Rehabilitation & Disability Studies

Fieldwork Manual for Practicum

**RSED 4910-007**

**Crystal Smith, MRC**

**Tuesday, 4:00 PM – 4:50 PM**

**Haley Center 1435**

**08/16/23 -12/08/23**

**Department of Special Education, Rehabilitation, & Counseling**

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**Introduction**

This manual provides Rehabilitation and Disabilities Studies (RDS) students, faculty, supervisors, and other interested people with an overview of the process and content of the internship experience. The primary mission of the RDS Undergraduate program is to train students to become human services professionals providing a variety of psychosocial and rehabilitation related services to a wide range of clients, particularly people with disabilities.

The RDS program prepares students to provide services to clients with disabilities (physical, cognitive, developmental, addiction, sensory, and/or psychiatric) as well as clients affected by social issues like abuse, poverty, and homelessness. The holistic nature of the program recognizes that it is not possible to divide people into individualized parts—physical, mental, psychological, educational, social, vocational, or economic. Students completing field experience will learn about and participate in a variety of opportunities to increase their competence in providing effective and empowering services. Program Overview

The RDS program prepares students to work with people who have disabilities or other life altering experiences that impact the ability to pursue activities of daily living, employment, or community integration. The focus of the program is to empower people to reach their fullest physical, psychological, sociological, and vocational potential. RDS students are taught to understand the total impact of disability and life experiences upon the individual, family members, and the community in general.

Over the course of the RDS program, students take courses in assessment, professional communication, independent living, psychosocial aspects of disability, occupational information, and assistive technology –among others. Students are invited to attend seminars and workshops sponsored by the rehabilitation faculty, professional organizations, and other disciplines, which examine specific problems and programs in rehabilitation and/or related areas.

Students complete the RDS internship requirements during their senior year, typically as the last formal degree coursework prior to graduation. RDS majors earn a Bachelor of Science (BS) degree from Auburn University and the College of Education (COE).

Auburn University’s Rehabilitation and Disability Studies program is on the CACREP registry for undergraduate programs.

**Vision**

Our **vision** is one of transformation.

We strive to be agents of change and to prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society.

Our vision includes engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support learning opportunities.

It is a vision of change that embraces the inclusive, collaborative, and technological aspects of our mission. It is a vision that will establish us as a college representing educational advocacy and innovation in the 21st century.

**Mission**

The **mission** of the COE is to build a better future for all. This includes individuals, our state, our nation, and our world. We fulfill our mission by preparing competent, committed, and reflective professionals as we engage in outstanding teaching, innovative and impactful research, and meaningful outreach.

We believe education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. Education is the critical building block that enables individuals and societies to flourish in a global community.

Our mission challenges us to prepare competent teachers, administrators, counselors, and other intervening professionals who create meaningful learning opportunities for children, youth, and adults—including those from diverse backgrounds and those with exceptional needs; committed professionals who make reasoned decisions grounded in thoughtfully constructed values related to professional ethics, collaboration, diversity, and intellectual vitality; and reflective professionals who review and analyze their own practices as they participate in the ongoing learning and continuous improvement required of their professions.

Our mission compels us to seek new and innovative ways to improve the learning experiences of the people we serve as well as the ways we prepare education and human services professionals. Through outstanding teaching, we aim to prepare service-oriented professionals who have the knowledge, skills, and dispositions to foster the physical, social, emotional, moral, and cognitive development of diverse individuals. Through *innovative and impactful* research, we seek to advance the ever-evolving knowledge base that informs our professional practices. Through meaningful outreach, we aspire to serve individuals and groups beyond the university walls. We are at our best when our efforts create a seamless integration of teaching, research, and outreach, and when our work represents collaborations with educational, government, business, and civic partners.

Consistent with Auburn University’s land-, sea-, and space-grant traditions, we assign our highest priority to working with the citizens of Alabama. However, we also work toward improving the learning opportunities and the futures of citizens in the Southeast region, the nation, and the global community.

**Core Values**

**Built on the vision that education serves as a keystone in improving society and building better futures for all, we commit to our core values of:**

#### ****Excellence****

We strive for excellence in all our academic pursuits. We are committed to innovation in our teaching, research, and outreach to our communities. We commit to continuous self-improvement to achieve excellence in all our endeavors.

#### ****Ethics and Dignity****

We are committed to the highest standards of honesty, fairness, respect, and professional and scholarly ethics. We value the dignity and worth of all people. We expect all of our conduct to be based on integrity, mutual respect, and civility, and that conduct is driven by the highest ethical standards.

