

# FIELDWORK GUIDELINES

FOR:

REH 395: PRACTICUM

AND

REH495: INTERNSHIP

2009 – 2010

The University of Maine at Farmington

**Rehabilitation Services Program**

## Table of Contents

Description of Fieldwork.....	3
Credit for Work Experience.....	3
Practicum and Internship Sites.....	4
Site Criteria.....	4
Registration, Financial Aid, Vacations & Emergencies.....	5
Faculty Contacts.....	5
Liability, Confidentiality, and Ethics.....	6
Information for Site Supervisors.....	7
<b>Fieldwork Permission Form</b> .....	9
<b>Fieldwork Application</b> .....	10
<b>Placement Agreement</b> .....	14
General Requirements.....	15
Individual Learning Plan Format and Layout Requirements.....	16
<b>Signature for Learning Plan</b> .....	21
<b>Mid-Fieldwork Evaluation</b> .....	22
<b>Final Self-Evaluation</b> .....	23
<b>Site Supervisor Evaluation</b> .....	25
Policy Statement Concerning Fieldwork.....	28

**\* All items in bold print need to be completed and passed in to the university supervisor**

## **Description of Fieldwork**

The Rehabilitation **Practicum** (REH 395) is a 4-credit course designed for field-site learning. This course consists of a minimum of 120 contact hours in an approved setting, and provides the student with an opportunity to “practice” under supervision the competencies he/she has developed in his/her coursework. REH 380 is a 4-credit preparatory course that is a pre-requisite for the practicum experience.

The Rehabilitation **Internship** (REH 495) is a 12-credit course designed for extensive and in-depth field-site learning. This course consists of a minimum of 450 contact hours in an approved setting. REH 480 is a 4-credit preparatory course that is a pre-requisite for the internship experience.

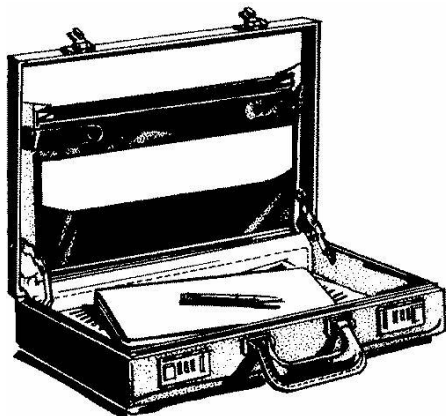
## **Credit for Work Experience**

### **Previous Experience**

Individuals with extensive human service experience may request to waive their practicum. If the practicum waiver is approved, the student will still need to make up the four hour requirement elsewhere. There is no provision for prior work experience counting toward internship credit.

### **Concurrent Experience**

Interns must engage in work activities and learning experiences that are substantially new to them. Students who are working or volunteering in a rehabilitation or human services site while attending the University should not expect approval of an internship which is essentially a continuation of present duties.



With faculty approval, students may plan for internships involving new responsibilities and experiences at sites where they are currently employed or volunteering. The procedures for registration, application, contract, authorization, assignments, and evaluations are to be followed with any other intern sites.

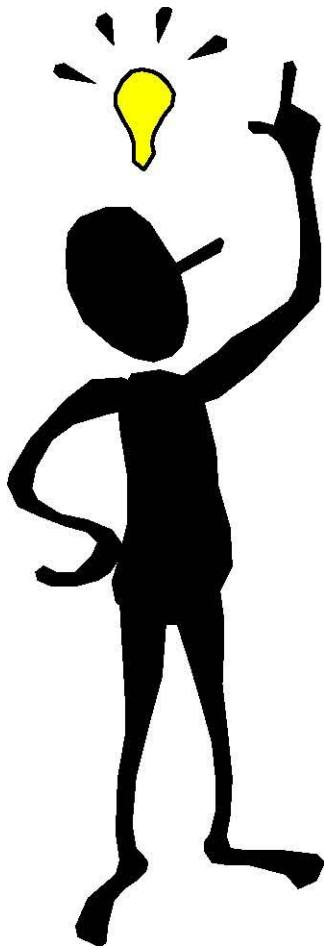
## Practicum and Internship Sites

### How do I find a site for my fieldwork?

- Register at the Center of Human Development

Here are some additional places to look for a prospective site.

