavioral objectives.

The role of the faculty advisor involves:

1. individual and group pre-placement, orientation, and introduction of the student to the nature and purpose of the internship.

2. clear interpretation to the student of the course requirements, student role expectations, nature of written assignments, and the means of grading.

3. assisting the student in the exploration of agency/facility compensation for the internship

   assisting the student in connecting the internship experience to the working professional role that would be expected of an employee of the agency.

   assisting the student in developing professional networking skills that will assist in successful job acquisition upon graduation.

   assisting the student in becoming involved in the relevant professional organizations.

4. orienting and introducing the agency/facility supervisor to the purpose and objectives of internship.

5. consulting with the agency/facility supervisor and the student on a regular basis regarding the student's performance.

6. evaluating the student's written reports in terms of content and helping the student integrate academic and practical experiences.

7. assuming responsibility for the removal of a student from the internship whenever indicated.

8. evaluating the student's performance for the purpose of assigning a grade based on periodic written evaluation, consultations, written and special assignments.

Conclusion

The variety in the size, function and services of the agencies/facilities participating in the internship experience may, in some cases, require slight modification of the procedures contained in these guidelines. Both the university faculty advisor and the participating agency/facility supervisor must mutually approve any exception to these procedures. A letter of agreement confirming participation and
setting the dates for the beginning and end of the internship as well as the due dates for the performance evaluations will be provided prior to a student's reporting to the agency/facility.
SECTION IV
WRITTEN AND SPECIAL ASSIGNMENTS

In addition to direct experience with the agency/facility, there are written and special assignments required of the student in the internship course. They are as follows:

1. A summary and analysis of activities should be submitted at the end of every two weeks. This project should reflect integration of theory and practice. A daily log/record of activities is suggested to assist in the composition of this report. A weekly timesheet is also required.

2. A special project agreed upon by the student, agency/facility supervisor, and the university faculty advisor is required. This project should be inexpensive in nature and of benefit to the student as well as to the agency/facility. Prior to the beginning of the project, a proposal should be submitted outlining a plan, including objectives and procedures. Periodic progress reports relating to the project will be requested by the faculty advisor and a final report of this project will be submitted in writing prior to the end of the internship.

3. A report on at least three books should be submitted during the experience. These articles/books may pertain to the student's particular area of interest or related fields. The content of the articles/books should be summarized in a short paragraph.

4. A statistics report (see attached) should be submitted the week prior to the end
of the semester. (These forms will be provided by the faculty advisor).

5. Your grade will be based on the weekly summary and analysis of activities, article/book reports, special project, and on the evaluation of the supervisor in the agency/facility.

Written Assignments

Depending upon your instructor’s instructions, written assignments should be mailed, faxed, or submitted in the Blackboard Assignment Dropbox at the designated time to your faculty instructor. The address of the program office is as follows:

Department of Human Services
Stephen F. Austin State University
P.O. Box 13019, SFA Station
Nacogdoches, Texas 75962
ATTN: Dr. Bill Weber
## STATISTICS REPORT

Note the number of times you experienced any or all of the following:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conferences with your supervisor.</td>
<td>_____</td>
</tr>
<tr>
<td>2. Attendance at agency staff meetings.</td>
<td>_____</td>
</tr>
<tr>
<td>3. Visits to other agencies in the community.</td>
<td>_____</td>
</tr>
<tr>
<td>Lists names of organization, title and name of person talked with:</td>
<td></td>
</tr>
<tr>
<td>4. Visits to other facilities administered by the internship facility.</td>
<td>_____</td>
</tr>
<tr>
<td>5. Contacts with the agency director or executive.</td>
<td>_____</td>
</tr>
<tr>
<td>6. Observation of clients in group settings.</td>
<td>_____</td>
</tr>
<tr>
<td>7. Information-gathering from individuals served by the agency/facility.</td>
<td>_____</td>
</tr>
<tr>
<td>8. Accompanied a member of the agency/facility staff on a professional assignment.</td>
<td>_____</td>
</tr>
<tr>
<td>9. Home visits.</td>
<td>_____</td>
</tr>
<tr>
<td>10. Observation of professionals in specialty areas.</td>
<td>_____</td>
</tr>
<tr>
<td>List title and names of persons and number of observations:</td>
<td></td>
</tr>
<tr>
<td>11. Others:</td>
<td>_____</td>
</tr>
</tbody>
</table>

NAME OF STUDENT _____________________      DATE ______________________

ONSITE Supervisor_____________ Date_____________
INTERNSHIP EVALUATION

The agency/facility supervisor should complete the evaluation of a student’s performance in the internship experience. The evaluation will consist of a performance evaluation form. The evaluation should be mailed to the appropriate faculty advisor at the following address:

Department of Human Services
Stephen F. Austin State University
P. O. Box 13019, SFA Station
Nacogdoches, Texas 75962
ATTN: Dr. Bill Weber

It can also be faxed to: Dr. Bill Weber, 936/468-1342. Please indicate that the document is confidential.

The following are suggestions for consideration in evaluating a student:

1. The evaluation has purpose if shared with the student.

2. Evaluation is properly regarded as a continuing process.

3. A constructive evaluation is one in which the primary concern is to strengthen the student, both personally and professionally.

4. The evaluation provides an opportunity for the student to evaluate objectively the internship and his/her progress from this experience.
PERFORMANCE EVALUATION

Name of Student ________________________________

Report on Performance From ___________________ to ___________________.

<table>
<thead>
<tr>
<th>I. WORK PERFORMANCE</th>
<th>Unsatisfactory</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ability to organize information for records or reports</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Clarity &amp; accuracy of records or reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Ability to carry out instructions or directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Competence in completing assigned tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Competency in planning and organizing work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Flexibility in adapting to work situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Initiative in presenting and developing new ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Ability to work under pressure (within set time limits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Skill in handling special assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Competence in teaching skills to clientele</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Ability to apply classroom experience to agency/facility setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Ability to grasp and apply agency/facility policies and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Ability to utilize community resources to help clientele</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Ability to establish and maintain relationships with clientele</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## II. RESPONSE TO SUPERVISION

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Quality of relationship with supervisor</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Ability to consult with supervisor for assistance</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Ability to use supervisory help in performance of work</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Interest demonstrated through observation</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Ability to express feelings in supervisory conferences</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Prompt and prepared for conferences with supervisor</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Ability to accept criticism</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## III. ACCEPTANCE OF PROFESSIONAL ROLE

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ability to accept professional responsibility</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Quality of relationship with agency/facility staff members</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Relationships with other professionals in the community</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Attitudes toward agency/facility policies and procedures</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Potential professional contribution in the human services field</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
ADDITIONAL REMARKS

Signature of Agency/Facility Supervisor  Title  Date

Signature of Student  Date