

# Rehabilitation Science Program



## Student Manual for Fieldwork Experiences

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# **REHABILITATION SCIENCE AT ARKANSAS TECH UNIVERSITY**

The Rehabilitation (RS) major is an interdisciplinary program designed to fully prepare ethical, culturally sensitive, inclusive, and socially just professionals to enter the workforce and graduate-level education programs. Specializing in working alongside persons living with a myriad of possible disabilities and chronic illnesses, this major equips students to take learned theories and apply them within real time experiential learning opportunities. Graduates from this program will effectively serve the needs of the community, individuals with disabilities, and populations within allied health/human service fields.

## **Mission of the Rehabilitation Science Program at Arkansas Tech University**

Through application of innovative teaching, unparalleled advising and intentional engagement, the program will fully prepare ethical, culturally sensitive, inclusive, and socially just professionals to enter the workforce and graduate-level education programs.

## **Vision of the Rehabilitation Science Program at Arkansas Tech University**

To be the premier undergraduate degree in Rehabilitation Science, cultivating remarkable contributors to the Rehabilitation and allied health fields.

## **Program Goals and Learning Domains**

Goals and domains are designed to meet the University and Program's mission and vision statements. Further, goals and learning domains are designed to meet the needs of constituents (students, communities of interest and employers).

### **Program Goals**

- 1) To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.
- 2) To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.
- 3) To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

### **Student Learning Domains**

Domains are built on the role and function study, accreditation requirements, and needs of the community, state, and country.

- 1) Lived Experiences of Individuals with Disabilities and/or Impairment

- 2) Service Delivery Systems and Community Integration
- 3) Career and Job Development
- 4) Relational and Professional Communication
- 5) Advocacy and Informed Choice
- 6) Professionalism and Ethical Practices
- 7) Experiential Learning

A unique feature of the Rehabilitation Science program is the requisite Fieldwork experience during which students complete either a full-time, single-semester Internship, or three separate semesters of part-time experiential activities in the Field Placement Series. Prior to graduation, students will have acquired 420+ hours of on-site, professional mentoring specific to individual post-graduate goals.

#### **Employment Settings Include:**

- ◇ State/Federal Rehabilitation Agencies
- ◇ Private Vocational Rehabilitation
- ◇ Native American Rehabilitation
- ◇ Mental Health/Addictions Care
- ◇ Public/Private Family Services
- ◇ Early Childhood Intervention

#### **Preparation for Graduate Studies in:**

- ◇ (Clinical) Rehabilitation Counseling
- ◇ Counseling Psychology
- ◇ Clinical Mental Health Counseling
- ◇ Community Psychology
- ◇ Marriage & Family Therapy
- ◇ Social Work
- ◇ Allied Health Professions (e.g., DPT, OTD, Speech-Language Pathology)

### **Accreditation**

The Rehabilitation Science Program at Arkansas Tech University was the first undergraduate program offered by a university in Arkansas and is the first of only three undergraduate Rehabilitation programs yet to earn accreditation status. The Rehabilitation Science program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Rehabilitation Accreditation (CoRA) through 2028.



## CONTACT INFORMATION FOR FACULTY SUPERVISORS AND STAFF



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## **AN INTRODUCTION TO FIELDWORK EXPERIENCE**

Fieldwork Experience is designed to provide meaningful and purposeful activities in rehabilitation, or other related agency, facility, or organization. During the selected Fieldwork Experience, the student has the opportunity to not only apply theory and methods learned in the classroom setting, but to also learn new work skills and competencies that will assist them in future careers. It is expected that during the selected Fieldwork Experience the student will progress from being an observer to working directly with clients or consumers under appropriate site supervision, thus enabling them to acquire additional skills needed to enter the workforce after graduation.

Rehabilitation Science students will participate in either one (1) Service Learning experience and two (2) Field Placement (referred to as the Field Placement Series), or one (1) Internship experience(s) and will complete a total of 420 hours of fieldwork. Those students who are enrolling for Field Placement and are part of the Child Welfare Grant as stipend students, are held to different requirements (see Supplement C). Service Learning and Field Placements are typically completed in the student's last three semesters, and Internship is typically completed during the student's last semester in the program.

Prior to enrolling in Internship, Service Learning, or Field Placement, all students must meet the following prerequisites:

- **Completion of RS 2003 – Introduction to Rehabilitation Services**
  - Must have earned a grade of “C” or better in the course
- **Completion of RS 3204 – Interviewing Skills**
  - Must have earned a grade of “C” or better in the course
- **Completion of RS 3123 – Ethics and Professional Issues**
  - Must have earned a grade of “C” or better in the course
- **Completion or Co-Enrollment of RS 4023 – Case Management Strategies**
  - Must have earned a grade of “C” or better in the course
- **Cumulative GPA of 2.0 or above**
- **An in-person meeting with the Faculty Supervisor to discuss the fieldwork experience and obtain approval to enroll in the course(s)**
- **Attendance to the mandatory Fieldwork Experiences Orientation**

### **Choosing Between the Field Placement Series or an Internship**

Rehabilitation Science majors should carefully consider whether the Field Placement Series or an Internship is the best option for their individual circumstances.

	COMMUNITY SERVICE	SERVICE LEARNING	INTERNSHIP
PRIMARY INTENDED BENEFICIARY	recipient(s)	recipient(s) and provider	provider
PRIMARY FOCUS	providing meaningful service	providing meaningful service and enhancing classroom learning	learning by doing
INTENDED EDUCATIONAL PURPOSE	moral, personal and social growth and development	Academic learning, enhancing intellectual and civic engagement	Career development and professional preparation
CURRICULAR INTEGRATION	None	Fully integrated into curriculum	Co-curricular or supplemental
NATURE OF SERVICE ACTIVITY	Based on student interest/motivation	Based on course topic or discipline	Based on industry or career

### The Field Placement Series

Field Placement Series students complete 10-14 hours per week, on site. They will also complete a one hour and twenty-minute group Supervision Seminar class each week with the Faculty Supervisor. Typically, students take other classes while completing the Field Placement Series. Each component of the three (3) part Field Placement Series counts toward four (4) hours of academic credit.

The Service Learning/Field Placement Series should be considered as an option when one or more of the following conditions are met:

1. The student is unsure about their future career plans. The Service Learning/Field Placement Series allows students to work, at a minimum, at two (2) different organizations within their minor and work with a variety of community organizations during their Service Learning component.
2. The student has little work experience in the field and would benefit from working with varied clientele in a number of work environments.
3. The student has work and/or family obligations that prohibit them from engaging in a full time (40 hours per week) placement.

Service Learning has been defined as, “an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught” (Elmhurst College, 2019, pp. 1). In accordance with this definition, students in Service Learning will work alongside their classroom peers and Faculty Supervisor to identify a need in the local community. Once this need is identified, the Service Learning class will work together to brainstorm an intervention to fulfill the outstanding need, connecting with stakeholders, clients/recipients, and other necessary parties to produce a fully researched end-product. The Service Learning students should work together as a team to fundraise, draw awareness, and resolve any possible hurdles that may prove detrimental to the development and provision of the decided end-product. This end-product may be a one-time offering or could be a repeating service that is taken over by a community stakeholder for long-term implementation. Each Service Learning class should have a unique project and offering and seek to strengthen the impact of the Rehabilitation Science students on their local community, reinforcing the importance of philanthropy and advocacy in one’s professional and personal identity.

Students electing to complete the Service Learning/Field Placement Series will additionally have the opportunity to work relatively in-depth at 2 different sites for each of the required Field Placements. An essential difference between the Service

Learning/Field Placement series and the Internship is the hour requirements and subsequent level of trust and comprehension that can be fostered with a student who is engaging in full-time, 40 hours a week, work with their site and site supervisor such as with Internship versus that which can be developed when spending significantly less time at the site and under the direction of the site supervisor during a given Field Placement. In that way, the Field Placement experiences can be viewed as a less time intensive, but no less meaningful exposure to two different organizations/agencies in the community.

### **The Internship**

Internship students complete 35-40 hours per week in one (1) setting for a semester. Interns do not meet for group supervision but are supervised regularly on site by the Site Supervisor as well as by on-site visits made by the Faculty Supervisor. A completed Internship earns 12 hours of academic credit. The Internship option should be considered when one of more of the following conditions are met:

1. The student is committed to working in one particular area or organization. For example, if the student is fairly certain they want to work, post-graduation, at a specific site they might consider completing an Internship at that site.
2. The student desires more intense training than they would ordinarily receive within the Service Learning/Field Placement Series.

**NOTE: Students may enroll concurrently in Internship and Case Management Strategies but must have completed all other coursework. Exceptions may be made according to the discretion of the Program Director.**

### **A Few Final Thoughts**

- If in doubt regarding a situation, ethical behaviors or other issues, the student should always consult with the Site and Faculty Supervisors.
- If there is discrepancy between their instructions on a given topic, please seek guidance from the Program Director.
- Students should treat the Fieldwork Experience as a learning experience, a job, and an opportunity to think critically and ask questions.
- Students should realize that the purpose of the Fieldwork Experience is to learn skills needed in the workplace, to further develop their own professional identity, and to engage in self-exploration regarding future career goals and paths.

### **References**

Elmhurst College. (2019, November 25). What is service learning?  
<https://www.elmhurst.edu/blog/what-is-service-learning/>

**For additional information regarding the Field Placement Series or Internship requirements, please see Supplement A.**

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## STEPS TO OBTAINING A FIELD PLACEMENT OR INTERNSHIP SITE

Students must follow the steps below to obtain a Field Placement or Internship site (Service Learning does not select a Placement site):

1. The student must meet with Faculty Supervisor and discuss their interests and preparedness for the Fieldwork Experience. This typically coincides with the Registration Advising period in the semester prior to when a selected Fieldwork Experience is to begin. For example, if a student is planning to complete their Fieldwork Experience in the Spring semester, they should plan to meet with the Faculty Supervisor in October of that Academic Year.
  - During the meeting the student and Faculty Supervisor will develop several alternative placement sites (see Supplement B). Additionally, the student will sign a release of information (ROI) that allows the Faculty Supervisor to share information with the potential placement site (see Supplement A).
  - Information that may be shared includes, but is not limited to, academic standing and performance, a letter of introduction from the Faculty Supervisor regarding the student, and a copy of a signed confidentiality agreement.
2. The student will provide the Faculty Supervisor with an updated copy of their resume.
  - The student is encouraged to utilize the Arkansas Tech University Career Center to begin resume development, if they have not done so already. Contact information is as follows:  
Rothwell Suite 107      **Phone:** (479) 968-0278  
106 W O Street      **Fax:** (479) 964-0863  
Russellville, AR 72801      **Email:** [career.services@atu.edu](mailto:career.services@atu.edu)
3. After the Faculty Supervisor approves the resume and agrees to a potential site, the student will arrange for an interview with the placement site.
  - The purpose of the interview is to determine if the placement site is a good match for the student and site, to discuss a potential work schedule, and to share any additional information that may assist the student and the site.
4. Upon completion of the interview, the student is responsible for contacting the Faculty Supervisor and sharing their feelings regarding the placement. After obtaining information from the Site regarding whether they feel the student is a good fit, a determination shall be made if the placement site is acceptable for all parties involved, or if another site should be contacted.
5. Once a match has been established between a student and a site, the student **MUST** go to the ATU Student Accounts and purchase liability insurance (see Supplement A). The student is encouraged to contact Student Accounts for the current cost for the insurance.

