Department of Rehabilitation and Disability Studies

*This field experience manual is continually being upgraded to meet the demands of an evolving field and a diverse society. Recommending modifications will greatly improve the helpfulness of this manual for future users. Please feel free to communicate your suggestions to us so that field experiences can be even more effective for future rehabilitation students and beneficial to the state and community agencies who train our students. Email your comments to the faculty.*

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Section I
Rehabilitation Services
Field Experience Manual

This manual serves as a guide to field Experience in the Department of Rehabilitation at Southern University for students, the agency supervisor and the faculty supervisor. It describes the purpose and benefits of field experience and the procedures used to plan, monitor, and evaluate the student’s field experience. Rehabilitation is a dynamic profession that evolves and changes over time in response evidence-based research findings and to numerous factors in the professional practice community and in society as a whole. This manual serves as a common point of reference and a guide for all the parties involved in this important step in realizing our mission.

Department Mission and Objectives

The Department of Rehabilitation and Disability Studies seeks to educate and train individuals at the baccalaureate and master's levels to satisfy the qualified personnel needs of the rehabilitation profession and enhance quality of services to individuals with disabilities. The main objectives are as follows:

- To develop skills, knowledge, and competencies required to provide quality services to individuals with disabilities.
- To prepare the students to conduct rehabilitation research and participate in scholarly activities.
- To prepare the students to become effective advocates for individuals with disabilities.
- To provide continuing education to the professionals in the rehabilitation community for further skills development and attainment/maintenance of national certification/state licensure.

Field Experience Description (Catalog statement from course syllabi):

- Emphasis is placed on developing, refining, and integrating skills that enhance field Experience performance in rehabilitation settings. More specifically, interview skills, assertiveness skills, professional code of conduct, ethical considerations, and confidentiality of the helping relationships are emphasized.
- Students will learn the skills necessary to develop, maintain, and discontinue helping relationships in ways that empower individuals with disabilities. Collaborative relationships and networking with significant others (including other professionals) are also keys to effective rehabilitation.
- Various speakers from agencies providing services for individuals with disabilities will make presentations to help assist students in selecting placement sites. Students will be required to gain 100-150 hours of practical experience at an approved site clocking 10-15 hours per week.
Field Experience Rationale

Field experience gives students the chance to integrate information they learn in traditional classes with work in the community. The integration of theories into practice can lead to a better appreciation for the professional ethics that are highly stressed throughout the program and at all worksites. Field experience provides students with their initial first-hand experience that gives life to the curriculum.

Field experience can help students discern future career goals. For some students, field experience confirms their interest and passion in pursuing a career in the helping professions. For others, field experience helps them realize that a particular job or working with a particular diagnostic category of individuals does not fit their personality or disposition. Both realizations are equally valuable to students' professional development and clients' safety.

Field experience can assist in students' personal development. Working in the helping professions can foster greater humility, compassion, empathy, and respect for the inherent rights and dignity of others. At the same time, field experience can allow students to recognize personal strengths and limitations, increase professionalism, and foster a sense of identity.

Finally, field experience can be rewarding to both Southern University students and to the community. Most people who participate in field experience courses report a sense of satisfaction for the service they provide to people or agencies. At the same time, the community often benefits from the service they provide. Indeed, it is the responsibility of all individuals to use their skills to serve their community, whenever possible. The field experience course may initiate a life-long dedication to community service among those who participate in it.
Benefits of Field Experience – At a Glance

Field Experience is beneficial for all stakeholders. It offers:

- Early exposure to public and private rehabilitation professionals and the agencies’ expectations of what the ideal employee should do and know;
- Highly relevant experiences in a monitored/supervised setting;
- Exposure to the policies, programs, and activities of the rehabilitation agency in relation to its consumers – individuals with disabilities;
- A variety of learning styles which allows for more students to succeed;
- Utilization of resources typically unavailable in a traditional classroom; and
- A first-hand experience where a theory is put into practical application in a safe environment.

Additional Benefits of Field Experience include:

- Development of a strong sense of individual responsibility for achieving goals.
- Career exploration through jobs in a variety of professional fields.
- Chance to develop field-specific abilities while completing the academic degree.
- One-on-one time with a seasoned professional
- Professional relationships and career networking
- Enhancement of your professional and personal skills
- Building professional networking contacts and mentoring relationships early.
- Helping students to become viable experienced job applicants post-graduation.
- Employment offers before graduation. In fact, many employers consider those experiences in the hiring process, and often look to their own field students as the best potential candidates for full-time positions.
Rehabilitation Field Personnel (and Related) Descriptions:

Professional Practice Credential in Rehabilitation Counseling – national credential for Rehabilitation Counselors – the Certified Rehabilitation Counselor (CRC) designation, indicates a higher level of specialized education and training, a thorough understanding of key competency standards based on current practices in the field, adherence to the Code of Professional Ethics for Rehabilitation Counselors, and an ongoing commitment to continuing education. At the state level, available credentials for Rehabilitation professionals include the Licensed Professional Counselor (LPC) and Licensed Rehabilitation Counselor (LRC) designations.

Field Experience Student – an undergraduate student of senior standing whose major is Rehabilitation Services. All Field Experience Students must enroll in the three Field Experience courses (REHB 494, 495 and 496; formerly REHB 300, 301, and 302). Field Experience courses must not be taken concurrently. Students must enroll in only one Field Experience class per semester. Students enrolled in either of these courses will receive supervision in an approved agencies or facility serving individuals with disabilities.

Faculty Field Experience Supervisor – a faculty member in the Department of Rehabilitation and Disability Studies (DRDS) who has a minimum of a Master’s Degree in Rehabilitation and is credentialed or is eligible for credentialing such as licensure (LRC) or certification (CRC) in Rehabilitation. Expectations of the faculty supervisor as outlined by the Committee for Undergraduate Education are:

- to ensure that appropriate supervision is provided by site supervisor,
- to provide continuous supervision of students during field experience,
- to insure the integration and application of the curriculum,
- to provide timely face-to-face and written feedback to students, and
- to provide the opportunity for students to reflect on their professional development.

The Faculty Field Experience Supervisors serve as liaisons between the students and their Agency Supervisors. They also serve as the bridge that connects the University and the agencies to ensure that the student’s field experience addresses and aligns with the academic goals and requirements of the Rehabilitation Services program. The Faculty Supervisor executes these functions by (a) communicating with site supervisors to monitor student progress and (b) meeting with the site supervisors when necessary.
The general function of the Faculty Supervisor is to coordinate field experience activities, assess student progress, review field reports and provide feedback, and guide students in problem solving issues germane to their field experience activities. The Faculty Supervisor is responsible for determining and submitting final grades which includes feedback from the site supervisor. The Faculty Supervisor also maintains a list of approved field sites, agency contact information that includes a description of services and programs, and the folders of student and supervisor evaluations of the students’ progress, as well as students’ email addresses.

