

CLARION UNIVERSITY

Venango College

School of Health Sciences

Department of Human Services, Rehabilitation,
Health and Sport Sciences

**STUDENT HANDBOOK
for Academic Advising and
Field Experiences**

Rehabilitation and Human Services (BS)
Rehabilitative Services (AS)

Revised 2016

Clarion University
Rehabilitation and Human Services (BS)/Rehabilitative Services (AS)
Student Handbook
For
Academic Advising & Field Experiences

Table of Contents

| | |
|--|----|
| Introduction..... | 4 |
| 1. Purpose..... | 5 |
| 2. Welcome to Program..... | 6 |
| <i>I. Student Advising Handbook</i> | 7 |
| A. Mission Statements..... | 8 |
| B. Bachelor and Associate Degree Programs..... | 16 |
| 1. Associate Degree Requirements..... | 17 |
| a. A.S. Degree Check Sheet..... | 18 |
| 2. Bachelor Degree Requirements | 19 |
| a. Addictions Concentration Check Sheet..... | 20 |
| b. Developmental Disability Concentration Check Sheet..... | 21 |
| c. Courts and Community Services Concentration Check Sheet..... | 22 |
| d. Gerontology Concentration Check Sheet..... | 23 |
| e. Pre-OT: Physical & Psychosocial Disabilities Concentration Check Sheet..... | 24 |
| C. National Organization of Human Services (NOHS) Code of Ethics..... | 25 |
| D. Program Advising..... | 34 |
| 1. Student Fitness for Program Policies..... | 35 |
| 2. Undergraduate Advisement..... | 42 |
| 3. Registration Scheduling Worksheet..... | 44 |
| 4. Degree Audit Information..... | 45 |
| 5. Academic Advisement Report..... | 46 |
| <i>II. Field Experience Manual</i> | 50 |
| A. Field Experience Information..... | 51 |
| 1. COOP Information and Forms – Early Experience..... | 52 |
| a. Syllabi for COOP Experience and Seminar..... | 53 |
| i. COOP 377: COOP in Rehabilitation in Human Services..... | 54 |
| ii. REHB 378: Seminar for COOP 377 & REHB 295..... | 63 |
| b. COOP Forms..... | 70 |
| i. Procedure for COOP 377 Registration..... | 71 |
| ii. Course Registration, Credit Distribution & Job Information..... | 72 |
| iii. Practicum Questionnaire..... | 73 |
| iv. Performance Evaluation Form..... | 75 |
| 2. REHB 295 A.S. and REHB 495 B.S. Internship Information and Forms..... | 76 |
| Finishing Experience | |
| a. Internship Syllabi..... | 77 |
| 1. REHB 295: Field Experience in Rehabilitative Services..... | 78 |

| | |
|--|-----|
| 2. REHB 495: Field Experience in Rehabilitation in Human Services..... | 90 |
| 3. REHB 496: Seminar for REHB 495..... | 102 |
| | |
| b. Internship Forms..... | 110 |
| 1. Learning Agreement..... | 111 |
| 2. Affiliation Agreement..... | 113 |
| 3. Confidentiality/Liability Agreement..... | 116 |
| 4. Internship Expectations..... | 117 |
| 5. Visitation Report..... | 118 |
| 6. Field Experience Evaluation..... | 119 |
| 7. Attendance and Grade Recommendation..... | 120 |
| 8. Internship Student Data Form..... | 121 |
| 9. Internship Exit Interview Form..... | 122 |

Introduction

Purpose

The purpose of this student advising/field experience handbook is to provide written guidance to students who are pursuing a B.S. degree in Rehabilitation and Human Services and/or an A.S. degree in Rehabilitative Services. Highlights of this document include:

- An overview of program mission and objectives
- Overview of Rehabilitation and Human Services/Rehabilitative Sciences Program academic requirements
- Program academic check sheets and academic audit review
- Review of the Office of Field Services procedures and registration requirements
- Overview of *Coop 377: Early Field Experience* and *Rehab378: Coop Seminar* enrollment procedures and completion requirements
- Overview of *Rehab 495: Internship* and *Rehab 496: Internship Seminar* enrollment procedures and completion requirements
- Overview of *Rehab 295: AS Internship* enrollment procedures and completion requirements.

Welcome to the Clarion University Rehabilitation and Human Services/ Rehabilitative Services Program

Clarion University offers a Bachelor of Science (B.S.) degree in Rehabilitation and Human Services and offers an Associate of Science (A.S.) degree in Rehabilitative Services. Both programs are offered at the Clarion, Venango Campus in Oil City, Pennsylvania and online.

Both programs are characterized by an emphasis on early field experiences and an in-depth internship experience (300 hours for A.S. degree students and 600 hours for B.S. students). Both programs comply with the National Organization of Human Services (NOHS) expectation of preparing students to meet an array of human services through an interdisciplinary approach and are accredited by CSHSE.

In addition to preparation for direct service provision skills and remediation of client problems, the program also focuses on approaches to prevention, a commitment to cross-cultural competency skill development, and improvement of the lives of various service populations in importance for helping agencies to improve service accessibility, accountability, and coordination among other service providers.

The Rehabilitation and Human Services B.S. program is unique in that it allows students to track their course and field placement interests into one of the five concentrations:

- Developmental Disabilities
- Addictions
- Gerontology
- Courts and Community Services
- Pre-OT: Physical and Psychosocial Disabilities

All program students are required to follow a transdisciplinary approach to professional human services preparation by taking courses in rehabilitative sciences, special education, psychology, social work, sociology, and health and physical education. In all courses and concentrated programs of study, students are provided with a balanced education that includes close relationships with faculty and opportunities to gain meaningful supervised classroom and field experiences across a broad spectrum of human services entities.

I. STUDENT ADVISING HANDBOOK

A. Mission Statements

Section A—Mission Statements

Clarion University currently has revised a strategic plan for 2015-2020 including revisions to the mission, vision, values and goals/outcomes. The mission, vision, values and goals/outcomes for Clarion University can be found on the university website (www.clarion.edu/about-clarion/...of.../Academic-Strategic-Plan.pdf).

Mission of Clarion University of Pennsylvania

“The Clarion University academic community promotes teaching, learning, and scholarship in a comprehensive liberal arts and professional environment in order to build the skills, knowledge, and dispositions necessary to elevate the life satisfaction of its students.

Vision of Clarion University of Pennsylvania

‘The Clarion University academic community will intentionally develop the blend of liberal arts and professional programs and degrees, with an emphasis upon high impact practices, to become an institution of “academic best fit” for prospective students from diverse backgrounds and interests.’

Core Values of Clarion University of Pennsylvania

In addition to our commitment to Clarion University’s mission, vision, and core values, the academic community acknowledges that our central task is to educate students. To that end, the academic community embraces the following values:

- **INTEGRITY:** Adherence to the highest ethical standards in all our professional obligations and personal responsibilities.
- **ACADEMIC EXCELLENCE:** Commitment to a dynamic scholarly, creative, and professional intellectual community, strong academic programs, and a faculty engaged in a combination of teaching, research, and service that enrich our students’ education.

- ***LIBERAL ARTS***: *Dedication to a liberal arts education that encourages intellectual curiosity; fosters the ability to think creatively and analyze, synthesize, apply and communicate knowledge; and, creates a basis for professional development in all disciplines.*¹
- ***RESPECT FOR THE INDIVIDUAL STUDENT***: *Devotion to the intellectual, ethical and social development of each student.*
- ***DIVERSITY***: *Commitment to a globally-oriented and diverse academic community.*
- ***COMMUNITY***: *Commitment to compassion, mutual trust, respect, civility, collegial shared governance, teamwork, and the general welfare of the institution and the individual.*

¹The American Association of Colleges & Universities defines “liberal arts education” as an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change. This approach emphasizes broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility; strong intellectual and practical skills that span all major fields of study, such as communication, analytical, and problem-solving skills; and, the demonstrated ability to apply knowledge and skills in real-world settings.

Goals & Outcomes of Clarion University of Pennsylvania

GOAL 1: The Clarion University academic community will develop innovative curricular programs and classroom experiences that embody high impact practices.

- *Develop a multicultural competency required of all university students*
- *Globalize the curriculum*
- *Complete the infusion of LEAP (Liberal Education, America’s Promise) model into the curriculum*
- *Grow experiential learning opportunities*
- *Grow high-need programs (e.g., STEM, health professions) that benefit the commonwealth*
- *Develop more interdisciplinary majors and minors through interdepartmental and inter-college collaboration (including partnerships with other institutions)*

GOAL 2: The Clarion University academic community will assist in creating a comprehensive student experience, including co-curricular and extracurricular opportunities for personal and professional development.

- Increase intentional intersection between academic curriculum and student affairs programming, to include the adoption of a co-curricular transcript
- Implement a general education model that encourages academic preparation as well as life development
- Broaden faculty investment in the complete student experience beyond the classroom
- Coordinate with other university divisions to improve multicultural awareness of our students

GOAL 3: The Clarion University academic community will equip students with the skills, knowledge, and dispositions to seek career opportunities and lead successful lives from enrollment through graduation and beyond.

- Incorporate a system of credentials and degrees that allows for the flexibility of students of varying ability/preparation to step-in and -out of studies
- Develop tracks clearly designed for students who wish to pursue advanced degrees within their discipline
- Adopt best technology practices for education in a rural setting
- Increase student retention and completion rates at all credential levels
- Develop/shape a comprehensive enrollment plan linked specifically to the mission of the university and regional needs/assets (going beyond numbers and addressing quality/preparation)
- Enhance the student advising structure to incorporate a comprehensive approach that adopts best practices for multiple modalities of learning

GOAL 4: The Clarion University academic community will develop educational opportunities that address the demands and capitalize on the resources of the region.

- Define the university's future role as a leading health education provider
- Develop programs in eco-tourism
- Develop programs in the field of energy studies and sustainability
- Provide students the skills-based credentials (i.e., applied professional studies) desired by employers in the region
- Become a cultural center for the arts and humanities in the region
- Facilitate entrepreneurial growth in the region.

A-1. School of Health Sciences/Department of Human Services, Rehabilitation, Health and Sport Sciences

The Mission Statement of the School of Health Sciences

The mission of the School of Health Sciences is to educate future health care professionals in the fields of allied health, communication sciences and disorders, rehabilitation sciences, human services, nutrition and fitness, nursing and sport sciences. The School includes three departments: Nursing, Communication Science Disorders, and Human Services, Rehabilitation, Health and Sport Sciences.

The **Mission Statement** of the School of Health Sciences aligns closely with those of the **Rehabilitation and Human Services Program:**

The Rehabilitation and Human Services and Rehabilitative Services programs are committed to helping students acquire the knowledge, attitudes, and skills necessary for success as human services practitioners.

Program Overview:

The Bachelor of Science (B.S.) program allows students to concentrate their studies in substance abuse, gerontology, developmental disabilities, courts and community services, and Pre-OT: Physical and Psychosocial Disabilities. These concentrations require students to complete coursework within the Department of Human Services, Rehabilitation, Health and Sport Sciences and from related areas of study within the university. B.S. students also complete junior and senior level supervised field placements prior to graduation.

The Associates Degree (A.S.) is centered at the Venango campus and prepares students for entry level human services positions. Students complete relevant coursework and a supervised field placement with an agency prior to graduation.

All program goals and objectives are designed to address the expected competencies for graduates of each program. Each goal has corresponding objectives that further specify the expected outcomes for each graduate. These statements serve to measure students' success in their field placements and is the primary tool for evaluating student success in the program

Rehabilitation and Human Services (B.S.) and Rehabilitative Services (A.S.)

The REHB programs are committed to helping students acquire the knowledge, attitudes and skills necessary for success as human services practitioners.

The program faculty is:

1. Committed to the above mission
2. From diverse professional preparation and backgrounds who infuse the human service philosophy into the core courses and concentrations
3. Community-oriented
4. Dedicated to developing high quality skills and competencies in students
5. Committed to fostering cultural competency skills in order to address the concerns and needs of diverse clients
6. Committed to fostering cultural competency skills in order to address the concerns and needs of diverse clients

A. Goal: Apply meaningful connections between classroom learning and experience in the field

Objectives/outcomes:

1. Demonstrate knowledge of how individuals and families function
2. Display understanding of how services are delivered to individuals and families
3. Utilize case management strategies
4. Demonstrate effective communication skills with clients, professional colleagues, and members of the community
5. Demonstrate the application of empirical research studies to select appropriate intervention strategies.

B. Goal: Demonstrate a professional attitude

Objectives/outcomes:

1. Demonstrate caring, respect, empathy, and genuineness when interacting with others
2. Demonstrate sensitivity and non-judgmental attitude
3. Demonstrate conscientiousness and willingness to fulfill all aspects of professional obligations
4. Undertake professional role responsibilities to include awareness and application of ethical standards with an emphasis on those from NOHS.

C. Goal: Demonstrate appreciation and awareness of diversity when interacting with clients

Objectives/outcomes

1. Demonstrate cultural competency skills regarding the communities within which one practices
2. Adapt helping practices to address the concerns and needs of diverse clients
3. Provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, sexual orientation, or socioeconomic status
4. Demonstrate awareness of the legal and ethical prohibitions against discrimination

D. Goal: Display effective professional behaviors and skills

Objectives/outcomes

1. Communicate effectively with clients, peers, faculty, and supervisors
2. Establish rapport with clients
3. Deal appropriately with conflict
4. Demonstrate authenticity and honesty when interacting with others

5. Demonstrate professional behaviors such as punctuality, appropriate dress, and constructive use of time
6. Use initiative in interpreting and following instructions
7. Follow the ethical precepts of NOHS and CRCC
8. Understand and follow agency policies and procedures

E. Goals: Prepare human service practitioners who understand the importance and relevance of the constantly evolving knowledge base of the field of human services and its related disciplines and use this knowledge to better inform practice decisions and evaluate outcomes

Objectives/outcomes

1. Demonstrate the application of strategies for analyzing, formulating, and influencing human service related policies in professional practice
2. Apply critical thinking skills to generalist human service practice
3. Demonstrate the ability to evaluate one's own professional practice
4. Function within service delivery systems and a variety of human service organizations

The mission statements can be found on the college and department websites, catalog, field experience manual, and student handbook. These statements are regularly reviewed and revised at the department level more frequently than at the macro university level to meet the changing needs and requirements of professional practice and the external environment.

B. Bachelor and Associate Degree

1. Associate Degree Requirements

Name: _____
 Clarion ID: _____
 CUP Entrance Date: _____
 Program Entry Date: _____
 Advisor: _____

Transfer: * _____
 ** _____
 Date Cr Cr Date Cr Cr Date Cr Cr
 _____ - - - _____ - - - _____ - - -
 _____ - - - _____ - - - _____ - - -

GENERAL EDUCATION REQUIREMENTS – 24 CREDITS**I. Modes of Communication (6 credits)**

| | |
|----------|---------|
| ENG 111 | 3 _____ |
| CMST 113 | 3 _____ |

II. Natural Sciences and Mathematics

Three credits minimum to be selected from: Biology, Chemistry, Mathematics, Earth Science, Physical Science, Physics, HON 230.

III. Social Sciences (6 credits)

| | |
|----------------------------------|---------|
| PSY 211: General Psychology | 3 _____ |
| SOC 211: Principles of Sociology | 3 _____ |

IV. Humanities (3 credits)

Three credits minimum to be selected from: Art, English, Intermediate Foreign Language and Cultures, Literature, Music, Philosophy, Communication Studies, HON 130, and Theater.