- Field Site Binders, Rehab Services Office, Rehabilitation Blackboard Fieldwork page
- Internship Fair at Student Center
- Rehabilitation Awareness Day (usually April)
- Resource Directory that you compiled in REH 120 or REH 310
- Your personal network: relative, friends, previous employers



### Site Criteria

- Opportunity to provide direct services to a variety of people.

Examples include:

- caseworker
- job coach
- direct care staff
- counselor
- program developer
- advocate
- therapeutic recreation programmer

- (Tutorials or one-to-one assignments do not qualify for an internship. These kinds of experiences may be more suitable for practica.)
- A designated supervisor, readily accessible, who will provide weekly, individual supervision sessions.
- Supervisor must have a Bachelor's degree or higher.

### **Registration**

Register for REH 395 (Practicum) or REH 495 (Internship) through the Registrar's office, as you would for any other course. However, faculty approval is required in order to register. This approval is done in a pre-fieldwork meeting in March for the summer session or in November for the spring session.

If you plan to do your fieldwork in the spring, register when you would sign up for spring courses. If you plan to do your fieldwork in the summer, register as you would for a summer course.

### **Financial Aid Notice**

In order to make sure all students have ample time to complete their placement within the given semester, students doing their fieldwork in spring have to start by Feb. 15<sup>th</sup> and students doing their fieldwork in summer must start by June 15<sup>th</sup>. *If you do not start and complete the fieldwork within those published dates, consult with the Financial Aid Office to avoid jeopardizing your aid.*

### **Vacations**

You are not automatically entitled to a vacation from a practicum or internship site. A field site placement is a commitment to an agency and the people it serves. You may be expected to adhere to the same vacation guidelines as other employees. The key to managing this issue is early and open discussion with the site supervisor. If you wish to take a vacation, the situation must be discussed well in advance of the starting date of your internship.

### **Emergencies**

Emergencies, including harm or danger of harm to students in field sites, are to be reported to the university immediately. *Contact your university supervisor, your advisor, or any of the faculty below:*

**Jewel Jones, Rh.D., CRC**

Associate Professor  
(207) 778-7267  
[jewel.jones@maine.edu](mailto:jewel.jones@maine.edu)

**J. Chad Duncan, Ph.D., CRC**

Assistant Professor  
(207)778-7166  
[jchad.duncan@maine.edu](mailto:jchad.duncan@maine.edu)

**Karen E. Barrett, Ph.D.**

Associate Professor  
(207) 778-7111  
[kbarrett@maine.edu](mailto:kbarrett@maine.edu)

**Robert E. Pullo, Ph.D.**

Professor  
(207) 778-7099  
[pullo@maine.edu](mailto:pullo@maine.edu)

## **Liability**

As a registered student in a University course, you have coverage by University liability insurance, but not automobile insurance. Some field sites may request a certificate of liability from the University for the hours a student spends on the site. Any questions you have in regard to this matter should be directed to the site supervisor, the university supervisor, or your advisor. There are limits to this coverage. If yours is paid fieldwork, your employer's liability insurance may apply.

If you wish to obtain additional liability insurance, you may want to consult with an insurance agent, your advisor, and or your site supervisor. If you are currently a student member, or would like to become a student member of an organization like the National Rehabilitation Association or the American Counseling Association, such insurance may be available to you.

In the event of an adverse incident at your site, contact your site supervisor and university supervisor immediately.

If you wish to drive clients around in your own vehicle, you may receive permission upon signing a written agreement with the university. Contact your university fieldwork supervisor for more information.

## **Confidentiality and Ethics**

Students must maintain the highest standards of ethical practice during field site work. Included in such practice are, for example, maintaining confidentiality, providing only those services that you are qualified to offer, and refraining from non-professional relationships with agency clients. Specific details on ethical standards may be obtained from your university supervisor, your advisor, or your site supervisor. Additionally, virtually all agencies and professional groups delivering rehabilitation and other human services have well-defined ethical standards. You are encouraged to discuss these standards with your site supervisor.