**NOTE:** The student **MUST** purchase this insurance **BEFORE** they start their placement, and they **MUST** turn in two (2) copies of the paid insurance receipt; one (1) to the program administrative assistant and one (1) to their Faculty Supervisor.

6. The student must report to the placement site on the date and at the time agreed upon during the interview. If an emergency occurs and they are unable to do so, they are responsible for contacting the Site and Faculty Supervisors prior to their expected arrival.
- Service Learning/Field Placement Series students are NOT to report to their site until after the first class of group Supervision Seminar with their Faculty Supervisor.
  - Internship students are NOT to report to their site until they have met with the Faculty Supervisor at the beginning of the semester during which they are completing the Fieldwork Experience. At that time, the Faculty Supervisor will explain class requirements, review the confidentiality agreement which was signed the prior semester and remains in effect (see Supplement A), and give the student an opportunity to ask questions.

## PRE-PLACEMENT CHECK LIST FOR THE FIELD PLACEMENT SERIES AND INTERNSHIP

1. Consult with the Faculty Supervisor to identify areas of interest.
2. Receive and review the Rehabilitation Science Program Fieldwork Manual for Undergraduate Field Placement and Internship.
3. Prepare a resume and autobiographical statement.
4. Confirm with the Faculty Supervisor the placement site and Site Supervisor.
5. Contact and interview with the Site Supervisor in the confirmed area of choice.
6. Ask the Site Supervisor to confirm that the student will be at the site and supervised. The Faculty Supervisor should be contacted by the Site Supervisor with this information.
7. Pay liability insurance prior to starting the Fieldwork Experience
  - Please note that there may be periods where you will not have to purchase the liability insurance, and the insurance will be covered with grant/other funds.
8. Provide one (1) copy of liability insurance payment program secretary and one (1) additional copy to the Faculty Supervisor.
9. Return this completed form to the Faculty Supervisor or other Rehabilitation Science faculty member.
10. Field Placement and Service Learning students MUST attend the first weekly seminar BEFORE beginning. At that time a confidentiality agreement will be signed.
11. Internship students MUST meet with the Faculty Supervisor and sign a confidentiality agreement BEFORE starting the internship.
12. Begin the selected Fieldwork Experience and complete required hours.
  - **Service Learning/Field Placement:** minimum of 12 to 15 hours per week; total of 140 hours per semester (56 direct contact hours)
  - **Internship:** minimum of 35 to 40 hours per week; total of 420 hours per semester (168 direct contact hours)
  - **Child Welfare Grant Students:** minimum of 13 to 15 hours per week; if engaged in the Field Placement Series, total of 200 hours per semester (80 direct contact hours), or 40 hours per week, if engaged in Internship, total of 420 hours per semester (168 direct contact hours minimum)
  - **Summer Service Learning/Field Placement Students:** minimum of 14 hours per week; total of 140 hours (56 direct contact hours)

**STIPEND STUDENTS WITH THE CHILD WELFARE GRANT AND THOSE SEEKING  
DCFS PLACEMENT SHOULD USE THE CHECKLIST LOCATED IN SUPPLEMENT  
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## ON-SITE EXPERIENCE: WHAT TO EXPECT

Fieldwork is, at the very core, a learning experience. The nature of the experience varies greatly with the student's interests, competencies, and willingness to learn. Placement sites vary greatly in the tasks they will allow students to engage in, and students are asked to respect the site's discretion in this area. Students should engage in any and all training opportunities that are offered to them.

Due to the variable nature of the course, there is no universal statement that can capture the experience that every student will have. The most successful students, however, are those who:

- Treat the placement like a job;
- Show investment in the company and client success;
- Dress for success;
- Ask questions;
- Are self-starters;
- Volunteer to complete activities;
- Complete all tasks in a timely and professional manner;
- Demonstrate a willingness to work with any of the site staff; and
- Are willing to quietly observe activities when appropriate.

**NOTE:** Students **MUST** attend orientation activities that are provided by the placement site and the Faculty Supervisor. These activities may be of a formal nature such as site meetings, class sessions and/or guided learning, of a more informal nature such as individual meetings with the Site Supervisor, or any combination therein both within and outside of regular office hours.

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## LEARNING COMPETENCIES

It is vital for the student to remember that he or she is at the site to learn competencies related to working with a variety of individuals. Therefore, although it is acceptable to answer phones and file, this should only be a rare occurrence. Exception is made when answering the phone is to complete activities such as intake interviewing, and filing is to learn the site's system while learning about client or consumer's needs and strengths. If at any time the student feels that they are engaging in activities that are not appropriate for the placement they should first attempt to discuss the concern with their Site Supervisor. If unable to come to a resolution, the student should then bring the concern to their Faculty Supervisor. In the event of ethical concerns, please contact your Faculty Supervisor immediately.

To implement learning in the placement site, the student's activities in the participating site may consist of three major areas:

1. Collecting and organizing information;
2. Activities which provide direct contact with clients, consumers, or constituents; and
3. Activities which enlarge the student's knowledge of the community and site.

During the first two weeks on the placement site, the student will meet with the Site Supervisor and complete the Field Placement/Internship contract (see Supplement A). The contract shall specify the tasks and competencies expected of the student during the placement, and will address the main topic areas below.

### Collecting and Organizing Information

Activities that may relate, but are not limited to include:

- Conducting a study of a certain aspect of a site's program
- Compiling a resource directory for the site
- Studying demographic and caseload demographics of the site's clientele
- Reading case records and reports
- Interviewing adoptive and foster home references
- Organizing a tutoring program
- Conducting a survey of jobs available in the community
- Assisting in preparing records for CARF or other accrediting body visits
- Assisting in performing quality control record or file checks

### Activities Providing Direct Contact with Clients/Consumers

This activity provides the most satisfying of the placement experience. At least 40% of the student's time is to be spent engaging in these activities. Students are encouraged to remember that 40% is a minimum number and the student should spend as much time as possible in direct contact activities. Activities that may relate include, but are not limited to:

- Taking social histories and interviewing
- Conducting intake interviews
- Attending and participating in planning meetings (IPE's, MAPS, IEP's, etc.)

- Accompanying a caseworker on home visits
  - NOTE:** No student should ever conduct home visits unaccompanied
- Visiting students at school and assisting with transition planning
- Assisting in arranging a job placement
- Job coaching
- Assisting consumers with arranging for needed services
- Tutoring
- Accompanying a caseworker while escorting adults or children to other agencies
  - NOTE:** No student should ever escort a client off-site unaccompanied
- Directly observing structured group activities or group counseling sessions
- Observing court proceedings
- Conducting independent living screening following appropriate training • Directly supervising structured work activities

**NOTE:** Prior to conducting any fieldwork related activity where the student has to use their own vehicle, please speak to the faculty supervisor. There is paperwork that needs to be on file so that the student, University and Site will not be held liable.

### **Activities Enlarging Student's Knowledge of Community and Agency**

Activities that may relate, but are not limited to include:

- Observing and recording a community problem or issue, and suggesting possible solutions to the issue(s)
- Attending community meetings dealing with social or rehabilitation services.
- Attending staff and board meetings
- Visiting various community services and agencies
- Discussing with Site Supervisor various community resources and inter- agency cooperation
- Reading case records illustrating site services and discussing this with supervisor
- Preparing reports on selected topics (e.g. adoption, "means test", mental health issues), and discuss with supervisor and/or present at site meetings or training opportunities

## ROLES AND RESPONSIBILITIES

The placement opportunity is a partnership between the student learner (future practitioner), the Site Supervisor and corresponding agency, and the Faculty Supervisor. As such, each entity shall meet the following roles and expectations.

### Student Roles and Responsibilities

The student is thought of as a professional-in-training by virtue of the expectations placed upon them. From the moment the student first enters the site, they are expected to assume the role of a regular staff member, and as they acquire knowledge and skills, they will innately trend toward a formidable professional identity, closer to the role of a more fully trained practitioner.

Student responsibilities include:

- Adhering to the work hours arranged between the Site Supervisor and the Student:
  - **Field Placement:** minimum of 10 to 12 hours per week; total of **140** hours per semester (56 direct contact hours)
  - **Internship:** minimum of 35 to 40 hours per week; total of **420** hours per semester (168 direct contact hours)
  - **Child Welfare Grant Students:** minimum of 13 to 15 hours per week; total of **200** hours per semester (80 direct contact hours)
  - **Summer Field Placement Students:** minimum of 14 hours per week; total of **140** hours (56 direct contact hours)
- Adhering to site policies governing the strict observations of confidentiality and handling of confidential information.
- Assuming responsibility for their actions.
- Treating the fieldwork experience like a job. This includes: dressing appropriately, calling the Site Supervisor when sick or late, and being present at the site during the agreed upon work hours.
  - **NOTE:** Fieldwork Students are expected to adhere to their arranged work hours regardless of whether classes are held by the University or not (i.e., closures for inclement weather, holidays, breaks).
- Maintaining strictly professional relationships with all clients served.
- Refraining from making promises or providing special treatment to clients during or following the fieldwork experience.
- Refraining from becoming involved in office politics, rumors, gossip, and innuendos.
- Maintain professional boundaries and be aware of the perils of dual relationships.
- Being a learner by using a courteous, enthusiastic, open-minded, and critical approach to learning opportunities.
- Identifying and applying knowledge acquired in the classroom to practice in the site.

- Developing self-awareness regarding attitudes, values, and behavior patterns that influence his or her practice.
- Preparing for and utilizing conferences and other opportunities of learning afforded to them at the fieldwork site setting.
- Attending the weekly group supervision meetings with the Faculty Supervisor, if applicable.
- Maintaining open lines and remaining in regular communication with the Faculty and Site Supervisors.
- Developing a sense of professional identity and confident communication style.
- Being consistent and punctual with all work assigned by the Site and Faculty Supervisors.
- Upholding the ethical principles of the field as outlined in the:
  - [2017 Certified Rehabilitation Counselor \(CRC\)](#);
  - [2014 American Counseling Association \(ACA\)](#);
  - [2020 American Occupational Therapy Association \(AOTA\)](#);
  - [2020 American Physical Therapy Association \(APTA\)](#); and/or
  - [2021 National Association of Social Workers \(NASW\)](#)
 codes of ethics as applicable.

**NOTE:** At no time is any student to transport clients in their own vehicle! Exceptions are made only if the student is a Department of Child and Family Services (DCFS) fieldwork student and have a current copy of their motor vehicle insurance in their fieldwork file. DCFS field placement students meet DCFS requirements for volunteer transporters.

### Site Supervisor Roles and Responsibilities

It is the responsibility of the site to provide direct, on-the-job supervision of the student. The Site Supervisor is responsible for the selection and assignment of a qualified staff member to provide consistent, ongoing, and close supervision to the student during the placement. The role of the Site Supervisor includes:

- Introducing and orienting the student to the site's policies pertaining to working hours, standards of conduct, scheduled meetings and conferences, travel requirements, etc. The supervisor should introduce the student to the professional and clerical staff, as well as provide workspace and supplies.
- Introducing and orienting the student to the site's expectations regarding appropriate dress, policies governing confidentiality, and other related facets of professional role behavior. This explanation should include ethical behaviors expected from the student.
- Introducing and orienting the student to the site's structure and programs.
- Teaching the student about the site's role in the community and working relationships with other agencies, including referral procedures.
- Ensuring that the minimum hours for the given Experience is realistically achievable. While we cannot foresee certain events, which may keep a student

from their site at times, we want to begin with the knowledge that we are setting them up for success.