**Agency Field Supervisor** – ensures that students develop as competent rehabilitation professionals. The Agency Field Supervisor serves as a role model for professional rehabilitation practice and carries final responsibility for the student’s training in the field site. The supervisor is a professional with at least three years of experience in rehabilitation and one year in their current position according to the Commission on Undergraduate Education (2010). Through the commitment to supervise, Agency Field Supervisors provide feedback that complements the academic training of students. In effect, they serve as educators as well as role models who help to shape the professional growth of the field experience students.
Section II
Maximizing Your Field Experience

You are about to embark on another challenging aspect of your studies that will encourage you to think beyond yourself, to ask the most complex questions, and to test your knowledge and skills in the arena of practical experience. While at your field Experience, you will begin to develop your identity as a Rehabilitation professional who is dedicated to working with individuals with disabilities, their families, the community, and organizations to optimize opportunities for full participation in society. This manual provides important information about your field experience. You must read it carefully. You are responsible for knowing and adhering to the policies and procedures in this Field Manual, University Student Handbook (http://web.subr.edu/index.php?id=647), and at the field site.

Purpose of Field Experience

Field Experience provides an opportunity for students to apply knowledge and skills, with supervision, in a real life work environment. As a part of the experience, the Field Student will be expected to:

1. Practice skills learned in previous course work;
2. Receive feedback on his/her level of effectiveness in the counselor-client relationship;
3. Share field experiences with others in the class meetings;
4. Learn what situations other students are encountering and what solutions could be considered;
5. Work effectively with individuals who have disabilities;
6. Experience those characteristics unique to the different settings; e.g., for profit, not for profit, and public sectors;
7. Convert theory into practice;
8. Research areas of professional interest;
9. Work in an ethical and professional manner; and
10. Continue to embark upon lifelong learning.
Field Experience Forms

The forms in the appendices are for student and faculty documentation, verification, and agreement that an appropriate field experience has been planned and taken place. Please peruse each form carefully and thoroughly. Be sure and adhere to the forms in the Appendices (to be read, filled, printed, disseminated and/or submitted as their purpose or use indicates):

- **Appendix A - Ethical Guidelines** Submit first week of class
- **Appendix B - Memorandum of Understanding** Submit upon securing placement
- **Appendix C - Letter of Acceptance** Submit upon securing placement
- **Appendix D - Student Contact Form** Submit first week of class
- **Appendix E - Student Time Log** Sheet Submit with Form F
- **Appendix F - Student Bi-Weekly Report Form** Submit twice a month, i.e., every two weeks
- **Appendix G - Evaluation of Student by Agency** Submit during Midterm and Final Examination week per the Instructor’s schedule
- **Appendix H - Evaluation of Agency by Student** Submit during Midterm and Final Examination week per the Instructor’s schedule

Other forms may be added

Field Manual Notes to Readers – especially The Student:

Note # 1 – The terms Field Experience and Field Placement are used interchangeably in this manual.

Note # 2 – Field Experiences REHB 300, REHB 301, and REHB 302 will be (or have been) renumbered Respectively as REHB 494, REHB 495, and REHB 496.

Note # 3 – Total Field Hours = Minimum 400 hours across three classes:

- **REHB 300/494 = 100**
- **REHB 301/495 = 150**
- **REHB 302/496 = 150**

Note # 4 - Participation at the Field Sites should begin by the second week of the semester.

Note # 5 – The course syllabi are available on the website www.subr.edu/rehabilitation/courses.html

Note # 6 – Download a copy of our current Code of Ethics [www.crccertification.com](http://www.crccertification.com).
Section III
Tips for Locating and Securing Field Experience Sites

Students will become familiar with agencies-as-community-resources mainly in REHB 410 (Community Resources) but also through:

- assignments in all courses,
- projects,
- volunteering,
- professional, advocacy, service organization membership,
- textbooks,
- journals, and
- conference proceedings.

The above-listed resources are helpful in selecting field placements as students actively utilize those resources to become knowledgeable about:

- populations served,
- sectors in which they are served,
- agencies’ missions and philosophies,
- eligibility criteria for service,
- availability of services,
- method of payment for services, and
- and locations of those services.

1. Students can peruse the list of approved field sites maintained by the Faculty Supervisor. The list will be available on the department’s website and on Blackboard. Students should discuss their desired sites with the Field Experience professor.

2. Students may locate and secure field sites during the annual DRDS Career Day Program which convenes during the Spring semester. This is a good opportunity to interact with agency directors, supervisors, and direct service personnel to hear, first-hand, of their agencies’ missions and to potentially secure placement interviews.
3. Students may choose to also contact peers enrolled in REHB 494/300, REHB 495/301 and REHB 496/302 for suggestions regarding potential sites. Peers can be a valuable resource for identifying sites. Listen critically when considering these referrals and remember that the experiences are subjective.

4. Network with guest lecturers in DRDS classes. Many guest lecturers serve as agency directors or supervisors and can assist in your field placement site procurement.

5. Browse, via the internet, affiliations of agencies and organizations such as United Way, Louisiana Association for Non-Profit Organizations (LANO), and Volunteer Baton Rouge (http://www.volunteerbatonrouge.org/focus) for leads on placement sites. Search the www.ebr.libila.us community information database for descriptions of agencies and contact information.

6. Participation in Southern University Student Rehabilitation Association (SUSRA) activities such as volunteering with various community groups and schools affords hands-on experience with individuals with disabilities and the agencies serving them, as well as face-to-face interaction with the employers and employees of those programs. Remember: Employers (i.e., potential field site agencies) not only care about how much you know; they also want to know how much you care. “Paying it forward” through student professional organization participation is a win-win situation and give you the edge in securing an ideal field placement.

NOTE: Upon selection of a potential field site, students must submit a typed rationale statement describing their placement interests. The statement should include the agency’s name, address, contact information, and description followed by a justification of why the student chose the site(s).

Ideally, the submission of the rationale statement will occur, initially, toward the end of the semester while enrolled in Community Resources (REHB 410) and prior to enrolling in Field Experience (REHB 300/494). The two subsequent rationale statements will be submitted toward the end of REHB 300/494 (for REHB 301/495) and REHB 301/495 (for REHB 302/496).
Section IV
Student Responsibilities/Field Experience Guidelines (and Forms)

Students are required to complete nine (9) credit hours of field experience (REHB 494, REHB 495, and REHB 496) and adhere to the requirements and guidelines listed:

1. DRDS Rehabilitation Service majors are expected to conform to the ethical standards that have been established for the rehabilitation field, particularly, the Code of Ethics for Rehabilitation Counselors (See www.crccertification.com to obtain a copy of The Codes). Students are required to read and sign (signifying understanding, agreement, and commitment) the Ethical Guidelines contract (see Appendix A) for appropriate pre-service professional behavior in order to be considered for field placement.

2. It is the student’s responsibility to locate and secure their field placement sites. The list below serves as a guide to get the student’s placement underway:
   - Make an appointment with the Faculty Field Experience Supervisor to express field experience goals, needs, desires, expectations and review application materials.
   - Refer to “Tips for Locating and Securing Field Experience Sites”.
   - Prepare resume, cover letter, and contact card.
   - Arrange informational interview with potential field sites.
   - Follow each interview with a note of thanks, and, a week or two later, a telephone call.
   - Try to secure a good person-placement match while ensuring that the site’s services and mission are appropriate to meet the DRDS mission and requirements for field.

3. A minimum of 400 hours of field work must be acquired to complete the entire Field Experience. At least 40% of hours earned must be direct services contact with clients.
   - \( \text{REHB 300/494} = 100 \) contact hours (40 must be direct service hours)
   - \( \text{REHB 301/495} = 150 \) contact hours (60 must be direct service hours)
   - \( \text{REHB 302/496} = 150 \) contact hours (60 must be direct service hours)
4. At the interview or as directed by the receiving agency, students must submit a resume’ and cover letter to potential field site agencies that describe the student’s interests in learning and working at that site. Students are expected to conduct themselves in a professional manner, adhere to office rules/routines, and wear attire appropriate for a professional setting (based on agency standards whether explicit or implicit).

5. Students are required to submit the signed (by student and agency field supervisor) Memorandum of Understanding (See Appendix B) which outlines the responsibilities of relevant parties (the faculty field supervisor, the student, and the agency field supervisor).

6. The student must complete and submit the Letter of Acceptance (see Appendix C) and the Field Experience Contact Form (See Appendix D) upon securing the field placement. These forms must be returned to the Faculty Field Supervisor upon completion.

7. While students have insurance coverage through the State Office of Risk Management, an agency may require students to obtain additional or personal liability insurance. A copy of the University insurance certificate can be provided to agencies upon request.

8. Students should maintain a journal of their daily field experience throughout their field placement. The journal should be kept in the student’s notebook and consist of a time log of the daily activities and events that take place during the field experience. This information should be transferred to the Field Experience Time Log (See Appendix E). It is good practice to complete the record of activities at the end of each day and also, to periodically review the journal to determine progress. This documentation can also be used to compile/create Biweekly Reports (see Appendix F) which are a summary of field experiences across a two week period. The student’s field agency supervisor’s signature on those forms must be secured. The student should find out when the agency field supervisor wants the student to summit the Time Log and Bi-weekly forms for signature, bearing in mind that the Faculty Field Supervisor expects to receive signed reports on their biweekly meeting date.

- Students are cautioned not to use names of clients in their logs or biweekly reports in order not to inadvertently breach confidentiality should their notebook be lost. Students should use terms such as Mr. B or Ms. C instead of the actual names of clients.
9. Bi-weekly reports signed by supervisors must be submitted during the bi-weekly class meeting and not in bulk at the end of the semester. The format for reports is discussed in the course syllabus. An example of how to complete the form is located in Appendix F.

10. Two evaluations, the Evaluation of Student by Agency form and the Evaluation of Agency by Student form (see Appendices G &H) should be submitted to the Faculty Field Supervisor both at midterm and the week prior to final exam week. Students have the responsibility to inform their supervisor well in advance of the due date of the evaluations and to provide them with a copy of the evaluation form when they begin their field experience. As a professional courtesy, students should remind their field supervisor at least one week prior to the due date of the evaluation of the need to forward the evaluation to the campus. This action highlights the student’s time management and planning skills.

11. Mid-term evaluations are factored into mid-term grades. Without the completed evaluation report from the supervisor, a passing grade cannot be assigned.

12. Students are required to meet the on-campus field experience class every two weeks according to the Faculty Field Supervisor’s posted schedule to discuss the student’s professional growth and for the student to share of experiences with fellow students in the class learning from each other’s experiences.

13. Students are expected to be present at the field experience site as agreed. If a student misses a day or any time from the site, the supervisor must be contacted in advance to inform him/her that she/he will not be available to work that day. The student should arrange to make up the time missed. The expectation is that students will treat the field Experience as they would a career position and maintain a professional posture in conducting their affairs. That is, do not miss work unless it is a serious matter that cannot be handled in any other manner. Failure to fulfill the hourly requirements or to report to the field site on a regular basis as agreed is sufficient basis for assigning the student a failing grade in the course.
14. If students encounter any problems at their field site, they should report immediately to their faculty supervisor and to their field site supervisor (if appropriate) for resolution. Also students are responsible for being familiar with the Southern University’s Student Handbook online (web.subr.edu) that addresses potential legal (e.g., sexual harassment) and academic (e.g., attendance) concerns and expected student behavior on and off campus.

15. Students who receive paid field Experience opportunities must determine monetary compensation. The University provides academic credit for students enrolled in Field Experience. A separate agreement should be established between the student and agency for any monetary compensation.

16. Students should prepare their clients and supervisor for their departure. If students are managing an activity that is ongoing, they should prepare someone else to take over that function. Students should talk with clients and prepare them weeks in advance for their imminent departure. Students should inform their supervisor of an estimate of their completion date at the agency at the beginning of the field experience. The student should, likewise, remind their supervisor a month and again two weeks prior to that completion date so he/she and the client may prepare for the student’s departures.

17. Students must send or give their supervisor a letter of appreciation for the experience they received at the field site. Students are required to submit a copy of this letter to their faculty supervisor for his/her approval prior to giving a copy to their supervisor.

18. Students are expected to review the field experience course syllabi for additional course information. Syllabi can be found on the department’s website under “courses” at www.subr.edu/rehabilitation.
Three Phases of Field Experience

Each field experience consists of the orientation, observation and participation phases. A brief non-exhaustive description of each phase indicates that

1. In the **Orientation phase**, the Field Experience Student is given a tour of the facility, told about the policies, rules, routines, role and function of the agency, and typical services provided.

2. During the **Observation phase**, the Field Experience Student observes a staff person performing typical duties or responsibilities. This phase should be fairly short in duration.

3. At the **Participation phase**, the Field Experience Student is involved in direct delivery of services. This phase should consume a minimum of 40% (or 160 hours) of the required 400 placement/experience hours.

Supervision

The field experience student will be supervised jointly by the agency staff, designated as their first supervisor, as well as by a faculty supervisor. Prior to starting the field experience, the student’s strengths and weaknesses will be discussed with the agency field supervisor along with the goals and expectations of what will be accomplished during the course of the field experience. The student’s experiences will be designed based on these discussions.

The field experience students will meet weekly with the agency field supervisor and bi-weekly with the faculty supervisor. The agency field supervisor will review bi-weekly reports and sign them to indicate that they have reviewed the written report.

As needed, the faculty supervisor will visit the field site at least twice during the semester – by Midterm and by Final Exam - to review the field experience students’ progress. All feedback from the agency supervisor will be reviewed with the field experience student.
Section V
Guidelines for Basic Ethical Conduct

This section of the Field Experience manual aims to highlight ethical considerations that are vital to student professional conduct. Some of the issues that constitute unethical behavior are also illustrated.

It is the duty and responsibility of Field Experience Students to govern their behavior at the field site by the tenets outlined in their professional code of ethics and those established by the agency fundamental to most codes of ethics, including the rehabilitation imperative to “do no harm”. There are six principles which address the onus of supporting the welfare of the clients while refraining from harming them. The principles obligate Rehabilitation Professionals purposely or intentionally to:

1. benefit others (Beneficence implies a responsibility to do good). Beneficent actions can be taken to help prevent or remove harms or to simply improve the situation of others.
2. do no harm to others (Nonmaleficence is the central guiding principle of ethical practice for rehabilitation counselors),
3. respect the freedom of thought and freedom of action of clients (Autonomy reflects the counselor’s respect for the client’s freedom to make choices)
4. act in a fair and just manner (Justice means that the rights and interests of one individual must be balanced against the rights and interests of others –mostly in relation to allocation and distribution of resources),
5. be faithful (Fidelity implies trustworthiness, loyalty, and keeping both stated and implied promises)
6. be truthful (Veracity is the principle of truth telling, and is grounded in honesty with and respect for persons; and it underscores the concept of autonomy).
Students are expected to read and understand the contents of the CRCC Code of Ethics (www.crccertification.com). Field experience students must be vigilant in monitoring their professional and ethical conduct. Field experience students must conform to agency policy and rules outlined during the orientation phase of field experience. Adherence to agency policy stipulates that the field experience student must:

1. be aware of the policies and procedures and how they are implemented;
2. clarify any procedural or policy concerns with the site supervisor, and
3. voluntarily sign the agreement which designates a commitment to honor agency policies and procedures as well as verify that they have read and understood all policies and procedures.

Failure to adhere to those standards (particularly breach of confidentiality and Nonmaleficence) will be sufficient grounds to immediately terminate the field experience and result in a failing grade in the course or termination from the program.

**Special Ethical Concerns: Avoiding Legal Ramifications**

**Informed Consent**

A client has the right to information that may be used to make decisions regarding their consent for treatment/service. Informal consent is important because it protects the agency/counselor from future claims of unclear consent and it elicits are investment from the client. Specifically, it outlines roles, responsibilities, and expectations of all parties involved in the delivery and receipt of services. While it is not the field experience student’s responsibility to create a consent form or to independently obtain consent while under the aegis of the field site (i.e., the student will follow the policy and procedures of the placement agency and use their consent forms), the information is included in this annual for educational purposes only (i.e., until the student graduates and becomes an employee). A basic informed consent should include the information listed in the following guide:
Consent Form Content

1. Educational/professional training, licensing, experience, all staff involved in the client’s care/treatment, whether they are under supervision or on probation by a licensing board.

2. The client’s role or participation should be outlined (e.g., keep appointments or homework assignments).

3. Fees for service, missed appointments/cancellation request for records or charges for telephone.

4. Confidentiality and its limitations or conditions under which confidentiality may be breached must be outlined.

5. Contact information must be provided by the clients so that the counselor/agency might know when/where and how they should be contacted. Clients should be provided with contact information in the case of an emergency.

6. Client should be informed about the goals, purposes and techniques of service delivery. Changes should be documented and signed by the client.

7. Alternative treatments should be indicated including potential risks, benefits, costs, and risk of declining treatment/service.

8. It is the responsibility of the counselor to ensure that the client has read and understands the contents of the informed consent document. A copy of the signed counselor form should be given to the client and one should be placed in their permanent records. It is important for the counselor and client to review the consent agreement periodically. If changes are necessary, it should be documented and signed. A signed consent should be obtained before the commencement of any service delivery.

9. Clients should be informed that field experience students will provide services/treatment under supervision.

10. The name and qualifications of the agency supervisor should be provided for the clients.

11. The activities that will be conducted under supervision should be outlined.

12. Conditions for termination should be fully explained.
Confidentiality

The assurance of confidentiality is essential to a trusting relationship with the client. Although the client has a right to limited confidentiality, there are conditions under which the rehabilitation personnel are legally bound to release information. The limits of confidentiality should be made clear at the outset of the relationship because confidentiality may not be able to be maintained when:

1. there is known or suspected abuse such as incest, rape, or child abuse.
2. a client needs to be hospitalized.
3. a court action requires records or testimony (in this case, contact an attorney).
4. there is a request to release records to the client or third party.

If ever there is a need to reveal otherwise-protected information, the field experience student should inform and discuss it with the agency supervisor as well as the faculty supervisor before proceeding. If abuse is suspected, it is imperative that the student report the matter immediately to the field site supervisor because in addition to a professional responsibility there may be a legal one.

Reporting Suspected Violations:

- The Adult Protective Services Reporting Law, Louisiana R.S. 14:403.2, requires that all Louisiana citizens report suspected cases of abuse, neglect, exploitation, and extortion of adults with disabilities. The law grants immunity to any citizen who reports in good faith and who cooperates in an investigation by the protective service agency. The law also provides for criminal penalties for persons who know of incidents and fail to report or who knowingly make false reports.

- The Office of Aging and Adult Services (OAAS), Adult Protective Services (APS) is designated by the Louisiana Department of Hospitals (DHH) as the agency responsible for carrying out the mandate of Louisiana Revised Statute 14:403.2 and 15:1501-1511. The OAAS, Adult Protective Services serves adults ages 18-59 and emancipated minors who have a mental or physical disability that substantially limits their ability to provide for their own care or protection and who live in the community either independently in their own home or with the help of others or in any other place that is not licensed by a governmental regulatory agency.
• Louisiana law (R.S. 14:403.2, 15:1501 et.seq.) also protects adults aged 60 or older from acts or omissions which result in physical or emotional abuse and neglect, inflicted by caregivers and from self-neglect by an individual. Louisiana law also protects seniors from acts of financial exploitation and extortion.

• APS is responsible for investigating and arranging for services to protect adults with disabilities at risk of abuse, neglect, exploitation, or extortion. APS clients may include people who have mental retardation, mental illness, or substance abuse problems, as well as those with medical problems or physical disabilities.

• To report suspected abuse or neglect, call the hotline at 1-800-898-4910. Find more information at http://wwwprd.doa.louisiana.gov/LaServices/PublicPages/ServiceDetail.cfm?service_id=2502

Protection of Client Information

1. Electronic communication such as faxes, text messages, or e-mail must be used cautiously. It is sometimes difficult to know whether someone other than the client will receive the communication. When sending electronic information, precaution must be taken to be sure that the client will be the only recipient.

2. Client files should never be left in the open anywhere the office. Replace files for safe keeping as soon as you have completed a task. Client files should always be protected from custodial staff, other clients, individuals not involved in the care/service delivery and friends/visitors to the site.

3. Client information should not be a source of gossip or lunch room conversation. NOTE: You are responsible for protecting the clients’ information. A breach of confidentiality can be a professional and personally costly mistake.
**Dual Relationships**

Dual relationships are among the most common complaints against helping professionals. In keeping with the fundamental tenets of the rehabilitation counselor professional code of ethics, field experience students must strive to maintain clear boundaries and avoid the establishment of relationships that can impede the therapeutic/or service delivery process. Dual relationships results from the development of dual or multiple relationships with clients. These relationships may be sexual or non-sexual.