Confidentiality is a particularly important issue, especially for field site students. Never reveal the identity of a client at an agency. Information about clients may be shared with others only upon written permission of the client, except in certain very extenuating circumstances. If friends or family members inquire about a particular client, you cannot even confirm or deny if the person is receiving services, and certainly should not reveal any information about the client. You are legally responsible to maintain standards of confidentiality.

## **Information for Site Supervisor**

### **About the Rehabilitation Services Program at University of Maine at Farmington**

This baccalaureate program provides fundamental knowledge and skills to enable students to work in wide variety of social service, health, and rehabilitation settings. The program curriculum builds upon the University Basic Liberal Arts Core. Courses in rehabilitation cover basic counseling and interviewing skills, community services, substance abuse, and therapeutic recreation, in-depth information regarding individuals with disabilities, group process, casework, and psychosocial rehabilitation.

In the program students are encouraged to increase awareness of their own values, and interpersonal communication styles in order to utilize their experiences and personalities to understand and help others. Issues related to cultural diversity and individual needs are also emphasized.

Fieldwork provides students with the opportunity to demonstrate knowledge and skills gained in the classroom. The student's experience in the field begins with observations and learning job requirements, and then widens to include direct involvement in the field setting of the student's choice.

#### **The Practicum**

The Practicum is a 120 hour supervised work experience that often takes place 8 to 12 hours a week for a 15 week semester. The student may work more hours for fewer weeks, or fewer hours for more weeks, to total a minimum 120 hours.

#### **The Internship**

The Internship is a 450 hour supervised work experience that typically takes place 30 hours per week for a 15 week semester. The student may work more hours for fewer weeks, or fewer hours for more weeks, to total a minimum 450 hours.

#### **Supervision**

*Supervision that supports the professional growth of the student is the single most important feature of fieldwork.* In exchange for the services of the student, the university expects that the student will function in a supervised environment, and will have a designated, weekly supervision appointment provided by site personnel. This appointment should provide the student with an opportunity to review, with his or her site supervisor, any activity required at the site. *Typical supervision sessions should take place for an hour for each 30 hours of fieldwork. The University Supervisor will set up at least one site visit at or before the midpoint of the fieldwork to meet with students and site supervisors to review learning progress.*

## **Assignments**

Each student will receive a course syllabus detailing assignments.

## **Learning Plan**

Students will complete a Learning Plan containing a job description, supervision schedule, learning objectives, and learning activities to meet stated objectives. The plan serves as a reference point for the student and for the site supervisor. Supervisors should discuss the learning plan with the student prior to signing it.

## **Journals**

Journals not only expose students to the process of journal-keeping, but provide students with an opportunity for personal reflection. The journals are personal, and are kept in a manner to ensure confidentiality. Although field supervisors are welcome to inquire about the journal method, it would be inappropriate to ask to read a student's personal journal, unless an agreement was reached prior to the start of the internship.

## **Workshop – In-service – Presentation**

Internship students are expected to present one workshop to the staff of the agency or to a community audience. The topic will be mutually agreed upon by the site supervisor and the intern. Students already have university experience in making presentations, and in researching topics for community groups and audiences.

## **Evaluation**

The student will complete a mid-fieldwork evaluation in consultation with the field supervisor. A site visit, made by the University supervisor and focusing on the student's activities and performance, is usually held with each student. The learning plan is used as a reference point at this meeting. Additionally, supervisors will receive an evaluation form to be completed and returned to the University. Discussion of this final evaluation with the student is encouraged.

## **Fieldwork Agreement**

An agreement entitled "**Fieldwork Agreement**" is to be signed prior to the start of the internship. This document outlines expectations of all involved parties. Once completed, an "**Authorization to Begin Fieldwork**" will be issued to the field site, and the student may begin the fieldwork.

**FIELDWORK PERMISSION FORM**

**UNIVERSITY OF MAINE AT FARMINGTON  
REHABILITATION SERVICES FIELDWORK APPLICATION**

\*\*This document must be completed, submitted, and approved by Rehabilitation faculty before a Fieldwork Contract can be developed.

**Student Name** \_\_\_\_\_

PRACTICUM  
(4 Credits/120 Contact Hours)

*Circle one*

INTERNSHIP  
(12 Credits/450 Contact Hours)

**Mailing Address  
(prior to start of fieldwork):**

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

**Mailing Address  
(during fieldwork):**

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

**Phone:**

\_\_\_\_\_

**Phone:**

\_\_\_\_\_

**E-mail address:** \_\_\_\_\_

**PROPOSED SITE INFORMATION:**

**Semester and Year:** \_\_\_\_\_

**Field Site/Agency name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

*(Full name)*

*(Title)*

**Phone:** \_\_\_\_\_

**Proposed Starting Date:** \_\_\_\_\_

**Proposed Ending Date** \_\_\_\_\_

**University Approval:** \_\_\_\_\_

*(Rehabilitation Faculty Signature and Date)*



## FIELDWORK APPLICATION CON'T

### EXPECTATIONS

Students are expected to deliver services under supervision. These rehabilitation or related human services may include: casework, skill teaching, interviewing, group leadership, community education, and program planning. Virtually all internship students have prior work experience, and many practicum students have either volunteer or work experience.

The primary exchange is this: students provide services and an experienced professional person at the site provides personal supervision.

#### Expectations of the Student/Intern

1. Delivery of services under close supervision.
2. Completion of a Learning Plan, which is to be developed with the site supervisor and evaluation at the mid-point and end-point of the experience.
3. Maintaining a log of contact hours, and a journal of reflections on the field education experience.
4. Attendance at the University seminars scheduled during the field education, and at site visits by the University supervisor.
5. Timely completion and submission of assignments to the University supervisor, including learning plan, log, journal, workshop, evaluations, and other requirements as assigned.
6. No transportation of a consumer of services in a personal vehicle.

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*(Student Signature)*

*(Date)*

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*(Field Site Supervisor Signature)*

*(Date)*

#### Expectation of the Field Site Supervisor

1. Designation of a field site supervisor to function as a mentor to the student, with a minimum of 1 hour of individual supervision per 30 hours of student service.
2. Direct services role to be provided for the students, i.e., working directly with the public, providing services, work comparable to other employers.
3. Orientation to confidentiality and emergency laws and procedures that apply to the site, and to universal precautions and infection control procedures that may apply.
4. Release of student to attend University seminars.

*(continued)*

## FIELDWORK APPLICATION CON'T

5. Arrangement of back-up or consulting staff availability, in the event that the designated site supervisor has to be absent, such that no student is working completely alone.
6. Completion of evaluations of student performance.

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*(Student Signature)* *(Date)*

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*(Field Site Supervisor Signature)* *(Date)*

### Expectations of the University Supervisor

1. The University supervisor is designated to function as a resource person to the student, and as a primary contact between the site and the University.
2. Preparation of a syllabus outlining assignments and due dates, to be provided to both the student and site supervisor.
3. Providing University seminars during the field education, which students are required to attend.
4. Scheduling and attending field site visits to meet with students and site supervisors to review learning progress.
5. Orientation to ethical and professional practice standards provided to all students prior to engaging in field education, through a semester course in casework and through other professional preparation courses.
6. Oversight of the student evaluation process, including evaluations by site supervisors, and student self-evaluation.

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*(Student Signature)* *(Date)*

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*(Field Site Supervisor Signature)* *(Date)*

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*(University Supervisor Signature)* *(Date)*

This form is to be filled out by the university supervisor.

**Rehabilitation Services Program  
Start Date Placement Agreement/Contract**

Rehabilitation Services students doing their fieldwork placement (practicum and/or internship) must have found a placement and agreed to start by February 15<sup>th</sup> for the Spring Semester or by June 15<sup>th</sup> for May and/or Summer terms. This is to be documented by a signed contract (found in the fieldwork handbook pp. 10-12) which shall include site supervisor and university supervisor approval (signatures needed). All required paperwork for a placement need to be returned one week prior to start date. Each student shall check with Financial Aide and understand what their responsibilities regarding this field placement. Student agrees to check with the registrar concerning the add/drop dates for the semester they are doing their fieldwork.