As a reminder:

- **Field Placement:** minimum of 10 to 12 hours per week; total of 140 hours per semester (56 direct contact hours)
  - **Internship:** minimum of 35 to 40 hours per week; total of 420 hours per semester (168 direct contact hours)
  - **Child Welfare Grant Students:** minimum of 13 to 15 hours per week; total of 200 hours per semester (80 direct contact hours)
  - **Summer Field Placement Series Students:** minimum of 14 hours per week; total of 140 hours (56 direct contact hours)
- Orienting the student to available community resources as well as gaps in services.
  - Alerting the student to any conflicts affecting the site as a result of the political realities of the community.
  - Protecting the student against unnecessary exposure to organizational strains that do not enhance the learning situation.
  - Orienting the student to the demographics and intersectionality of the clients served by the site, including any related needs that arise as a result.
  - Explaining the standard expectation regarding the timing for different types of activities (e.g., meetings, conferences, written reports, etc.) that are used by the site.
  - Assigning and supervising the completion of client-related tasks and responsibilities, as appropriate for the student's readiness to complete such tasks.
  - Allowing the student to accompany the supervisor to home visits, office interviews, meetings, conferences, etc. where the student could identify with the supervisor as a professional practitioner.
  - Informing the Faculty Supervisor whenever the Site Supervisor becomes aware of personal problems or communication issues that are disrupting the student's learning or performance.
  - Providing one-on-one supervision with the student to enhance the student's learning or performance.
  - Participating in joint and individual conferences with the student and Faculty Supervisor regarding the student's performance.
  - Submitting the Agency Evaluation Report on the student at the end of six weeks and at the end of the term to the Faculty Supervisor.
  - Contacting the Program Director in the event that they are unable to reach the Faculty Supervisor and in emergency situations.

## Faculty Supervisor Roles and Responsibilities

The Fieldwork Experience, whether Internship or the Service Learning/Field Placement Series, is considered a college course complete with teaching objectives, content, and teaching methodology. The Faculty Supervisor assumes overall responsibility for consultation and is available to students in an advisory capacity as it pertains to issues experienced on site and in achieving course objectives.

The role of the Faculty Supervisor includes:

- Holding a pre-placement orientation and introduction with students regarding the nature and purpose of the Fieldwork Experience.
- Holding a pre-placement orientation and introduction with Site Supervisors regarding the nature and purpose of the Fieldwork Experience, in addition to the Site Supervisors' role in the student learner's experience. Orienting and introducing the Site Supervisor and site to the nature and purpose of the Fieldwork course, and to the site's role and responsibility in the learning process.
- Communicating to the student their course requirements, role expectations, the nature of written assignments, and means of grading performance, in a clear and organized manner.
- Consulting with the Site Supervisor on a regular basis regarding a student's performance, including any concerns that may disrupt the student's learning.
- Evaluating the student's written reports and verbal discussions in terms of content and assisting the student in integrating classroom with the Fieldwork Experience.
- Consulting with and advising the student regarding their interactions with persons with disabilities and/or chronic illness on site.
- Evaluating the student's assessment of their Fieldwork Experience.
- Utilizing the performance evaluations submitted by the Site Supervisor for purposes of on-site consultation, and as part of the final grading of the student.
- Assuming responsibility for the suspension or complete removal of a student from the course/placement whenever indicated due to grossly inappropriate performance or behavior (e.g., chronically not showing up on site, breaking confidentiality, engaging in dual relationships with clients).
- Assuming responsibility for acquiring alternative placement for a student when necessary. This may occur in instances such as when an agency is unexpectedly closed, or the site is unable to provide supervision and hours. It is expected that this will be a rare occurrence.
- Completing two (2) site visits where the student and Site Supervisor are present, to discuss the student's performance and development, once around midterm and again at the end of the semester.
- Overall evaluation of performance and integration of knowledge for purposes of assigning a course grade.

## **ENDING THE ON-SITE EXPERIENCE**

Toward the end of the Fieldwork Experience (within 80 hours or 2 weeks left in the semester for Internship or within 30 hours or 2 weeks left in the semester for the Service Learning/Field Placement Series) students should do the following:

- Ensure that a final meeting is scheduled with the Site and Faculty Supervisors. The purpose of the meeting is to discuss the final evaluation and to mutually agree upon the last day the student will be present at the field placement or internship site.
- Write a thank you letter to the Site Supervisor and all other influential persons at the site.
- Discuss with the Site and Faculty Supervisors the appropriate way to inform clients/consumers the fact that the student is soon leaving the site.
- Create a Fieldwork Feedback Sheet for the Fieldwork Experience Guide for Future Students.
- Turn in the final paper as required in the syllabus.

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**Supplement A:  
Fieldwork Forms and Instructions**

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**FIELDWORK APPLICATION  
2023/2024 PLACEMENT**

SPRING                      SUMMER                      FALL  
(circle appropriate term)

**DUE:** October 15, 2023 for Spring 2024  
March 15, 2023 for Summer and Fall 2024

*Return to Ms. Kim Hilliard in Browning Hall 300 (main office)*

**Expected Graduation Date (circle one):**

May 2024                      August 2023                      December 2024

**Date Application Completed:** \_\_\_\_\_

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

T #: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip \_\_\_\_\_

Cell Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Internship Placement Site:**

1<sup>st</sup> Choice: \_\_\_\_\_

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

Contact Number: \_\_\_\_\_

2<sup>nd</sup> Choice: \_\_\_\_\_

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

Contact Number: \_\_\_\_\_

3<sup>rd</sup> Choice: \_\_\_\_\_

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

Contact Number: \_\_\_\_\_

Please explain any special circumstances that you would like the faculty or site supervisor to know:

---

---

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---

---

**DO NOT COMPLETE BELOW (FOR PLACEMENT DIRECTOR USE ONLY)**

Date Application Received: \_\_\_\_\_

Degree Audit Completed: \_\_\_\_\_ Cum. GPA (2.00 or above): \_\_\_\_\_

C's or better in Core (RS) Courses: \_\_\_\_\_

RS 2003, RS 3204, RS 2123, RS 3133 Courses Completed: \_\_\_\_\_

Current Resume on File: \_\_\_\_\_

**QUALIFICATIONS:**

- Passionate about helping others achieve their goals.
- Personable, customer-service oriented and able to easily interact with others.
- Able to adapt and multi-task in a fast-paced environment.
- Self-starter and attentive to detail.
- Active listener and effective communicator.
- Have highly developed time management and organization skills
- Have effective communication skill to receive information from clients and members of the facility team
- Have current student nursing liability insurance as required by the academic department
- Have current First Aid/AED/CPR certification (suggested but not required)
- Adhere to all Internship site requirements (i.e., background check, dress code, etc.)
- Understand and adhere to HIPAA guidelines

*I have read and understand the above qualifications. As far as I am aware, I possess the qualifications described:*

\_\_\_\_\_  
**Student's Printed Name**

\_\_\_\_\_  
**T #**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

***IF YOU ARE INTERESTED IN A DCFS PLACEMENT  
PLEASE CONTINUE TO THE NEXT PAGE***

***IF NOT,  
STOP HERE***

**DCFS Field Placement/Internship  
Student Information Sheet**

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

**Expected Graduation Term:** \_\_\_\_\_ **T#:** \_\_\_\_\_

**Placement Term:**

- Fall \_\_\_\_\_
- Spring \_\_\_\_\_
- Summer \_\_\_\_\_

**Preferred Placement (County/Counties):** \_\_\_\_\_

**Email:** \_\_\_\_\_

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

**Preferred Contact:**

- Call
- Email
- Text

**Have you taken:**

- RS 3043: Introduction to Social Services
- RS 3243: Social Services for Individuals and Families

**While you will experience all aspects of child welfare during your placement, which areas are you most interested in learning more about:**

- Adoption Services
- Foster Care
- Protective Services

----- **For Office Use Only** -----

**Drug Screen**

- Requisitioned: \_\_\_\_\_
- PO: \_\_\_\_\_
- Results Received: \_\_\_\_\_
- Invoiced: \_\_\_\_\_

**Document Packet**

- Emailed: \_\_\_\_\_
- Approved: \_\_\_\_\_
- Student Notified: \_\_\_\_\_

Revised 09/2023



## **FIELD PLACEMENT AND INTERNSHIP LIABILITY INSURANCE PROCEDURES FOR RS 41\_4 (SERVICE LEARNING/FIELD PLACEMENT) AND RS 4012 (INTERNSHIP)**

The Rehabilitation Science Program at Arkansas Tech University (ATU) collaborates with the ATU Nursing Program in order to provide malpractice liability insurance for Service Learning, Field Placement and Internship students, as well as their Site Supervisors and agencies. The malpractice insurance is a critical piece of coverage that insures the student and supervisors for \$1,000,000 per incident with a \$3,000,000 cap. In order to insure that students are responsible in acquiring their insurance, the following procedural guideline has been adopted:

1. The student cannot begin the Fieldwork Experience until insurance has been paid and a receipt delivered to both the Rehabilitation Science Program's Administrative Specialist and the Faculty Supervisor.
2. The student will be dropped from their Fieldwork Experience if liability insurance receipt has not been received by the first Friday after classes begin.
3. Fieldwork liability insurance covers the student from August to August.  
For example: Summer Field Placement students must renew liability insurance for the fall semester.
4. Student must purchase the liability insurance from the Student Accounts office, located in Brown Hall, Suite 241, 105 West O Street. The Student Accounts office can also be contacted by phone at (479) 968-0271 or by e-mail at [business.office@atu.edu](mailto:business.office@atu.edu).
  - a. The student should phone student accounts for the current cost of insurance.
  - b. Students can also purchase the liability insurance through the online portal located at [https://quikpayasp.com/atu/commerce\\_manager/payer.do?orderType=Nursing%20Liability%20Insurance](https://quikpayasp.com/atu/commerce_manager/payer.do?orderType=Nursing%20Liability%20Insurance)

If you have any questions about your obligation in relation to malpractice liability insurance, please contact the Faculty Supervisor.

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## FIELDWORK EXPERIENCE CONFIDENTIALITY AGREEMENT

**I have read and agree to the following statement...**

In all instances, the confidentiality of clients' relationships with the site will be respected, as well as the confidentiality of site records. Site records will not be removed from the site and cases will not be discussed with persons not professionally involved in the situation. Persons directly involved in the situation are the student, Site Supervisor, the client/consumer, the treatment team, and the Faculty Supervisor. If the student has any doubt about the appropriateness of sharing information with others, the student must discuss the situation with the Site and/or Faculty Supervisors. Cases may be discussed in any applicable Supervision Seminars and/or with the Faculty Supervisor, but all identifying information must be withheld. In addition, any client/consumer cases discussed in any applicable Supervision Seminars must be kept confidential and not shared outside of the class with persons not directly involved in the case.

