

2019-2020

FSW Social and Human Services Program

Student Achievement Indicators



MISSION

The mission of the Social and Human Services program is to provide the highest quality education to future and current Human Service Professionals by providing a learning environment that supports the development of culturally competent, compassionate and accountable professionals. Our program prepares graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

PHILOSOPHICAL STATEMENT

We believe that to be effective Social and Human Services Professionals, FSW Social and Human Services Program graduates must have:

- knowledge of how different human services emerged and how social policy and other conditions influenced their development. 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 in the future.
- 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.
- the skills to identify, address, and provide access to resources that will assist in promoting healthy conditions and reducing the outcomes that inhibit optimal human functioning. Identifiable human conditions include, among others: trauma, abuse, aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities.
- the ability to apply knowledge, theory and skills to integrate various forms of information including client and statistical data to implement best practices. This requires investigative skills including interviewing, active listening, consultation, research, and observation. Students must be able to accurately organize, assess, document, and disseminate this information to others while maintaining rigorous client confidentiality.

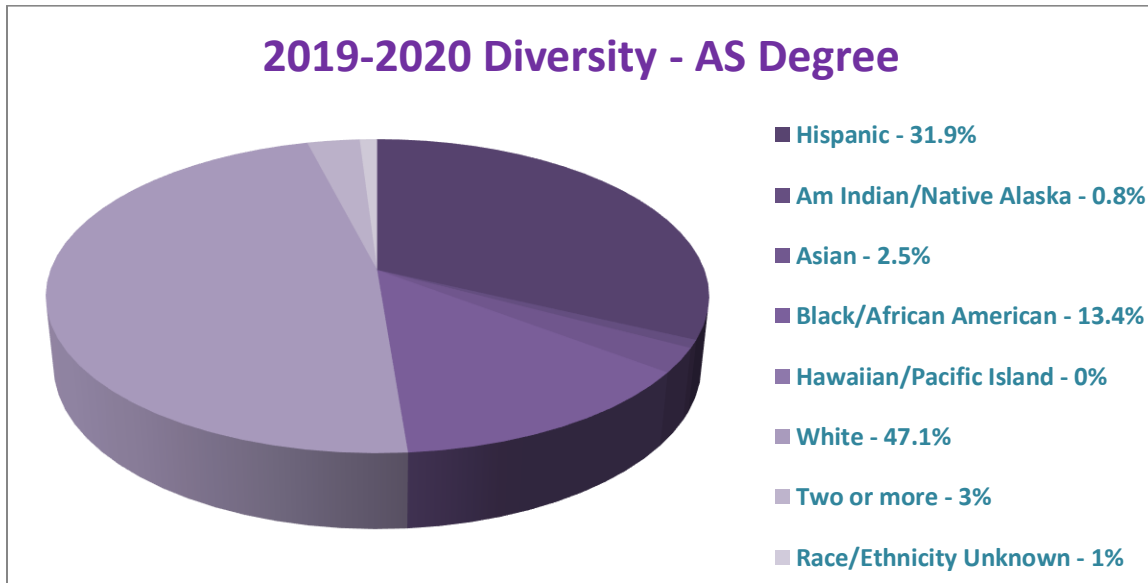
- the ability to apply knowledge, theory and skills to assess the needs of clients and client groups and plan programs and interventions that promote optimal functioning, growth, and goal attainment. The graduate will be able to evaluate client outcomes of programs and interventions, and make necessary adjustments at regular intervals.
- the ability to apply knowledge, theory and skills to function as advocates for change and provide effective direct services and interventions to clients and client groups.
- the ability to apply knowledge, theory, skills, professional behaviors, and best practices to create and maintain genuine empathic relationships and relationships of mutual respect with others that are central to the human services profession.
- the ability to integrate the ethical standards and fundamental values, professional behaviors, characteristics, and attitudes intrinsic to the profession that have been agreed upon in the National Organization of Human Services Ethical Standards for Human Services Professionals.
- the ability to apply knowledge, theory and skills for understanding and helping clients meet their goals. This requires an awareness of one's own values, cultural biases, philosophies, personality, personal boundaries, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.
- a residency experience that provides an environment and context to integrate the knowledge, theory, skills, techniques, and professional behaviors concurrently being taught in the classroom as it relates to the student's specialty track. The residency must be an integral part of the human service education process.