V. Personal Development and General Education Electives (6 credits)

REHABILITATIVE SERVICE REQUIREMENTS – 36 CREDITS**I. Rehabilitative Service Core (25 credits)**

| | |
|-------------------------------------|---------|
| REHB 126: Intro to Human Services | 3 _____ |
| REHB 227: Neuro Impair & Phys Dis | 3 _____ |
| REHB 250: Helping Relationship | 3 _____ |
| REHB 295: Field Experience | 6 _____ |
| REHB 378: Seminar for REHB 295 | 1 _____ |
| SPED 245: Applied Behavior Analysis | 3 _____ |
| SW 212: Social Work with Groups | 3 _____ |
| NURS 368: Human Caring | 3 _____ |

II. Human Development, Personal Adjustment, and Guidance (6 credits)

| | |
|-----------------------------------|---------|
| PSY 111: Psych of Personal Growth | 3 _____ |
| PSY 260: Developmental Psych | 3 _____ |

III. Related Electives (5 credits)

TOTAL CREDITS: 60 CREDITS

2. Bachelor Degree Requirements

Name: _____
 Clarion ID: _____
 CUP Entrance Date: _____
 Program Entry Date: _____
 Advisor: _____

GENERAL EDUCATION REQUIREMENTS – 48 CREDITS

Refer to the approved list of Gen Ed courses that appear in the published class sections.

I. LIBERAL EDUCATION SKILLS – 12 CREDITS**A. English Composition (3-6 CREDITS)**

ENG 110: Writing I _____
ENG 111: Writing II _____

B. Mathematics Competency* (3 CREDITS)

C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication, Computer Information Science, Elem Foreign Lang, Eng Comp, Logic, Mathematics*, and Speech Communication

COM 113: Fund of Speech _____

II. LIBERAL KNOWLEDGE – 27 CREDITS**A. Physical and Biological Sciences (9 CREDITS)**

Selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics*, Physical Science and Physics

B. Social and Behavioral Sciences (9 CREDITS)

Selected from at least two of the following: Anthro, Econ., Geog., History, Political Science, Psychology, Sociology, Social Work, WGS

C. Arts and Humanities (9 CREDITS)

Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theater

III. HEALTH & PERSONAL PERFORMANCE- 3 CREDITS**A. Health and Wellness (2 CREDITS)**

_____ 2 _____

B. Personal Performance (1 course and 1 CREDIT)

_____ 1 _____

IV. GEN. ED. Electives

Credits to total 48 from General Education excluding credits in Rehab Major
 Up to 1 credit from III-B allowed

Transfer: * _____
 ** _____

| Date | Cr | Cr | Date | Cr | Cr | Date | Cr | Cr |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

REHABILITATION SCIENCE CORE – 34 CREDITS

| | |
|--|---------|
| REHB 126: Intro to Human Services | 3 _____ |
| REHB 227: Neur Dis & Phys Imp | 3 _____ |
| REHB 250: Helping Relationship | 3 _____ |
| REHB 370: Assess in HS & Rehab | 3 _____ |
| REHB 378: Seminar for Coop 377 | 1 _____ |
| REHB 440: Prin of Psych Rehab & Recovery | 3 _____ |
| REHB 460: Models of Human Serv Deliv | 3 _____ |
| REHB 470: Assessment and Interven Strat | 3 _____ |
| REHB 475: Admin Rehab Delivery Sys | 3 _____ |
| COOP 377: Coop in Rehab Sciences | 3 _____ |
| SPED 245: Applied Behavior Analysis | 3 _____ |
| SW 212: Social Work with Groups | 3 _____ |

ADDICTIONS CONCENTRATION – 29 CREDITS

| | |
|---|---------|
| ATSW 333: Fitness for Wellness | 3 _____ |
| SOC 351: Contemporary Social Problems | 3 _____ |
| REHB 405: Substance Abuse | 3 _____ |
| REHB 410: Prev & Treat Strat in Sub Abuse | 3 _____ |
| REHB 430: Aging & the Human Services | 3 _____ |
| REHB 495: Field Exp in Rehab Sciences | 6 _____ |
| REHB 495: Field Exp in Rehab Sciences | 6 _____ |
| REHB 496: Seminar for Rehab 495 | 1 _____ |
| REHB 496: Seminar for Rehab 495 | 1 _____ |

RELATED ELECTIVES – 9 CREDITS

With permission of advisor, suggested areas are:
 ED, CSD, NURS, PSY, REHB, SOC, SW, SPED
 (all 100-499)

Proficiency in Psychology: (Grade of C or better)

Courses may be places under II-B, IV or Related Electives

PSY 260: Developmental Psychology

PSY 354: Abnormal Psychology

PSY 211 – *General Psychology is a pre-requisite for both**

Required Proficiencies (Grade of C or higher)

ENG 111: _____

MATH 112: _____

COM 113: _____

*Math 110 may only be used under I-C (on left)

FLAGS – Record Below

First Year Values (V) _____

Writing Intensive (W) _____

Quantitative Reasoning (Q)
 Second Values (S)

2014

Writing Intensive (W)

CLARION UNIVERSITY OF PENNSYLVANIA

REHABILITATIVE SCIENCES/
DEVELOPMENTAL DISABILITIES

Name: _____
Clarion ID: _____
CUP Entrance Date: _____
Program Entry Date: _____
Advisor: _____

Transfer: * _____

**

| Date | Cr | Cr | Date | Cr | Cr | Date | Cr | Cr |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

GENERAL EDUCATION REQUIREMENTS – 48 CREDITS

Refer to the approved list of Gen Ed courses that appear in the published class sections.

I. LIBERAL EDUCATION SKILLS – 12 CREDITS

A. English Composition (3-6 CREDITS)

ENG 110: Writing I _____

ENG 111: Writing II _____

B. Mathematics Competency* (3 CREDITS)

C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication, Computer Information Science, Elem Foreign Lang, English Comp, Logic, Mathematics*, and Speech Communication

COM 113: Fund of Speech _____

II. LIBERAL KNOWLEDGE – 27 CREDITS

A. Physical and Biological Sciences (9 CREDITS)

Selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics*, Physical Science and Physics

B. Social and Behavioral Sciences (9 CREDITS)

Selected from at least two of the following: Anthro, Econ., Geog., History, Political Science, Psychology, Social Work, and WGS

C. Arts and Humanities (9 CREDITS)

Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theater

III. HEALTH & PERSONAL PERFORMANCE- 3 CREDITS

A. Health and Wellness (2 CREDITS)

_____ 2 _____

B. Personal Performance (1 course and 1 CREDIT)

_____ 1 _____

IV. GEN. ED. Electives

Credits to total 48 from General Education excluding credits in Rehab Major
Up to 1 credit from III-B allowed

REHABILITATION SCIENCE CORE – 34 CREDITS

| | |
|--|---------|
| REHB 126: Intro to Human Services | 3 _____ |
| REHB 227: Neur Dis & Phys Imp | 3 _____ |
| REHB 250: Helping Relationship | 3 _____ |
| REHB 370: Assess in HS & Rehab | 3 _____ |
| REHB 378: Seminar for Coop 377 | 1 _____ |
| REHB 440: Principles of Psych Rehab & Recovery | 3 _____ |
| REHB 460: Models of Human Service Delivery | 3 _____ |
| REHB 470: Assessment and Intervention Strategies | 3 _____ |
| REHB 475: Admin Rehab Delivery Sys | 3 _____ |
| COOP 377: Coop in Rehab Sciences | 3 _____ |
| SPED 245: Applied Behavior Analysis | 3 _____ |
| SW 212: Social Work with Groups | 3 _____ |

DEVELOPMENTAL DISABILITIES – 29 CREDITS

| | |
|--|---------|
| ATSW 333: Fitness for Wellness | 3 _____ |
| CSD 125: Intro to Comm Disorders | 3 _____ |
| SPED 128: High Incidence Exceptionalities | 3 _____ |
| SPED 129: Low Incidence Exceptionalities | 3 _____ |
| SPED 446: Meth/Practice Low Incidence Disabilities | 3 _____ |
| REHB 495: Field Exp in Rehab Sciences | 6 _____ |
| REHB 495: Field Exp in Rehab Sciences | 6 _____ |
| REHB 496: Seminar for Rehab 495 | 1 _____ |
| REHB 496: Seminar for Rehab 495 | 1 _____ |

RELATED ELECTIVES – 9 CREDITS

With permission of advisor, suggested areas are:
ED, CSD, NURS, PSY, REHB, SOC, SW, SPED
(all 100-499)

Proficiency in Psychology: (Grade of C or better)

Courses may be placed under II-B, IV or Related Electives

PSY 260: Developmental Psychology

PSY 354: Abnormal Psychology

PSY 211 – General Psychology is a pre-requisite for both*

Required Proficiencies (Grade of C or higher)

ENG 111: _____

MATH 112: _____

COM 113: _____

*Math 110 may only be used under I-C (on left)

FLAGS – Record Below

First Year Values (V)
 Quantitative Reasoning (Q)

Writing Intensive (W)
 Writing Intensive (W)

Second Values (S)

2014

CLARION UNIVERSITY OF PENNSYLVANIA

REHABILITATIVE SCIENCES/
Courts and Community Services

Name: _____
Clarion ID: _____
CUP Entrance Date: _____
Program Entry Date: _____
Advisor: _____

GENERAL EDUCATION REQUIREMENTS – 48 CREDITS

Refer to the approved list of Gen Ed courses that appear in the published class sections.

I. LIBERAL EDUCATION SKILLS – 12 CREDITS

A. English Composition (3-6 CREDITS)

ENG 111: Writing II _____

B. Mathematics Competency* (3 CREDITS)

C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication, Computer Information Science, Elem Foreign Lang, Eng Comp, Logic, Mathematics*, and Speech Communication

II. LIBERAL KNOWLEDGE – 27 CREDITS

A. Physical and Biological Sciences (9 CREDITS)

Selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics*, Physical Science and Physics

B. Social and Behavioral Sciences (9 CREDITS)

Selected from at least two of the following: Anthro, Econ., Geog., History, Political Science, Psychology, Social Work, and WGS

C. Arts and Humanities (9 CREDITS)

Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theater

III. HEALTH & PERSONAL PERFORMANCE- 3 CREDITS

A. Health and Wellness (2 CREDITS)

_____ 2 _____

B. Personal Performance (1 course and 1 CREDIT) _____ 1 _____

IV. GEN. ED. Electives

Credits to total 48 from General Education excluding credits in Rehab Major
Up to 1 credit from III-B allowed

Transfer: * _____
** _____

| Date | Cr | Cr | Date | Cr | Cr | Date | Cr | Cr |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

REHABILITATION SCIENCE CORE – 34 CREDITS

| | |
|--|---------|
| REHB 126: Intro to Human Services | 3 _____ |
| REHB 227: Neur Dis & Phys Imp | 3 _____ |
| REHB 250: Helping Relationship | 3 _____ |
| REHB 370: Assess in HS & Rehab | 3 _____ |
| REHB 378: Seminar for Coop 377 | 1 _____ |
| REHB 440: Principles of Psych Rehab & Recovery | 3 _____ |
| REHB 460: Models of Human Serv Deliv | 3 _____ |
| REHB 470: Assessment and Intervention Strategies | 3 _____ |
| REHB 475: Admin Rehab Delivery Sys | 3 _____ |
| COOP 377: Coop in Rehab Sciences | 3 _____ |
| SPED 245: Applied Behavior Analysis | 3 _____ |
| SW 212: Social Work with Groups | 3 _____ |

Courts and Community Service Concentration – 38 CREDITS

| | |
|---|---------|
| BSAD 238: Intro to Paralegal Studies | 3 _____ |
| BSAD 239: Family Law | 3 _____ |
| BSAD 241: Legal Environment II | 3 _____ |
| BSAD 242: Methods of Legal Research | 3 _____ |
| BSAD 243: Wills, Trusts, Estates | 3 _____ |
| BSAD 246: Civil Legislation | 3 _____ |
| BSAD 247: Real Estate Law for the Paralegal | 3 _____ |
| BSAD 249: Field Experience | 3 _____ |
| REHB 405: Substance Abuse | 3 _____ |
| REHB 410: Preven & Treat Strat in Sub Abuse | 3 _____ |
| REHB 495: Field Exp in Rehab | 6 _____ |
| REHB 496: Seminar for REHB 495 | 1 _____ |
| FREE ELECTIVE: | 1 _____ |

Proficiency in Psychology: (Grade of C or better)

Courses may be places under II-B, IV or Related Electives

PSY 260: Developmental Psychology _____

PSY 354: Abnormal Psychology _____

*PSY 211 – General Psychology is a pre-requisite for both**

BSAD 240: Legal Environment I _____

Required Proficiencies (Grade of C or higher)

ENG 111: _____

MATH 112: _____

COM 113: _____

CIS 217: _____

PS 211: _____

*Math 110 may only be used under I-C (on left)

FLAGS – Record Below

First Year Values (V)
Quantitative Reasoning (Q)

Writing Intensive (W)
Writing Intensive (W)

Second Values (S)

2014

CLARION UNIVERSITY OF PENNSYLVANIA

REHABILITATIVE SCIENCES/
GERONTOLOGY

Name: _____
Clarion ID: _____
CUP Entrance Date: _____
Program Entry Date: _____
Advisor: _____

GENERAL EDUCATION REQUIREMENTS – 48 CREDITS

Refer to the approved list of Gen Ed courses that appear in the published class sections.

I. LIBERAL EDUCATION SKILLS – 12 CREDITS

A. English Composition (3-6 CREDITS)

ENG 110: Writing I _____

ENG 111: Writing II _____

B. Mathematics Competency* (3 CREDITS)

C. Credits to total 12 in Category I, selected from at least two of the following: Academic Support, Communication, Computer Information Science, Elem Foreign Lang, Eng Comp, Logic, Mathematics*, and Speech Communication

COM 113: Fund of Speech _____

II. LIBERAL KNOWLEDGE – 27 CREDITS

A. Physical and Biological Sciences (9 CREDITS)

Selected from at least two of the following: Biology, Chemistry, Earth Science, Mathematics*, Physical Science and Physics

B. Social and Behavioral Sciences (9 CREDITS)

Selected from at least two of the following: Anthro, Econ., Geog., History, Political Science, Psychology, Social Work, and WGS

C. Arts and Humanities (9 CREDITS)

Selected from at least two of the following: Art, English Language and Literature, Humanities, Intermediate Foreign Language and Cultures, Music, Philosophy, Speech and Theater

III. HEALTH & PERSONAL PERFORMANCE- 3 CREDITS

A. Health and Wellness (2 CREDITS)

2 _____

B. Personal Performance (1 course and 1 CREDIT)

1 _____

IV. GEN. ED. Electives

Credits to total 48 from General Education excluding credits in Rehab Major
Up to 1 credit from III-B allowed

Transfer: * _____
** _____

| Date | Cr | Cr | Date | Cr | Cr | Date | Cr | Cr |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

REHABILITATION SCIENCE CORE – 34 CREDITS

| | |
|--|---------|
| REHB 126: Intro to Human Services | 3 _____ |
| REHB 227: Neur Dis & Phys Imp | 3 _____ |
| REHB 250: Helping Relationship | 3 _____ |
| REHB 370: Assess in HS & Rehab | 3 _____ |
| REHB 378: Seminar for Coop 377 | 1 _____ |
| REHB 440: Principles of Psych Rehab & Recovery | 3 _____ |
| REHB 460: Models of Human Service Delivery | 3 _____ |
| REHB 470: Assessment and Intervention Strategies | 3 _____ |
| REHB 475: Admin Rehab Delivery Sys | 3 _____ |
| COOP 377: Coop in Rehab Sciences | 3 _____ |
| SPED 245: Applied Behavior Analysis | 3 _____ |
| SW 212: Social Work with Groups | 3 _____ |

GERONTOLOGY – 29 CREDITS

| | |
|--|---------|
| NURS 365: Health Promotion for Elderly | 3 _____ |
| PSY 464: Theories of Counseling | 3 _____ |
| PSY 467: Adult Development and Aging | 3 _____ |
| SOC 353: Aging in American Society | 3 _____ |
| REHB 430: Aging & the Human Services | 3 _____ |
| REHB 495: Field Exp in Rehab Sciences | 6 _____ |
| REHB 495: Field Exp in Rehab Sciences | 6 _____ |
| REHB 496: Seminar for Rehab 495 | 1 _____ |
| REHB 496: Seminar for Rehab 495 | 1 _____ |

RELATED ELECTIVES – 9 CREDITS

With permission of advisor, suggested areas are:
ED, CSD, NURS, PSY, REHB, SOC, SW, SPED
(all 100-499)

Proficiency in Psychology: (Grade of C or better)

Courses may be places under II-B, IV or Related Electives

PSY 260: Developmental Psychology

PSY 354: Abnormal Psychology

*PSY 211 – General Psychology is a pre-requisite for both**

Required Proficiencies (Grade of C or higher)

ENG 111: _____

MATH 112: _____

COM 113: _____

*Math 110 may only be used under I-C (on left)

FLAGS – Record Below

First Year Values (V)
Quantitative Reasoning (Q)
Second Values (S)

Writing Intensive (W)
Writing Intensive (W)

CLARION UNIVERSITY OF PENNSYLVANIA

2014

REHABILITATIVE SCIENCES/
Pre-OT: Physical & Psychosocial
Disabilities

Name _____
SS # _____
CUP Entrance Date _____
Program Entry Date _____
Advisor _____

GENERAL EDUCATION REQUIREMENTS (48Credits)

Please refer to the approved list of Gen Ed courses
that appear in the published class schedule.