**...and understand that failure to maintain confidentiality will result in automatic probation status and immediate remediation.**

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

Faculty Supervisor Signature and Date \_\_\_\_\_

*(adapted from the University of Wisconsin-Milwaukee-Criminal Justice program)*

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## FIELDWORK EXPERIENCE CONTRACT

The Fieldwork Experiences (Service Learning/Field Placements or Internship) is/are designed to provide students in the Rehabilitation Science program with practical “hands-on” experience in rehabilitation, aging, addictions, social services, child welfare, mental health, allied health, and therapeutic recreation settings. Students are expected to maintain strict confidentiality and uphold the highest ethical standards. Students are expected to learn through observation and to be provided with opportunities for direct client service and related activities. Student involvement is to be consistent with their readiness to assume responsibilities at the Site. It is agreed that:

\_\_\_\_\_ will complete their Fieldwork Experience under the  
(STUDENT NAME)  
supervision of \_\_\_\_\_ at \_\_\_\_\_ from  
(SITE SUPERVISOR(S)) (AGENCY NAME)  
\_\_\_\_\_ through \_\_\_\_\_ for a minimum of \_\_\_\_\_ hours per  
(STARTING DATE) (END DATE) week, plus regular attendance in the  
Supervision Seminar (if applicable).

### Preliminary Schedule

(Subject to Change Following Discussion/Agreement Between Student and Site Supervisor)

**Mondays:** \_\_\_\_\_ **Fridays:** \_\_\_\_\_  
**Tuesdays:** \_\_\_\_\_ **Saturdays:** \_\_\_\_\_  
**Wednesdays:** \_\_\_\_\_ **Sundays:** \_\_\_\_\_  
**Thursdays:** \_\_\_\_\_

**Agreed Upon Duties and Responsibilities Include the Following:**

## **Learning Objectives (Knowledge and Skills to Be Developed) Include the Following:**

### **Abbreviated Student Responsibilities:**

1. Maintain regular attendance at Fieldwork site.
2. Uphold confidentiality.
3. Perform assigned tasks in a timely and attentive manner.
4. As a responsible learner, ASK questions.
5. Meet regularly with the Site Supervisor.
6. Attend the weekly seminar with the Faculty Supervisor, if applicable.
7. Inform Site and Faculty Supervisors of any potential problems with the Fieldwork Experience and/or clients.
8. Seek ongoing professional identity development opportunities.
9. Communicate frequently and clearly with both the Site and Faculty Supervisor.

### **Abbreviated Site Supervisor Responsibilities:**

1. Assign duties to the student consistent with the student's apparent readiness.
2. Provide necessary supervision to perform those duties.
3. Provide evaluation of student performance at mid and end of the semester.
4. Discuss evaluations and provide feedback to student regarding performance, including strengths and needed training areas.
5. Meet with the Faculty Supervisor twice during a given semester, once of which must be an in-person meeting at the site agency. Options for the other meeting include in person, conference call, or video conference.
6. Keep the Faculty Supervisor informed of any problems the student may be experiencing.
7. Contact the Program Director for Rehabilitation Science should there be any concerns or issues in contacting the Faculty Supervisor or if an emergency event occurs.

**Abbreviated Faculty Supervisor Responsibilities:**

1. Be available to both student and Site Supervisor to help ensure fulfillment of this contract.
2. Meet with the student and Site Supervisor in person at least once during the semester and maintain monthly phone contact to discuss student progress.
3. Provide group Supervision Seminar to the student, if enrolled in the Service Learning/Field Placement Series.
4. Provide individual supervision, as requested, by the student.
5. Provide remediation for the student when necessary.

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SITE SUPERVISOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
FACULTY SUPERVISOR SIGNATURE

\_\_\_\_\_  
DATE

(adapted from the University of Wisconsin - Madison –  
Department of Rehabilitation Psychology and Special Education)

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## **FIELDWORK EXPERIENCE AFFILIATION AGREEMENT**

This Affiliation Agreement between Arkansas Tech University (also referred to as "University"), and \_\_\_\_\_ (also referred to as "Facility"),  
(SITE AGENCY/ORGANIZATION)  
is established for the purpose of improving the overall educational Rehabilitation Science Program of the University by providing opportunities for learning experiences so that the student may advance to higher levels of performance.

The terms of the Agreement are, therefore, as follows:

### **1. RESPONSIBILITIES OF THE UNIVERSITY**

- i. The University will send the name of the student to the Facility before the beginning date of a given Fieldwork Experience.
- ii. The University is responsible for supplying any additional information required by the Facility prior to the student's first day on-site.
- iii. The University will assign to the Facility only those students who have satisfactorily completed the prerequisite portions of the Rehabilitation Science curriculum.
- iv. The University will designate a faculty member to coordinate with a designee of the Facility the assignment to be assumed by the student participating in the Fieldwork Experience. This person will be known as the Faculty Supervisor.

### **2. RESPONSIBILITIES OF THE FACILITY**

- i. The Facility shall provide a jointly-planned, supervised Fieldwork Experience.
- ii. The Facility shall, if requested, maintain records or reports on each student's performance and provide an evaluation to the University on forms provided by the University.
- iii. The Facility may request the University to withdraw from the internship any student whose performance is unsatisfactory.
- iv. The Facility shall designate and submit in writing to the University for acceptance, the name and credentials of a person to be responsible for the student's on-site Fieldwork Experience. That person shall be called the Site Supervisor.

- v. To maintain compliance with the Family Educational Rights and Privacy Act (FERPA), the Facility shall not disclose personally identifiable student information to anyone other than University faculty absent student's written consent.

### **3. RESPONSIBILITIES OF THE STUDENT**

- i. The student is responsible for preserving the confidentiality of any privileged information.
- ii. The student is responsible for following the administrative policies and procedures of the Facility.
- iii. The student is responsible for transportation to and from the Facility, unless otherwise agreed upon between them and the Site/Facility Supervisors.
- iv. The student is responsible for reporting to the Facility on time and following all established regulations.
- v. The student will not submit for publication any material relating to the Fieldwork Experience without the prior written approval of the Facility and University.

### **4. LIABILITY**

- i. Nothing in this agreement shall waive the sovereign immunity of the State of Arkansas, the University, its Board of Trustees, officers, employees, and staff.
- ii. Neither party shall be liable for any lost profits. With respect to loss, expense, damage, liability, claims, or demands, either at law or in equity, for actual or alleged damages resulting from this agreement by University's employees, agents, or subcontractors, University agrees with the Facility that:
  - a. it will cooperate with Facility in the defense of any action of claims brought against Facility seeking the foregoing damages or relief;
  - b. it will not take any action to frustrate or delay the prompt hearing on claims of the foregoing nature by the said Claims Commission and will make reasonable efforts to expedite said hearing;
  - c. provided, however, University reserves its right to assert in good faith all claims and defenses available to it in any proceeding in said Claims Commission or other appropriate judicial forum.

The obligations of this paragraph shall survive the expiration or termination of the agreement.

### **5. HIPAA RESPONSIBILITIES**

- i. Effective April 14, 2004, the Federal HIPAA regulations govern the use and disclosure of Protected Health Information of an individual. It is the intent of the parties to comply with the applicable requirements of the HIPAA regulations in connection with this Agreement.

- ii. The Facility will provide HIPAA awareness training on the policies of the Facility which directly impact the student's area of responsibility in the Facility.

## **6. FAIR LABOR STANDARDS**

Students are not to be substituted for paid staff. Students may not take the responsibility or place of "qualified" staff. Procedures performed by students are to be carefully supervised. If students are employed by the facility outside regular education hours, work must be limited so it does not interfere with regular academic responsibilities. The work must be noncompulsory, paid, and subject to employee regulation.

In order to comply with the Fair Labor Standards Act, the Facility acknowledges that the following requirements must govern this student's experience at the Facility:

- i. This Fieldwork Experience, even though it includes actual operation of the Facility, is similar to training which would be given in an educational environment;
- ii. The Fieldwork Experience is for the benefit of the Student;
- iii. The Student does not and cannot displace regular employees, but instead works under close supervision of existing staff;
- iv. The Facility providing the training derives no immediate advantage from the activities of the student; and on occasion, the facility's operations may be impeded;
- v. The Student is not necessarily entitled to a job at the conclusion of the Fieldwork Experience; and
- vi. The Facility and the Student understand that the Student is not entitled to wages for the time spent in the Fieldwork Experience.

## **7. CIVIL RIGHTS**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures including those that serve as the foundation to the Fieldwork Experience. It is expected that the Facility, Site Supervisor(s), the Student, and the Faculty Supervisor(s) will sustain their given environments in a manner that upholds civil rights for all.

## **8. TERMINATION OF AGREEMENT**

This agreement is for a period of one year from the date of acceptance and shall continue each year thereafter unless terminated by either party upon two months advance written notice to the other party.

Having accepted the terms of this agreement as stated herein, we, therefore affix our signatures this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.  
(DATE) (MONTH) (YEAR)

---

**SITE SUPERVISOR SIGNATURE**

---

**FACULTY SUPERVISOR SIGNATURE**

Students Should Return the Signed Affiliation Agreement to the Faculty Supervisor No Later Than the Conclusion of the First Week of Their Fieldwork Experience.



## **FIELDWORK EXPERIENCE PHOTOGRAPH/MEDIA CONSENT AND RELEASE**

I hereby consent and authorize an employee or agent of Arkansas Tech University to take photographs or motion pictures of me; or to produce videotapes, digital recordings, digital video, audiotapes, closed circuit television programs, web casts, or other types of media production that capture my name, likeness, voice, and/or image (any of the foregoing types of media are called the “materials” in this Consent and Release form).

I authorize Arkansas Tech University to copyright the materials, and I authorize Arkansas Tech University to use, re-use, copy, publish, display, post, exhibit, reproduce, license to a third party, or distribute the materials which bear my likeness in any educational or promotional materials, or other forms of media, which may include, but are not limited to, university publications, catalogs, articles, magazines, recruiting brochures, posting to websites, or other electronic forms of media. In addition, Arkansas Tech University may offer the materials for use or distribution in other publications, electronic or otherwise, without notifying me.

I also agree that in the use of the materials, Arkansas Tech University may identify me by name, hometown, etc. (If you do not wish to be identified by name, etc., please cross through this sentence and initial here ).

I agree that I am participating on a voluntary basis and I will not receive any payment from Arkansas Tech University for signing this release or as a result of any publication of the materials.

---

**Printed Student Name**

---

**Date**

---

**Student Signature**

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Running Total of Direct Contact Hours: \_\_\_\_\_



Running Total of Overall Fieldwork Hours: \_\_\_\_\_

**FIELDWORK EXPERIENCE STUDENT TIME LOG**

**Directions:** Complete this form each week, sign it, have the Site Supervisor sign it, then submit it to the Faculty Supervisor for review.

Student's Name \_\_\_\_\_ Site Name \_\_\_\_\_

Site Supervisor's Name \_\_\_\_\_ Week of \_\_\_\_\_

Day	In	Out	# of Hours	Jobs Performed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
<b>TOTAL:</b>		<b>TOTAL CLIENT HOURS:</b>		<b>NOTE: Please measure your time in half or full hours only.</b>

Reason for Any Absences \_\_\_\_\_

Site Supervisor Feedback for the Week \_\_\_\_\_

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

\_\_\_\_\_  
Site Supervisor Signature and Date

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**AGENCY/SITE SUPERVISOR EVALUATION REPORT ON FIELDWORK EXPERIENCE  
STUDENT'S PERFORMANCE  
(Mid Semester & Final)**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This form has been devised solely to indicate the student's progress during their Fieldwork Experience with your agency. Please meet with the student to discuss the evaluation before submitting it to the Faculty Supervisor. Make a check mark (X) in the column which best described the student's level of performance.