STUDENT LEARNING OUTCOMES

- **Student Learning Outcome #1:** Articulate the history of human services as a context for assessing present conditions in the field of Social and Human Services and as a framework for projecting and shaping trends and outcomes in the future.
- **Student Learning Outcome #2:** Exhibit knowledge and theory of the interaction of human systems, including individual, interpersonal, group, family, organizational, community, and societal.
- **Student Learning Outcome #3:** Recognize the human conditions that promote or inhibit optimal human functioning and apply the major models used to conceptualize and integrate prevention, maintenance, interventions, rehabilitation, and healthy functioning.
- **Student Learning Outcome #4:** Display information management skills including obtaining client data and statistical information through interviewing, active listening, consultation, research, and observation; and accurately organizing, assessing, recording, and disseminating that information to others.
- **Student Learning Outcome #5:** Use a strength-based approach to analyze service needs; plan appropriate strategies, services and implementation; and evaluate client or programmatic outcomes at regular intervals.
- **Student Learning Outcome #6:** Develop the core knowledge, theory, and skills necessary to provide clients with direct services and appropriate interventions.
- **Student Learning Outcome #7:** Demonstrate proficiency in interpersonal skills necessary for creating genuine and empathic relationships with others.
- **Student Learning Outcome #8:** Integrate human services ethics, values, and attitudes as governing principles of professional practice.
- **Student Learning Outcome #9:** Develop self-awareness of personal characteristics (values, personalities, reaction patterns, interpersonal styles, and limitations) and how they affect client care.
- **Student Learning Outcome #10:** Integrate the knowledge, theory, skills, and professional behaviors taught from the classroom to residency/clinical experience.

ENROLLMENT

DEMOGRAPHICS <i>Includes only A.S. degree, SOHS as primary major</i>	Enrollment	Enrollment Status Full-Time	Enrollment Status Part-Time	Average Age	Average High School GPA	Paid Pell Grant	Paid Any Financial Aid
Fall 2013	59 Students	42.4%	57.6%	28.31	NR	57.6%	67.8%
Fall 2014	58 Students	36.2%	63.8%	29.55	2.75	48.3%	67.2%
Fall 2015	80 Students	31.3%	68.8%	30.35	2.72	58.8%	61.3%
Fall 2016	63 Students	36.5%	63.5%	30.67	3.17	60.3%	69.8%
Fall 2017	91 Students	38%	62%	27.19	2.99	58.0%	69%
Fall 2018	100 Students	34%	66%	28.80	2.84	56.0%	67%
Fall 2019	119 Students	47.1%	52.9%	25.74	3.07	52.1%	62.2%



U.S. Census July 1, 2019 Lee County FL demographics: Hispanic - 22.5%, American Indian/Native Alaskan - .5%, Asian – 1.8%, Black/African American – 9.1%, Native Hawaiian/Pacific Islander – 0.1%, White – 66.2, Two or more – 1.7%

CERTIFICATE ENROLLMENT	Addiction Services	Human Services Generalist*	Youth Development Services*
Fall 2017	19	--	--
Fall 2018	21	--	--
Fall 2019	20	3	2

*New College Credit Certificate - Fall 2019

COMPLETION

COMPLETION A.S. Degree	Degrees Conferred	Average Time to Completion*
2015-2016	4	--
2016-2017	6	--
2017-2018	2	--
2018-2019	4	--
2019-2020	7	1.89

*Measured in years, from enrollment in HUS 2302 to degree completion.

COMPLETION Certificates	Addiction Services Certificates Conferred	Addiction Services Average Time to Completion*	Human Svcs Generalist Certificates Conferred**	Human Svcs Generalist Average Time to Completion*	Youth Develop Services Certificates Conferred**	Youth Develop Services Average Time to Completion*
2016-2017	3	1.5	--	--	--	--
2017-2018	3	1.39	--	--	--	--
2018-2019	8	1.29	--	--	--	--
2019-2020	7	1.0	3	--	6	--

*Measured in years, from enrollment in HUS 2302 to certificate.

**New College Credit Certificate - Fall 2019

PROGRESSION

PROGRESSION	Associate Degree	Addiction Services Certificate
	Fall to Fall Program Retention	Fall to Fall Program Retention
Fall 2012	15.4%	--
Fall 2013	37.3%	--
Fall 2014	20.7%	--
Fall 2015	40.0%	--
Fall 2016	33.3%	--
Fall 2017	39.6%	73.7%
Fall 2018	46%	76.2%

COURSE DATA – AS Degree

	Average Course Section Size
2014-2015	17.55
2015-2016	27.22
2016-2017	15.59
2017-2018	16.24
2018-2019	14.53
2019-2020	18.17

SUCCESS

Average Final Exam Results by Student Learning Outcome

Student Learning Outcomes	FALL 2019-2020	SPRING 2019-2020	SUMMER 2019-2020	MEAN 2019-2020
SLO #1	74%	71%	65%	70%
SLO #2	80%	78%	79%	79%
SLO #3	66%	75%	--	71%
SLO #4	70%	62%	68%	67%
SLO #5	69%	77%	--	73%
SLO #5	61%	60%	--	61%
SLO #6	76%	61%	--	69%
SLO #7	83%	83%	--	83%
SLO #8	66%	66%	--	66%
SLO #9	74%	71%	65%	70%
SLO #10*	N/A	N/A	N/A	N/A

SLO #10 assessed by students' Residency Site Supervisor in Residency I and Residency II.

Residency Evaluations Results by Student Learning Outcome

Evaluations Conducted by Residency Site Supervisor

Student Learning Outcomes	2019-2020 Residency I Mean (N = 12)	2019-2020 Residency II Mean (N = 1)*
SLO #1	3.09	3.00
SLO #2	3.00	3.00
SLO #3	3.08	3.00
SLO #4	3.27	4.00
SLO #5	3.00	3.00
SLO #6	3.01	3.60
SLO #7	3.25	4.00
SLO #8	3.46	4.00
SLO #9	3.51	4.00
SLO #10	3.25	4.00
OVERALL MEAN	3.19	3.76

4 = Exceeds Mastery, 3 = Meets Mastery, 2 = Near Mastery, 1 – Below Mastery, 0 = Well Below Mastery

**Due to the COVID-19 pandemic, Student Evaluations were not completed for Spring 2020 Residency II students.*

Student Performance on the Human Service-Board Certified Practitioner Exam

	2016-2017	2017-2018	2018-2019	2019-2020
Completed the HS-BCP Exam	8	1	6	12
Passed the HS-BCP Exam	2	1	2	4
Pass rate	25%	100%	33%	33%
Minimum Passing Score	66	66	66	66
Average Score - FSW	61.38	71	61.83	58.75
Average Score - Nationally Accredited Programs	58.55	56.96	57.96	65.36
Average Score – Member Only Schools	58.31	65.87	58.59	57.90

Graduate Placement Data (AS Degree) - 6 Months Post Graduation

	2015-2016	2016-2017	2017-2018	2018- 2019	2019-2020
Number of AS Degrees Conferred	4	6	2	4	7
AS Graduates Employed in Social and Human Services 6 Months Post Graduation	3 (75%)	3 (50%)	2 (100%)	1 (25%)	--
AS Graduates Pursuing Higher Degree 6 months Post Graduation	4 (100%)	4 (66%)	1 (50%)	1 (25%)	--
Employed in the Field or Pursuing Higher Degree 6 Months Post Graduation	4 (100%)	6 (100%)	2 (100%)	2 (50%) 2 unknown	--

Graduate Placement Data (Certificates) - 6 Months Post Graduation

	2015- 2016	2016- 2017	2017- 2018	2018 - 2019	2019 - 2020
Number of Students Awarded College Credit Certificates - Addictions	8	4	3	8	7
Number of Students Awarded College Credit Certificates – Human Services Generalist	--	--	--	--	3
Number of Students Awarded College Credit Certificates – Youth Development Services	--	--	--	--	6
TOTAL COLLEGE CREDIT CERTIFICATES AWARDED	8	4	3	8	16
Certificate Students Employed in Social and Human Services 6 Months Post Graduation	6 (75%)	1 (25%)	3 (100%)	3 (37.5%)	--
Certificate Students Pursuing Higher Degree 6 Months Post Graduation	7 (88%)	4 (100%)	2 (67%)	4 (50%)	--
Employed in Field or Pursuing Higher Degree 6 Months Post Graduation	8 (100%)	4 (100%)	3 (100%)	5 (62.5%) 3 unknown	--

SATISFACTION

Student Opinion Survey Results – Question Mean Analysis

	Fall 2016 Mean	Spring 2017 Mean	Fall 2017 Mean	Spring 2018 Mean	Fall 2018 Mean	Spring 2019 Mean	Fall 2019 Mean	Spring 2020 Mean
1. The course helped me to improve my understanding of and/or skills in the subject.	3.68	3.70	3.82	3.80	3.80	3.80	3.77	3.77
2. My professor is helpful when I have questions or need help.	3.75	3.61	3.64	3.75	3.83	3.79	3.77	3.75
3. My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.	3.72	3.65	3.66	3.76	3.74	3.78	3.71	3.76
4. My professor created a positive academic environment where I was comfortable to ask questions.	3.72	3.68	3.62	3.80	3.81	3.77	3.75	3.77
5. The tests, written assignments, homework, observations, etc., reflected the course content.	3.68	3.74	3.75	3.80	3.84	3.77	3.79	3.81
6. The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.	3.60	3.65	3.72	3.72	3.76	3.73	3.67	3.73
7. The course activities (assignments, labs, projects, etc.) helped me learn.	3.61	3.67	3.72	3.81	3.80	3.71	3.71	3.75
8. My professor was knowledgeable about the subject matter.	3.72	3.74	3.77	3.80	3.86	3.83	3.79	3.84
Semester Averages	3.69	3.68	3.71	3.78	3.81	3.77	3.75	3.77

4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree

Student Exit Survey Results - Program Accessibility

Students were asked to provide feedback on their experiences as a student in the FSW Social and Human Services Program as follows:

Program Accessibility	Spring 2019 (N = 4)	Fall 2019 (N = 1)	Spring 2020 (N = 11)
% of Students Who Responded "Strongly Agree" or "Somewhat Agree"			
Accessibility of Program Information/Advising			
The FSW Social and Human Services Program website and/or catalog page provided clear information about the program and program requirements.	100%	100%	100%
The FSW Social and Human Services Program Handbook Modules completed in HUS 1001 and HUS 2302 provided clear information about the program and program requirements.	100%	100%	100%
The FSW Social and Human Services Program Fitness for the Profession Rubric completed in HUS 1001, HUS 2302 (and HUS 2905 for AS degree students) helped me understand the attributes needed to be successful as a Social and Human Services Professional.	100%	100%	100%
The FSW Social and Human Services Program Student Advisor was helpful when I had questions or needed help.	100%	100%	100%
The FSW Social and Human Services Program Chair was helpful when I had questions or needed help.	100%	100%	100%
Availability and Effectiveness of Program Faculty			
The FSW Social and Human Services Program faculty were helpful when I had questions or needed help.	100%	100%	100%
The FSW Social and Human Services Program faculty gave feedback and returned assignments in time for me to improve for future assignments.	100%	100%	100%
The FSW Social and Human Services Program faculty created a positive academic environment.	100%	100%	100%
The FSW Social and Human Services Program faculty created a positive academic environment. The FSW Social and Human Services Program faculty were knowledgeable about the curriculum taught in the program.	100%	100%	100%
Efficacy of the Program Curriculum			
The FSW Social and Human Services Program curriculum helped me improve my understanding of and/or skills in Social and Human Services.	100%	100%	100%
The course materials (textbooks, online websites, lecture notes, handouts, etc.) used by the FSW Social and Human Services Program helped me learn.	100%	100%	100%
The course activities (assignments, labs, projects, etc.) used by the FSW Social and Human Services Program helped me learn.	100%	100%	100%

4 = Strongly Agree, 3 = Somewhat Agree, 2 = Neither Agree Nor Disagree, 1 = Somewhat Disagree, 0 = Strongly Disagree

Student Exit Survey Results – Applicability and Usefulness of Residency Experience

Students were asked to provide feedback on their experiences as a student in the FSW Social and Human Services Residency Program as follows:

Applicability and Usefulness of Residency Experience % of Students Who Responded “Strongly Agree” or “Somewhat Agree”	Spring 2019 (N = 4)	Fall 2019 (N = 1)	Spring 2020 (N = 11)
The FSW Social and Human Services Program Residency Modules completed in HUS 2902 and HUS 2842L provided clear information about the residency experience.	100%	100%	100%
The FSW Social and Human Services Program curriculum prepared me to be effective in my residency experience.	100%	100%	100%
My FSW Social and Human Services Program curriculum track prepared me to work with the population I served in my residency experience.	100%	100%	100%
My FSW Social and Human Services residency experience enhanced my learning and prepared me for employment in human services.	100%	100%	100%
My residency supervisor directly addressed the expressed needs/concerns of clients and encouraged me to do so as well.	100%	100%	100%
My residency supervisor integrated ethical standards into his/her work.	100%	100%	100%
My residency site supervisor was enthusiastic about having me as a student.	100%	100%	100%
My residency site supervisor was available to me.	100%	100%	100%
My residency site supervisor encouraged me to use a strengths-based approach with clients.	100%	100%	100%
My residency site supervisor gave me increasing responsibility in working with clients.	100%	100%	100%
My residency site supervisor allowed me the opportunity to practice skills I learned in the classroom.	100%	100%	100%
My residency site supervisor provided constructive feedback.	100%	100%	100%
My residency site supervisor gave me the opportunity to share my opinion on client problems and treatment.	100%	100%	100%
My residency site supervisor was an effective role model as a Social and Human Services Professional.	100%	100%	100%
My residency site supervisor encouraged wellness.	100%	100%	100%
My residency site supervisor respected client self-determination and validated the worth and uniqueness of all clients.	100%	100%	100%
My residency site supervisor maintained appropriate professional boundaries.	100%	100%	100%
My residency site supervisor employed rigorous client confidentiality standards.	100%	100%	100%

4 = Strongly Agree, 3 = Somewhat Agree, 2 = Neither Agree Nor Disagree, 1 = Somewhat Disagree, 0 = Strongly Disagree

Student Exit Survey Results – Student’s Perceived Level of Preparation for Employment by Student Learning Outcome

Students were asked to indicate their perceived level of preparation for post-graduation employment by Student Learning Outcome as follows:

% of students who responded “Exceeds Mastery” or “Meets Mastery”

Student Learning Outcomes	Spring 2019 (N = 4)	Fall 2019 (N = 1)	Spring 2019 (N = 10)
SLO #1	50% <i>(50% near mastery)</i>	100%	80% <i>(20% near mastery)</i>
SLO #2	50% <i>(50% near mastery)</i>	100%	80% <i>(20% near mastery)</i>
SLO #3	50% <i>(50% near mastery)</i>	100%	80% <i>(20% near mastery)</i>
SLO #4	50% <i>(50% near mastery)</i>	100%	100%
SLO #5	75% <i>(25% near mastery)</i>	100%	80% <i>(20% near mastery)</i>
SLO #6	75% <i>(25% near mastery)</i>	100%	100%
SLO #7	75% <i>(25% near mastery)</i>	100%	100%
SLO #8	75% <i>(25% near mastery)</i>	100%	90% <i>(10% near mastery)</i>
SLO #9	75% <i>(25% near mastery)</i>	100%	100%
SLO #10	75% <i>(25% near mastery)</i>	100%	90% <i>(10% near mastery)</i>

4 = Exceeds Mastery, 3 = Meets Mastery, 2 = Near Mastery, 1 – Below Mastery, 0 = Well Below Mastery

Post-Graduation Survey – Student’s Perceived Level of Preparation for Employment by Student Learning Outcome (Spring 2018 Graduates)

*Students were asked to indicate their perceived level of preparation for post-graduation employment
by Student Learning Outcome Six Months Post-Graduation*

% of students who responded “Exceptionally Well Prepared” or “Well Prepared”

Student Learning Outcomes	Spring 2018 Graduate/ Fall 2018 Response (N = 1 out of 4)
SLO #1	0% <i>(100% adequately prepared)</i>
SLO #2	100%
SLO #3	0% <i>(100% adequately prepared)</i>
SLO #4	100%
SLO #5	0% <i>(100% adequately prepared)</i>
SLO #6	0% <i>(100% adequately prepared)</i>
SLO #7	100%
SLO #8	100%
SLO #9	100%
SLO #10	0% <i>(100% adequately prepared)</i>

4 = Exceptionally Well Prepared, 3 = Well Prepared, 2 = Adequately Prepared, 1 – Not Well Prepared, 0 = Inadequately Prepared

WRITTEN FEEDBACK FROM STUDENTS AND RESIDENCY SITE SUPERVISORS

Additional Feedback from Students (2019-2020):

- The FSW Social and Human Services Program Faculty are amazing and dedicated to the students.
- Professors were always available and willing to help, and always encouraged me when I needed it.
- The instructors all have very deep knowledge bases and were available to assist me with any questions or concerns that I had. They all are effective and thorough instructors who care deeply for their profession, the college, and their students.
- Above and beyond my expectations.
- I have a lot of knowledge and have been taught how to apply that to my career and I feel that I will be successful at whatever job I am assigned. I am confident that I will also do this with integrity and humility. I am proud to be a Social and Human Services Professional.
- There are a lot of repetitive lessons. In one class I may read a chapter about vaping and then a semester later read about them again.
- I think the catalog should make note that some classes are only held at the Lee Campus.
- I have had an amazing experience with my residency and I owe a lot of it to my professors and program director. I was prepared for the work I would be doing and I was paired with a residency site that fit perfectly with who I am, my interests, my ideals, and that was conducive for my physical limitations.
- I believe I am ready for employment. I have a good understanding of the people I would be working with, the profession, and myself, while also understanding there is always more to learn so that I can help my clients to the best of my skill level, knowledge, and training.
- All of the staff were amazingly helpful and encouraging!
- The curriculum for the AS, Social and Human Services degree was engaging and informative. This has, by far, been the most challenging degree I've earned, in a great way. I believe this fosters growth personally and professionally, as well as providing a very in-depth understanding of the material; you can't just skimp through the program and I absolutely love that because the field work itself isn't easy and we need to be prepared for it.
- The program prepared me as best it could for my residency, but because my experience was much different than the average student, there was not much prep or previous knowledge that could have been gained in specific areas that I encountered at my residency site. Otherwise, I was able to utilize what I learned in many aspects of the position - it just was not an "average" position and took some getting used to. My residency experience was absolutely AMAZING though and I enjoyed every part of it.
- This was an amazing experience and I feel that I was well prepared for the residency with the knowledge I gained in courses; the position was different than average, so there was no real prep for the actual position, but all worked out well and I am very happy with the experience and with the education/prep I have received!
- Everyone was helpful and encouraging in my success.
- I learned valuable information from the coursework.
- I feel confident that if I shadow what I have been taught I will be successful.