I agree to above conditions and I understand that if I do not adhere to the above conditions I may receive a failing grade in for my fieldwork course (practicum and/or internship). I also agree to check with the registrar's office and the financial aid office prior to signing this form.

Student Printed Name\_\_\_\_\_ Date\_\_\_\_\_

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

Semester\_\_\_\_\_ Fieldwork    practicum    internship  
*Circle one*

University Fieldwork Supervisor\_\_\_\_\_

Date\_\_\_\_\_

(Signature)

**Please retain a photocopy of this form for your records**

### General Fieldwork Requirements\*

<b>ASSIGNMENT</b>	<b>PRACTICUM DUE DATES</b>	<b>INTERNSHIP DUE DATES</b>
<b>Fieldwork Application</b>	Prior to start date	Prior to start date
<b>Individual Learning Plan</b>	After 16 hours of site work	After 60 hours of site work
<b>Log of Hours and Journal (1<sup>st</sup> turn-in)</b> A log is a document that records the dates, number of hours you worked on individual dates, and a running total of hours worked in all. A journal is an opportunity for you to record your daily on site activities and personally reflect on those activities. It is expected that for each day and/or part day you spend on site you will make a journal entry.	After 16 hours of site work	After 60 hours of site work
<b>Mid-Fieldwork Evaluation</b>	After 60 hours of site work	After 240 hours of site work
<b>Log of Hours and Journal (2<sup>nd</sup> turn-in)</b>	After 80 hours of site work	After 240 hours of site work
<b>Workshop – Inservice – Presentation (FOR INTERNSHIP ONLY)</b> After consulting with your site supervisor, choose a topic to present to either staff members, community members, or both. This presentation should be a minimum of 30 minutes, and be evaluated by participants with a form of your design. These evaluations will be turned in, along with presentation materials, to the University supervisor, and will be the basis for your grade.	NOT REQUIRED FOR THE PRACTICUM	Before the end of the fieldwork
<b>Final Self-Evaluation</b>	Upon completion of fieldwork	Upon completion of fieldwork
<b>Field Site Supervisor’s Evaluation</b>	Upon completion of fieldwork	Upon completion of fieldwork
<b>Log of Hours and Journal (Final turn-in)</b>	Upon completion of fieldwork	Upon completion of fieldwork

**Please Note:**

**These are general fieldwork guidelines. Your University supervisor will have specific requirements for you. Check with your University supervisor for detailed syllabus outlining specific requirements and due dates.**

**INDIVIDUAL LEARNING PLAN  
FORMAT AND LAYOUT REQUIREMENTS**

The student types the Learning Plan in the format described below.

Provide 3 copies to:

- 1) your university supervisor by the end of the 2<sup>nd</sup> week of fieldwork
- 2) your field site supervisor, and
- 3) your own records

**Page 1: Title Page**

Your title page should look like this:

REH ( <i>395 or 495</i> )
Individual Learning Plan Rehabilitation Services Program University of Maine at Farmington
For
<i>(Student Name)</i>
<i>(Semester and Year)</i>
<i>(Date)</i>

**Page 2: Site Information Page**

Your site information page should look like this:

Name/Address of Agency:	
Clientele Served by the Agency:	
Your Job Description:	
Field Site Supervisor:	Name Title Address Phone
Supervision Schedule: (day and time when your supervision meetings are scheduled)	

**Pages 3, 4 & 5:**  
**Behavioral/Skill Objectives**  
**Affective/Attitude Objectives**  
**Cognitive/Knowledge Objectives**

- You must have at least 2 skill, 2 attitude, and 2 knowledge objectives for a practicum learning plan, and at least 3 skill, 3 attitude, and 3 knowledge objectives for an internship learning plan.
  
- For each of these objectives, list 3 learning activities that will help you meet the objective. These learning activities should be specific and measurable.
  