Performance Factors	Poor	Below Average	Average	Above Average	Excellent	No Opinion or Not Applicable
Organization and planning of work						
General industry and attention to work assignments						
Cooperative relationship with staff						
Motivation and follow-through with work assigned						
Knowledge and concepts of agency goals						
Knowledge of growth and human behavior						
Skills in interviewing, case management, and problem solving						
Use and interpretation of psychological data						
Attitude toward Agency supervision						

**NOTE: Final Evaluations should be completed no sooner than within the final 10 hours of Fieldwork Experience.**

Performance Factors	Poor	Below Average	Average	Above Average	Excellent	No Opinion or Not Applicable
Attitude toward clients served by the agency						
Evidence of professional/ethical standards of conduct						
Self-recognition of his/her strengths and weaknesses in a helping role						
Ability to record accurately client/worker relationships						
Ability to write/speak concisely						
Ability to establish and maintain a satisfactory interpersonal relationship						
Ability to be objective without emotional involvement						
Ability to use imagination and initiate new ideas						
Ability to formulate a rehabilitation plan						
Ability to accept increasing responsibility						
Personal appearance/dress						

**Feedback:**

- (1) Statement regarding over-all impressions of the student:

**TOTAL HOURS TO  
DATE:  
TOTAL HOURS TO DATE  
OF CLIENT  
CONTACT:**

(2) Statement on the potential of the student to succeed within the profession:

(3) Statement on needs for additional training and supervision:

(4) Additional comments:

(5) Did the student respond to all agency requests? Yes \_\_\_\_ No \_\_\_\_

(6) Please assign a grade that reflects your opinion of the student's performance:  
(A = 4.0; B = 3.0; C = 2.0; F = 0.0)

\_\_\_\_\_

\_\_\_\_\_  
**Signature of Site Supervisor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Fieldwork Experience Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Reviewing Faculty Supervisor**

\_\_\_\_\_  
**Date**

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## PLAN OF REMEDIATION GENERAL OUTLINE

Name of Student: \_\_\_\_\_

Date(s) Reviewing with Student: \_\_\_\_\_

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

Faculty Supervisor: \_\_\_\_\_

1. Outline of Events Leading to The Need for A Remediation Plan
2. Area(s) Needing Improvement
  - Include specific statements pertaining to the necessary areas, current level of performance and supporting evidence.
3. Plan of Remediation
  - Define specific expectations for each area needing improvement, activities/assignments for doing so, assistance provided by each supervisor, resources, and timelines for improvement.
4. Monitoring System
  - Schedule, observations, activities, review conferences, and a timeline for final assessment of performance.
5. Final Evaluation
  - Include a final assessment of the progress/performance.
6. Recommendation
  - Site and Faculty Supervisors' recommendations regarding completion of the current placement and any gatekeeping actions that must take place.

**NOTE:** The Faculty and/or Site Supervisor may choose to add additional areas to the remediation plan if deemed necessary.

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Fieldwork Experience Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Reviewing Faculty Supervisor

\_\_\_\_\_  
Date

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**Supplement B:  
Selected Fieldwork Assignment Archive**

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## **FIELDWORK EXPERIENCE WEEKLY JOURNAL GUIDE**

Weekly journals are written in narrative form and should be approximately 5-6 paragraphs in length. These journals will be made available to the student within Blackboard and are designed to support the student's personal and professional growth throughout the Fieldwork Experience. It is important to note that these journals will be accessible by students and faculty, alike and that students should make efforts to always protect the privacy and confidentiality of clients/consumers when discussing them in these journals.

Weekly journals should contain the following information:

- What problems came up that you would like help with?
- What tasks were completed during the week? Why do you think the agency engages in these tasks? Can you think of ways to improve these tasks or processes?
- What was the most surprising thing that you learned or observed during the week? What could you handle better in the future?
- What was the most important thing you learned about yourself as a person?
- What was the most important thing you learned about yourself as a professional?
- Did you experience any ethical dilemmas during the week? Please describe the dilemma and the actions you took to resolve it.
- Any other comments you wish to add?

The Faculty Supervisor will review your journals and provide weekly feedback. Please submit your journals as instructed by your Faculty Supervisor and as outlined in your individual syllabus.

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## WHY I SERVE PAPER DIRECTIONS

As a student majoring in one of the many helping professions, you possess a servant's heart, and through your education have shaped your own cultural competence, interviewing skills, and ethical maturity. As future rehabilitation generalists, one of the many roles you will hold is as an advocate for your clients. You have been exposed to the concept of Learning Through Service, or Service Learning, this semester and as such, should have a clearer understanding of the importance of serving our communities, both locally and globally.

This paper, however, is about YOU. As such, you are being asked to write a 4-5 page paper exploring, but not limited to, the following:

- Your perspectives and ideas regarding serving/volunteering with the local community of Russellville, AR.
  - Did they change over from the beginning and end of the course?
- Who you were as a paraprofessional, from the beginning of the course until the end of the course?
  - If things changed, what do you attribute those changes to?
- Why did you initially become a Rehabilitation Science major?
  - Is that still what motivates you? Why/why not?
- Do you have a greater understanding of what drives you and/or why you serve?
- Explore the importance of serving in our local, regional, national, and global communities.
- Discuss whether the Service Learning course aided in your understanding of giving back through service. Why or why not?

Please remember that all papers should adhere to the APA 7th ed. standards, including Times New Roman 12pt font, a professional title page and references page for supporting material (HINT: you should have several). Please know the title page and references page to not count as pages of content.

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## MY WORLDVIEW PAPER DIRECTIONS

Part of growing in our ability to help others, is knowing who we are, those experiences that have shaped us along the way, and the formative moments where the decision(s) we made, brought us to where we are today. This paper asks you to explore your worldview, or the unique lens that you view the world through. Drawing from your knowledge of yourself and your experiences within a diverse society, you are asked to compose a 5-6 page paper exploring the following:

1. Discuss who you were at 10 years old:
  - Who did you consider to be influential in/on your life then (alive or deceased)? How did they shape your life at 10 years old?
  - What were 2-3 values/morals that guided your life at 10 years old? How do you know (i.e., give examples)?
  - What was your concept of yourself in terms of culture? Did you have any biases/prejudices?
  - What did you want to be when you grew up? Why?
2. Discuss who you were at 15 years old:
  - Who did you consider to be influential in/on your life then (alive or deceased)? How did they shape you at this age?
  - What were 2-3 values/morals that guided your life at 15? How do you know (i.e., give examples)?
3. What were 2-3 ways in which who you were at 15 differed from 10?
  - What change agents/events caused the changes?
  - What was your concept of yourself in terms of culture? What changed from the age of 10, if anything?
  - Did you have any biases/prejudices?
  - What did you want to be when you grew up? Why?
  - What changed from the age of 10, if anything?
4. Discuss who you are TODAY:
  - Who are 2-3 people you consider to be influential in/on your life (alive or deceased)? How do they shape you?
  - What were 2-3 values/morals that guide your life? How do you know (i.e., give examples)?
  - What were 2-3 ways in which who you are TODAY differed from 10/15? What change agents/events caused the changes?

5. What is your concept of yourself in terms of culture?
  - What changed from the age of 10/15, if anything? Do you have any biases/prejudices?
6. What do you want to be when you graduate? Why?
  - What changed from the age of 10/15, if anything?

Extra resources have been provided to you in the Supplemental Readings & Resources folder on Blackboard. Please remember that all papers should adhere to the APA 7th ed. standards, including Times New Roman 12pt font, a professional title page and references page for supporting material (HINT: you should have several). Please know the title page and references page do not count as pages of content.



**THANK YOU LETTER DIRECTIONS AND EXAMPLE**

Create a thank you letter that includes the following:

- Total number of hours you completed;
- Skills and competencies you learned in the selected Fieldwork Experience and how you will use those skills; and
- Sincere appreciation and acknowledgement for the work the Site Supervisor (and any others) has invested in you and your growth as a professional.



**April 15, 2022**

**Ima GoodStudent**

**500 N. Arkansas**

**Russellville, AR 72801**

**(479) 222-2222**

**Greatest Supervisor**

**Rehabilitation Place**

**600 South Arkansas Ave.**

**Russellville, AR 72801**

Dear Greatest:

I want to take the opportunity to thank you for your guidance and mentorship during my field placement experience with Rehabilitation Place. Your leadership throughout the semester assisted me in further development of my human service worker skills. Your enthusiasm and positive regard for your job., the staff, and the clients was contagious! The experience was more than I could have expected, and I actually felt like a major contributor. I sincerely appreciate the freedom I was given to develop and maintain a helping relationship with clients and the autonomy to independently complete tasks.

Completing a field placement at Rehabilitation Place has helped me use the knowledge I've acquired over the past three years as a college student. After completing 143 hours of field placement training at Rehabilitation Place, I have gained knowledge and experience that will be vital in my success upon graduation. Documentation, goal setting and objectives, and life skills education are all transferable skills that I can use as I seek employment in the rehabilitation field. I was able to practice these skills during my time at Rehabilitation Place. Your agency provided an opportunity for me to become familiar with DDS and Medicaid. This exposure to these programs will be an asset for future employment.

**NOTE:** This is a general example **ONLY**. Check with the Faculty Supervisor for specific assignment criteria.

I also want to thank the entire staff at Rehabilitation Place for taking the time to share their expertise and knowledge of the field. It was through these times that I felt I was able to learn and grow the most in developing my skills over the course of the semester. The staff was most responsive to my suggestions and always made me feel like a full-time member of the group. Once again, thank you so much for all of your guidance. I will walk away from this experience with great knowledge and skills and even greater memories.

Sincerely,  
Ima GoodStudent



## **FIELDWORK EXPERIENCE FEEDBACK SHEET**

General Directions:

- Develop a single page handout that addresses the following areas:
- Site name, address, and telephone number
- Site supervisor name
- What minor(s) the placement satisfied
- General duties/tasks
- Most liked aspect of the placement
- Least liked aspect of the placement
- The skill that you absolutely need to succeed in this placement site, in your opinion.
- Any additional notes that may be important to know when considering this placement.

Please maintain OBJECTIVITY when composing your document

**NOTE: These handouts will be used to inform your peers so that they are able to make an informed choice regarding where they would like to be placed. Please put time and thought into this assignment.**

## FEEDBACK SHEET EXAMPLE

Sample Agency, Inc.  
1234 Arkansas Ave., Russellville, AR 72801  
(479) 123-4567

Supervised by: Jane Doe, CRC, LPC Applies to the Addictions minor

### **General Duties Include:**

- Observing individual counseling sessions Observing group counseling sessions
- Filing case notes and other paperwork, as assigned Writing case notes
- Preparing packets of information for clients
- Attending professional development and staff meeting opportunities  
Cleaning work areas such as feeding labs and sensory gyms
- Assisting in therapeutic interventions Running group counseling sessions

### **Most Liked Aspect:**

I liked that I was able to run group counseling sessions on my own.

### **Least Liked Aspect:**

I did not like that the site did not provide me as much autonomy as I would have liked.

### **In Order to Succeed Here it is Important That:**

You have a solid understanding of how to write quality case notes

### **Additional Notes:**

There is a lot of driving for this placement to and from home visits, as well as to and from the site location, depending on where you live.

**NOTE:** This is a general example **ONLY**. Check with the Faculty Supervisor for specific assignment criteria.



## **INTERNSHIP & FIELD PLACEMENT SERIES FINAL PAPER OUTLINE**

- 1.** Which of your learning goals do you feel that you met? Discuss each goal individually.
  - Explain how you met them
  - Discuss why you did not meet the others
- 2.** In what ways have your attitudes concerning yourself and/or your clients, changed as a result of your field placement?
- 3.** What self-limitations have you discovered as a result of your site placement?
- 4.** In what settings do you need further preparation?
- 5.** Can you see yourself as a professional working in the type of setting in which you were placed?
  - Why or why not?
- 6.** Evaluate the usefulness of your site placement, discussing:
  - Your placement site
  - Site supervision and Site Supervisor
  - Faculty supervision and Faculty Supervisor including any improvements that you feel could be made
- 7.** Do you have any suggestions for improving the agency or program in which you were placed?
- 8.** What grade do you think you deserve?
- 9.** Provide an honest appraisal and justification of what you think you deserve.
- 10.** Additional comments

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**Supplement C:  
Information Specific to the Child Welfare Grant  
and Stipend Student**

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## CHILD WELFARE GRANT STIPEND STUDENT PLACEMENT PLANNING GUIDE

\_\_\_\_\_ Contact Ms. Branton approximately 2-3 months prior to the semester in which you want to begin your placement.

For a Fall Semester start – Make contact in May

For a Spring Semester start – Make contact in October

For a Summer Semester start – Make contact in February

\_\_\_\_\_ Receive and review the Rehabilitation Science Program Fieldwork Manual for Undergraduate Field Placement and Internship and DCFS Intern Program Management Guide.

\_\_\_\_\_ Complete and submit all required DCFS paperwork no later than 1 month prior to the semester in which you want to begin your placement.

\_\_\_\_\_ Prepare a resume and autobiographical statement.

\_\_\_\_\_ Confirm with Ms. Branton and the Faculty Supervisor the placement site and Site Supervisor.

\_\_\_\_\_ Contact and interview with the Site Supervisor in the confirmed area of choice.

\_\_\_\_\_ Ask the Site Supervisor to confirm that the student will be at the site and supervised. Ms. Branton and the Faculty Supervisor should be contacted by the Site Supervisor with this information.

\_\_\_\_\_ Pay liability insurance prior to starting field placement.

- Provide one (1) copy to the program secretary and one (1) additional copy to the Faculty Supervisor.

\_\_\_\_\_ Provide the Faculty Supervisor with a copy of your proof of car insurance.

- Field placement students **MUST** attend the first weekly seminar **BEFORE** starting field placement. At that time a confidentiality agreement will be signed.
- Internship students **MUST** meet with the Faculty Supervisor and sign a confidentiality agreement **BEFORE** starting the internship.

\_\_\_\_\_ Begin Field Placement or Internship and complete required hours.

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Division of Children & Family Services

# **INTERN PROGRAM MANAGEMENT GUIDE**



R. January 2019

## Introduction

The DCFS Internship Program gives students who are interested in the child welfare field an opportunity to transfer academic coursework into child welfare professional activities.

The outcome of a realistic and supportive internship placement (also referred to as a field placement) may contribute to the hiring of an employee who has an accurate portrayal of the scope of work, and a true interest in making a long term commitment to the child welfare profession.

The Division's goal is to enhance our current involvement with the Internship Program we share with our Academic Partner Universities by:

- Recruiting students interested in a long-term commitment of working for the Division.
- Developing a clear plan and process for screening and selecting intern students.
- Defining roles and responsibilities for supporting students during field placement.
- Defining the skill development activities an intern can and cannot perform.

The Division often receives field placement requests from multiple sources. The most common sources include:

- Academic Partner Universities.
- Non-Partner Universities.
- Non-Partner University students.

The DCFS Area Director and/or Supervisor(s) must first determine if an identified county is capable of providing the type of support required to create a successful field placement experience. DCFS may refuse a field placement request if the conditions necessary to support a student do not exist at the time of the request. If the local DCFS County Supervisor informs the student that the county office cannot support the student placement, the Division has no other obligation to assist the student in finding a placement.

However, if initially a county office accepts an intern, but changes occur in the county office either while the student's application is being processed or early in the student's internship placement and those changes would negatively affect the field placement experience, DCFS may decline a field placement request at that point in time. In the event the Division turns down a field placement during the application process or early in a student's field placement, DCFS will work with the intern applicant and placing university to attempt to find an alternate DCFS placement for the student. The Division cannot guarantee alternate placement for interns.

Once the Division has determined an office(s) can support a field placement, the roles/responsibilities for completing the steps associated with this process are determined by the requesting source.

If a student attends one of the Academic Partner Universities, the Partner University gathers and submits the intern packet to the DCFS Professional Development Unit.

If a student attends a Non-Partner University, the DCFS County Supervisor/designee gathers and submits the intern packet to the DCFS Professional Development Unit.

## I. Recruitment Efforts: Identifying the Intern

Many students have an inaccurate perception of working in the child welfare field. Recruitment efforts start as early as possible and consist of different forums to expose students to the diverse aspects of the child welfare profession. The following suggests recruitment activities and outlines the steps to take when recruiting intern students for the Division:

- Academic Partner University hosts recruitment events and invites DCFS Field and Professional Development staff to participate.
- DHS Recruitment and/or DCFS staff hosts recruitment events.
- Academic Partner University, DHS Recruitment, and DCFS staff gives students the opportunity to view and/or discuss the DCFS Realistic Job Preview video.

Academic Partner University provides intern packet to all (including non- social work majors) interested students, while the DCFS Supervisor provides information packet to students from non-partnering University if the county office can support the internship placement.

The intern packet includes:

Required Documents	Form No.
1. Intern Applicant Acknowledgement of DCFS Intern Program Requirements and Intern Responsibilities ( <i>see Appendix E of this document</i> )	CFS-4333
2. State Police Criminal Record Check	CFS-342
3. Child Maltreatment Central Registry Check	CFS-316
4. Authorization to Operate State and Private Vehicles on State Business	VSP-1
5. Authorization to Obtain Traffic Violation Record	VSP-2
6. Additional Requirements for DCFS Drivers	CFS-593
7. Confidentiality Agreement	DHS-4017
8. FBI Fingerprint Card if student has been an Arkansas resident less than 5 years	

Table 1: Intern Packet

- For the following steps, the Academic Partner University conducts them for students attending an Academic Partner university while the DCFS County Supervisor or designee completes them for applicants who are a student at a university outside of the DCFS Academic Partnership:
  - oReviews returned intern paperwork (Table 1) for accuracy and completeness.
  - oRequests a copy of the following information when the student returns the information packet:
    1. A valid driver's license
    2. Proof of current auto insurance
    - Forwards items 1 – 8 (Table 1) and applicable processing fees to DCFS Professional Development Unit for processing.
- DCFS Professional Development Unit submits paperwork to appropriate units/offices for processing.
- DCFS Professional Development Unit notifies Academic Partner University and/or DCFS County Supervisor/designee, as applicable, of the background check results.
- Academic Partner University or DCFS County Supervisor or designee (as applicable depending on whether applicant is a student at an Academic Partner university or not, respectively) requests student to complete a drug screen. *(Currently there is not an established procedure for processing drug screens for interns who attend universities outside of the Academic Partnership; however, the need to provide documented drug screen results are a requirement).*
- DCFS County Supervisor or designee provides drug screen results of intern applicants who attend universities outside of the Academic Partnership to DCFS Professional Development Unit.
- DCFS Professional Development Unit notifies the Academic Partner University and/or DCFS County Supervisor/designee, as applicable, if the intern is eligible to participate in a field placement with DCFS.

## II. Selection Process:

When University and/or Division staff invest the time to interview and engage the student as a way to assess the appropriateness of a DCFS field placement, we emphasize the importance of their contributions as a student and demonstrate a desire to see them join our workforce once they have graduated. The following outlines the steps for interviewing and selecting interns from students within our Academic Partner Universities as well as from other universities/colleges.

- DCFS County Supervisor/designee works with the sponsoring University to determine if student is appropriate for an intern placement with the Division.
- DCFS County Supervisor/designee confirms with the DCFS Professional Development Unit that they have accepted an intern when they accept a student for field placement.

### III. Expectations: Supporting the Education of the Intern

Successful completion of the academic requirements is critical to everyone's success. While the Division receives valuable support for families from the supervised work of an intern, it is important to remember the DCFS Intern Program must also support the success of the student. The field placement experience facilitates the transfer of academic knowledge into practice, begins the professional development of potential future child welfare professionals, and influences the intern's decision about applying to work with the Division after graduation.

The DCFS Supervisor, in conjunction with the Area Director, is responsible for working with the placing Academic Partner University to develop a plan for ensuring social work principles and values are adequately supported in the experience. While it is an academic preference for the DCFS person supervising an intern to have a degree (undergraduate or graduate) in social work, there may be other options to provide the intern with additional oversight and support from someone else who possesses a social work degree.

For example, if the intern's Academic Partner University staff has a social work degree, that staff member may be able to meet regularly with the intern to provide necessary oversight as related to social work principles and values. Other Academic Partner Universities may require interns to enroll in a seminar class that provides a forum for the intern (among others) to process and evaluate their internship experiences with social work faculty.

Refer to page 5, **DCFS Roles and Responsibilities: Working Together** for specific information on program expectations for DCFS staff.

### IV. Exit Interview: Gathering Feedback and Program Improvement

DCFS Professional Development staff also conducts an exit interview with interns at the completion of the field placement. The purpose of this exit interview is to gather feedback about the intern's experiences with DCFS to help support ongoing program improvement efforts.

As previously stated, the Professional Development Unit also uses established DCFS forums to gather field staff feedback about the program.

The following provides an overview of the steps associated with the exit interview process.

- DCFS Professional Development Unit contacts University and/or County Supervisor to schedule intern exit interviews.
- DCFS Professional Development Unit interviews intern students.

- DCFS Professional Development provides a summary of the feedback obtained in interviews to DCFS Area Director, Supervisor(s), appropriate Central Office staff, and University staff.

### **DCFS Roles and Responsibilities: Working Together**

The supervisory relationship between the intern and DCFS staff is crucial to the intern's learning process. It affects the progress of the intern, his/her obligations to successfully complete program objectives required to graduate, and can also enhance the benefits the intern brings to the county office.

In some county offices, the DCFS Supervisor may directly supervise the daily activities/assignments of the intern; while in other county offices, a Family Service Worker (FSW) may oversee daily assignments while the DCFS Supervisor still maintains overall supervisory authority.

In the county offices where an FSW oversees daily intern assignments, the Area Director and/or DCFS County Supervisor:

- Remain responsible for matching interns with FSWs who possess the characteristics and skills necessary to mentor/supervise an intern;
- Monitor the appropriateness of assignments (*see Intern Assignment and Restrictions guide on page 16*) given to the intern;
- Review/approve weekly time sheets;
- Meet with the intern in person at least monthly; and,
- Are available to resolve conflicts or concerns that may arise.

The University faculty:

- Provides ongoing support/consultation to the intern (and DCFS staff when appropriate);
- Facilitates regular field placement seminars for interns to process field placement experiences; and,
- Collects and monitors appropriate field placement documents.

The DCFS Professional Development Unit in Central Office plays a role in supporting the intern program by providing program oversight and coordination to ensure consistency across the state regarding intern placements and experiences.

The following outlines specific DCFS and intern responsibilities during the field placement with DCFS.

### **DCFS Training Coordinator (Professional Development Unit Central Office)**

- Provides program oversight and coordination.

- Participates in the interview/selection process of an intern whenever possible.
- Coordinates and processes all required background checks required before a placement can occur.
- Conducts exit interviews with interns as a part of program improvement planning.