I LIBERAL EDUCATION SKILLS - 12 CREDITS

English Composition (3-6 credits)
(Eng 110): Writing I _____
(Eng 111): Writing II _____

B. Mathematics Competency¹ (3 credits)

C. Credits to total 12 in Category I, selected from at least two
of the following: Academic Support, Communication,
Computer Information Science, Elem
Foreign Lang, Eng Comp, Logic, Mathematics¹, and Speech
Communication.

COM 113 _____

II LIBERAL KNOWLEDGE - 27 CREDITS

A. Physical and Biological Sciences (9 credits)
Selected from at least two of the following: Biology,
Chemistry, Earth Science, Mathematics¹, Physical Science
and Physics.

Bio 251: Human Anatomy & Physiology I _____
Bio 252: Human Anatomy & Physiology II _____

B. Social and Behavioral Sciences (9 Credits)
Selected from at least two of the following: Anthropology,
Econ., Geog., History, Political Science, Psychology,
Sociology, Social Work, and Women's Studies

C. Arts and Humanities (9 Credits)
Selected from at least two of the following: Art, English
Language and Literature, Humanities, Intermediate Foreign
Language and Cultures, Music, Philosophy, Speech and
Theatre.

III HEALTH AND PERSONAL PERFORMANCE (3 CR)
A. Health and Wellness (2 credits)

Personal Performance (1 course and 1 cr)

IV GEN. ED. Electives
Credits to total 48 from Gen. Ed. excluding credits in REHB
Major. Up to 1 credit from III.B allowed.

FLAGS - Record below

- _____ First Year Values (V)
- _____ Quantitative Reasoning (Q)
- _____ Second Values (S)
- _____ Writing Intensive (W)

Transfer * _____

**

| Date | Cr | Cr | Date | Cr | Cr | Date | Cr | Cr |
|-------|----|----|-------|----|----|-------|----|----|
| _____ | — | — | _____ | — | — | _____ | — | — |
| _____ | — | — | _____ | — | — | _____ | — | — |
| _____ | — | — | _____ | — | — | _____ | — | — |
| _____ | — | — | _____ | — | — | _____ | — | — |
| _____ | — | — | _____ | — | — | _____ | — | — |

REHABILITATION SCIENCE CORE - 34 Credits

| | | |
|--|---|-------|
| REHB 126: Intro to Human Services | 3 | _____ |
| REHB 227: Neuro Dis & Phys Impairment | 3 | _____ |
| SPED 245: Applied Behavior Analysis | 3 | _____ |
| REHB 250: Helping Relationship | 3 | _____ |
| REHB 460 Models of Human Serv Deliv | 3 | _____ |
| REHB 475 Admin Rehb Delivery Sys | 3 | _____ |
| REHB 370 Assessment in Human Services & Rehab | 3 | _____ |
| SW 212 Social Work with Groups | 3 | _____ |
| REHB 470 Intervention Strategies in H.S. & Rehab | 3 | _____ |
| REHB 440 Prin. of Psychiatric Rehab & Recovery | 3 | _____ |
| COOP 377 Coop in Rehb Sciences | 3 | _____ |
| REHB 378: Seminar for Coop 377 | 1 | _____ |

Physical Disabilities-Pre-OT - 26 Credits

| | | |
|--|---|-------|
| AH 101: Medical Terminology | 3 | _____ |
| AH 201: Intro to the Health Care Environment | 2 | _____ |
| SPED 418: Except. in the Reg. Classroom | 3 | _____ |
| REHB 430: Aging and the Human Services | 3 | _____ |
| REHB 495 Field Exp in Rehb Sciences | 6 | _____ |
| REHB 495 Field Exp in Rehb Sciences | 6 | _____ |
| REHB 496: Seminar for Rehb 495 | 1 | _____ |
| REHB 496: Seminar for Rehb 495 | 1 | _____ |
| SPED 428: Assistive Technology | 1 | _____ |

FREE ELECTIVES – 12 credits.

With permission of advisor, suggested areas are:
ED, CSD, NURS, AH, PSY, REHB, SW, SPED
(all 100-499)

Proficiency in Psychology: (Grade of C or better)
(Courses may be placed under II-B, IV or Related Electives)

Psy 260 (Developmental Psychology) _____

Method of Completion _____

Psy 354 (Abnormal Psychology) _____

Method of Completion _____

(PSY 211 - General Psychology is pre-requisite for both)

Required Proficiencies (Grade of C or higher)

ENG 111 - IA _____

MATH 112 - IB _____

COM 113-IC _____

*Take one: MATH 221 or PSY 230

Writing Intensive (W) _____

Information Literacy (I) _____

C. National Organization of Human Services (NOHS) Code of Ethics

ETHICAL STANDARDS OF HUMAN SERVICE PROFESSIONALS

National Organization for Human Services/ Council
for Standards in Human Service Education

Preamble

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing, human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

Section I — Standards of Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilize, advocate, community planner, community change organizer, evaluator and administrator (SREB, 1967). The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

STATEMENT 1 Human Service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

STATEMENT 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in Statement 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client populations.

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultants between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

The Human Service Professional's Responsibility to the Profession

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

The Human Service Professional's Responsibility to Employers

STATEMENT 32 Human service professionals adhere to commitments made to their employers.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high-quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors.

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Section II — Standards for Human Service Educators

Human service educators are familiar with, informed by, and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA), and the National Organization for Human Services (NOHS).

STATEMENT 38 Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

STATEMENT 39 Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

STATEMENT 40 Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of human services and in teaching effectiveness, for example, learning styles and teaching styles.

STATEMENT 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

STATEMENT 42 Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively, and fully.

STATEMENT 43 Human service educators, at the onset of courses, inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and differentiate between information based on scientific data, anecdotal data, and personal opinion.

STATEMENT 44 Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

STATEMENT 45 Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about encouraging of students' learning.

STATEMENT 46 Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

STATEMENT 47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

STATEMENT 48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

STATEMENT 49 Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professionals relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

STATEMENT 50 Human service educators recognize and acknowledge the contributions of students to their work, for example, in case material, workshops, research, and publications.

STATEMENT 51 Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

STATEMENT 52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

STATEMENT 53 Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Service Education (CSHSE), the Community Support Skills Standards, and state/local standards; and take them into consideration in designing the curriculum.

STATEMENT 54 Human service educators create a learning context in which students can achieve the knowledge, skills, values, and attitudes of the academic program.

D. Program Advising

Student Fitness for Program Policies

Students enrolled In the A.S. program in Rehabilitative Services and the B.S. program in Rehabilitation and Human Services should be aware of the standards of conduct of the University, Venango College and the Department of Rehabilitation and Human Services. The following policies apply to REHB students in the classroom and in field placement sites.

Classroom Policies:

General Misconduct

Students in the Rehabilitation and Human Services programs at Clarion University of Pennsylvania are expected to meet the role expectations of constructive members of a learning environment. Students may be charged with misconduct for violations of law or university rules and regulations.

Specific acts that are prohibited include:

- Acts against people: Includes assault, harassment, coercion, personal abuse, and other acts causing threatening injury or danger to others.
 - Acts against property: Includes vandalism, theft, trespass, tampering, and other acts causing or risking damage or loss of property.
 - Acts against public order and decency: Includes disorderly conduct, fighting, unreasonable noise, public intoxication, and other acts of disruption or disturbance.
 - Sexual acts against people: Includes rape, deviate sexual intercourse, indecent assault, or indecent exposure.
 - Ethnic intimidation: Acts against people, property, or public order committed with malicious intent toward the race, color, religion, or national origin of another individual or group.
 - Possession, use, or sale of controlled narcotics and drugs.
 - Possession, or use by, and sale or furnishing of, alcoholic beverages to those under 21-years of age.
 - False fire alarms, bomb threats, and other emergencies.
 - Misuse or tampering with fire-fighting equipment.
- University regulations include the following prohibitions:
- Acts of academic dishonesty (as described below).
 - Misuse or unauthorized use of university transcripts, records, or identification.

- Possession or use of firearms, firecrackers, explosives, or other dangerous substances or articles in or around university and university-supervised facilities or on university property.
- Possession or consumption of alcoholic beverages in or around university and university-supervised facilities or on university property.
- Unauthorized use of or possession of university and university supervised facilities.
- Breach of building security measures in university and university supervised facilities.
- Falsification of information given during a university disciplinary investigation or hearing.
- Willful obstruction of a university staff member in the performance of duties.
- Failure to comply with university disciplinary procedures and decisions.
- Failure to provide identification upon the request of a properly identified university staff member.
- Acts of sexual harassment, including any unwelcome sexual advances, request for sexual favors, or other physical conduct of a sexual nature.
- Acts prohibited in the Acceptable Use of Technology Resources policy including, but not limited to, copying and copyright infringement; use of network to abuse, defame, harass, or threaten individuals or groups; and other acts not in accordance with university policies.

Academic Dishonesty

As noted in university handbook, *Students Rights, Regulations, and Procedures Online*, all Rehabilitative/Rehabilitation and Human Services students must maintain a high standard of academic honesty and integrity in their academic work. "Classroom" is used to describe both a physical face-to-face setting and an online teaching environment. Behaviors specifically forbidden include, but are not limited to:

- Plagiarism: Including, but not limited to, misappropriating information acquired from another source, such as internet websites and/or paper mills, as one's own original work.
- Collusion: Collaborating with another person in assignments, notes, tests, papers, etc., unless specifically permitted by the professor.

- Cheating: Including, but not limited to, use of cheat sheets, crib notes, or other prepared material, on a test or quiz.
- Falsification of data: Manufacturing or providing false or misleading information, or selective use of information to avoid actual research or to reach false conclusions.

Complaints of academic dishonesty may be brought by professors, fellow students, or any member of the academic community. Instructors may lower a grade on the particular assignment affected by the academic dishonesty. If they choose this course of action, the professor must inform the student of this decision in writing.

Right to Appeal

Students have the right to appeal such a decision by the instructor in one of two ways (but not both). He/she can either exercise his/her right to appeal the grade, or he/she can appeal directly to the University Conduct Board by contacting the Office of Judicial and Mediation Services.

If the student chooses to appeal the grade, he/she would first seek out a discussion of the grade with the classroom instructor who issued the grade. If the issue is not resolved at that level, the student should seek out a discussion of the complaint with the department chair. Further appeals can be made in private conference with the student or in conference with the student and the instructor by the dean of the college, then by the provost of the university. The appeal process ends with the decision of the university provost, which is final. Should the instructor in question be the department chair, the student should meet with dean, following an initial meeting with the instructor.

If the student appeals directly to the University Conduct Board, a hearing will be scheduled. In this hearing, the instructor is given an opportunity to explain the charge and the course of action. The student is then given the right to address the allegation. The decision of the board is final.

If the act(s) of academic dishonesty is considered by the instructor to be especially serious, or part of a pattern of academic dishonesty, charges may be brought directly to the University Conduct Board, which has the authority to sanction the student beyond the scope of one individual class, including dismissal from the university. In such a case, the student will have an opportunity to address the

allegations at the board hearing, as noted above. Decisions of the University Conduct Board are final.

Field Assignment Policies

The general classroom policies stated above also apply to rehabilitative sciences/services students in field placements. However, field placement classes introduce a new set of rules and regulations to protect students in their field placements and to ensure that students representing the department, college and university are acting in a professional and acceptable manner. Students are referred to the College of Education's Policy on Withdrawal, Reassignment, and/or Termination of a Field Assignment.

Clearances

Students in Rehabilitation Sciences and Human Services and Rehabilitative Services are required to obtain certain legal clearances and medical tests prior to entering field work. In the area of legal clearances, the following are required of all students:

- **Act 33/34 Clearances:** Act 33 is required prior to working in agencies that serve children and Act 34 is required prior to working in public or private school settings. The clearances are obtained from the PA State Police and they establish that a criminal record is not present.
- **Child line verification** is required from the PA Dept. of Public Welfare to establish that the student does not have a known history of child abuse.
- **FBI criminal background check:** Establishes that students from out of state and/or under the age of 21 do not have a criminal record.

Medical clearances required of all university students prior to commencing field placement activities include the following:

- Physical examination
- Tuberculosis test

- Hepatitis B vaccination
- Hearing screening

All students are required to obtain liability insurance prior to beginning internship placement (REHB 295/495). The insurance can be obtained online and additional information is available in the Rehabilitative Sciences Field Handbook or through the Office of Field Services.

Accommodations

Any REHB student in need of accommodation due to a disability should contact the Director of Field Services and the Coordinator of Disabilities Support Services at Clarion University. If a student were to feel that his or her academic performance is negatively affected by a disability-related issue, he/she should immediately contact the course instructor, who can serve as a liaison with the student's field supervisor, to address the issue(s) in a timely manner. If the student feels that his/her academic performance has been deemed unsatisfactory due to a disability-related issue, he/she should make the Director of Field Services aware of the situation in writing. The Director of Field Services will contact the Coordinator of Disability Support Services for consultation and any assessment deemed to be appropriate. The Director of Field services may include the Coordinator of Disability Support Services as a part of a committee to complete the review process.

Reasons for Field Assignment Withdrawal, Reassignment and/or Termination

In accordance with the University Policy on Withdrawal, Reassignment, and/or Termination of a Field Assignment, the following are reasons for withdrawal, reassignment or termination:

1. Behavior unacceptable to the agency of field placement. If the behavior exhibited by the field placement student is considered to be unacceptable to the field placement site, that agency may initiate their own process to be followed (examples include breaches of confidentiality, non-attendance, dual relationships, etc.)

2. Behavior unacceptable to the university. If it is determined by the course instructor that the behavior exhibited by the student is not acceptable to the university, the university initiated process will be followed (see below).
3. Unsatisfactory academic performance within a field placement agency. If it is determined by the course instructor and the field site supervisor that the student's competency level is unsatisfactory, the university initiated process will be followed. It is important that students communicate problems they are having with both their field supervisory and their course instructor (e.g., COOP 377 or REHB 495) in a timely manner. Most problems can be corrected with meeting early in the field placement experience.