#### ****Diversity****

We embrace all aspects of human diversity and value its necessity to ensure a vibrant learning community. We are committed to providing a college community that is supportive, safe, and welcoming. We are committed to ensuring intercultural and international diversity in our curriculum and our people.

#### ****Student Focus****

We are committed to fostering the professional and personal growth of all students and our fellow colleagues by promoting lifelong learning and leadership development. These interests are the primary focus of college decisions and activities.

#### ****Collaboration and Public Engagement****

We commit to working collegially and cooperatively in establishing productive partnerships with our colleagues in preK-12 education, university, corporate, nonprofit, and public communities. Through these partnerships, we strive to improve education and the quality of life for all to ensure a better future for all.

**Practicum Objective**

The purpose of the Practicum is to provide the student with a supervised beginning experience in a human service organization. This experience should expose the student to issues affecting the rehabilitation process and/or the delivery of rehabilitation services.

***The practicum experience is 60-100 hours at an approved rehabilitation site.***

***Objectives that each student must, at a minimum, accomplish are:***

1. To become familiar with the organizational structure of the unit or agency including the role and function of staff.

2. To become familiar with the philosophy, mission, and goals of the unit or agency exclusive to the agency.

3. To become aware of potential legal issues that may affect the effective functioning of the unit or agency regarding delivery of services.

4. To become aware of unit or agency standards that assure quality of care and services provided.

5. To become more aware of personal prejudices and social barriers that may impede the rehabilitation process.

**Disposition**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Selecting a Practicum Site**

To ensure a quality practicum and internship experience, the practicum and internship should take place in an agency/facility that matches the students’ area of interest and future career goals. Students and practicum or internship site staff should review the following criteria to ensure the Internship Coordinator will approve the internship site:

1. The agency/facility should be well established and recognized as providing professional services to RDS clients. Selection of the site is primarily determined by the student’s interests and learning objectives.
2. The agency/facility should have professional staff whose members identify as rehabilitation professionals.
3. The agency/facility should have a variety of programs that offer the student a well rounded experience and considerable opportunities to work directly with clients with rehabilitation or disability needs. Internship duties should be consistent with the appropriate degree level the student is working toward.
4. The agency/facility should provide rehabilitation and disability services and have designated staff willing to supervise the student and work with the Internship Coordinator in designing internship experiences that benefit agency/facility aims and intern goals.
5. Students begin the internship selection process by meeting with their adviser to ensure all academic requirements are met prior to the expected internship date. During that meeting students will receive as much guidance as necessary to begin the internship selection process. Students should identify several possible internship sites before making their final selection.

**Roles and Responsibilities**

**The Department is expected to:**

1. Provide bi-weekly individual or group supervision that includes 1 hours of group supervision during every other week of enrollment.

2. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.

3. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student’s performance.

4. Emphasize to students their professional responsibilities to clients.

5. Require students to participate in the professional liability insurance program of the College.

**The Site is expected to:**

1. Provide clinical experiences for the practicum student in accordance with department requirements that include 4-8 hours per week depending on student need and site availability.
2. Make provisions for orientation of the Department and the intern student of the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.
4. Assist in the evaluation of the practicum student’s clinical performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems, which may influence the student’s successful completion of the placement.
5. Assure that the student will be properly supervised at all times by someone holding appropriate credentials for the intern’s position in the agency.

**The student is expected to:**

1. Meet all requirements specified in the syllabus.
2. Participate fully and reflectively in supervision on site and at the university.
3. Attend all practicum supervision meetings.
4. Establish and maintain a consistent schedule throughout the term of enrollment.
5. Notify, in advance when possible, all supervisors of absences.

**Practicum and Internship Content and Structure**

**Practicum**

**Instructional Method**

In addition to the 60-100 hours of field experience, the student must attend all scheduled class meetings. These class meetings will consist of class discussion in relation to assigned readings, each student’s practicum experience, course objectives, and other rehabilitation related announcements for the department or program.