### DCFS County Supervisor

- Approves or denies, in consultation with the Area Director, a potential field placement based on county office capacity when contacted by a University about a field placement possibility in that office.
- Interviews (or supervises interview process) of the potential intern. Pre- placement interviews help all involved parties evaluate if a Division internship is the best selection for a specific student.
- Invites the DCFS Training Coordinator to the interview for non-partner university students.
- Notifies University faculty of students accepted for placement within five days of completing the pre-placement interview.
- Selects and matches accepted intern(s) with Division staff (FSWs) who will provide oversee daily intern assignments/serve as mentors to the intern(s), where applicable.
- Ensures selected FSW Mentors possess the following qualities:
  - Share skills, knowledge and expertise.
  - Demonstrates a positive attitude and acts as a positive role model.
  - Takes a personal interest in the mentoring relationship.
  - Values and supports ongoing learning and growth.
  - Provides guidance and constructive feedback.
  - Is respected by peers and clients.
  - Sets and meets professional and personal goals.
  - Values the opinions and initiatives of others.
- Ensures selected FSWs overseeing intern assignments/mentoring interns have a social work degree and appropriate skills.
  - In some circumstances staff with appropriate attributes and skills to be a mentor may not have a social work degree. If this occurs, the Supervisor is responsible for contacting the placing University as previously mentioned to potentially arrange for additional supervision and/or support of interns by University staff who possess a social work degree.
- Provides an orientation to Division staff preparing them for the field placement responsibilities they have been given. University faculty may also attend this orientation.

- Evaluates/monitors FSW performance as intern's mentor throughout the field placement, provides constructive feedback throughout the entire process, and incorporates assessment in the annual performance evaluation of the employee.
- Evaluates/monitors intern assignments to ensure educational goals are met and field placement relationships are productive and professional.
- Meets with intern individually (at least once a month) as a part of the evaluation of worker performance and intern assignments. • Reviews and approves weekly time sheets submitted by the intern.

### DCFS FSW (Mentor)

An effective FSW mentor is crucial to providing social work interns the learning experience they need to put classroom knowledge into practice and to develop the skills necessary to meet requirements of beginning level social work professions. The following lists responsibilities specific to the daily work/assignments of the intern. In those offices where a county supervisor is the intern's mentor, these duties are in addition to those listed in the previous section.

- Behaves responsibly and professionally, through fulfilling commitments and respectful interactions.
- Participates in seminars or University meetings related to field placement program goals and/or requirements, if applicable.
- Provides instruction regarding agency documentation requirements and other agency policies and procedures including assisting intern with the travel reimbursement process.
- Completes individual learning plan with the intern, if applicable.
- Determines, along with the intern, a weekly working schedule to satisfy the field placement requirements within the specified appropriate semester terms. The weekly schedules vary from university to university. The minimum number of hours required in a field placement may range anywhere from approximately 200 to 400 hours depending on the university.
- Provides practice experiences utilizing the approved list of intern responsibilities and associated restrictions (see page 16).
- Oversees intern work assignments, processes, and experiences by helping the intern connect the work back to social work values and principles.
- Assists interns with completing mileage reimbursement requests via paper TR-1 if intern has transported clients.
- Assists in constructive evaluation of intern performance, both orally and in writing throughout the course of the field placement.

- Consults with DCFS Supervisor on a regular basis to provide progress updates and report any concerns or issues.
- Documents any concerns or issues with intern performance including documenting any consultations with DCFS Supervisor regarding such concerns or issues.

### Intern

- Completes all registration, orientation, and selection procedures.
- Completes working schedule with assigned FSW (mentor).
- Behaves responsibly and professionally, through fulfilling commitments and respectful interactions.
- Manages academic and personal schedule so required field placement hours can be met.
- Takes initiative in seeking advice and/or resolving conflicts.
- Notifies DCFS County Supervisor and mentor of unavoidable absences.
- Follows all agency policies.
- Applies principles of social work and strives to improve skills through self- evaluation, consultation, and additional training (when available and appropriate).
- Completes all assignments within specified timeframes.
- Reports to DCFS County Supervisor any duties assigned that are outside of the approved list of intern responsibilities. If the direct supervisor/mentor is the DCFS County Supervisor, the report should be made to the Area Director. The student intern should also report this to the IV-E Field Trainer or other faculty point-of- contact for interns from non-partnership universities.
- Completes and submits all related documentation for completed DCFS assignments.
- Completes and submits all related documentation for University requirements.

### Intern Assignments

As a part of the social work student's formal education, s/he must be able to demonstrate, through supervised fieldwork (internship), her/his ability to apply what s/he has learned in the classroom, as well as develop skills necessary to meet the requirements of beginning level social work practitioners.

When managed well, DCFS (with the focus of safety, permanency, well-being, and family preservation) provides intern students many opportunities to meet these goals.

The following identifies the approved intern assignments/responsibilities an agency instructor can give to a student working with the Division to complete her/his social work (or related field) education. Restrictions on intern assignments follow this section.

Assignments will be predetermined and agreed upon by the Field Instructor and DCFS Supervisor for each intern based on an intern's experience, skill sets, and strengths.

### Approved Intern Assignments

1. Accompany Family Service Worker on interviews with clients or others related to the case.

This may include:

- Foster homes
  - Schools
  - Shelters
  - Family home
  - Placement / treatment facilities
  - Juvenile detention centers
2. Assist the Family Service Worker with making appointments, referrals for clients and gathering case information.
  3. Follow up on assigned cases through independent home visitation under direction of Family Service Worker, field instructor, or supervisor using the following guidance:
    - a. Take place only after the student has been thoroughly oriented and DCFS Supervisor and Field Instructor believe the student is competent to do so. Any independent visits occurring during an intern's first semester will be approved by both the DCFS Supervisor and Field Instructor.
    - b. Limited to families the student is working with or has already met when accompanying a DCFS worker.
    - c. Students will not visit independently those homes where there is high probability of violence or drug traffic.
    - d. Independent home visits should be followed by another home visit with the DCFS worker the following week.
    - e. Home visit discussions should take place between the worker and the intern and include on-going assessment of family needs and case plan progress/evaluation.
  4. Attend court hearings / contribute client information for court reports.
  5. Observe and supervise family visitations after being properly oriented to the use of coaching during visits.
  6. Assist with grouping information packets, medical passports, etc.
  7. Assist with FAST/CANS and case plans by providing case information gained from observation / visitation.

8. Write narratives of case activity in Word identifying themselves as interns and accept feedback from worker / field instructor or supervisor. The workers can cut and paste the documentation into CHRIS after the review of the documentation with the intern students.
9. Observe worker doing drug screens.
10. Transport clients for DCFS using the following guidelines (*only if the student's university/college allows interns to transport per university/college student intern requirements; some universities/colleges do not allow interns to transport*):
  - a. Transportation is not an everyday assignment (this does not support the educational goals of the student's degree requirements).
    - a. Transportation assignments are no further than 50 miles from the county office.
    - b. The DCFS Supervisor and University Field Instructor both assess that an intern is prepared to transport if an intern is asked to transport during his/her first semester placement.
    - c. The intern has met the client via an introduction from the DCFS Supervisor or FSW prior to transporting the client.
    - d. DCFS Supervisor/FSW will ensure safety of intern is paramount when making transportation assignments in terms of who intern transports.
    - e. DCFS Supervisor/FSW will secure car seat installation and safety training for interns transporting younger children.
    - f. DCFS Supervisor and University liaison maintains regular contact with students to limit transportation assignments.
    - g. Students report back how s/he uses the transportation time as an opportunity to engage and assess progress related to case plan goals/activities.
    - h. DCFS Supervisor/FSW encourages/models how to document above casework activities utilized during travel time.
    - i. Interns may be reimbursed for official business mileage by completing a paper TR-1.
11. Assist with filing of client information.
12. Attend meetings and professional development activities, including but not limited to:
  - DCFS staff meetings.
  - DCFS workshops.
  - Family Centered meetings.
  - Multidisciplinary meetings.
  - NASW branch / statewide meetings.

- Community / social action meetings.
13. Observe/shadow worker with investigations. Interns will never conduct investigations independently.
  14. OBSERVE foster care placements.
  15. May participate in after hour calls using the following guidelines:
    - a. The student expresses an interest in observing on call staff.
    - b. On call activities are ALWAYS supervised / accompanied by DCFS staff.
    - c. On call activities can be about disrupted placements and assessments.
    - d. On call activities are very limited.

### Intern Assignment Restrictions

The following identifies program restrictions on intern assignments/responsibilities. The DCFS Supervisor is responsible for monitoring to ensure intern assignments exclude the activities listed below. Interns **cannot**:

1. Be required to participate in on-call activities.
2. Be required by DCFS to work more than the minimum number of hours necessary to fulfill the University field placement requirements even if an intern completes his/her total required hours prior to the end of the school semester. Only the student's university may require him/her to work until the end of the semester if an intern satisfies his/her field placement hours before the end of the semester.
3. Administer a drug screen or be used as a second opinion on a drug screen.
4. Place children or deliver them to their placement independently.
5. Transport children to medical appointments and approve recommended treatments.
6. Transport children more than 50 miles away from county office.
7. Conduct any aspect of an investigation.

The Division can obtain the goal of enhancing the current internship program through coordination and collaboration. This Internship Program Management Guide outlines a clear process to execute these activities in an effort to ensure internships are a positive learning experience for the students as well as an immediate and potential long-term benefit to the Division.

Appendices with helpful tools are included to assist in these efforts. Intern applicants are required to complete Appendix E and submit it with the intern application and background check request forms.

## DCFS Stipend Program

The DCFS Stipend Program offers a \$5,000 stipend award to each DCFS intern student accepted into the program. Students accepted into the program will have a contractual agreement requiring them to work for DCFS for a minimum of one (1) year after graduation in any role assigned to them other than that of a primary investigator or differential response specialist.

When possible, DCFS makes a commitment to place stipend interns in their first county office of preference. When applicants state they are not willing to work anywhere in Arkansas and only select one or two counties, they are limiting their chances of being selected for the DCFS Stipend Program. The \$5,000 stipend will be paid 30-60 days before the students anticipated date of graduation. The number of stipend interns varies each fiscal year (FY).

DCFS interns can apply for the DCFS Stipend Program after interning at least eight weeks. The stipend application packet includes:

Required Documents	Form No.
1. Child Welfare Student Stipend Agreement	CFS-4330
2. Child Welfare Student Stipend Application	CFS-4332
3. Interest Statement (must be typed)	
4. Unofficial Transcript	
5. Three Reference Letters (should be signed)	
6. Verification acknowledging the student received the DCFS Collection Procedures explaining the commitment to honor the DCFS Stipend Program	

**Table 2: Stipend Application Packet**

A formal interview will take place for viable applicants for the DCFS Stipend Program. Academic Partner University coordinates the logistics of stipend interviews to include inviting the Area Director, DCFS Supervisor monitoring the intern's field placement activities, and a DCFS PDU representative. The Academic Partner University should also invite the Area Director or designee from the intern's top three preference counties to participate in the stipend interviews since DCFS cannot guarantee employment county.

Academic Partner University compiles a file for each student applicant and presents file to interview panel at the stipend interview. The file should include all of the required paperwork to apply for the DCFS Stipend Program (Table 2).

The stipend selection process has been adapted to align, as much as possible, with the DCFS Hiring Guide procedures. As a result, the roles of the DCFS Professional Development Unit, Area Director and/or County Supervisor have become critical elements in the front end of the stipend selection process.

- The DCFS Area Director and/or DCFS County Supervisor(s), as the hiring officials, lead the joint interview using the six written and ten verbal questions as defined in the DCFS Interview Guide for FSW applicants.

- DCFS Area Director and/or County Supervisors score or rate the stipend applicant responses. Given that the interviewees are students who have not yet completed their respective degree programs, DCFS staff takes this into consideration when determining interview ratings.
- DCFS Area Director and/or County Supervisor(s) select the stipend recipient(s) based on performance during internship and interview scores.
- DCFS Professional Development representative and/or Area representative collects interview notes and scores on each applicant.
- DCFS Area representative submits interview notes/scores to Professional Development Unit for central record keeping if a DCFS PDU representative is not available to participate in the interview and collect these materials firsthand.
- Academic Partner University obtains signatures for selected stipend applicant(s)'s on the Child Welfare Student Stipend Agreement CFS 4332.

Required signatures before submission to the DCFS Professional Development Unit include:

1. University Field Instructor/Trainer
  2. University Title IV-E Coordinator
  3. DCFS Area Director
- Academic Partner University forwards complete stipend packet (Table 2) to DCFS Professional Development Unit if the packet is not given to PDU staff at the conclusion of the stipend interview.
  - DCFS Professional Development Unit reviews stipend documents.
  - DCFS Professional Development Unit forwards stipend packet, including interview paperwork, to the DCFS Assistant Director and/or Division Director for final approval/denial.
  - DCFS Professional Development Unit notifies Academic Partner University and DCFS Supervisor(s) of the stipend application status.

Academic Partner University relays information regarding stipend application status to the stipend applicant as appropriate.

## Appendix A

### Acceptable Degree Programs for Family Service Worker Positions:

Behavior Science

Child and Family Development

Child Development Counseling (any field)

Criminal Justice

Education: Early Childhood, Elementary, Middle Level, Secondary, or Special

Family & Consumer Science

Family Development

Family Services

Home Economics

Human Development & Family Studies

Human Services

Psychology

Rehabilitation Science

Social Welfare

Sociology

Social Work

## **Appendix B**

### Academic Partner Universities

- University of Arkansas Fayetteville
- Arkansas State University
- Arkansas Tech University
- Harding University
- Philander Smith College
- Southern Arkansas University
- University of Arkansas Monticello
- University of Arkansas Pine Bluff
- University of Arkansas Little Rock

**Appendix C**

<p>This tool is designed to provide guidance to DCFS Supervisors when identifying FSW Mentors. Given the conditions of the child welfare profession, the Division does not expect a selected FSW Mentor to possess all of the listed characteristics. <b><i>These characteristics should be considered for FSWs who will be overseeing the day-to-day activities of interns.</i></b></p>	
<p><b>FSW MENTOR CHARACTERISTICS</b></p>	
<p><b>Characteristic</b></p>	<p><b>Behavioral Indicators</b></p>
<p>6-12 months field experience minimum</p>	<p>This is not really a behavioral characteristic but rather an acknowledgement that sometimes there is not a person in the office who has this much experience and/or a person who has the other characteristics necessary in a mentor. At these times, it may be necessary to look to an adjacent county to pair mentor and mentee. Suggestion: can some accommodation be made for an out-of-county mentor in regards to his/her caseload.</p>
<p>Possess a willingness <b>and</b> ability to share skills, knowledge, and expertise</p>	<p>Ability to teach:</p> <ul style="list-style-type: none"> <li>• Accurately describes expected interactions when visiting/assessing families, children and providers.</li> <li>• Models interviewing/assessing/listening/planning/engagement skills.</li> <li>• Role plays to prepare for new or challenging situations.</li> <li>• Allows mentee to conduct an interaction and provide feedback that acknowledges what went well as well as areas and suggestions for improvement.</li> </ul>
<p>Demonstrates a positive attitude and acts as a positive role Model</p>	<ul style="list-style-type: none"> <li>• Embraces agency mission and practice model goals.</li> <li>• Is willing to try new initiatives.</li> <li>• Understands the stress points in DCFS work and offers suggestions for realistic coping.</li> <li>• Offers solutions to problems and challenges rather than complaints.</li> </ul>

<p>This tool is designed to provide guidance to DCFS Supervisors when identifying FSW Mentors. Given the conditions of the child welfare profession, the Division does not expect a selected FSW Mentor to possess all of the listed characteristics. <b><i>These characteristics should be considered for FSWs who will be overseeing the day-to-day activities of interns.</i></b></p>	
FSW MENTOR CHARACTERISTICS	
Characteristic	Behavioral Indicators
Takes a personal interest in the mentoring relationship	This is a crucial point. A “mentor” who has been forced into the role is unlikely to teach the new FSW what he or she needs to know or what the Division would like them to learn.
Values on-going learning and professional growth	<ul style="list-style-type: none"> <li>• Looks up articles or research on aspects of maltreatment or work with families.</li> <li>• Capitalizes on training opportunities; willing to share what they learn.</li> <li>• Takes responsibility for his or her own learning.</li> <li>• Sets and meets professional and personal goals.</li> </ul>
Provides guidance and constructive feedback	<ul style="list-style-type: none"> <li>• Clearly articulates what the mentee did well.</li> <li>• Clearly articulates what needs to improve.</li> <li>• Models how to do the improvement.</li> <li>• Role plays to prepare for new or challenging situations.</li> </ul>
Respected by peers and clients	
Maintains a good working relationship with community stakeholders	<ul style="list-style-type: none"> <li>• Comes prepared to court and presents a professional demeanor.</li> <li>• Invites stakeholders to staffings.</li> <li>• Actively seeks input from community providers and foster parents.</li> <li>• Participates in MDT, WRAP, and other community groups.</li> <li>• Is honest and forth-coming with providers and stakeholders.</li> </ul>

This tool is designed to provide guidance to DCFS Supervisors when identifying FSW Mentors. Given the conditions of the child welfare profession, the Division does not expect a selected FSW Mentor to possess all of the listed characteristics. ***These characteristics should be considered for FSWs who will be overseeing the day-to-day activities of interns.***

**FSW MENTOR CHARACTERISTICS**

Characteristic	Behavioral Indicators
Case record documents evidence of best practice	<p>Documentation reflects:</p> <ul style="list-style-type: none"> <li>• Professional writing skills (grammar, punctuation, spelling, sentence and paragraph construction).</li> <li>• Language is descriptive but avoids derogatory labeling.</li> <li>• Language reflects legitimate family strengths.</li> <li>• Collaterals are identified and interviewed (both case and investigation).</li> <li>• Non-custodial parents, relatives and fictive kin are identified and included in the case and in planning.</li> <li>• Foster parents and community providers are valued members of the planning team.</li> <li>• Contacts reflect the purpose of the interaction with families; progress toward case goals and evidence of problem-solving/assessment if there is no or little progress.</li> <li>• FSNRA has sufficient information to indicate that the worker has actually assessed the family; FSNRA is updated when changes occur in the family; FSNRA accurately identifies areas for intervention; FSNRA indicate that the family and worker were involved in the assessment.</li> <li>• Case plans address the problems or needs that brought the family to the agency’s attention; case plans are updated when changes or progress is made; case plans build on family strengths; case plans reflect that the family was involved in the planning process.</li> <li>• Case records are up-to-date and data is entered in a timely manner– including all mandatory fields, placement changes, education information, etc.</li> <li>• Worker is usually current and in compliance on COR elements.</li> </ul>

## Confidentiality: Points to Consider

Given the sensitive nature of the information to which the Division of Children and Family Services has access, it is critical that both Division staff and interns serving with the Division respect client confidentiality. This includes, but is not limited to, ensuring the client's right to privacy and responsibly using information obtained from clients, colleagues, and providers while serving with DCFS.

Below are some points to consider regarding confidentiality. This list is not inclusive of everything that should be considered regarding confidentiality.

- Only ask for and access the information you need to carry out your assigned duties.
- Never ask for or access information through CHRIS about any investigation (pending or completed) or case if the reason is only due to personal interest or involvement.
- Only share information about clients if the client has provided consent to do so and/or the supervisor or FSW mentor has given you permission to share the information with someone who needs it to carry out his/her professional duties (e.g., foster parent, law enforcement, therapist, etc.).
- Always be aware of when, where, and with whom you are sharing information. Never discuss client information in public places such as restaurants or community centers or even in office hallways or DCFS events.
- Remember that confidentiality applies to written and electronic records. Be sure all records are stored in a safe place and not available to those who are not authorized to see them. This includes always logging off computers when not at your desk.
- Never email identifying information like social security numbers or dates of birth. For all other email correspondence regarding specific clients, it is best to type "SENSITIVE" in the subject line of the email.
- Remember that not everyone involved in a case has the same right to certain information. For instance, if a psychological evaluation is conducted on the mother in a case, only the mother is entitled to her psychological evaluation. DCFS cannot give the psychological evaluation to others including the foster parent or the father in the case. Only the court has the ability to do so.
- Never hesitate to ask for proper identification prior to sharing client information with someone who may state they have a right to certain information about clients.
- Avoid making any references to clients, colleagues, stakeholders, and/or the agency at large on social media.
- If approached by the media, always check with a supervisor first before sharing information with the media.
- Ask your DCFS Supervisor and/or FSW mentor to review and explain DCFS Policy I-F: Confidentiality to you.
- When in doubt...ask!

## Appendix E

### CFS-4333: Division of Children and Family Services (DCFS)

#### Intern Applicant Acknowledgement of DCFS Intern Program Requirements and Intern Responsibilities

By my signature below, I acknowledge that I have read the DCFS Intern Program Management Guide and understand all of its contents including but not limited to:

- The selection process for interns
- The transition from stipend intern to DCFS employee, if applicable
- DCFS roles and responsibilities
- Intern responsibilities
- Approved intern assignments
- Intern assignment restrictions
- Confidentiality: Points to Consider

I understand that if I have any questions about the selection process for interns, I need to contact my university/college field placement coordinator as soon as possible.

I also understand that if I have any questions or concerns during the course of my internship placement with DCFS, I will ask those questions and/or share those concerns with my DCFS Supervisor and/or university/college field placement coordinator at the earliest time possible.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
University Field Placement Coordinator Name (please print)

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

\_\_\_\_\_  
University Field Placement Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*Please submit this completed form with the stipend application and/or intern background check request forms.*

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**Supplement D:  
Commission on Accreditation of Allied  
Health Education Programs (CAAHEP)  
Accreditation Standards for Experiential  
Learning**

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# COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (CAAHEP) ACCREDITATION STANDARDS FOR EXPERIENTIAL LEARNING

## 2. Experiential Learning

Experiential Learning must provide students with opportunities to practice and integrate the knowledge and skills necessary to develop entry-level proficiency and professional behavior as a Rehabilitation Generalist.

Experiential Learning can be completed through one or more of the following:

1. rehabilitation-related employment that must be completed while enrolled in the program
2. volunteer hours
3. service-learning hours
4. practicum or field work hours
5. internship

350 hours is a recommended guideline for the minimum number of hours that should be completed.

***The length of experiential learning experiences should be consistent with the objectives and competency outcomes of the curriculum requirements. Competency should be assessed at the beginning and end of the experience. Student performance should be assessed at the midterm and end of the experience.***

Commission on Accreditation of Allied Health Education Programs. (2019). Standards and guidelines for the accreditation of educational programs in inclusive rehabilitation sciences (pp. 17-18).

<https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/InclusiveRehabilitationServices-Nov2019.pdf>

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