The process for withdrawal, reassignment, and/or termination depends on who is initiating the action. If it is initiated by the agency hosting the student, an immediate response will be made to the student's field placement supervisor. A thorough review of the events leading up to the request will be made to determine whether or not remediation, withdrawal, or termination is appropriate.

Based on the student behavior in the field placement, the agency may wish to unilaterally terminate the student from that field placement site. Alternately, the agency may wish to meet with the student, the field supervisor, and the course instructor to lay out an improvement plan. If the student's behavior improves, no further action may be necessary. However, if the problem behavior does not improve, the agency may decide unilaterally to terminate the field placement. If termination occurs unilaterally from the community agency, the second level of review under the university initiation process will be followed at that point.

The course instructor may determine that the student is at an unsatisfactory level of performance (academic, professional, or behavior related) based on competency levels indicated on the appropriate evaluation form. As soon as possible, a three-way conference will be held by the course instructor, the field supervisor, and the student to discuss possible remedial strategies. This action will result in a sincere attempt to assist the student in making improvements. If this initial conference does not result in improvements, a second-level review will result, with a committee consisting of the same three parties.

At the second-level review, it will be determined whether there will be a withdrawal, reassignment, or termination of the field assignment.

If the student is not satisfied with the decision made by the university, he/she will have five business days (from the date of notification of the decision) to appeal the decision to the Dean of the Venango College. The Dean will convene a committee comprised of himself/herself, the department chair of Rehabilitation and Human Services, and the academic advisor or a departmental designee. The committee will render a decision regarding the withdrawal or termination of the field assignment.

If the student remains dissatisfied with the results at this level of determination, he or she should inform the Provost and Academic Vice President within five business days from the date he/she was informed of the findings at this level. If still dissatisfied, a further appeal of the Provost's decision can be made within five business days to the President. If at any time during these processes, the student feels that he/she was discriminated against for personal reasons, they non-discriminatory process shall be used. Procedures and review processes that must be used in such an instance are available in the University's *Non-Discrimination Policy and Procedures Handbook*. A copy of this policy can be obtained from the Office of Social Equity.

Undergraduate Advisement Folder



S I N C E 1867

RECORD OF ADVISEMENT SESSIONS

Date

Notes and Comments

Initials

Name _____

(last)

(first)

३८

Soc. Sec. No.-



SINCE 11167

Rehabilitation Sciences and Human Services

Registration Scheduling Worksheet

Name: _____ **Term:** _____ **Major:** _____

D _____

I certify that I have reviewed relevant sections of the university catalog and consulted with my academic advisor to ensure the courses I schedule will fulfill my degree requirements. I understand that failure to do so may result in my taking courses that will not fulfill degree requirements. I also acknowledge the right of designated university personnel to remove me from any courses for which I have not scheduled the required co-requisite or pre-requisite courses or for which I am not academically qualified.

Recommended Courses

| Call # | Course ID | Credits | Course Title | Meeting Days/Times |
|--------|-----------|---------|--------------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Alternate Courses

| Call it | Course ID | Credits | Course Title | Meeting Days/Times |
|---------|-----------|---------|--------------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Notes

Student's Signature

Date

Advisor's Signature

Date

HOW TO READ YOUR DEGREE AUDIT

MyClarion Student Center Reference Guide – Online Access to Your Academic Advisement Report

Before you start

You will need your User ID and Password to access **MyClarion**. (www.clarion.edu/MyClarion)

Once you have logged into MyClarion, click on **Student Center**.

My Academic Requirements

From the **Student Center**

Click on **My Academics**

This page allows you to view your advisement report (degree audit), transfer credit report, and your enrollment verification. Click on **View My Advisement Report**.



You will be taken to your Academic Advisement Report (degree audit).

The top of the Report contains: Date and time the report was generated, your academic program information, a legend of the icons used within the report to indicate taken, in progress, and planned courses, and Collapse All and Expand All buttons. These buttons allow you to control what you view on your audit.

Degree Audit Report

Clarion University of PA | Undergraduate

This report last generated on 08/12/2011 5:06PM

[collapse all](#)

[expand all](#)

Satisfied groups of requirements are **collapsed** by default.

Not satisfied groups of requirements are **expanded** by default.

Courses that may be used to satisfy a requirement will appear below that requirement.

Units or Courses required, taken, and needed will appear to show how many courses must be completed.

Not Satisfied: Some majors have already defined courses that will fulfill these requirements. Please review your major requirements before selecting general education flagged courses.

► [First Year Values Flag](#) Satisfied - Collapsed

► [Second Year Values Flag](#)

▼ [Writing Intensive Flag](#)

Not Satisfied - Expanded

Not Satisfied: Writing Intensive Flag

- Courses: 2 required, 1 taken, 1 needed

The following courses may be used to complete requirement.

Courses that can be used to complete requirement will appear.

| Course | Description | Grade | Status |
|----------|---|-------|-----------------|
| ACTG 354 | Auditing | 3.00 | Fall and Spring |
| ANTH 216 | Women And Culture | 3.00 | |
| ANTH 362 | Hist And Meth Of Anth | 3.00 | |
| ART 246 | Illustration II | 3.00 | Fall |
| ART 256 | Graphic Des & Comp II | 3.00 | Spring |
| ART 262 | Weaving & Fib Scul II | 3.00 | Fall |
| ART 266 | Fabric Sur Des II | 3.00 | Spring |
| ART 417 | Latin American Art | 3.00 | |

Click a course to enroll in it.

- To enroll in a course from your Academic Advisement Report, click the course, click **View Class Sections**, then click **Select** next to the section in which you wish to enroll. Note that this will place the class into your **Enrollment Shopping Cart** and you will still need to go to your shopping cart to finish enrolling.

[Return to My Academic Requirements](#)

ENG 115 - Comp For Inter Students

Course Detail

| | | |
|-----------------------|----------------------------|--|
| Career | Undergraduate | view class sections |
| Units | 3.00 | add to planner |
| Grading Basis | Graded | |
| Course Components | Lecture | Required |
| Campus | Main Campus | |
| Academic Group | College of Arts & Sciences | |
| Academic Organization | English | |

Description

Helps ESL writers to develop an understanding of the English grammar system, to discern the systematic patterns that exist in the language, to develop a vocabulary in order to express their ideas in English, and to recognize the rhetorical structure of the language. Satisfies the requirement for ENG 111.

Click **View Class Sections**, then **Select** next to the session you wish to choose to enroll in that class.

Course Schedule

Terms Offered: **2011 FALL** [show sections](#)

[My Class Schedule](#)

You are not registered for classes in this term.

[Shopping Cart](#)

Your shopping cart is empty.

● Open ■ Closed ▲ Wait List

sections for 2011 FALL

| Section | Session | Status | select | | |
|-------------------------------|---------|--|---|------------|----------------------------|
| 01-LEC (1273) | 1 | ● | select | | |
| Days | Start | End | Room | Instructor | Dates |
| TuTh | 3:30PM | 4:45PM | Davis 204 | George Xu | 08/29/2011 - 12/16/2011 |

- For completed courses, you will see when you completed the course as well as the grade received.

BSN Nursing Major Requirements (RQ #1066)

Satisfied: Complete 37 hours credit in the following with a minimum grade of C.

► **Required Nursing Courses**

▼ **Required Nursing Electives**

Satisfied: Required Nursing Electives

- Courses: 0 required, 2 taken, 0 needed

The following courses may be used to satisfy this requirement:

| Course | Description | Units | When | Grade | Status |
|----------------------------------|--|-------|-------------|-------|--------|
| View Course List | Required Nursing Electives | | | | |
| NURS 320 | Death And Grief | 3.00 | 2009 SPRING | A | |
| NURS 347 | Creating A Wellness Lfst | 3.00 | 2007 FALL | A | |

View All | First 1-3 of 3 Last

The **When** Column shows when the course was completed along with a grade, if applicable, and status.

- Exceptions and substitutions will appear in the **Notes** column.

BA-ENGL Electives

Satisfied: English Elec.

▼ **English Electives**

Satisfied: English

Exceptions appear under the "Notes" column. You can click on the link to see additional information about the exception made.

The following courses were used to satisfy this requirement:

| Course | Description | Units | When | Grade | Notes | Status |
|----------------------------------|-----------------------------|-------|-----------|-------|-------|--------|
| View Course List | English Electives | | | | | |
| CHM&L 102 | Chem. Class | 2.00 | 2004 Fall | | | |

All | First 1-3 of 3 Last

Academic Advisement Report

[Return to Academic Advisement Report](#)

| Note | Long Description |
|------|--|
| 01 | Substitute English Lit 541 in place of Chemistry 102 to satisfy English Electives requirement. |

II. Field Experience Manual

A. Field Experience Information

1. COOP Syllabi Information and Forms

Early Experience

a. COOP Syllabi

Department of Human Services, Rehabilitation, Health and Sport Science

Course Syllabus

Course: COOP 377 Credit Hours: 3 Semester:

Schedule: As arranged with instructor

Title: Cooperative in Rehabilitative Sciences

Instructor: Dr. Mark Lepore

Email: mlepor@clarion.edu

Phone: 412-292-4266

Office: 114 Stevens

Office hours: As Posted

Catalog Description:

The university cooperative program is designed to enhance the student's self-realization and direction by integrating theory with supervised experiences in a professional setting. Based on a job assignment related to the student's major concentration and career objectives, COOP 377 provides a learning experience that helps the student implement classroom study into actual practice in a human service setting.

Companion Courses: REHB 470, Assessment and Intervention Strategies; REHB 475 Administration of Rehabilitation Service Delivery; REHB 378 Coop Seminar

Recommended Prerequisites: The COOP experience is intended to allow rehabilitative sciences students to apply core knowledge of the program in a real world human service setting. Demonstration of basic skills and knowledge obtained from the following prerequisite courses will be required prior to enrollment in COOP.

REHB 126 provides the student with the basic knowledge of the kinds of exceptionalities they will likely encounter in COOP. Rehb 250 enables students to develop the human relations and communication skill that they will apply in their field-work. Sped 245 is a recommended prerequisite because it arms the COOP student with knowledge of the principles and applications of behavior management skills with special populations.

KNOWLEDGE:

Demonstrate an understanding of an applied network of services available in the specific field placement organization.

Demonstrate an understanding of the purpose and application of the COOP agency's assessment and treatment procedures.

Understand and apply the NOHS (National Organization for Human Services) professional code of ethics

SKILLS:

Demonstrate effective communication skills in both group and individual interactions with clients, peers, and agency personnel.

Demonstrate the ability to effectively gather information using a variety of techniques.

Demonstrate the ability to document information appropriately, using a variety of techniques.

Demonstrate the ability to effectively prioritize tasks, client issues and needs, and agency functions in the field.

Demonstrate the ability to identify strengths, needs of the clients they encounter.

ATTITUDES:

Demonstrate positive regard for and acceptance of the individuals they encounter while on COOP.

Demonstrate the ability to empathize with the clients they encounter while on COOP.

Demonstrate the development of realistic role expectations of self and agency in the provision of services to the target population while on COOP.

Demonstrate the development of realistic expectations of the individual(s) served while on COOP.

Demonstrate the ability to maintain a positive outlook and self-regard while functioning in a clinical setting.

Course Requirements: Students will be required to complete three written assignments, which comprise a total of 37.5% of the final grades. An evaluation of the student, completed by the agency supervisor, will comprise 62.5% of the total grade.

Summary of grading calculations:

| | | |
|------------------------------------|-------------------|-------------|
| Written Assignment 1 (Assessment) | 24 points | 12 |
| Written Assignment 2 (Agency Desc) | 33 points | 16.5 |
| Written Assignment 3 (Journal) | 18 points | 9 |
| Supervisor Rating | <u>125 points</u> | <u>62.5</u> |
| <i>Total</i> | <i>200 points</i> | <i>100</i> |

Students' work will be graded according to the following scale:

| <u>Letter Grade</u> | <u>Points</u> |
|---------------------|---------------|
| A | 180 – 200 |
| B | 160-179 |
| C | 140-159 |
| D | 120-139 |
| E | below 119 |

Generally, COOP courses are NOT assigned a letter grade, BUT because completion of COOP 377 is a required course for students, a letter grade will be assigned upon completion of the course. The signed COOP enrollment application that was forwarded to the Registrar contains a "Request for a Letter Grade" statement. A letter grade will be issued only if the student has completed this necessary paperwork.

Written Assignment Schedule:

| <u>Written Assignment</u> | <u>Due Date</u> |
|---|-------------------------------------|
| Written Assignment 1 (Agency Assessment) | between 30-40 hours of assignment |
| Written Assignment 2 (Agency Description) | between 60 – 70 hours of assignment |
| Written Assignment 3 (Journal) | ongoing and at end of 90 hours |

Specific information regarding the requirements and due dates for the written assignments is described above.

Accommodations: Students with disabilities who require accommodation in order to complete the requirements of the course are asked to inform the course instructor as soon as possible.

Students with Disabilities

If you are a student with a disability who is in need of accommodative services in order to fully participate in class or to successfully complete the course objectives, please make an appointment with the instructor as soon as possible. We shall discuss the nature of your request(s) related to the course and any other anticipated concerns that you may have. All university students with disabilities, who are in need of accommodative services, must register with the Office of Disability Support Services in 102 Ralston Hall. This office is responsible for reviewing all disability-related documentation and for certifying all student requests for course-related accommodations.

Title IX Statement:

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other**

abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection minors policy.

COOP 377: Cooperative in Rehabilitative Sciences

Written Assignment 1

Assignment: Agency Clinical Assessment Overview or Evaluation of Agency Services

Date Due: Depends upon your schedule, should be completed after 30 hours are served *and before* 40 hours are completed.

Format: Paper is to be typed, and should be three to six pages, double-spaced. Please include your name, the name of the agency/program to which you are assigned, and the date in the upper right hand margin of the first page.

Please summarize the client/patient/student assessment process utilized by the agency. Your summary should include type of assessment(s) used; purpose of the assessment(s); who conducts the assessment; how the assessment is used in the determination of client/patient/student treatment or intervention; and how (or if) the assessment is used to determine on-going progress, performance, or changes in prescribed or indicated treatment.

Evaluation: In evaluation of this assignment, emphasis will be placed on content and organization (80 % of grade); however, errors of punctuation, spelling, and structure will count (20 %).

Note: This assignment is due after you have completed 30 hours of your COOP and before you have completed 40 hours.

Submit your paper via the dropbox in D2L

COOP 377: Cooperative in Rehabilitative Sciences

Written Assignment 2

Assignment: Agency Summary

Date Due: Depends upon your schedule, should be completed after 60 hours and before 70 hours are served.

Format: Summaries are to be typed and should be four to six pages, double-spaced. Please include your name, the name of the agency/program to which you are assigned, and the date, single-spaced in the upper right-hand corner of page one.

Requirements: Please write brief statements concerning the following topics that summarize the organization and performance of the agency to which you are assigned. Necessary information can be obtained by referring to agency policy and/or procedure, by reviewing regulatory standards or licensing requirements, and by interviewing your cooperating supervisor or other agency personnel.

Professional Services – the agency's mission, its goals and objectives. Describe the services provided and the population served. Identify the way in which services can be accessed and utilized. State the hours and days of operation.

The Governing Body – the entity that has overall responsibility for the organization's operation. Identify the legal basis (i.e., private non-profit corporation, religious organization, educational

institution, etc.) and describe the responsibilities and duties of the governing body in relation to the operation of the agency and the welfare of the individuals served.

Professional Staff Organization – the structure of the professional services and staff composition. Briefly describe staff assignments and performance expectations with regard to the purpose of the agency. Include the function of volunteers if they comprise a major component of the agency's service delivery.

