ASSISTIVE TECHNOLOGY ACADEMIC PROGRAM

FIELD INTERNSHIP

The Assistive Technology Academic Program Field Internship is intended to enable the student to demonstrate knowledge and skills necessary to provide quality Assistive Technology evaluation, implementation, and/or follow-up services. This may take place in the academic program setting, in a student field placement location, his/her place of employment, or other setting.

FIELD INTERNSHIP
STANDARD FRAMEWORK

The Field Internship may occur during a student's regular academic program within a discipline of rehabilitation science. This may occur at the academic program, or as part of a field placement.

The field internship shall provide the student the opportunity to demonstrate a solid knowledge and skillset during the provision of Assistive Technology Evaluation, Implementation, and Follow-up services.

The minimum amount of services provided shall be as follows*:

Evaluation services	2
Implementation services	2
Follow-up services	2

*Services are not required to be with the same consumer.

Required aspects of the services are as follows (to be included in a written report).

<u>Evaluation services</u>

- Analysis of referral information related to current functional abilities, prognosis, goals of independence
- Identification of public or 3rd party payer for Evaluation service
- Area(s) of Assistive Technology to be investigated
- Identification of professionals to be involved
- Identification of Assistive Technology manufacturers, manufacturer reps, and/or suppliers to be involved
- Identification of method of consumer participation and preference
- Identification of method of information gathering from parties important to the consumer (e.g., family members, teachers, vocational rehabilitation

counselors, supervisors)
- Identification of Assistive Technology devices needed for the Evaluation
- Identification of data collection method(s)
- Trial of assistive technology
- Data collection and analysis
- Communication with consumer regarding next steps of process such as identification of public or 3rd party payer options for Implementation phase of service and identification of public or 3rd party payer required documentation

Implementation services

- Summary of where the Request for Prior Approval was submitted, what the response was, and if any re-submittal was needed
- Description of equipment acquisition process
- Description of any required setup of equipment prior to issuance
- Identification of public or 3rd party payer for the Implementation service
- Identification of professionals to be involved
- Identification of Assistive Technology manufacturers, manufacturer reps, and/or suppliers to be involved
- Performing of any required adjustments and/or training during issuance
- Instructions (for example written, verbal, or video) provided to the consumer regarding troubleshooting, preventative maintenance, follow up, and repair
- Description of any appropriate outcomes measurement methods that may be used to describe device performance

Follow-up services

- Reason for Follow-up services
- Identification of public or 3rd party payer for Follow-up service
- Identification of professionals to be involved
- Identification of Assistive Technology manufacturers, manufacturer reps, and/or suppliers to be involved
- Outcome of the Follow-up service

The Field Internship shall be worth at least 1 credit hour.
The student shall be given a grade of Pass / Fail for the field internship.

FIELD INTERNSHIP
ALTERNATIVE FRAMEWORK

There are some students who will not have any of the above-mentioned options available. Distance learning students may be far away from the academic program location. The student may be in a discipline which does not utilize field placement. Or the student may be a working professional who does not have an

appropriate caseload at their place of employment.

For students who cannot perform a traditional field internship, an **alternative framework** is offered with the same purpose, to provide the student the opportunity to demonstrate a solid knowledge and skillset during the provision of Assistive Technology Evaluation, Implementation, and Follow-up services.

The alternative framework for the field internship is as follows:

- The student's alternative field internship activity shall be within the student's identified area of Assistive Technology concentration;

- The student shall research service delivery outlets which exist in the student's geographic area for the student's identified area of Assistive Technology concentration, and at least one additional area from the following:

    - Adaptive Driving
    - Assistive Technology for Low Vision and Blindness
    - Augmentative and Alternative Communication (AAC)
    - Computer Access
    - Assistive Technology for Learning (or for Reading, Writing, Organizing, and Executive Function)
    - Orthotics
    - Prosthetics
    - Seating
    - Wheeled Mobility
    - Home and/or Work Modification
    - Environmental Control Access

- The student shall produce a comprehensive list of resources (e.g., clinics, manufacturer's reps, Tech Act loan programs, etc.) within the student's identified area of Assistive Technology concentration available to investigate the appropriateness of Assistive Technology use.;

- The student shall provide a report summarizing the range of Assistive Technology available to consumers in the identified geographic area. The report shall identify Assistive Technology devices which are not available, if any, and suggest strategies that would eliminate the gaps during evaluation, trial, and follow up.

- The student shall observe 2 examples of the provision of area of concentration Assistive Technology services at a minimum of at least 1 of the identified service delivery outlets. Each observation shall include one

evaluation (minimum) and one implementation (minimum). The student shall write up a summary of each, to include the following:

Evaluation

- Description of referral information related to current functional abilities, prognosis, goals of independence
- Description of public or 3rd party payer for Evaluation service
- Area(s) of Assistive Technology investigated
- Description of team members participating (identified by role: clinician, engineer, technologist, technician, sales or manufacturing representatives etc.)
- Team member roles
- Identification of method to ensure consumer participation and preference
- Identification of method of information gathering from parties important to the consumer (e.g., family members, teachers, co-workers, supervisors).
- Evaluation process utilized
- Devices used during the evaluation
- Data gathered during evaluation and trial
- Communication with consumer regarding next steps of process
- Product research following evaluation
- Report documentation
    - Bulleted list of report sections
- Dissemination to public or 3rd party payer(s)
- Rationale for approaching the specific 3rd party payers

Implementation

- Summary of response from public or 3rd party payer regarding prior approval of implementation (i.e., funding decision, response time)
- Description of equipment acquisition process
- Plan of implementation (i.e., setup of equipment, parties involved)
- Team members to be involved and their roles
- Results of implementation
- Outcome measurement method utilized
- Plan for follow-up
- Report documentation
- Dissemination to public or 3rd party payer(s)

The Field Internship under the alternative framework shall be worth at least 1 credit hour.
The student shall be given a grade of Pass / Fail for the alternative field internship.

Assistive Technology Design Framework

There are some students who will pursue their field placement in a facility that does not easily facilitate client interaction (e.g. manufacturing facility and/or AT design company). While even in this instance, client interaction is preferred, including as a source of product feedback, it may be challenging for the student to have significant interaction to allow this exercise to serve as a learning outcome. Provided that the student has had and can document other curricular experiences that include direct client interaction (e.g. client-based AT design course), a site that does not result in client interaction is still permissible.

Such an alternate experience (e.g. client-based AT design course) should include the following components, at minimum:

- Customer discovery with people with disabilities
- Documented user needs based on communication with people with disabilities
- Product testing with people with disabilities