Additional Feedback from Residency Site Supervisors (2019-2020):

- [The student] has jumped right into providing the proper attending skills, appropriate boundaries, and a sense of empathic understanding that will assist him/her in becoming an effective therapist following [the] educational process. [The student] has exhibited an eagerness to get involved and pitched in to assist in the development of group topics, observe, and assist in intake interviewing, development and production of group notes and join in during individual sessions.
- [The student] has been an asset to our program as s/he has been willing [to] step up and sit in on intake interviews, treatment planning, and group facilitation. [The student] exhibits the attitude and empathic attending skills to develop into an effective helping professional as [the student] continues his/her education.
- [The student] showed excellent interpersonal and problem solving skills . . . S/he interacted with the [clients] with ease and confidence, and as a counselor, was available to help with any issues displayed . . . It was great to have [the student's] help.
- [The student] has been an excellent resident and addition to our team. S/he has proven . . . to be extremely hard working and incredibly productive. Constructively, [the student] may need to develop self care skills and nature and at times is so nurturing that she may need to learn to set clear boundaries about who she needs to help and how.
- [The student] has added so much value to our department. S/he is extremely thorough and prepared with every project. [The student] is respectful of not only patients and families, but of team members. [The student] can work on her

confidence when presenting or speaking to a group as s/he is always well prepared and demonstrates good judgment on how to teach different people.

- [The student] has adapted well to the office where s/he is located. She also has shown great initiative in helping us raise funds. [The student] has also done really well when it came to writing his/her case notes. S/he has shown great professionalism.
- [The student] serves as an amazing role model for our [clients] . . . [The student] may be a little shy but in just a short time she has shown tremendous growth in the area of confidence and assertiveness. [The student] arrives . . . with an open mind & positive attitude daily & goes above & beyond to help our . . . program run effectively & safely. [The student] has served . . . at community events that were designed to inform the community on . . . [our] services . . . [The student] is respectful to staff & s/he displays a sincere interest in seeing the lives of our [clients] transformed for the better. We are grateful to have [the student] here . . .
- [The student] has shown immense professionalism throughout his/her time at [our agency]. Not only has [the student] proven s/he is passionate for Behavioral Health Care, but s/he also shows how knowledgeable s/he is through the tasks s/he completes. In [the student's] time here s/he has also worked the front desk and is proficient in scheduling appointments, welcoming clients and accepting payment. [The student] has also assisted in administering drug analysis and sending over documentation. [The student] has been an immense asset to [our agency] and s/he has grown both personally and professionally in the time that s/he has been here.
- [The student] meets or exceeds all of his/her internship tasks. S/he has outstanding information gathering skills and is working to integrate all sources of information to formulate . . . assessments & treatment plans. S/he has observed weekly CBT therapy groups and plans to demonstrate interventions next semester. S/he has observed and participated in weekly eating disorder meal planning groups and communication skills groups. S/he has familiarized him/herself with the use of role play in a skills-based group. S/he works effectively with a treatment team model.
- [The student] has demonstrated a great ability to be empathic and connect with the [clients] in the program. S/he also has been able to learn fast and adapt to whatever may pop up on the job. S/he is always ready for whatever the day will bring up, and the office staff is impressed by his/her dedication to the internship and helping those in need.
- [The student] has contributed a wealth of knowledge to our staff & [clients] here at [our agency] by introducing [clients] to [healthy] practices. [The student] immediately identified the need . . . to help [our clients] cope while building self-confidence & self-awareness. [The student] demonstrates patience as s/he navigates through various challenges such as behavioral management with different age groups and class sizes. [The student] has a positive attitude towards his/her involvement here at [our agency] & s/he is committed to seeing the lives of our [clients] transformed.