Fiscal Support – elements comprising agency's funding (revenue) and the expenditure of those funds in the provision of service. List source(s) of revenue (local, state, federal government; grant awards; fund raisers; coalitions; endowments; client fees, etc.) Describe briefly the expenditure categories (personnel, operating expenses/overhead, equipment and fixed assets, transportation, supplies, etc.)./

Regulatory Information – entity or agency to which the agency is accountable in order to maintain operations. List government jurisdiction (if any) under which agency lies. Describe licensing, certification, or accreditation requirements, procedures, and time lines, and identify the entity responsible for conducting above inspection(s).

Practicum Responsibilities – Describe the activities, duties, and responsibilities that you are expected to perform. Designate those that occur regularly and include any that will take place in the future. Identify the person(s) responsible for supervising you.

On-the Job Requirements – List any particular prerequisite, training, certification requirements, or qualification needed to serve as an intern/extern in your agency, for instance, medical examinations or pre-employment testing, criminal history and/or child abuse clearance, first aid or CPR certification, agency orientation or training, etc.

Policy and Procedure – Most agencies that are funded with public monies are required to adopt written policies and job descriptions for students and/or volunteers. Please identify any such procedures and explain how they apply to you. Include explanations of: maintaining confidentiality; client/patient/student rights; procedures for responding to unusual incidents; the organization's channel of communication between you and other personnel. Indicate the process for informing students of these procedures and identify the person(s) responsible.

Evaluation of Written Assignment 2: In evaluation of this assignment, emphasis will be placed on content (80 % of grade) and organization (20 % of grade). On this paper, and all written assignments, errors of punctuation, spelling, and structure will be deducted from your grade. Students will be referred to the Writing Center if their written performance indicates that assistance and/or remediation is necessary.

Submit your paper via the dropbox in D2L

COOP 377: Cooperative in Rehabilitative Sciences

Written Assignment 3

Assignment: Journal

Date Due: Due upon completion of all 90 hours and maintained at a secure location at your COOP site. Instructor will review during each site visit.

Format: Please use uniform size paper, preferably notebook paper or spiral bound paper. The journal should be a compilation of each day's experiences in the practicum. There is no need to type your entries, however, handwriting should be legible.

Requirements: Entries to the journal should be made after completion of each "shift" in the practicum assignment, beginning with the first day. Please use the journal to record not only your

activities and the date and time of service, but your reactions, reflection, and concerns as well. For instance, in addition to describing a particular activity of a workday, you may also wish to comment on some aspect of that situation or discuss an interaction between you and the person(s) involved. You may wish to express your feelings concerning events, people, or your own expectations. Use this format to ask questions or voice concerns (about yourself, your agency, the individual or collective population served). Explore alternatives – *"How could I have more effectively handled this situation?"* Pat yourself on the back – *"Hey, I didn't realize I had such good problem-solving skills!"*. Describe your reactions. Reflect upon the difference/similarities between theory and practice! No one but the practicum instructor will read your journal – your observations will not be shared with personnel or clientele from your agency.

One Word of Caution – Please do not use any identifying information of the real names of the clients/patients/students or agency personnel about whom you write. Remember that confidentiality is a guaranteed right of all consumers in the human services field.

Evaluation: There will be no requirements concerning length, organization, composition, or structure, as journals are very personal and individual compositions.

CSHSE Standards for COOP 377

A. Knowledge, Theory, Skills and Values

1. History

The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

Standard 11: The curriculum shall include the historical development of human services.

- a. The historical roots of human services.
- b. The creation of the human services profession.
- c. Historical and current legislation affecting services delivery.

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. An introduction to human development theory
- b. Small groups:
 - 1. Overview of how small groups are used in human services settings,
 - 2. Theories of group dynamics, and
 - 3. Group facilitation skills.
- d. An introduction to the organizational structures of communities.
- e. An understanding of the capacities, limitations, and resiliency of human systems.
- f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
- g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
- h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. Human Services Delivery Systems

The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

Specifications for Standard 13

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. The range and characteristics of human services delivery systems and organizations.
- b. The range of populations served and needs addressed by human services.
- c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
- d. Economic and social class systems including systemic causes of poverty.
- e. Political and ideological aspects of human services.

4. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

Standard 14: The curriculum shall provide knowledge and skills in information management.

Specifications for Standard 14

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included,

- analyzed, and applied in the curriculum:
- a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
 - b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
 - c. Compiling, synthesizing, and categorizing information
 - d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:
 - 1. Provided in written or oral form, and
 - 2. Provided in a timely manner.
 - e. Maintaining client confidentiality and appropriately using client data.
 - h. Conducting a basic program evaluation.
 - j. Using technology to create and manage spreadsheets and databases.

5. Planning and Evaluation

A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Knowledge and skills to analyze and assess the needs of clients or client groups.
- b. Skills to develop goals, and design and implement a plan of action.
- c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.
- d. Program design.
- e. Program implementation.
- f. Program evaluation.

6. Interventions and Direct Services

Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

Specifications for Standard 16

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.
- c. Knowledge and skill development in the following areas:
 - 1. Case management,
 - 2. Intake interviewing,
 - 3. Individual counseling,
 - 4. Group facilitation and counseling,
 - 5. Location and use of appropriate resources and referrals, and
 - 6. Use of consultation.

7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Specifications for Standard 17

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict.
- c. Establishing rapport with clients.

d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Administrative

A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Managing organizations through leadership and strategic planning.
- b. Supervision and human resource management.
- c. Planning and evaluating programs, services, and operational functions.
- d. Developing budgets and monitoring expenditures.
- e. Grant and contract negotiation.
- f. Legal and regulatory issues and risk management.
- g. Managing professional development of staff.
- h. Recruiting and managing volunteers.
- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for Standard 19

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. The least intrusive intervention in the least restrictive environment.
- b. Client self-determination.
- c. Confidentiality of information.
- d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
- e. Belief that individuals, services systems, and society can change.
- f. Interdisciplinary team approaches to problem solving.
- g. Appropriate professional boundaries.
- h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

10. Self-Development

Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for Standard 20

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Conscious use of self.
- b. Clarification of personal and professional values.
- c. Awareness of diversity.
- d. Strategies for self-care.
- e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency)

B. Field Experience

Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard Number 21: The program shall provide field experience that is integrated with the curriculum.

Specifications for Standard 21

As evidence of meeting this standard, programs must:

- a. Provide a brief description of the overall process and structure of the fieldwork learning experience.
- b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
- c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
- d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
- e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
- h. Demonstrate how the field experience provides the student an opportunity to progress:
 1. From observation, to directly supervised client contact to...
 2. Indirectly supervised client contact to...
 3. An independent caseload OR assignment of administrative responsibility.
- i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.
- j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.

REHB 378: Sem for COOP 377 & REHB 295

COURSE SYLLABUS

INSTRUCTOR: Dr. Mark Lepore

Office: 114 Stevens

Phone: 814-393-2474

Email: mleperature@clarion.edu

Office Hours: As posted

Meetings: Dates and times TBA

Location: TBA

Required Texts:

None---materials will be provided by the instructor

Catalog Description:

This required companion course to COOP 377 enables students to have an opportunity to discuss their field experiences in a structured seminar setting, providing them with the opportunity to better understand and integrate agency activities such as assessment, treatment planning, team meetings, case management, and therapeutic interventions. In addition, students discuss and appreciate agency policies, procedures, and interpersonal communication.

Note:

Given the participatory nature of the class and the sometimes personal focus these discussions, **it is essential that confidentiality be maintained among members of the class.** As an aspiring professional in the realm of human services, the ability to discuss course topics purposefully, maturely, and with civility is an essential element of your professional preparation and future success. This course is an extension of those professional expectations.

COURSE OBJECTIVES

The student will demonstrate knowledge of theories and research related to:

Knowledge: The student will demonstrate knowledge in

- Specific information in possible agency training opportunities;
- Basic communication dynamics (e.g. verbal, nonverbal, listening, responding, and affect and content);
- Understanding and applying research based practices
- Important variables in group communication and effectiveness, including social interdependence, group goals and goal structuring, leadership, effective decision making, controversy and creativity, conflict, and team development
- The basic elements of effective cooperative learning and their relation to the helping professions
- The relationship between group roles, communications and group problem-solving;
- The basic elements of cultural competence within human service settings
- Modes and styles of effective professional and organizational communications;
- Basic rights of clients as consumers of human services
- The central role of communications and human relations skills to the human service professional

Skill The student will demonstrate skill in:

- Identify professional helping role models via observation, interaction, and supervision.
- Create an initial career network system of social service professionals and paraprofessionals;
- Utilize the seminar to summarize and assess learning experiences gained at the agency/placement site
- Effective communication and interpersonal human relations skills in a variety of situations
- Using task and maintenance roles to support effective human relations skills
- The use of cultural competence when interacting with diverse others
- Effective problem-solving within groups
- Applying human relations skills to various situational problems

Attitude: The student will value:

- Professional communications and effective human relations communications skills;
- Self-awareness, sensitivity and respect toward others in their communications;
- The necessity to sustain life-long professional development

INSTRUCTIONAL METHODS/MATERIALS

There will be 4 face-to-face meetings each lasting 120 minutes (see attached schedule for specific dates). Assignments from the course text and other sources will be reviewed and discussed at that time.

STUDENT PERFORMANCE EVALUATION:

Attendance:

Notes on Presentations of CO-OP Sites. This paper will discuss the mission and goals of your agency site and include a discussion of any relevant assessments that your placement site utilizes, the clients that they serve, and a little bit about your role in the agency. Include any other relevant information about your placement site.

Presentation: Each student will develop a PowerPoint presentation (at least 6 slides) that describes your field placement site and present it in class. A copy of your presentation shall be provided to the instructor.

Presentation length will be discussed in class. (When giving your presentation, please do **NOT** read it, tell us about your COOP site)

Instructor Discretionary Points: 25 (to be discussed in class)

CLASS ATTENDANCE:

Due to the participatory nature of this class and its focus on collaborative and peer learning, class attendance is essential if the full learning benefits are to be achieved. Students will earn 5 points for each class that is attended without lateness or early exit.

GRADING SCALE:

| # Points Earned | Grade |
|-----------------|-------|
| 90 - 100% | A |
| 80 - 89% | B |
| 70 - 79% | C |
| 60 - 69% | D |
| Below 60% | E |

STUDENTS WITH DISABILITIES

If you are a student with a disability, who is in need of accommodative services in order to successfully complete the course objectives or to fully participate in class activities, please make an appointment with the instructor as soon as possible so that we may discuss the nature of your request/s. All university students with disabilities, who are in need of accommodative services, must register with the Office of Disability Support Services in 102 Ralston Hall. This office is responsible for reviewing all disability-related documentation and for certifying the approval of requests for accommodations.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX

Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.**

REVISIONS/ADJUSTMENTS-The instructor reserves the right to revise the syllabus content as outlined above including the addition, revision, and/or deletion of course assignments and requirements.

Tentative Course Schedule----

Meeting times:

Date:

Intro to Seminar/Purpose of a field experience
Confidentiality/Expectations
Assignment of Field Placements

Date:

Discussion of Field Placements
NOHS Code of Ethics
Professional Writing at your sites

Date:

Professional Issues/Student Power Point Presentation of CO-OP Site

Date:

Professional Issues/Student Power Point Presentation of CO-OP Site

**CSHSE Standards for
REHB 378**

C. Knowledge, Theory, Skills and Values

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

b. Small groups:

1. Overview of how small groups are used in human services settings,
2. Theories of group dynamics, and
3. Group facilitation skills.

c. Changing family structures and roles.

d. An introduction to the organizational structures of communities.

e. An understanding of the capacities, limitations, and resiliency of human systems.

f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

4. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

Standard 14: The curriculum shall provide knowledge and skills in information management.

Specifications for Standard 14

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
- b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
- c. Compiling, synthesizing, and categorizing information.

d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:

1. Provided in written or oral form, and
2. Provided in a timely manner.

e. Maintaining client confidentiality and appropriately using client data.

h. Conducting a basic program evaluation.

i. Utilizing research findings and other information for community education and public relations.

j. Using technology to create and manage spreadsheets and databases.

5. Planning and Evaluation

A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Knowledge and skills to analyze and assess the needs of clients or client groups.
- b. Skills to develop goals, and design and implement a plan of action.
- c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.

6. Interventions and Direct Services

Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

Specifications for Standard 16

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.
- c. Knowledge and skill development in the following areas:

1. Case management,
2. Intake interviewing,
3. Individual counseling,
4. Group facilitation and counseling,
5. Location and use of appropriate resources and referrals, and
6. Use of consultation.

7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Specifications for Standard 17

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict.
- c. Establishing rapport with clients.
- d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Administrative

A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Managing organizations through leadership and strategic planning.
- f. Legal and regulatory issues and risk management.
- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for Standard 19

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- i. The least intrusive intervention in the least restrictive environment.
- j. Client self-determination.
- k. Confidentiality of information.
- l. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
- m. Belief that individuals, services systems, and society can change.
- n. Interdisciplinary team approaches to problem solving.
- o. Appropriate professional boundaries.
- p. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

10. Self-Development

Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for Standard 20

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- a. Conscious use of self.
- b. Clarification of personal and professional values.
- c. Awareness of diversity.

b. COOP Forms

Procedure for COOP 377 Registration

Complete application:

1. Practicum Questionnaire (salmon form)
2. Course Registration, Credit Distribution and Job Information (green form)
3. Sign the green form (#1); have your academic advisor sign the green form (#2)
4. Return both completed forms to Department Secretary in Main Office at Rehab/SPED.
5. Register on your own for REHB 378.
6. Faculty Coordinator meets with Rehab Faculty to review information
7. Assignments are made
8. Students and agencies are advised

Prerequisites:

Junior or Senior Status

1QPA of 2.5 or higher

**/Enrolled in or have completed REHB 460, REHB 470, and
REHB 475**

**COURSE REGISTRATION, CREDIT DISTRIBUTION
& JOB INFORMATION**

Name: _____ ID #: _____

Current Address: _____ Phone: _____

Total credits completed (before COOP semester): _____

Major: _____ QPA: _____

Course Title: COOP 377 Cooperative in Rehabilitation _____ Spring _____

_____ Summer _____

of Credits: 3 credited to Rehabilitative Sciences Core

REGISTRAR: COOP is a required course; therefore, please assign a letter grade upon completion.

1. Students Signature: _____ Date: _____

2. Academic Advisor: _____ Date: _____

3. Dean: _____ Date: _____

4. Faculty Coordinator: _____ Date: _____

✓ Cooperating Institution: To be determined in conjunction with student following initiation of semester.

✓ Regular Working Hours/Week: To Be Determined

✓ Anticipated Total Number of Hours: 90

COOP 377: Cooperative in Rehabilitative Sciences
PRACTICUM QUESTIONNAIRE

Name: _____ ID #: _____

Major: _____ Concentration: _____

Campus Address: _____

Cell Phone: _____ Campus Email: _____

Home Address: _____

Home Phone: _____

- When is the best time(s) to contact you?

- Do you have use of a vehicle? Yes: _____ No: _____

- List any restrictions or limitations you may have regarding your assigned placement.

- Do you have any preference for any type(s) of experience? For example, Substance Abuse: prevention, residential in-patient, out-patient treatment, case management, dual diagnosis, etc.; Developmental Disabilities: residential program, supported employment, sheltered workshop, pre-school, adult day services, case management, etc., Gerontology: community-based casework, nursing home, senior center, etc.

Yes: _____ No: _____

If yes, list order of preference.

Please complete the information on the other side.

- Do you have a facility/agency of preference for completing your practicum?

Yes: _____ No: _____

If yes, name of facility: _____

Location: _____

Contact Person (if known): _____

Have you contacted anyone at this agency regarding a practicum?