- For example, having your agency supervisor treat you as a client, babysitting for your teacher while enrolled in their classes or launching a business with one of your clients or the clients’ family members – all constitute dual relationships.

Dual relationships are not limited to the field experience student, they can also be initiated by the client, the agency supervisor, an agency employee or anyone in the agency’s referral network; but it is the responsibility of the field experience student to accurately identify and effectively handle the situation. Reviewing and referring to your professional code of ethics and the guidance and instruction provided in REHB 481 (Principles of Counseling) and in the course textbook can be helpful in identifying what might constitute an unacceptable dual relationship and responding courteously, tactfully, and appropriately to such situations.

**Sexual Relationships**

One of the most frequent complaints against helping professionals is sexual misconduct. To avoid the ramifications of sexual relationships with clients (current or former), it is wise to maintain only professional relationships with current and former clients. The same is true for students in field experience. Sexual relationships with the field experience supervisor, agency supervisor, employees, current and former clients, close relatives and friends of current and former clients are prohibited. During the field experience courses, sexual misconduct with anyone in the professional network will result in termination from the site, a failing grade, and possible termination from the Rehabilitation Services degree program. A review of the CRCC Code of Ethics provides helpful guidelines regarding sexual misconduct. To forego such relationships will preclude the concern regarding the consequences of such behavior.
Appendix A

Ethical Guidelines
All those taking part in Field Experience REHB 494, REHB 495, and REHB 496 are expected to adhere to certain guidelines for responsible conduct. This is necessary for the benefit and protection of the student themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Students are also expected to learn and adhere to the broader ethical guidelines dictated by their relevant professional organization (e.g., National Rehabilitation Counseling Association, American Counseling Association, American Rehabilitation Counseling Association), as well as the guidelines specific to their placement agency. If, at any time, students have questions about ethics or responsible conduct, they should contact their faculty or the agency supervisor. At a minimum, students agree to adhere to the following principles:

1. Confidentiality. The identity of clients or information that would reveal the identity of clients cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies are informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Students must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.

2. Recognition of Qualifications and Limitations. Students must recognize the limitations of their training and abilities and must not exceed these in working with clients. It is incumbent upon students that they recognize when clinical situations are beyond their knowledge or ability. If such situations arise, students will seek assistance from their supervisors and faculty.

3. Identification as Students. Students will explicitly identify themselves as students to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or
status. Students who will be at an agency for a limited time will inform clients of that limitation at the outset of the field experience relationship and will consider it in their scope of work with clients.

4. Record Keeping. Students will accurately and reliably maintain written and other records as required by the agency.

5. Dual Relationships. Students will refrain from working with those with whom the student already has another type of relationship. Such dual roles or relationships may inhibit the effectiveness of the student’s field work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and others should not be seen as clients.

6. Prohibition Regarding Sexual Conduct or Harassment. Under no circumstances shall students become involved in sexual or romantic relationships of any sort with clients served by the field placement agency. Students will also refrain from sexual harassment and will respect the sensitivity of others regarding appropriate communication and appropriate conduct, in general.

7. Self-Awareness and Monitoring. Students will monitor their emotional and physical status and should be aware of any conditions that might adversely impact their client’s. If such conditions arise, students should inform their agency supervisor and faculty supervisor.

8. Ethics Discussion with Supervisor. Each student must adhere to the ethical standards of the rehabilitation field and of the agency. If there is a conflict between the two, the student is advised to inform the supervisor and to adhere to the strictest of the conflicting standards.

By signing below the student agrees to adhere to the guidelines listed above as well as those of the professional discipline and the specific placement agency.

Student Signature ____________________________________________ Date _______________

Agency Supervisor ____________________________________________ Date _______________

Faculty Supervisor ____________________________________________ Date _______________
Appendix B

Memorandum of Understanding
This Memorandum of Understanding is between the Rehabilitation Services Program in the Department of Rehabilitation and Disability Studies, Southern University Baton Rouge, Louisiana, hereafter, referred to as the University, and

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________ 

It is agreed by the aforesaid parties to be of mutual interest and advantage that the students enrolled in the Department of Rehabilitation and Disability Studies are given the opportunity for and benefit of practical learning experiences provided by the Agency.

It is therefore understood by the aforesaid parties that:

I. The Agency agrees to:

   A. Provide a planned, supervised program of field placement experience which is mutually acceptable to both University and the Agency.

   B. Maintain complete records and reports on each student’s performance and provide written evaluations of each student’s performance to the University at mid-semester and at the end of each semester.

   C. Request the University to engage in a joint evaluation of any student whose performance is questionable, whose health status becomes a detriment to the students’ successful completion of the field experience.

   D. On reasonable request, to permit the inspection of the Agency facilities, services available for field experience, student records, and such other items pertaining to the Agency program by the University.

   E. Designate the name and professional credentials of the person(s) to be responsible for the supervision of students.

   F. Assign a field site supervisor who shall be a person mutually agreeable to the University and the Agency, and who shall meet all of the qualifications and requirements to be field site supervisor of the Rehabilitation Counseling and Disability Studies.

   G. Immediately notice the University in writing of any change or proposed changes in the program.

II. The University agrees to:

   A. Send the name of each student as soon as possible before the beginning date of the field experience.

   B. Supply, with the student’s permission, any additional information required by the Agency prior to the arrival of the student.

   C. Assign to the Agency only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

   D. Make available faculty members to discuss with the designee of the Agency the assignment to be assumed by the student in the field placement program.

   E. Comply with all established policies and practices of the Agency as such policies and practices are made known to the University. The University further agrees that students will be subject to all rules and regulations pertaining to regular employees of the Agency.

   F. Notify all participating students that their appearance and performance on duty will be commensurate at all times with the position that they are preparing to assume.
III. The student agrees to:

A. Provide and maintain personal health insurance, if required by agency, along with University insurance.
B. Follow the administrative policies of the Agency, including confidentiality policies, personnel practices, formal protocol, etc.
C. Provide his/her personal transportation and living arrangements
D. Report to the Agency on time and follow all established rules and regulations during regularly scheduled operating hours of the Agency.
E. Abide by the CRC Code of Ethics.
F. Abide by the Code of Student Conduct.

IV. It is mutually agreed that:

A. The University and the Agency will indemnify, defend and hold each other innocent for and against any and all losses, damages, expenses, or other liabilities including attorneys’ fees, court costs, and related costs of defense, arising from or in any way connected with claims for personal injury, death, property damage or contractual liability that may be asserted against the University or the Agency by any parties, which arise or allegedly rise out of action, inaction, or breach by their own employee, student, agent, or representative while in conduct of the training program or clinical experience.
B. The Agency will assess no fees to the University or students for the use of the Agency’s resources in connection with this training program.
C. The University and Agency shall comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all related regulations, and assume that they do not, and will not, discriminate against any person on the basis of race, color, sex, creed, national origin, age or handicap.

V. Terms of Agreement

A. Either party hereto may, upon giving sixty (60) days written notice, terminate this Memorandum.
B. Revisions to this Memorandum become effective upon approval of the hereto through written communication from both parties.
C. Under any program or activity receiving Federal financial assistance. Nothing in this agreement is intended to be contrary to State or Federal laws. In the event of conflict between State and Federal laws, Federal laws will govern.
D. Periodic reviews of programs and the policies will be conducted under the auspices of the Southern University’s Office of Academic Affairs.

This Memorandum of Understanding should be signed and dated by each agency director or authorized representative and returned to:

Department of Rehabilitation and Disability Studies
Southern University
Post Office Box 11042
Baton Rouge, LA 70813
Appendix C

Letter of Acceptance
Letter of Acceptance-Field Placement Verification Form

Date:________________________________

Attn: DRDS Faculty Field Experience Supervisor
RE: Agency’s Acceptance of Student for Field Placement

_________________________________________________
(Name of Student) has been accepted to gain

experience in the field of rehabilitation at ____________________________.
(Name of Agency)

Beginning on ____________________________, the student will receive guidance and hands-on
(date)

training in the position of ____________________________.
(job or position title)

_________________________________________________
(Name of Supervisor) has received an electronic or a printed copy

of the Field Experience manual and will provide agency supervision accordingly.

Thank You,

(signature/position)

Please attach/include a business card or contact information with this letter and return to the student.
Appendix D
Field Experience Contact Form
FIELD EXPERIENCE CONTACT FORM

Student Name________________________________Email_____________________

Student Address:________________________________________________________________

City_______________________ State___________________ Zip________________

Student Home Phone__________________________ Cell______________________

Field Site______________________________________________________________

Agency Address________________________________________________________

City___________________________ State________________ Zip_______________

Field Site Phone No.________________ Fax No.________________

Supervisor _______________________________ Title_________________________

Supervisor Phone__________________ Email Address_________________________

Student’s Schedule: Hours per Day

Mon_______ Tue______ Wed_____ Thur_____ Fri_______

Student Signature_____________________________________   Date____________

Agency Supervisor Signature_______________________________________ Date____________

Faculty Supervisor Signature_________________________________________ Date____________
Appendix E

Field Experience Time Log
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Supervisor's Initials</th>
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<td>Week 2 Total Hours</td>
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</tbody>
</table>
Appendix F

Field Experience

Bi-weekly Report Form

Sample Bi-weekly Report Form

Examples of Direct and Indirect Contact Hours
SOUTHERN UNIVERSITY
DEPARTMENT OF REHABILITATION & DISABILITY STUDIES
REHABILITATION SERVICES

FIELD EXPERIENCE: BI-WEEKLY SUMMARY

Student’s Name______________________________________ Time Period____________________

Agency Name________________________________________________________________________

Previous Direct Service Hours:___________ Previous Total Hours:________________________
Current Direct Service Hours:____________ Current Total Hours:________________________
Cumulative Direct Service Hours:___________ Cumulative Total Hours:____________________

Major activities and experiences (Typed, written in 3rd person and past tense):

Student’s Signature:________________________________________ Date:_______________________
Agency Supervisor’s Signature:________________________________ Date:_____________________

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SOUTHERN UNIVERSITY
DEPARTMENT OF REHABILITATION & DISABILITY STUDIES
REHABILITATION SERVICES

FIELD EXPERIENCE: BI-WEEKLY SUMMARY

Name: Sharyn D. Knowledge
Agency Name: Precise Path, Inc.
Week of: August 1-5; 8-12, 2012

Previous Direct Service Hours: ___ 12 _____
Previous Total Hours: ___ 20 ______
Current Direct Service Hours: ___20 ___
Current Total Hours: ___24 ___
Cumulative Direct Service Hours: ___32 ___
Cumulative Total Hours: ___44 ____

Major activities and experiences (written in 3rd person and past tense):

The Field Experience Student (FES) met with the supervisor to review the student’s activity log for the week. The FES met with 12 clients – all of whom have mobility impairments – to develop a social skills activity schedule and to review their progress on the objectives listed in each client’s Individualized Service Plan (ISP). The group decided that they wanted to go to the movies and bowling alley on Friday and Saturday, respectively. Mrs. Johnson, the supervisor, observed as the FES reviewed with each client their documented progress. One client had mastered his goal of obtaining employment, so that goal was revised to reflect the client’s maintaining employment for 3 months. All objectives are written behaviorally and are measurable. This was done all day on Monday. After each client meeting, the FES documented the daily log and monitoring forms regarding the client’s ISP activities.

On Wednesday when the FES returned, the FES made phone calls to all family members to verify that the family would be picking up the client for the holiday visit. For those who have no family or whose family did not invite them home, staff will arrange the schedule to accommodate those individuals. After contacting family members, the FES contacted several agencies (transportation and day activity programs) to sign up the remaining clients for holiday recreational activities.

Because some individuals become depressed around holidays, the Supervisor asked the FES to conduct a small group session on Coping with the Holidays which, as noted in last week’s report, was a topic of the one-hour brown bag training for the Agency Staff. The FES asked for permission to engage the SUSRA members in doing an activity for the group as well and the supervisor was pleased with that. The Coping with the Holidays activity was combined with the Holiday Magic recreational day planned by SUSRA. The clients enjoyed it and asked if we could do it again next holiday.

The FES documented the week’s activities and met with the supervisor to review the second week’s activities. The second week consisted of Supported Employment training for the staff as many clients are or will be working with the Rainbow Cleaners mobile crew. Others are employed in the downtown library. The FES accompanied the clients who are library volunteers to the library worksite. One of the clients who is a veteran asked if he might, on his day off, accompany the FES to class to speak of his disability or, perhaps, the class could take a field trip to the library to observe him in action after he spoke to them about his condition in one of the library’s breakout rooms. The FES and the client are discussing with the library supervisor, his VR counselor, his CIL staff, PCA, and the FES’s instructor the feasibility of such and the date if all agrees.

Student’s Signature: ___________________________________________ Date: _______________________
Agency Supervisor’s Signature: __________________________________ Date: _______________________

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DIRECT VS. INDIRECT CONTACT HOURS
for the REHABILITATION STUDENT’S use in Completing
Bi-Weekly Summary and Timesheets

The following is a list of activities that constitute direct vs. indirect hours. It is not an all-encompassing list, but is meant to be a guideline. If you have specific questions about what entails direct vs. indirect hours at your Field Experience site, please contact your Faculty Field Supervisor or the Agency Field Supervisor. Remember, the identified client is the recipient or target of agency services, i.e., the individual or group of individuals to whom the agency is delivering services.

DIRECT HOURS
- Individual (face-to-face) services with client (assessment, personal advocacy, counseling, service planning)
- Group contact (educational presentations/discussions or counseling)
- Phone calls to client
- Phone calls to family members regarding client
- Phone calls to other professionals regarding client
- Interacting and attending activities with client (case management activities with client, court, visitations, service plan development, meetings with other professionals)

INDIRECT HOURS
- Learning about agency, reading policy and procedures manual
- Administrative supervision
- Work on task groups, committees, or agency professional boards
- Developing, planning, and implementing agency programs, groups, or public service functions
- Trainings and conferences
- Supervisory sessions
- Legislative lobbying
- Observing or shadowing work with a client - not participating or contributing to the process
- Research and evaluation
- Assessing community needs and problems
- Writing client or case progress notes, daily logs
- Writing client reports, assessments, service plans
- Developing a resource list for clients or the agency in general - not for a specific client
Appendix G
Evaluation of Student by Agency
SOUTHERN UNIVERSITY
DEPARTMENT OF REHABILITATION & DISABILITY STUDIES
REHABILITATION SERVICES

FIELD EXPERIENCE EVALUATION BY AGENCY SUPERVISOR

Student’s Name _____________________________________ Semester _____________ 201

Agency’s Name __________________________________________________________________

Field Student Supervisor ________________________________________________________

The following should be rated in terms of the demonstrated performance of the task. Ratings are based
on the following scale:

5 = Exceptional performance (shows a strong understanding of the concepts needed to perform
this role, skill, or task; demonstrates the ability to perform this task at a higher than
expected level)
4 = Above average performance-(shows an understanding of the concepts needed to perform the
role, skill, or task; demonstrates the ability to perform this task))
3 = Average, acceptable level of performance (shows some understanding of the concepts
needed to perform this role, skill or task; demonstrates some ability to perform this task)
2 = Below average performance (shows minimal understanding of the concepts needed to
perform this role, skill or task; demonstrates limited, inconsistent ability to perform this task)
1 = Unacceptable performance (shows no understanding of the concepts that underlie this role,
skill or task)
NA = Not applicable or no opportunity to perform this role, skill, or task

PERFORMANCE FACTORS

A. Efficiency of work habits

___1. Completion of work assignments
___2. Organization of work
___3. Utilization of time

B. Interpretation of medical, educational, social, and vocational evaluations

___1. Determining client’s readiness for counseling
___2. Determining counseling approach suitable to client’s needs
___3. Assessing a client’s past adjustment to work
___4. Interpreting medical information
___5. Interpreting psychological information
___6. Interpreting educational information

C. Rehabilitation planning and case management with clients

___1. Processing diagnostic information essential to plan development
___2. Working with consultants as appropriate to prepare for plan development
___3. Jointly developing a mutually acceptable rehabilitation plan with a client
___4. Determining eligibility for agency services
___5. Interpreting program or agency rules and regulations to the client
___6. Preparing a written, rehabilitation plan with appropriate goal and objectives
D. Career and vocational counseling with client
   ___1. Selecting appropriate evaluation procedures for the client
   ___2. Developing a client’s understanding of his/her vocational strengths and weaknesses
   ___3. Generating with the client vocational hypotheses based on available educational, occupational, social, psychological, and financial information
   ___4. Assisting a client to identify appropriate job modification procedures or assistive devices related to potential occupations
   ___5. Providing appropriate placement counseling

E. Personal and social counseling with clients
   ___1. Leading a counseling group focused on adjustment and/or vocational problems
   ___2. Providing adjustment counseling and facilitating the life changes required by disability
   ___3. Establishing and maintaining rapport
   ___4. Formulating an integrated diagnosis of personal and/or social problems presented by the client
   ___5. Executing a consistent counseling approach to resolve personal and/or social problems

F. Job development and placement for clients
   ___1. Collecting and analyzing occupational information in a community
   ___2. Evaluating specific jobs in relation to the placement of persons with disabilities
   ___3. Providing technical assistance and information to employers about modifications necessary for employment of persons with disabilities
   ___4. Intervening directly with employers on behalf of individual clients

G. Community resource utilization
   Determining and utilizing appropriate resources for:
   ___1. income maintenance
   ___2. housing, including barrier free design assistance
   ___3. transportation
   ___4. education
   ___5. recreation
   ___6. cultural environment
   ___7. health care
   ___8. legal assistance
   ___9. other ____________________

H. Recording and reporting for clients
   ___1. Preparing written summaries and reports on vocational evaluations
   ___2. Preparing rehabilitation plans
   ___3. Preparing written justifications for eligibility decisions
   ___4. Preparing written case records documenting the progress of consulting services
   ___5. Preparing correspondence
I. Professional participation and development

___1. Participating in appropriate professional development activities
___2. Maintaining the ethical standards of the profession

J. Teamwork relationships

___1. Communicating with other members of the rehabilitation team
___2. Communicating with and relating to supervisor
___3. Contributing effectively to staffing in area of expertise

K. Comments: (Personal maturity, adjustment and commitment to the profession, ability to tolerate stress, openness to change, flexibility, conscientiousness, resourcefulness, enthusiasm, etc.)

Please circle the grade that you feel best reflects the student’s overall performance in field experience.

A B C D F

Supervisor’s Signature ________________________________________________________________

Date ____________________________ Semester/Year _________ / __________

(Fall, Spring, Summer/201 __)

Thank you for taking time to supervise this student and to complete this evaluation.

Please return the evaluation form in a sealed, signed envelope to:

REHABILITATION SERVICES  FIELD EXPERIENCE PROGRAM
230 Blanks Hall, Southern University, Baton Rouge, LA 70813
Phone 225-771-2390  Fax 225-771-2293
Appendix H
Evaluation of Agency by Student
STUDENT EVALUATION OF FIELD EXPERIENCE

The questions below are intended to help us determine if you gained practical experience, knowledge, and/or skills from your recent field experience and if you would recommend this field experience to other students.

Academic Semester Year __________
Student’s Name: ___________________________ Date: ___________
Agency Placement: ____________________________________________
Agency Supervisor: ____________________________________________
Faculty Field Supervisor: _______________________________________

What resources did you use to find your field experience site? (Check all that apply)
_ Field experience Instructor  _ Faculty  _ General Internet Sites  _ REHB 410
_ Guest Speaker  _ Previous Employer  _ Career Day Exhibitor  _ Peer
_ Other: __________________________________________________________

Please rate the following questions about your field experience using the following scale:
5 = Strongly Agree  4 = Agree  3 = Neutral  2 = Disagree  1 = Strongly Disagree  NA = Not applicable

1. This experience gave me a realistic preview of my field of interest.
   5  4  3  2  1  N/A

2. As a result of my field experience, I have a better understanding of concepts, theories, and skills in my course of study.
   5  4  3  2  1  N/A

3. I was given adequate training.
   5  4  3  2  1  N/A

4. I had regular meetings with my supervisor and received constructive, on-going feedback.
   5  4  3  2  1  N/A

5. I was provided levels of responsibility consistent with my ability and was given additional responsibility as my experience increased.
   5  4  3  2  1  N/A

6. My supervisor was available and accessible when I had questions/concerns.
   5  4  3  2  1  N/A

7. The work I performed was challenging and stimulating.
   5  4  3  2  1  N/A

8. I was treated on the same level as other employees.
   5  4  3  2  1  N/A

9. I had a good working relationship with my coworkers.
   5  4  3  2  1  N/A

10. There were ample opportunities for learning.
    5  4  3  2  1  N/A

11. I feel that I am better prepared to enter the world of work after this experience.
    5  4  3  2  1  N/A
Name:
Field experience site:

12. Through this field experience I had the opportunity to use and develop my:

- Interpersonal/human relations skills | 5 | 4 | 3 | 2 | 1 | N/A
- Oral Communication/presentation skills | 5 | 4 | 3 | 2 | 1 | N/A
- Creativity | 5 | 4 | 3 | 2 | 1 | N/A
- Problem Solving abilities | 5 | 4 | 3 | 2 | 1 | N/A
- Critical thinking skills | 5 | 4 | 3 | 2 | 1 | N/A
- Writing skills | 5 | 4 | 3 | 2 | 1 | N/A

13. Overall how would you rate this field experience?

- Excellent learning experience
- Good learning experience
- Average learning experience
- Below Average learning experience
- Poor learning experience

Additional Comments: _____________________________________________________________

14. Would you recommend this field experience to other students?

- Highly recommend
- Recommend
- Recommend with reservations
- Would not recommend

Additional comments: _____________________________________________________________

15. Please provide suggestions you may have for future interns who select this site.

16. What was your reason for completing a field experience? (check all that apply)

- Practical experience
- Assistance in selection of career direction
- Skills enhancement
- For college credit/course fulfillment
- Potential future employment with field experience site
- Other: ___________________________________________________________________
Appendix I

Field Sites Directory
<table>
<thead>
<tr>
<th>1.</th>
<th>Alzheimer's Service of the Capital Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barbara Auten, Supervisor</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:programs@alzbr.org">programs@alzbr.org</a></td>
</tr>
<tr>
<td></td>
<td>3772 North Boulevard</td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70806</td>
</tr>
<tr>
<td></td>
<td>(225) 334-7494 Fax: (225) 387-3664</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>2.</th>
<th>Baton Rouge Area Alcohol &amp; Drug Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mary Jackson, Supervisor</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mjackson@braadc.com">mjackson@braadc.com</a></td>
</tr>
<tr>
<td></td>
<td>1819 Florida Blvd.</td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70802</td>
</tr>
<tr>
<td></td>
<td>(225) 389-3325 Fax: (225) 389-5334</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>3.</th>
<th>Baton Rouge City Court</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Richard Bromfield, Supervisor</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rbromfield@brgov.com">rbromfield@brgov.com</a></td>
</tr>
<tr>
<td></td>
<td>233 St. Louis St. Room 102</td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70821</td>
</tr>
<tr>
<td></td>
<td>(225) 389-8558 Fax: (225) 383-2877</td>
</tr>
</tbody>
</table>

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<tr>
<th>4.</th>
<th>Baton Rouge Rehabilitation Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Antonia Hamilton, Supervisor</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Toni.Hamilton@brrehab.com">Toni.Hamilton@brrehab.com</a></td>
</tr>
<tr>
<td></td>
<td>8595 United Plaza Blvd.</td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70809</td>
</tr>
<tr>
<td></td>
<td>(225) 927-0567 Fax: (225) 928-0317</td>
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<tr>
<th>5.</th>
<th>Cadence of Acadiana, Inc</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Chevella Jenkins, Supervisor</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cjenkins@cadencela.org">cjenkins@cadencela.org</a></td>
</tr>
<tr>
<td></td>
<td>660 N. Foster Drive, Suite A208</td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70806</td>
</tr>
<tr>
<td></td>
<td>(225) 927-2400 Fax: (225) 927-0208</td>
</tr>
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<table>
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<tr>
<th>6.</th>
<th>Department of Juvenile Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mrs. Gail S. Grover, Supervisor</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:js@brgov.com">js@brgov.com</a></td>
</tr>
<tr>
<td></td>
<td>8333 Veterans Memorial Blvd.</td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70807</td>
</tr>
<tr>
<td></td>
<td>(225) 356-4471 Fax: (225) 354-1317</td>
</tr>
</tbody>
</table>
7. East Baton Rouge Council on Aging

Shanda Grimes, Supervisor
scook@ebrcoa.org
5790 Florida Blvd.
Baton Rouge, LA 70806
(225) 923-8000     Fax: (225) 923-8030

8. Families Helping Families of GBR

Jamie Tindle, Supervisor
Jamie.tindle@fhfgbr.org
2356 Drusilla
Baton Rouge, LA 70809
(225) 216-7474     Fax: (225) 216-7977

mailto:greateroutreach@bellsouth.net

9. Greater Fellowship Outreach Center, Inc.

Keisha Daisy, Supervisor
greateroutreach@bellsouth.net
11750 S. Harrells Ferry Road Suite B
Baton Rouge, LA 70806
(225) 292-9628     Fax: (225) 292-9623

10. Gulf Coast Social Services

Kathy Blackmon, Supervisor
Kathy-Blackman@gctfsbr.org
5850 Florida Blvd.
Baton Rouge, LA 70806
(225) 201-0696     Fax: (225) 201-1792

11. Independent Living, Inc.

Ethel Bryant, Supervisor
ILI@IndependentLivingLa.com
Baton Rouge, LA 70806
(225) 924-7998     Fax: (225) 924-7715

12. LATAN

Clara Pourciau, Supervisor
cpourciau@latan.org
3042 Old forge Drive Suite D
Baton Rouge, LA 70808
(225) 925-9500     Fax: (225) 925-9560

13. Louisiana Rehabilitation Services / BR Reap

Joyce Cooper, Supervisor
JCooper1@lwc.la.gov
950 North 22nd Street
Baton Rouge, LA. 70821
(225) 219-4142     Fax: (225) 219-4010
14. Mental Health America of Louisiana

Brittany Howard, Supervisor
brittanyhmhal@gmail.com
5721 Mc Clelland Drive
Baton Rouge, LA 70805
(225) 978-2177 Fax: (225) 356-3704

15. RedStick Orthopedics & Prosthetics L.L.C.

Marlon Moore, Supervisor
marlon@redstickop.com
7754 Florida Blvd.
Baton Rouge, LA 70806
(225) 928-9939 Fax: (225) 928-7388

16. TCP, Inc. /Agape’ Care Providers, Inc.
Theophilus Community Programs, Inc.
Daniel Penn, Supervisor
tcpacpadm10@bellsouth.net
8288 Tom Drive, Suite A
Baton Rouge, LA 70815
(225) 928-1730 Fax: (225) 926-5697

17. UpLifted/Women’s Community Rehabilitation Center

Kristi D. Bourgeois, Supervisor
kbourgeois@upliftd.org
855 St. Ferdinand Street
Baton Rouge, LA 70802
(225) 336-0000 Fax: (225) 336-0500

18. Volunteers of America

Tracy Gibson, Supervisor
tgibson@voagbr.org
2124 Wooddale Blvd.
Baton Rouge, LA 70806
(225) 925-2372 Fax: (225) 925-5867

Rehabilitation is a broad field and the services of rehabilitation professionals can be useful in any employment sector and setting. If you have recommendations for other sites to be considered for field placement, please bring appropriate contact information to your instructor or other rehabilitation faculty for consideration.