**Requirements**

**A) Practicum**

To initiate practicum:

* The practicum site selected must be approved by the course instructor.
* The ***Practicum Proposal*** form must be turned in with site information no later than **Tuesday, August 22, 2023**. The form must be downloaded within the appropriate assignment in CANVAS.
* In addition to the proposal forms, the practicum site supervisor (the person who is responsible for verifying hours worked) ***must*** sign a letter of agreement (provided by practicum instructor) complete with contact information. The form must have the site supervisor’s signature and it must be downloaded within the appropriate assignment in CANVAS, no later than **Tuesday,** **August 29, 2023**.
* An ***Auburn University College of Education MOU on Professionalism***must be signed by the student before participating in field experience and before any hours are accrued. The form must be downloaded within the appropriate assignment in CANVAS, no later than **Tuesday, August 29, 2023**.Submission of all requested information and forms must be completed and submitted in CANVAS before beginning practicum hours at selected site.

**B) Log of Hours**

Each student will fill out a weekly log documenting the hours at the Practicum site. This log ***must be filled out weekly and submitted in CANVAS*** during mid-semester and at the end of the semester.

**C) Verification of Hours/Practicum**

**Each student must have hours verified by the site supervisor at the end of the semester. This form is signed by the site supervisor and must include *total number of hours* earned.**

**NO EXCEPTIONS!**

***\*\*\*Hours do not transfer. You will receive credit for the semester in which the hours are accrued and for that semester, ONLY\*\*\****

**D) Evaluation Form**

You will have the evaluation form completed by the site supervisor and turned into the practicum instructor. This is completed during mid-semester and at the end of the semester.

**E) Photo ID Badge Information for Practicum**

**Initial Photo ID Badge:**

Photo ID badges are required for College of Education practicums and interns.

Practicum students must go to Tiger Card Office to have photo ID badge made.

You must present a photo ID before your initial photo ID badge will be made.

The fee for the initial photo ID badge is $5 and will be put on your AU E-bill.

**Replacement Photo ID Badge:**

If the initial photo ID badge is lost or damaged beyond use, please contact [fieldex@auburn.edu](mailto:fieldex@auburn.edu) first. We will send confirmation to the Tiger Card office that you are eligible to have a replacement card made.

Replacement photo ID badges will cost $5.00.

The Tiger Card office is located in 261 Foy Hall and is open from 7:45 a.m. - 4:30 p.m.

**F) Attendance Policy**

**It is expected that each student will attend the scheduled class or Zoom meetings. The student will report to class or Zoom meetings on time and be prepared with any assignments for that class meeting. This class is scheduled to meet eight times during the semester. Only under extreme circumstances will an absence be excused, preferably with prior notice of absence requested and approved by the class instructor.**

Please refer to the official *Auburn University Attendance Policy* via the link below for further questions regarding attendance requirements.

[**http://bulletin.auburn.edu/Policies/Academic/classattendance/**](http://bulletin.auburn.edu/Policies/Academic/classattendance/)

**Assignments**

**A) Journals**

As a part of the practicum experience, each student will keep a **weekly** log or journal for each week of the practicum. These entries should be an ***opportunity for reflection.***

For example, write about questions you have, things you do not understand, things you see that you think could be done differently, things that make you angry, things that you like, things that happen to reinforce your decision to work in this field and things that happen that make you question your decision to work in this field, etc. Discuss how the field experience is developing you as a future practitioner.

***All* students are expected to complete the weekly journal entries. Even if class is not scheduled to meet, students are still expected to submit a journal entry, for a total of 12 journal entries for the semester.**

Journal entries should be approximately *one to two (1-2) pages* in length and should follow APA guidelines (6th ed.) i.e., **Double**-s**paced, 12pt. Times New Roman font with YOUR NAME in the header section.**

**B) Required Textbook**

Kottler, J. A. (2000). *Doing Good: Passion and Commitment for Helping Others (Accelerated Development)* (1st ed.). Routledge.

ISBN13: 9781560328872

ISBN10: 1560328878

**B) Summary of Field Experience**

All students are required to write a *Summary of Field Experience* at the end of the semester and it should be uploaded in CANVAS as your FINAL EXAM. This is in addition to weekly journals. The page requirement is **ENOUGH** to give a thorough and complete summary of the field experience. This assignment should include your thoughts and/or feelings about the good, the bad, and the ugly regarding your experience(s) throughout the semester. BE HONEST with yourself and with your instructor. This is an opportunity for you to begin to think about the areas of rehabilitation you enjoy as well as those areas you do not and WHY.

**C)** **Field Experience Documentation**

You will need to upload the **practicum proposal form**, **the hour log**, **mid-semester practicum evaluation form, final practicum evaluation form**, **copies of journals**, and your **summary of field experience** in CANVAS under the appropriate assignment and on the dates requested.

**Liability Coverage**

Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the Clinical Coordinator for Rehabilitation programs.

**Class Policy Statements**

**Classroom Attendance: (See Course Requirements above** RSED’s attendance policy is that (a) only one (1) absence is permitted for a semester course that meets **once** a week via face to face or Zoom, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances. In order for the absence to be considered excusable, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

**Excused absences:** Students are granted excused absences from class for the following

reasons: illness of the student or serious illness of a member of the student’s immediate

family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the official *Auburn University Attendance policy* for more information on excused absences.

[**http://bulletin.auburn.edu/Policies/Academic/classattendance/**](http://bulletin.auburn.edu/Policies/Academic/classattendance/)

**Health and Participation in Class as Related to COVID-19:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, consult the [student decision tree](https://auburn.edu/covid-resource-center/_assets/pdf/sg-13-student-decision-tree.pdf). My hope is that if you are feeling ill, please do your best to consider the safety and wellbeing of your peers.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu). <https://auburn.edu/covid-resource-center/>

**Make-up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged the last three days before the final exam period begins.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. For **each day** an assignment is late, **10%** will be deducted from the final earned grade for the assignment. All assignments are to be turned in on CANVAS in the appropriate folder for that assignment. If you are still unfamiliar with CANVAS, find someone that can help you. Assignments will not be accepted in any other format but CANVAS.

**Academic Honesty Policy:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or a crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. In the event of such, please check your Auburn University e-mail account and CANVAS for course updates.

**Professionalism: As** faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

The *Auburn University Professionalism Agreement* must be signed and returned to the instructor before any practicum hours can be accrued. If you did not receive a form in class, you must go by the instructor's office and sign one before beginning at the site.

**Course Expectations Related to COVID-19**

**Face Coverings**:Auburn University permits individual faculty members to require face coverings in their classrooms. Students in this class are not required to wear face coverings at this time, however, it may become necessary again if positive cases and hospitalizations rise locally or in our classroom setting. You will then be required to wear a face mask that appropriately cover the nose and mouth to limit the spread of infectious disease. Failure to comply with the requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

**Course Meeting Schedule**: This course has a traditional meeting schedule for Spring 2023. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have to change. Please discuss any questions you have with me.

**Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

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| --- |
| ***STUDENT***  ***PRACTICUM PROPOSAL*** |

To initiate practicum, this form must be turned in with proposed site information three (3) weeks prior to the semester of the practicum being proposed. This is to allow proper inspection and review of the practicum site.

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| Name of Student:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Last First Middle/Maiden |
| Proposed Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Name & E-mail address of Supervisor:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Name of Facility:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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Information gathered about Facility (please describe the facility/organization thoroughly):

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Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **⁮** Approved **⁮** Declined

Received By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Pl**ease return form to**:  Crystal Smith, MRC  (334)844-2105  cds0084@auburn.edu |

Name: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Practicum Weekly Hour Log***

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| --- | --- | --- | --- |
| Date | Time In | Time Out | Total Hours for Day |
| Sun: |  |  |  |
| Mon: |  |  |  |
| Tues: |  |  |  |
| Wed: |  |  |  |
| Thurs: |  |  |  |
| Fri: |  |  |  |
| Sat: |  |  |  |

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| Total Hours for Week: |

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**REHABILTATION & DISABILITY STUDIES**

**TIME LOG**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **MONTH** | **WEEK** | **SUN.** | **MON.** | **TUES.** | **WED.** | **THURS.** | **FRI.** | **SAT.** |
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| 5. |  |  |  |  |  |  |  |

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUPERVISOR’S SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Auburn University

*Special Education, Rehabilitation and Counseling*

*2084 Haley Center*

Auburn, Alabama 36849-5222

**Memorandum**

**To:**  Site Supervisors of Rehabilitation and Disability Studies Students

**From:** University Supervisor

**Subject:**  Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. The applied portion of our programs, practicum and internship, continue to be among the highest rated experiences by our students and graduates. This is in large measure due to the professionalism and competence demonstrated by you. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and interns who are providing services to clients as part of a supervised field experience in rehabilitation and disability studies. If you have any questions or need to discuss a practicum student’s performance or development before the formal final evaluation period, don’t hesitate to contact the student’s university supervisor by phone at 334-844-2105 or email at [cds0084@auburn.edu](mailto:cds0084@auburn.edu).

**The Department is expected to:**

1. Provide weekly individual and group supervision that includes 1 hours of group supervision during every other week of enrollment.

1. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.
2. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student’s performance.
3. Emphasize to students their professional responsibilities to clients.
4. Require students to participate in the professional liability insurance program of the College.

**The Site is expected to:**

1. Provide rehabilitation experiences for the practicum student in accordance with department requirements that include a mutually agreed upon amount of hours per week.
2. Make provisions for orientation of the Department and the practicum student of the space and building, philosophies, and policies of the site. Included in the orientation should be the duties for the practicum student for the semester including, emergency procedures of the site, and any site-specific limits to confidentiality of which the student should be aware.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.
4. Assist in the evaluation of the practicum student’s clinical performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems which may influence the student’s successful completion of the placement.
5. Assure that the student will be properly supervised at all times by someone holding appropriate credentials for the interns position in the agency.

**The student is expected to:**

1. Meet all requirements specified in the syllabus.
2. Participate fully and reflectively in supervision on site and at the university.
3. Attend all supervision meetings.
4. Establish and maintain a consistent schedule throughout the term of enrollment.
5. Notify, in advance when possible, all supervisors of absences.

DEPARTMENT OF

SPECIAL EDUCATION,

REHABILITATION, AND COUNSELING

Practicum Supervisor Letter of Agreement

RSED 4910

Fall 2023

Attention Practicum Field Supervisor:

This letter is to serve as an agreement, by the Practicum field experience supervisor, that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has arranged to complete field experience hours

Student Name

at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and that you have agreed to supervise this

Practicum Site Name

student throughout the semester.

Supervisor responsibilities include:

* + Verifying attendance.
  + Verifying hours accrued.
  + Ensuring student conducts him/herself according to the established guidelines and procedures of the chosen site.
  + Contacting instructor if there are any problems or questions during the field experience.

As the site supervisor, please sign this letter below and return it to the student for submission to

the Practicum instructor.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor Signature Date

As the Practicum student, please sign this letter below and return it to the Practicum instructor

for documentation of field supervision.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Student Signature Date

Practicum Instructor contact information:

Crystal Smith, MRC

cds0084@ auburn.edu

334-844-2105

Mid-Semester Practicum Evaluation Form

Students Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_

Students are to be evaluated at the end of the semester. Please us the following scale to evaluate the student:

1= Poor

2=Below Average

3= Average

4= Above Average

5= Excellent

\_\_\_\_\_ Personal Appearance

\_\_\_\_\_ Working Relationship with Staff

\_\_\_\_\_ Working Relationship with Clients or Consumers

\_\_\_\_\_ Following Directions

\_\_\_\_\_ Understanding of Agency or Organization and their mission

\_\_\_\_\_ Motivation: Student takes personal responsibility for his/her learning

experience

\_\_\_\_\_ Level of Maturity as seen by working with staff and consumers

\_\_\_\_\_ Imagination and creativity

\_\_\_\_\_ Responsibility to the agency or organization

\_\_\_\_\_ On time to site

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature, Practicum Site Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

Signature, Practicum Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

Final Practicum Evaluation Form

Students Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students are to be evaluated at the end of the semester. Please us the following scale to evaluate the student:

1= Poor

2=Below Average

3= Average

4= Above Average

5= Excellent

\_\_\_\_\_ Personal Appearance

\_\_\_\_\_ Working Relationship with Staff

\_\_\_\_\_ Working Relationship with Clients or Consumers

\_\_\_\_\_ Following Directions

\_\_\_\_\_ Understanding of Agency or Organization and their mission

\_\_\_\_\_ Motivation: Student takes personal responsibility for his/her learning

experience

\_\_\_\_\_ Level of Maturity as seen by working with staff and consumers

\_\_\_\_\_ Imagination and creativity

\_\_\_\_\_ Responsibility to the agency or organization

\_\_\_\_\_ On time to site

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature, Practicum Site Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

Signature, Practicum Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

**Practicum and Sites**

Please be aware that this is not an all-inclusive list. These are only some of the more popular place that students have utilized recently:

* Full Life Ahead Family Camp
* Rehabworks Auburn
* East Alabama Medical Center
* The Red Cross
* The Achievement Center
* Storybook Farm
* Best Buddies
* Project Uplift (For one credit hour of practicum)
* Unity Wellness Center (HIV/AIDS outreach, prevention)
* Expressions of a Brave Heart
* Group Home
* Exceptional Foundation of East Alabama
* Special Olympics
* City of Auburn Parks and Rec
* Braveheart Center for Place and Purpose