Yes: _____ No: _____

- Please list the days and hours you will be able to complete the required hours during the semester. Include weekends and evenings, if appropriate.

- Are you presently employed? _____ Yes: _____ No: _____

If yes, where? _____

Location: _____

Type of Work: _____

- Please add any additional information or comments you feel are important.

Signature

Date

Please return completed form to the department office.

COOP 377: COOPERATIVE IN REHABILITATION AND HUMAN SERVICES

PERFORMANCE EVALUATION FORM

Student _____ Agency _____

Student Responsibility

Student showed reasonable initiative in making arrangements to begin his/her COOP, and to complete the required 90 hours of work.

_____ True/Mostly True (25 pts) _____ False (0 pts)

| | | | |
|---------------|-----|---------------------|---|
| Rating Scale: | 5 | At all Times | (Highly Satisfactory) |
| | 4 | Most of the Time | (Satisfactory) |
| | 3 | Some of the Time | (Needs Some Improvement) |
| | 2 | Infrequently | (Needs Considerable Improvement) |
| | 1 | Not at all | (Performance was Always Unsatisfactory) |
| | N/A | Item does Not Apply | |

Performance Characteristics

- ____ Is Punctual
- ____ Attends when scheduled: notifies agency supervisor, according to procedures regarding schedule changes or absences.
- ____ Dresses appropriately
- ____ Is a willing worker
- ____ Has a thorough understanding of practicum responsibilities
- ____ Displays a high level of interest in agency work
- ____ Displays efficient use and organization of time
- ____ Carries out assignments with minimal supervision
- ____ Is consistent and dependable in fulfilling practicum responsibilities as assigned
- ____ Can be relied on to handle other phases of work when needed
- ____ Adapts self easily to varied practicum assignments and situations
- ____ Receives constructive criticism well
- ____ Works cooperatively with others
- ____ Is tactful when dealing with clients, public, and agency personnel
- ____ Uses appropriate forms of communication with clients
- ____ Implements instructional or therapeutic activities for clients as directed
- ____ Supervises small and large group activities appropriately
- ____ Collects and maintains data on clients, students, or patients appropriately
- ____ Completes assigned paperwork in timely manner
- ____ Observes agency policy and procedures

Name of Person Completing Form

Signature

Date

Comments on reverse side:

2. REHB 295 A.S. and REHB 495 B.S.
Internship Information and Forms
Finishing Experience

a. Internship Syllabi

Rehabilitation and Human Services
Clarion University of Pennsylvania

Course Title: **Field Experience in Rehabilitative Sciences**

Course Number: **REHB 295**

Credit Hours: 6 cr (300 clock hours)

Semester: **Spring 2016**

Companion Seminar Course: **COOP 377**

Instructor: **Greg Clary, Ph.D.,**

115 Special Education Center

Clarion University

Clarion, PA 16214

Cell 814,229.1687

E-mail: gclary@clarion.edu

Office Hours: As arranged

Catalog Description: This can be a part-time (300 hours) or full time (600 hours) semester-long supervised experience in community based (re)habilitation programs for persons with disabilities, chemically dependent persons, dually-diagnosed persons, and/or aged persons. It includes professional development experiences in community residential programs, substance abuse prevention and treatment programs, case management agencies, vocational rehabilitation services, court supervision programs, dual diagnosis programs, MH/ID base service units, or similar social service programs.

Text:
None

1.0 Consistent with the accreditation standards of the Council for Standards for Human Service Education (CSHSE), this course has the following **Program Objectives:**

Knowledge. The student will, under the supervision of the cooperating professional:
1. Understand key terminology related to treatment services.

2. Become familiar with the internal and external treatment options for clients. Understand how the principles of least intrusive intervention in the least restrictive environment are applied.
3. Understand the rationale for assessment and a variety of techniques used by the agency.
4. Understand the process and development of treatment plans and progress/case notes.
5. Understand how this particular agency "fits" into the spectrum of community human services programs, and appreciate its position from an historical, legislative and political perspective.
6. Understand how relevant policies, laws and other influences at the local, state, national and international levels influence and effect the agency's service delivery system.
7. Understand the agency's mission, its organizational chart, and allocation of staff resources.
8. Understand a little bit about the organization's revenue and expenditure process. Learn about grants that the agency has and become familiar with the budget development process and monitoring.
9. Understand how the agency values diversity in carrying out its mission.
10. Understand how the agency "fits" and complements the wider community service system including programs for disadvantaged persons.
11. Review the agency policy manual and thoroughly understand policies pertaining to confidentiality, safety, grievance process, and quality improvement.
12. Download and review the Rehabilitation and Human Services Field Experience/Academic Advising Manual, particularly regarding policies, procedures, and goals related to internship responsibilities and expectations.

Attitudes. The student will, under the supervision of the cooperating professional:

1. Value the intrinsic worth and uniqueness of every individual, including culture, ethnicity, disability, gender, religion, and affective preference.
2. Appreciate the value and importance of the therapeutic relationship in the treatment process.

3. Value the roles and contributions of other professionals who contribute to the holistic treatment of the client.
4. Appreciate the need for ongoing education and training by professionals in order to "keep up" with their field.
5. Understand the importance of projecting a positive attitude with clients and agency professionals.

Skills. The student will, under the supervision of the cooperating professional:

1. Learn and practice facilitative/rapport-development skills.
2. Conduct basic assessments to analyze the needs of clients. Learn how to evaluate the adequacy, accuracy and validity of information collected. Prepare information for written and verbal presentation.
3. Participate in the treatment team, small groups and other planning meetings.
4. Compile basic treatment plans, and implement them.
5. Write timely progress notes, and evaluate the effectiveness of treatment interventions. Record and organize data and observations into useful information.
6. Participate in specialized tasks and therapies to develop basic skills required for entry level professionals within the respective agency setting.
7. Develop desirable work habits, e.g., dependability, timeliness, professionalism, initiative, verbal and written communication skills and the ability to perform work in sufficient quantity and quality.
8. Develop desirable interpersonal skills with staff and clients, e.g., project a pleasant demeanor, enthusiasm, appropriate assertiveness, and positive attitude.
9. Aid and assist with advocacy and social change efforts in conjunction with the agency.
10. Observe and participate in program evaluation to include preparation for licensure and accreditation efforts by the agency.
11. Understand and carry out at least three of the roles of advocate, broker, teacher, behavior-changer, caregiver, evaluator, mobilizer and outreach worker.
12. Be able to discuss and demonstrate a commitment to appropriate professional boundaries.

13. Demonstrate behavior that is consistent with safeguarding client confidentiality.

Student requirements:

1. Type a 3-4 page summary re: the agency or organization. Include, at a minimum: purpose/mission, services provided, governing body and management, staff composition, primary funding sources, licensure/certification, and policy highlights pertaining to confidentiality, safety, Quality Assurance, and client/patient grievance process. **Deliver to the designated Da. Dropbox by Friday, March 4.**
2. Keep a daily journal (use a spiral notebook) in which you enter 1-2 sentences each day on what you did, and 1-2 sentences of your impressions/reflection/learning. Your professor will read this during each site visit and it will be used as a log of your experiences and progress through the course of your internship. Your cooperating supervisor should also review this logbook regularly; the contents can be the basis of productive interchange.
3. Occasionally, your professor may ask you to do a self-assessment with regard to basic competencies. This information will be discussed in light of cooperative professional input, professor contact with agency staff, and direct on-site observation.
4. At mid-term and the end of the internship experience, the cooperating professional, professor, and student will complete a performance evaluation with regard to the student's progress. The Learning Objectives document that were mutually developed by the student, cooperating professional, and university supervisor will be used as the guide for this review.
5. Remember that the student intern follows the *agency schedule* and *not the university schedule*. In order to attain the required 300 clock hours, the student in a field experience assignment does not take university scheduled breaks such as winter holiday, mid-semester break, etc.
Assignment of Grade: The final grade will be determined by the professor, with significant input from the cooperating professional and/or agency administrator. Completion of assignments, reliability, adherence to agency policies and codes of ethical conduct, professional behavior and appropriate presentation, sensitivity to clients, effective verbal and written communication skills, and evidence of effort to meet requirements and improve skills will all contribute to the final grade determination.

Students with Disabilities

If you are a student with a disability who is in need of accommodative services in order to fully participate in class or to successfully complete the course objectives, please make an appointment with the instructor as soon as possible. We shall discuss the nature of your request(s) related to the course and any other anticipated concerns that you may have. All university students with disabilities, who are in need of accommodative services, must register with the Office of Disability Support Services in 102 Ralston Hall. This office is responsible for reviewing all disability-related documentation and for certifying all student requests for course-related accommodations.

Title IX Statement

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection minors policy.**

CSHSE NATIONAL STANDARDS FOR REHB

295

A. Knowledge, Theory, Skills, and Values

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 12: The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

- b. Overview of how small groups are used in human services settings.
- c. Skills for facilitating groups.
- d. An introduction to the organizational structures of communities, and
- e. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

Associate Specifications for Standard 12

Demonstrate how the following are included as a major emphasis of the curriculum:

- h. Changing family structures and roles, and
- i. An understanding of the capacities, limitations, and resiliency of human systems.

3. The Scope of Human Services

The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among

—

others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard Number 13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

- a. An introduction to the broad knowledge, theory, and skills of the human services profession.
- b. An introduction to the range of populations served and needs addressed by human services professionals.
- c. An introduction to human services delivery systems, organization, and characteristics.
- d. An introduction to major models used to conceptualize healthy functioning, prevention, maintenance, intervention, and rehabilitation.
- e. Skills to appropriately define, assess, and respond to needs of clients.

•Associate Specifications for Standard 13

Demonstrate how the following are included and applied as an emphasis of the curriculum:

- f. The broad knowledge, theory, and skills of the human services profession.
- g. The range of populations Served and needs addressed by human services professionals.
- h. The range of human services delivery systems, organization, and characteristics, and
- i. The major models used to integrate, prevention, maintenance, intervention, rehabilitation, and healthy functioning.

4. Planning and Evaluation

A major component of the human services profession involves the

assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments made to the plan. (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Technical Specifications for Standard 14

Demonstrate how the following are included in the curriculum:

- a. Design or assist in the design of interventions.
- b. Facilitate interventions related to specific client or client group goals.
- c. Assess the impact of specific interventions on the client or client group,

Associate Specifications for Standard 14

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Application of skills to analyze **the** needs of clients, develop goals, and design and implement a plan of action.
- e. Evaluate the outcomes of the plan.

5. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information. (Note: Relates to National Community Skill Standards, Competency Area 12: Documentation.)

Standard Number 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

- a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.
- b. Skills to record and organize professionally relevant information.
- c. Skills to disseminate information that provides in written or verbal form routine and critical information in a timely manner to clients, colleagues, or other members of the related services system.
- d. Issues of client confidentiality and appropriate use of client data.
- e. Use of technology for word processing, sending email, and locating and evaluating information.

Associate Specifications for Standard 15

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Knowledge and skills to obtain information through the observation of systems.
- g. Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.
- h. Knowledge and skills to evaluate information in - terms of its significance, relevance, and, timeliness.
- i. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems.

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard Number 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum:

- a. Skills to provide direct services, under supervision, to individuals or groups.
- b. Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles.

Associate Specifications for Standard 16

Demonstrate how the following are included as a major emphasis of the curriculum:

- d.. Theory and knowledge bases for interventions.
- e. Criteria for the selection of appropriate intervention techniques in specific situations.
- f. Learning experiences in the following areas:
 1. case management,
 2. intake interviewing, •
 3. individual counseling,
 4. group facilitation and counseling,
 5. location and use of appropriate resources and referrals,
 6. use of consultation.
 7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is

central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

Standard Number 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict.
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values.
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

Standard Number 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for All Levels for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

- a. Choosing the least intrusive intervention in the least restrictive environment.
- b. Client self-determination.
- c. Confidentiality of information.
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender,

- religion, abilities, sexual orientation, and other expressions of diversity.
- e. Belief that individuals, services systems, and society can change.
 - f. Interdisciplinary team approaches to problem solving.
 - g. Personal commitment to appropriate professional boundaries.
 - h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education
[\(http://www.nationalhumanservices.org/ethics.htm\)](http://www.nationalhumanservices.org/ethics.htm).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients.
(Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

Standard Number 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of self.
- b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).
- c. Clarification of values.
- d. Awareness of diversity.
- e. Strategies for self-c

Rehabilitation and Human Services Program

Course Title: **Field Experience in Rehabilitative Sciences**

Course Number: **REHB 495**

Credit Hours: 6 cr (300 clock hours) or 12 cr (600 clock hours)

Semester: **Spring 2016**

Companion Seminar Course: *REHB 496*

Instructor: **Greg Clary, Ph.D.,**
115 Special Education Center
Clarion University
Clarion, PA 16214
Cell 814.229.1687
E-mail: gclary@clarion.edu
Office Hours: As arranged

Catalog Description: This can be a part-time (300 hours) or full time (600 hours) semester-long supervised experience in community based (re)habilitation programs for persons with disabilities, chemically dependent persons, dually-diagnosed persons, and/or aged persons. It includes professional development experiences in community residential programs, substance abuse prevention and treatment programs, case management agencies, vocational rehabilitation services, court supervision programs, dual diagnosis programs, MH/ID base service units, or similar social service programs. 1.0 Consistent with the accreditation standards of the Council for Standards for Human Service Education (CSHSE), this course has the following

Program Objectives:

Knowledge. The student will, under the supervision of the cooperating professional:

1. Understand key terminology related to treatment services.
2. Become familiar with the internal and external treatment options for clients. Understand how the principles of least intrusive intervention in the least restrictive environment are applied.
3. Understand the rationale for assessment and a variety of techniques used by the agency.

4. Understand the process and development of treatment plans and progress/case notes.
5. Understand how this particular agency "fits" into the spectrum of community human services programs, and appreciate its position from an historical, legislative and political perspective.
6. Understand how relevant policies, laws and other influences at the local, state, national and international levels influence and effect the agency's service delivery system.
7. Understand the agency's mission, its organizational chart, and allocation of staff resources.
8. Understand a little bit about the organization's revenue and expenditure process. Learn about grants that the agency has and become familiar with the budget development process and monitoring.
9. Understand how the agency values diversity in carrying out its mission.
10. Understand how the agency "fits" and compliments the wider community service system including programs for disadvantaged persons.
11. Review the agency policy manual and thoroughly understand policies pertaining to confidentiality, safety, grievance process, and quality improvement.
12. Understand ethical standards of both NOHS and CORE and applications of legal and ethical considerations in a professional field-based setting.
12. Download and review the Rehabilitation and Human Services Field

Experience/Academic Advising Manual, particularly regarding policies, procedures, and goals related to internship responsibilities and expectations.

Attitudes. The student will, under the supervision of the cooperating professional:

1. Value the intrinsic worth and uniqueness of every individual, including culture, ethnicity, disability, gender, religion, and affective preference.
2. Appreciate the value and importance of the therapeutic relationship in the treatment process.
3. Value the roles and contributions of other professionals who contribute to the holistic treatment of the client.
4. Appreciate the need for ongoing education and training by professionals in order to "keep up" with their field.
4. Value the emerging use of technology for information management within the profession of rehabilitation and human services.
5. Understand the importance of projecting a positive attitude with clients and agency professionals.

Skills. The student will, under the supervision of the cooperating professional:

1. Learn and practice facilitative/rapport-development skills.
2. Conduct basic assessments to analyze the needs of clients. Learn how to evaluate the adequacy, accuracy and validity of information collected. Prepare information for written and verbal presentation.
3. Participate in the treatment team, small groups and other planning meetings.
4. Compile basic treatment plans, and implement them.
5. Write timely progress notes, and evaluate the effectiveness of treatment interventions. Record and organize data and observations into useful information.