- Mid-Term Evaluation  
For each of your learning objectives:
  - You rate your accomplishments from 1 (low) to 5 (high).
  - Comment on your progress, and what you plan to do next on this item.
  - Discuss with field site supervisor.
  
- Final Evaluation  
For each of your learning objectives:
  - You rate your accomplishments from 1 (low) to 5 (high)
  - Comment on your progress, and what you plan to do next on this item
  - Discuss with field site supervisor

**USE THE FORMAT LISTED BELOW**

**Example:** Sample Learning plan provided with permission by Danielle MacDonald.

\*This sample was used for an assignment and is not specific to a particular site or population.

<b>Knowledge Objective and Learning Activities</b>	<b>Mid-Term Evaluation</b>	<b>Final Evaluation</b>
<p>1. Learn more about the populations I might work with</p> <ul style="list-style-type: none"> <li>A. Read at least 4 journal articles</li> <li>B. Strike up conversation with at least 1 client each day</li> <li>C. Work with/observe a coworker working with at least 2 clients a week (with supervision)</li> </ul>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>
<p>2. Learn more about the agency I am working with</p> <ul style="list-style-type: none"> <li>A. Interview at least 4 staff members</li> <li>B. Read at least 4 items about the agency on its website</li> <li>C. Ask at least 4 clients to give you an opinion on the agency</li> </ul>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>
<p>3. Learn more about the position I have been hired for</p> <ul style="list-style-type: none"> <li>A. Look us at least 4 web definitions</li> <li>B. Ask at least 4 other coworkers in</li> </ul>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>

<p>the same position to describe their experience to me</p> <p>C. Ask at least 4 people that are in higher position what they are hoping to get from me</p>		
<b>Skills Objective and Learning Activities</b>	<b>Mid-Term Evaluation</b>	<b>Final Evaluation</b>
<p>1. Learn how to do paperwork</p> <p>A. Practice at least 1 new type of paperwork each week</p> <p>B. Practice the most common paperwork at least 1 time each week</p> <p>C. Read through at least 1 sample of paperwork each week</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>
<p>2. Learn terminology</p> <p>A. Ask for clarification when I don't understand a term; try for 2 terms a week or more</p> <p>B. Look up at least 2 terms online a week</p> <p>C. Write down new terms, and review their meaning at least 1 time every week</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>
<p>3. Improve communication with clients</p>	<p>Rating: 1 (low) to 5 (high)</p>	<p>Rating: 1 (low) to 5 (high)</p>

<p>A. Start a conversation with at least 2 new clients each week</p> <p>B. Continue to speak with at least 4 clients each week</p> <p>C. With supervision, conduct at least 2 intakes</p>	<p>Comments:</p>	<p>Comments:</p>
<p><b>Attitude Objective and Learning Activities</b></p>	<p><b>Mid-Term Evaluation</b></p>	<p><b>Final Evaluation</b></p>
<p>1. Leave personal life at home</p> <p>A. Journal emotions at least 3 times every week</p> <p>B. Go out for an enjoyable activity (photography, walking, etc.)at least 3 times a week</p> <p>C. If needed seek counseling 1 time every week</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>
<p>2. Work on stereotypes</p> <p>A. Talk with at least 1 person from a group I am uncomfortable with every week</p> <p>B. Maintain contact with all of these people at least 1 time each week</p> <p>C. Discuss with a counselor if need be at least 2 times a month</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>
<p>3. Activities for health</p> <p>A. Take a trip outside for some photography at least 2 times each</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>	<p>Rating: 1 (low) to 5 (high)</p> <p>Comments:</p>

week B. Exercise at least 3 times a week. C. Listen to music for at least 30 minutes everyday		
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**Signatures**

I have read the learning plan of [Student Name] and given the student feedback regarding the learning plan objectives and learning activities.

Field Site Supervisor:

\_\_\_\_\_

*(signature)* *(date)*

University Supervisor:

\_\_\_\_\_

*(signature)* *(date)*

I have received feedback regarding my learning plan objectives and learning activities from my Field Site Supervisor and my University Supervisor, and will incorporate suggestions into my learning plan.

Student Signature:

\_\_\_\_\_

*(signature)* *(date)*



**UNIVERSITY OF MAINE AT FARMINGTON  
REHABILITATION SERVICES  
FINAL SELF-EVALUATION FOR FIELDWORK**

*To be submitted by the end of the fieldwork.*

*This page will be retained in a field site binder at UMF for review by other students.*

**Student Name** \_\_\_\_\_

PRACTICUM

INTERNSHIP

(4 Credits/120 Contact Hours)    *Circle one*    (12 Credits/450 Contact Hours)

**Agency:**

\_\_\_\_\_ *(agency name)*

\_\_\_\_\_ *(street address)*                      *(city)*                      *(state)*                      *(zip code)*

\_\_\_\_\_ *(phone number)*

**My Job Description:**

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

**Activities and Services in Which I was involved:**

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

**Suggested Preparation:** *(list courses, skills, and experience that would help to prepare a student for work in this setting)*

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

**Suggested Readings:** *(list books, professional journals, and specific articles that would help to prepare a student for work in this setting, please use APA format for this list)*

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

**UNIVERSITY OF MAINE AT FARMINGTON  
REHABILITATION SERVICES  
FINAL SELF-EVALUATION FOR FIELDWORK**

*This page will be separated from the previous page, placed in your UMF fieldwork file, and will not be displayed in the field site folder.*

**Student Name:** \_\_\_\_\_

PRACTICUM

(4 Credits/120 Contact Hours)

INTERNSHIP

*Circle one* (12 Credits/450 Contact Hours)

**Evaluation of the Experience:**

List your accomplishments in this experience:

List skills, attitudes and knowledge areas that you have identified for further development as a result of this experience:

Comments on the desirability of this site:

Student: \_\_\_\_\_

*(signature)*

*(date)*

**UNIVERSITY OF MAINE AT FARMINGTON  
REHABILITATION SERVICES PROGRAM  
SITE SUPERVISOR'S EVALUATION OF FIELD WORK**

**Student Name:** \_\_\_\_\_

Please rate student's performance using the following scale:

- 5 = Superior
- 4 = Above average performance
- 3 = Average performance
- 2 = Below average performance
- 1 = Poor performance
- NA = Non-applicable

Fill in the  
most  
appropriate  
rating  
below:

1. The student's understanding of agency policies and regulation is: \_\_\_\_\_
2. The student's understanding of agency roles and functions is: \_\_\_\_\_
3. The student's relationship with staff members is: \_\_\_\_\_
4. The student's knowledge and familiarity with interagency and community resources is: \_\_\_\_\_
5. The student's administrative and organizational skills (e.g., planning, case recording, time budgeting) are: \_\_\_\_\_
6. the student's ability to establish rapport and trusting relationships with clients is: \_\_\_\_\_
7. The student's ability to communicate empathy to the client is: \_\_\_\_\_
8. The student's ability to communicate acceptance to the client is: \_\_\_\_\_
9. The students understanding and detection of the client's need(s) are: \_\_\_\_\_
10. The student's appropriateness of sense of humor is: \_\_\_\_\_
11. The student's appropriateness of behavior and dress is: \_\_\_\_\_
12. The student's professional writing skills are: \_\_\_\_\_

13. The student's ability to help clients in achieving self-insight and self-understanding \_\_\_\_\_

14. The student's ability to help clients in achieving a behavioral change is: \_\_\_\_\_

15: The student's tolerance of daily routine is: \_\_\_\_\_

16: The student's understanding of the physical aspects of disability is: \_\_\_\_\_

17: The student's ability to interpret medical, psychological, social, and vocational data in relation to the client's needs is: \_\_\_\_\_

18: The student's development, implementation, and follow-up of appropriate rehabilitation goals and plans is: \_\_\_\_\_