6. Participate in specialized tasks and therapies to develop basic skills required for entry level professionals within the respective agency setting.
7. Develop desirable work habits, e.g., dependability, timeliness, professionalism, initiative, verbal and written communication skills and the ability to perform work in sufficient quantity and quality.
 - B. Develop desirable interpersonal skills with staff and clients, e.g., project a pleasant demeanor, enthusiasm, appropriate assertiveness, and positive attitude.
9. Aid and assist with advocacy and social change efforts in conjunction with the agency.
10. Observe and participate in program evaluation to include preparation for licensure and accreditation efforts by the agency.
11. Understand and carry out at least three of the roles of advocate, broker, teacher, behavior-changer, caregiver, evaluator, mobilizer and outreach worker.
12. Be able to discuss and demonstrate a commitment to appropriate professional boundaries.
13. Demonstrate behavior that is consistent with safeguarding client confidentiality.
14. Develop skills in the use of information technology within a human services agency setting

Student requirements

Type a 5-6 page summary re: the agency or organization. Include, at a minimum: purpose/mission, services provided, governing body and management, staff composition, primary funding sources, licensure/certification, and policy highlights pertaining to confidentiality, safety, Quality Assurance, and client/patient grievance process. Deliver to the designated D2L Dropbox by February 26.

1. Keep a daily journal (use a spiral notebook) in which you a well-developed paragraph day on what you did, and a brief statement regarding your impressions/reflection/learning. Your professor will read this during each site visit and it will be used as a log of your experiences and progress through the course of your internship. Your cooperating supervisor should also review this logbook regularly; the contents can be the basis of productive interchange.
2. Occasionally, your professor may ask you to do a self-assessment with regard to basic competencies. This information will be discussed in light of cooperative professional input, professor contact with agency staff, and direct on-site observation.
3. At mid-term and the end of the internship experience, the cooperating professional, professor, and student will complete a performance evaluation with regard to the student's progress. The Learning Objectives document that were mutually developed by the student, cooperating professional, and university supervisor will be used as the guide for this review.
4. Remember that the student intern follows the *agency schedule* and *not the university schedule*. In order to attain the required 600 clock hours, the student in a field experience assignment does not take university scheduled breaks such as winter holiday, mid-semester break, etc.

Students with Disabilities

If you are a student with a disability who is in need of accommodative services in order to fully participate in class or to successfully complete the course objectives, please make an appointment with the instructor as soon as possible. We shall discuss the nature of your request(s) related to the course and any other anticipated concerns that you may have. All university students with disabilities, who are in need of accommodative services, must register with the Office of Disability Support Services in 102 Ralston Hall. This office is responsible for reviewing all disability-related documentation and for certifying all student requests for course-related accommodations.

Title IX Statement:

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual

violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection minors policy.**

**CSIISE NATIONAL STANDARDS FOR
REHB 495**

A. Knowledge, Theory, Skills, and Values

1. History

The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development. (Note: Relates to National Community Skill Standards, Competency Area 8: Advocacy.)

Standard Number 11: The curriculum shall include the historical development of human services.

Technical Specifications for Standard 11

This standard does not apply.

Associate Specifications for Standard 11

Demonstrate how the following are included in the curriculum:

- b. The creation of the human services profession,
- c. Historical and current legislation affecting services delivery, and
- d. How public and private attitudes influence legislation and the interpretation of policies related to human services

Advanced Specifications for Standard 11

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- f. Exposure to a spectrum of political ideologies.
- g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations; communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking.)

Standard Number 12: The curriculum shall include knowledge and theory of human

systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

- b. Overview of how small groups are used in human services settings,
- c. Skills for facilitating groups,

- d. An introduction to the organizational structures of communities, and
- e. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

Associate Specifications for Standard 12

Demonstrate how the following are included as a major emphasis of the curriculum:

- h. Changing family structures and roles, and -

- i. An understanding of the' capacities, limitations, and resiliency of human systems.

Advanced Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. To effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.

- k. To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. The Scope of Human Services

The demand for services and the funding of educational programs has been closely . related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard #13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

- a. An introduction to the broad knowledge, theory, and skills of the human services profession.

- b. An introduction to the range of populations served and needs addressed by human services professionals.

- c. An introduction to human services delivery systems, organization, and characteristics.

- d. An introduction to major models used to conceptualize healthy functioning, prevention, maintenance, intervention; and rehabilitation.

- e. Skills to appropriately define, assess, and respond to needs of clients.

Associate Specifications for Standard 13

Demonstrate how the following are included and applied as an emphasis of the

curriculum:

- f.. The broad knowledge, theory, and skills of the human services profession,
- g. The range of populations served and needs addressed by human services professionals;
- h. The range of human services delivery systems, organization, and characteristics, and
- i. The major models used to integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

Advanced Specifications for Standard 13

"Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. Economic and social class systems including systemic causes of poverty,
- k. Political and ideological aspects of human services,
- l. International and global influences on services delivery, and
- m. Skills to influence and effect social policy.

.4. Planning and Evaluation

A major component of the human services profession involves the assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments

made to the plan. (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies; services, or interventions; and evaluation of outcomes.

Technical Specifications for Standard 14

Demonstrate how the following are included in the curriculum:

- a. Design or assist in the design of interventions.
- b. Facilitate interventions related to specific client or client group goals.
- c. Assess the impact of specific interventions on the client or client group.

Associate. Specifications for Standard 14

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
- e. Evaluate the outcomes of the plan.

Advanced 'Specifications for Standard 14

Demonstrate how the knowledge, theory, and skills for each of the following specifications, is included, analyzed, and applied in the curriculum:

- f. Program design. '

- g. Program implementation.
- h. Program evaluation.

5. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating

information. (Note: Relates to National Community Skill Standards, Competency Area 12:

Documentation.)

Standard Number 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

- a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research. -
- b. Skills to record and organize professionally relevant information.
- c. Skills to disseminate information that provides in written or verbal form routine and critical information in a timely manner to clients, colleagues, or other members of the related services system..
- d. Issues of client confidentiality and appropriate use of client data.
- e. Use of technology for word processing, sending email, and locating and evaluating information.

Associate Specifications for Standard 15

Demonstrate how the following are included as a major emphasis of the curriculum:

- f. Knowledge and skills to obtain information through the observation of systems.
- g. Knowledge and skills to assess the adequacy, accuracy, and validity of information provided by others.
-
- h. Knowledge and skills to evaluate in terms of its significance, relevance, and timeliness.
- i. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems
-

Advanced Specifications for Standard 15

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- j. Knowledge, theory, and skills to perform an elementary community-needs assessment. •

- k. Knowledge, theory, and skills to conduct basic program evaluation.
- l. Skills to present research findings in written or verbal form **to** clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations.
- in. Use of technology to create and manage spreadsheets and databases.

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard Number 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum:

- a. Skills to provide direct services, under supervision, to individuals or groups.
- b. Intervention skills to interact with clients using prevention, .intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences 'relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles. **Associate Specifications for Standard 16**

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Theory and knowledge bases for interventions. •
- e. Criteria for the selection of appropriate intervention techniques in specific situations.
- f. Learning experiences in the following areas:
 - 1. case management,
 - 2. intake interviewing,
 - 3. individual counseling,
 - 4. group facilitation and counseling,
 - 5. location and use of appropriate resources and referrals,
 - 6. use of consultation.

Advanced Specifications for Standard 10

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- g. Expanded scope, variety, and mastery of modalities and interventions specified at the associates level.
- h. Increased analytical skills including the evaluation of intervention outcomes.

7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

• Standard Number 17:. Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

At the advanced level, human services graduates are expected to have administrative skills.

Standard Number 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Advanced Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

- a. Organization management,
- b. Supervision,
- c. Planning and evaluating program services,
- d. Developing budgets and monitoring expenditures,
- e. Grant and contract negotiation,
- f. Legal/regulatory issues and risk management,
- g. Managing professional development of staff,
- h. Recruiting and managing volunteers,
- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area I: Participant Empowerment.)

Standard Number 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their

application in practice.

Specifications for All Levels for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

- a. Choosing the least intrusive intervention in the least restrictive environment,
- b. Client self-determination,
- c.- Confidentiality of information,
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity,
- e. Belief that individuals, services systems, and society can change,
- f. Interdisciplinary team approaches to problem solving,
- g. Personal commitment to appropriate professional boundaries'.
- h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education (<http://www.nationalhumanservices.org/ethics.html>).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

Standard Number 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of self,
- b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency),
- c. Clarification of values,
- d. Awareness of diversity,
- e. Strategies for self-care.

Field experience is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It should be an integral part of the total education process. The content of the field experience shall

- 2. Academic Credit

REHB 496 Course Syllabus

Course Number: Rehab 496

Semester: Spring 2016

Course Title: Internship Seminar

Instructor: Dr. Greg Clary

Cell Phone: 814.229.1687 (also voice-mail)

Room: 112/113 Special Ed Ctr

Office: 115 Special Education Center

[email: gclary@clarion.edu](mailto:gclary@clarion.edu)

(Best way to reach me)

Office Hours: As arranged

Home phone: (814) 745-2718

Call or email anytime

Cell phone: 814.229.1687

Required Texts:

None Required

Meeting times:

This course will use an approach of on-line interaction and assignments (via D2L), and four (4) required half-day (4 hours) Saturday meetings as means to accomplish course objectives.

Catalog Description:

This required companion course to Rehab 495: Internship enables students to have an opportunity to discuss their field experiences in a structured seminar setting, providing them with the opportunity to better understand and integrate agency activities such as assessment, treatment planning, team meetings, case management, and therapeutic interventions. In addition, students discuss and appreciate agency policies, procedures, and interpersonal communication.

Note:

Given the participatory nature of the class and the sometimes personal focus these discussions, it is essential that confidentiality be maintained among members of the class. As an aspiring professional in the realm of human services, the ability to discuss course topics purposefully, maturely, and civilly is an essential element of your professional preparation and future success. This course is an extension of those professional expectations.

2.0 COURSE OBJECTIVES

The student will demonstrate knowledge of theories and research related to:

1. Knowledge: The student will demonstrate knowledge in
 - Specific information in possible agency training opportunities;
 - Basic communication dynamics (e.g. verbal, nonverbal, listening, responding, and affect and content);
 - Understanding and applying research based practices
 - Important variables in group communication and effectiveness, including social interdependence, group goals and goal structuring, leadership, effective decision making, controversy and creativity, conflict, and team development
 - The basic elements of effective cooperative learning and their relation the helping professions
 - The relationship between group roles, communications and group problem- solving;
 - The basic elements of cultural competence within human service settings
 - Modes and styles of effective professional and organizational communications;
 - Basic rights of clients as consumers of human services
 - The central role of communications and human relations skills to the human service professional
2. Skill The student will demonstrate skill in:
 - Identify professional helping role models via observation, interaction, and supervision.
 - Mesh helping theory and practice via actual work experience in a human services setting
 - Prioritize many common agency concerns including funding/budgets, staffing, societal attitudes, and administrative procedures.
 - Create an initial career network system of social service professionals and paraprofessionals;
 - Gain additional knowledge through possible participation in agency training opportunities;
 - Classify local community resources, explain the patterns whereby these agencies interface with providing services to clients.
 - Utilize the seminar to summarize and assess learning experiences gained at the agency/placement site
 - Effective communication and interpersonal human relations skills in a variety of situations
 - Using task and maintenance roles to support effective human relations skills
 - The use of cultural competence when interacting with diverse others

- Effective problem-solving within groups
 - Applying human relations skills to various situational problems
3. **Attitude:** The student will value:
- Professional communications and effective human relations communications skills;
 - Self-awareness, sensitivity and respect toward others in their communications;
 - The necessity to sustain life-long professional development

3.0 INSTRUCTIONAL METHODS/MATERIALS

Assignment of Grade:

This class format will consist of an on-line approach via D2L and three on-site Saturday seminars on the following dates:

- **Jan 23**
- **Feb 6,**
- **March 19, and**
- **April 23**

Students who are enrolled in the 600 clock hour/12 credit internship are required to attend all four seminars

Students who are enrolled in the 300 clock hour/6 credit internship must attend the Jan 23 and February 6 meetings but not the March/April sessions

Attendance at each of these four on-site seminars is required. Any absences will result in a drop of one letter grade for each class missed. Any unexcused absences during the seminars themselves (late arrivals, early departures) will also result in a significant grade reduction for that particular session.

Students with Disabilities

If you are a student with a disability who is in need of accommodative services in order to fully participate in class or to successfully complete the course objectives, please make an appointment with the instructor as soon as possible. We shall discuss the nature of your request(s) related to the course and any other anticipated concerns that you may have.

All university students with disabilities, who are in need of accommodative services, must register with the Office of Disability Support Services in 102 Ralston Hall. This office is responsible for reviewing all disability-related documentation and for certifying all student requests for course-related accommodations.

Title IX Statement:

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection minors policy.

**CSHSE NATIONAL STANDARDS FOR
REHB 496**

A. Knowledge, Theory, Skills, and Values

1. History

The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development. (Note: Relates to National Community Skill Standards, Competency Area 8: Advocacy.)

Standard Number 11: The curriculum shall include the historical development of human services.

Advanced Specifications for Standard 11

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum: g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. Human Systems

The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs. (Note: This standard relates to National Community Skill Standards, Competency Area 4: Community and Service Networking)

Standard Number 12: The curriculum shall include knowledge and theory of human:

systems, including individual, interpersonal, group, family; organizational, community, and societal and their interactions.

Technical Specifications for Standard 12

Demonstrate how the following are included in the curriculum:

e Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

Advanced Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

k. To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. The Scope of Human Services

The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession. (Note: relates to National Community Skill Standards, Competency Area 6: Community living skills/Support.)

Standard #13: The curriculum shall address the conditions that promote or limit human functioning.

Technical Specifications for Standard 13

Demonstrate how the following are included in the curriculum:

a. An introduction to the broad knowledge, theory, and skills of the human services profession.

b. An introduction to the range of populations served and needs addressed by human services professionals.

c. An introduction to human services delivery systems, organization, and characteristics.

e Skills to appropriately define, assess, and respond to needs of clients.

Associate Specifications for Standard 13

Demonstrate how the following are included and applied as an emphasis of the curriculum:

f. The broad knowledge, theory, and skills of the human services profession,

4. Planning and Evaluation

A major component of the human services profession involves the assessment of client needs and selection of interventions that will assist clients in promoting optimal functioning, growth, and goal attainment. At regular intervals during the process of intervention, the results of the intervention must be evaluated and necessary adjustments made to the plan (Note: Relates to National Community Skill Standards, Competency Area 9: Vocational, Educational and Career Support.)

Standard Number 14: The curriculum shall provide knowledge and skill training in systematic analysis of services needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

Demonstrate how the following are included as a major emphasis of the curriculum:

d. Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.

5. Information Management

The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating

information. (Note: Relates to National Community Skill Standards, Competency Area 12:

Documentation.)

Standard Number 15: The curriculum shall provide knowledge and skills in information management.

Technical Specifications for Standard 15

Demonstrate how the following are included in the curriculum:

a. Skills to gather information through client observation, interviewing, active listening, consultation with others, and library or other research.

d. Issues of client confidentiality and appropriate use of client data.

e. Use of technology for word processing, sending email, and locating and evaluating information.

Associate Specifications for Standard 15

Demonstrate how the following are included as a major emphasis of the curriculum:

f. Knowledge and skills to obtain information through the observation of systems.

g. Knowledge and skills to assess the adequacy, accuracy; and validity of information provided by others.

h. Knowledge and skills to evaluate in terms of its significance, relevance, and timeliness.

i. Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems

6. Interventions

Human services professionals function as change agents and must therefore attain and develop a core of intervention knowledge, theory, and skills. (Note: Relates to National

Community Skill Standards, Competency Area 10: Crisis Intervention.)