19. The student's ability to seek referral and consultant services is: \_\_\_\_\_

20. The student's enthusiasm and energy level for his/her work is: \_\_\_\_\_

21: The student's effective use of supervision is: \_\_\_\_\_

22. The student's capacity for independent decision-making and initiative is: \_\_\_\_\_

23: The student's capacity for self-criticism, self-evaluation, and self-improvement is: \_\_\_\_\_

24: The student's level of conscientiousness (e.g., reliability, punctuality, responsibility, etc.) is: \_\_\_\_\_

25. The student's ethical standards are: \_\_\_\_\_

If you had a job opening in your agency, would you hire this person? (circle one)

Definitely Not

Unlikely

Maybe

Likely

Definitely

Briefly indicate the student's current major strengths:

Briefly indicate the knowledge, attitude, or skill areas in which the student needs further development:

Additional Comments and Recommendations:

Total Hours of Fieldwork: \_\_\_\_\_

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

**Please send completed form to:**

(Name of University Supervisor)  
Rehabilitation Services Program  
University of Maine at Farmington  
186 High Street  
Farmington, Maine 04938  
FAX: (207) 778-7517

**University of Maine at Farmington Rehabilitation Service Program  
Policy Statement Concerning Internships in Rehabilitation**

1. The practicum (REH 395) and internship (REH 495) are designed to provide rehabilitation majors with an opportunity to apply skills in a professional setting.
2. The various tasks and responsibilities performed by the students should provide him or her with experience in direct services to clients, program planning, coordination, administration, and creativity within the agencies to which he or she is assigned.
3. Students are required by the Rehabilitation Services Program to complete a 4-credit practicum and a 12-credit internship. During these field experiences the student will comply with professional employer regulations concerning working hours. The student will be excused from work only for personal illness or other warranted emergencies, with the understanding the time missed is to be made up.
4. A rehabilitation faculty member, as well as a local site supervisor will supervise rehabilitation fieldwork.
5. The student will make formal application for fieldwork and receive approval from a rehabilitation faculty member prior to starting the fieldwork.
6. The search process will be initiated in consultation between the prospective intern and a rehabilitation faculty member, usually the faculty advisor. A letter of introduction from the Rehabilitation Program may be given to aid in the search of an internship site. A meeting between the intern, university supervisor, and employer may be held prior to the beginning of the internship, but is not required. When geographic distance or other circumstances make such a meeting impractical, confirmation of the site arrangements will be conducted with a conference call or correspondence.
7. The student is expected to view the fieldwork in a professional manner.
8. Students are expected to conduct themselves in a professional manner.
9. Students are responsible for costs of room, board, and any personal expense incurred during the time they are searching for work, and working. If the fieldwork requires traveling, the intern may negotiate reimbursement with the employer, but the employer is not required to pay for student travel.

10. If the student fails to perform any duties assigned or to follow employee regulations, the employer is to contact the university supervisor. If the problem cannot be resolved with the student, the fieldwork will be cancelled.
11. Students may be paid for fieldwork if the employer is willing to do so. However, fieldwork should be arranged for its long-term value, not short-term convenience or pay.
12. The employer will be asked to complete an evaluation form assessing the student's ability to perform in a professional capacity within their agency.
13. The practicum/internship will earn a letter grade determined by the following:
  - a) Performance on all assigned responsibilities prior to and during the internship.
  - b) Completion of assignments, such as learning plan, journal, workshop, and self-evaluation.
  - c) Evaluation by field site supervisor.

*The preceding statements are intended to be consistent with the following Cooperative Education 'Formula' as designated by the National Cooperative Education Association.*

- 1. A student can earn a full semester's worth of credits (12) based on a 30-hour full-time work status for the length of the semester.*
- 2. Depending on agreement among the advisor, employer and student, a student may be paid, not be paid, or be reimbursed for expenses.*
- 3. An advisor can supervise on site, or delegate supervision and evaluation to the employer.*
- 4. The employer has the right to terminate the student's fieldwork if the student's performance is poor or otherwise below standards.*
- 5. A student may work full time or part time in a practicum or internship.*
- 6. The university supervisor has full and final authority in the way of grade(s), pay, work-site, evaluation, supervision, and the student reports.*