Standard Number 16: The curriculum shall provide knowledge and skills in human services interventions that are appropriate to the level of education.

Technical Specifications for Standard 16

Demonstrate how the following are included in the curriculum: •

- a. Skills to provide direct services, under supervision, to individuals or groups.
- b. Intervention skills to interact with clients using prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- c. Learning experiences relevant to the roles of the human services professional shall be provided (e.g., caregiver, services broker, advocate, and teacher). The student shall either learn the beginning level skills for two to three of these roles or obtain a higher level of skill development through specialized training in one or two roles.

Associate Specifications for Standard 16

Demonstrate how the following are included as a major emphasis of the curriculum:

- d. Theory and knowledge bases for interventions.
- e. Criteria for the selection of appropriate intervention techniques in specific situations.
- f. Learning experiences in the following areas:
 1. case management,
 2. intake interviewing,
 3. individual counseling,
 4. group facilitation and counseling,
 5. location and use of appropriate resources and referrals,
 6. use of consultation.

Advanced Specifications for Standard 16

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

g. Expanded scope, variety, and mastery of modalities and interventions specified at the associates level.

h. Increased analytical skills including the evaluation of intervention outcomes.

7. Interpersonal Communication

The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level. (Note: Relates to National Community Skill Standards, Competency Area 2: Communication.)

Standard Number 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Technical, Associate, and Advanced Specifications for Standard 17

Demonstrate how the following are included in the curriculum:

- a. Clarifying expectations.
- b. Dealing effectively with conflict
- c. Establishing rapport with clients.
- d. Maintaining behavior that is congruent with expressed values
- e. Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

8. Administrative

At the advanced level, human services graduates are expected to have administrative skills.

Standard Number 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Technical and Associate Specifications for Standard 18

This standard does not apply.

Advanced Specifications for Standard 18

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

- a. Organization management,
- f. Legal/regulatory issues and risk management,
- i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

There are values and ethics intrinsic to the human services profession. They are equally applicable to all levels. (Note: Relates to National Community Skill Standards, Competency Area 1: Participant Empowerment.)

Standard Number 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

Specifications for All Levels for Standard 19

Demonstrate how the following are included as a major emphasis of the curriculum:

- a. Choosing the least intrusive intervention in the least restrictive environment,
- b. Client self-determination,
- c. Confidentiality of information,
- d. Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity,
- e. Belief that individuals, services systems, and society can change,
- f. Interdisciplinary team approaches to problem solving,
- g. Personal commitment to appropriate professional boundaries.
- h. Integration of the ethical standards outlined by the National Organization for Human Services and the Council for Standards in Human Service Education
(<http://www.nationalhumanservices.org/ethics.html>).

10. Self-Development

Human services professionals use their experience and personality for understanding and helping clients. This requires awareness of his or her values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients. (Note: Relates to National Community Skill Standards, Competency Area 7: Education/ Training/Self-Development.)

Standard Number 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Specifications for All Levels for Standard 20

Demonstrate how the following are included in the curriculum:

- a. Conscious use of self;
- b. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency),
- c. Clarification of values,
- d. Awareness of diversity,
- e. Strategies for self-care.

b. Internship Forms

CLARION UNIVERSITY OF PENNSYLVANIA

LEARNING AGREEMENT

COOPERATIVE EDUCATION INTERNSHIP PROGRAM

COLLEGE OF _____

DEPARTMENT OF _____

The Student is to submit the completed Learning Agreement to the Dean's Office before the start of the semester for the Cooperative Education Internship Program. This form will be returned to the student before the indicated "end date" for performance evaluation.

| | | | | |
|--|-----------------|--------------------------|------------|-------|
| Term: Summer I _____ Summer 2 _____ Summer 3 _____ Fall _____ Spring _____ Year: 20 | | | | |
| Course Number: | Course Title: | | | |
| No. of Credit Hours: _____ Total Work/Clock Hours: _____ Placed in program as: _____ | | | | |
| Start Date: _____ | End Date: _____ | Voluntary | Paid | _____ |
| Previous Cooperative Education Internship Credits Earned: _____ | | | | |
| Student Name: _____ | | Student No: _____ | | |
| Current Address: _____ | | | | |
| Telephone Number: _____ | | Credits Completed: _____ | QPA: _____ | |
| Student Major or Career Goal: _____ | | | | |

1. STATEMENT OF JOB-ORIENTED/LEARNING OBJECTIVES (To be completed prior to start of Cooperative Education Internship Program as Part A of this agreement.)

2. EVALUATION OF STUDENT PERFORMANCE (To be completed and submitted at end of Cooperative Education Internship Program as Part B of this agreement.)

RATIFICATION: We, the undersigned, accept the validity of the job-oriented/learning objectives and evaluation of student performance criteria in this Agreement. This *Learning Agreement* is governed by the terms and conditions set forth in the University's *Worksite Affiliation Agreement* (Attachment A).

| | |
|------------------------------------|------------------------------------|
| STUDENT SIGNATURE/DATE | WORKSITE SUPERVISOR SIGNATURE/DATE |
| ACADEMIC ADVISOR SIGNATURE/DATE | WORKSITE SUPERVISOR NAME, TITLE |
| FACULTY COORDINATOR SIGNATURE/DATE | WORKSITE NAME |
| DEPARTMENT CHAIR SIGNATURE/DATE | WORKSITE ADDRESS |
| DEAN SIGNATURE/DATE | WORKSITE TELEPHONE NUMBER |

Forward the completed Learning Agreement to the Dean's Office who will then forward it to the Registrar for processing.

PART A
STATEMENT OF JOB-ORIENTED/LEARNING OBJECTIVES
(To be completed prior to start of Cooperative Education Internship Program)

PART B
EVALUATION OF STUDENT PERFORMANCE
(To be completed and submitted at end of Cooperative Education Internship Program)

ATTACHMENT A

CLARION UNIVERSITY OF PENNSYLVANIA AFFILIATION AGREEMENT WITH A WORKSITE PROVIDER

THIS AGREEMENT, is made by and between CLARION UNIVERSITY OF PENNSYLVANIA, (hereinafter referred to as "University"), an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and the Worksite Provider (hereinafter "Worksite"). The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

a. Selection of Students. The University shall be responsible for the selection of qualified students to participate in the worksite experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the worksite and must be approved by the designated representative of the Worksite.

b. Education of Students. The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, and grading.

c. Submission of Candidates. The University shall submit the names of the students to the Worksite or a designated representative prior to the worksite assignment.

d. Advising Students of Rights and Responsibilities. The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the Worksite and should any student fail to abide by any policy and/or procedure, he or she may be expelled.

e. Professional Liability Insurance. When students are placed at a worksite where employees are normally expected to provide their own professional liability insurance, then these students shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the worksite assignment.

II. DUTIES AND RESPONSIBILITIES OF THE WORKSITE PARTNER

a. Establishment of worksite experience. The Worksite authorizes the use of its facilities as may be agreed upon by the Worksite and the University as a work experience center. This work experience is for students enrolled in one of the University's programs.

b. Policies of the Worksite Provider. The University and the Worksite will review with each student, prior to the assignment any and all applicable policies, codes or confidentiality issues related to the experience. The Worksite will provide the University all the applicable information prior to the Student's participation.

c. Administration. The Worksite will be responsible for and retain control over the organization, and operation of its programs.

d. Removal of Noncompliant Student. The Worksite shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the Worksite should immediately contact the responsible University Faculty Coordinator.

e. Designation of Representative. The Worksite shall designate a person to serve as a liaison between the parties who will meet periodically (either in person, over the phone, or electronically) with the Faculty Coordinator in order to discuss, plan and evaluate the experience of the student(s).

f Supervision of Students. The Worksite shall provide a Worksite Supervisor who will supervise student activities during the work experience.

g. Reporting of Student Progress. The Worksite shall provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the Worksite.

h. Student Records. The Worksite shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. MUTUAL TERMS AND CONDITIONS

a. Number of Participating Students. The parties will mutually agree upon the number of students that shall be assigned to the Worksite for work experiences.

b. Term of Agreement. The term of this Agreement shall be for the period specified in the Learning Agreement. This Agreement may not exceed a period of five years.

c. Termination of Agreement. The University or the Worksite may terminate this Agreement for any reason with ninety (90) day's notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the Worksite terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.

d. Interpretation of the Agreement. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

e. Modification of Agreement. This Agreement shall only be modified in writing with the same formality as the original Agreement.

f. Relationship of Parties. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

g. Liability. Neither of the parties shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement.

h. Entire Agreement. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

Clarion University of Pennsylvania

Site Name

Authorized Signature

Authorized Signature

Dr. Karen Whitney, President

Print Name/Title

Print Name/Title

ATTACHMENT A

CLARION UNIVERSITY

REHABILITATION SCIENCES CONFIDENTIALITY/LIABILITY

I UNDERSTAND THAT FEDERAL AND COMMONWEALTH LAWS GUARANTEE THE RIGHT OF CONFIDENTIALITY TO EACH AND EVERY CLIENT RECEIVING SERVICES AT ALL INSTITUTIONS/AGENCIES. I UNDERSTAND THAT I MUST RESPECT THIS RIGHT DURING ALL INTERACTIONS REGARDING THE CLIENTS AND STAFF, BOTH WITHIN AND OUTSIDE, OF ALL INSTITUTIONS/AGENCIES. I ALSO UNDERSTAND THAT I CAN BE HELD PERSONALLY LIABLE IF I VIOLATE, AT ANY TIME, A CLIENT'S AND/OR A STAFF'S RIGHT TO CONFIDENTIALITY. I UNDERSTAND THAT CLARION UNIVERSITY OFFERS NO LIABILITY PROTECTION SHOULD A BREACH OF CONFIDENTIALITY OCCUR. FURTHERMORE, I UNDERSTAND THAT I MUST HAVE PERSONAL LIABILITY INSURANCE, \$1,000,000 PER CLAIM, TO COVER ANY CLAIM.

Name: _____ (Please Print)

Signature: _____ Date: _____

Signature of Witness: _____ Date: _____

Rehabilitation and Human Services Internship Placement Expectations

As a student about to begin my fieldwork assignment, I understand the following expectations:

1. I need to have completed all Field Services requirements to begin my internship assignment, including my physical exam, TB inoculation, Act 33 and 34 clearances, FBI Clearance, and liability insurance.
2. I will be dependable and timely in attendance.
3. I will notify the site supervisor of any deviations in my schedule.
4. I will demonstrate a positive, eager to learn attitude.
5. I will be pleasant to be around. I will smile.
6. I will work well and respectfully with my site supervisor and other designated agency personnel.
7. I will work well and respectfully with clients.
8. I will dress professionally.
9. I will demonstrate appropriate personal grooming.
10. I will act professionally.
11. I will communicate verbally and in writing in a professional manner.
12. I will carry out my assignments in a quality and timely manner.
13. I will show initiative. When an assignment is done, I will seek out more work.
14. I will clearly understand and follow agency policies pertaining to confidentiality, client grievances, safety, and quality improvement.
15. I will understand that my performance reflects positively or negatively upon the agency and Clarion University.

These are important requirements for successful completion of Rehabilitative Sciences fieldwork. Failure to follow these expectations will result in at best, a negative performance evaluation, and at worst, expulsion from the agency and termination of the internship with a failing grade. My signature below indicates that I understand this.

Student: _____ Date: _____

Clarion University of PA
University Supervisor – Visitation Report

Today's Date: _____

School/Site: _____

School District: _____

Age: _____

Name

Signature

Signature indicates report has been read and discussed.

Student Extern _____

Extern/Intern Supervisor _____

University Supervisor _____

Observation Notes:

Planning and Preparation:

Classroom Environment:

Instruction:

Professional Responsibilities:

Recommendations:

**STUDENT CLINICAL EVALUATION
REHABILITATIVE SCIENCE
Clarion University of PA
Clarion PA 16214**

Student Clinician _____ Credits: 6

School/Agency _____

City/State _____

Report is for: 20 _____ Fall _____ Spring _____ Summer _____ First half of summer _____ Second half of summer _____

COMPETENCY PROFILE

4 Competency Achieved/Extremely well

1 Competency Achieved/Marginal Performance 0

3 Competency Achieved/Quite Well

Competency Not Achieved

2 Competency Achieved/Satisfactory Performance

| | | | | | |
|---|---|---|---|---|---|
| <u>Client Relationships.</u> | 4 | 3 | 2 | 1 | 0 |
| <u>Staff Relationships.</u> | 4 | 3 | 2 | 1 | 0 |
| <u>Program Development and Implementation.</u> | 4 | 3 | 2 | 1 | 0 |
| <u>Communication and Documentation.</u> | 4 | 3 | 2 | 1 | 0 |
| <u>Professional Characteristics and Habits.</u> | 4 | 3 | 2 | 1 | 0 |

Would you recommend this individual for employment?

I highly recommend I recommend, provided supervision is available

I recommend I do not recommend

Comments: (please type or use black ink)

Signatures imply the information has been read and discussed.

Person completing this report: _____ Clinical Field Supervisor
 University Supervisor

Signature _____ Date _____

Student Clinician Signature _____ Date _____

CLARION UNIVERSITY OF PENNSYLVANIA

INTERNSHIP PLACEMENT

ATTENDANCE AND GRADE RECOMMENDATION

University Student _____

Directions: At the first class meeting following an absence, the university student of the cooperating professional should record the date and reason for the absence and the status of approval. An "excused" absence will be for illness, death in the family, professional testing, and job interview; "unexcused" is for most other absences and students must request prior approval from the Director of Field Services.

University students are responsible for keeping university supervisors apprised of their absences; a field assignment will be extended at the discretion of the Director of Field Services, with input of the cooperating professional and university supervisor. Do not include required workshops on campus.

| Date | Reason | Approval Status (excused/unexcused) |
|------|--------|-------------------------------------|
| | | |
| | | |
| | | |

RECOMMENDATION OF FINAL GRADE

Cooperating professionals in agencies and school districts are to recommend a final grade, which reflects the performance level of the student during the final weeks of the field experience.

The grade should be discussed in the final conference and cooperatively determined by the cooperating professional and the university supervisor and with input of the university student. Final determination of the grade rests with the university supervisor who is the professor of record.

My recommendation for the final grade is _____

Signature _____ Date _____
Cooperating Professional or University Supervisor

Signature _____ Date _____
University Student

**REHB 495: Internship
Student Data Form**

Date: _____

Student _____ ID# _____

Concentration _____ Email _____

Clarion Campus _____ OR Venango Campus _____

Address _____

Phone (cell if that is best to reach you) (____) _____

Internship Site Information

Do you have an internship site identified? Yes _____ No _____

If Yes, have you been in contact regarding placement?

Yes _____ No _____

Name of agency _____

Where (town) _____

Contact person (if known) _____

If No, prospective site(s) _____

Clearances
Check all those that are completed/current

FBI _____

Physical Exam _____

Act 33 Child Abuse _____

TB Test _____

Act 34 Criminal History _____

Malpractice Insurance _____

Rehabilitation and Human Services
Intern Exit Interview Status

Date: _____

Name: _____

Email: _____ Phone #: _____

Internship Agency: _____

City: _____

Did they offer to hire you? _____

If yes, did you accept? _____

Graduate School Plans: Yes_____ No_____

If yes, where and what degree program? _____

When will you begin your studies? _____

Employment plans other than you your internship site?

Yes_____ No_____

If you have a job offer, with whom and what type of position? _____

Other employment plans: _____

Comments: