

FCHD 4980
SUPERVISOR VERSION
UNDERGRADUATE PRACTICUM HANDBOOK

**Family & Community Services,
Child Development, &
Deaf Education Emphases**

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INTRODUCTION

This handbook has been developed for on-site supervisors of students who are completing the Family, Consumer, and Human Development practicum through Utah State University. The handbook is to be used as a reference for understanding the perspective and scope of the FCHD 4980 Practicum.

Definitions of Titles

The Practicum Student is a Family, Consumer, and Human Development undergraduate student who temporarily assumes a professional role within an agency or a placement setting.

The Practicum Site is an agency that provides services to families or individuals throughout the life span.

The Site Supervisor is the professional agency representative who supervises and evaluates the Practicum Student during the duration of the Practicum experience.

The FCHD Practicum Coordinator is the university staff member who coordinates the Practicum experience between the student, the participating agency, and the University.

PHILOSOPHY AND OBJECTIVES

Philosophy

A holistic educational experience combines both theory and practice. Practice is the direct application of theory within a distinct setting for the purpose of skill acquisition.

The holistic education process is a method whereby students acquire:

1. The capacity to identify different theoretical perspectives and the conditions in which they are applicable.
2. The skills necessary to apply theory and function professionally within the area of expertise.

The Family, Consumer, and Human Development Practicum provides students with opportunities to apply classroom knowledge in the delivery of services to clients and to develop knowledge, skills, and abilities through experience. Thus, the Family, Consumer, and Human Development Practicum offers each student a chance to demonstrate and apply knowledge, skills, and personal qualities while being supervised

by professionals. This valuable experience can serve as a practical method for determining a student's readiness for a career in Family, Consumer, and Human Development and/or graduate school.

Objectives

By the completion of their Practicum experiences, students are expected to develop the following:

1. The ability to identify, understand, and utilize basic values and attitudes consistent with the Family, Consumer, and Human Development professions.
2. An understanding of the scope of the Family, Consumer, and Human Development professions and the professional opportunities for Family, Consumer, and Human Development majors.
3. An awareness of the impact of social problems such as poverty, mental illness, crime, family breakdown, etc., upon individuals, families, and society.
4. An understanding of the various programs and services available within the community to help clients find the agencies best suited for their needs.
5. An understanding of the "team" approach, including a familiarity with professionals and other individuals important to the client or family who would be part of the team.
6. An ability to apply theoretical knowledge and to function professionally within their areas of expertise.
7. Interpersonal skills that are engaging, helpful, collaborative, and/or directive (in rare instances)--depending upon the situation. Effective interpersonal skills require the ability to observe, listen, and communicate both verbally and in writing with individuals, and groups.
8. An ability to work with clients using a strengths-based approach in planning and implementing prevention and intervention programs.

PRACTICUM POLICIES AND PROCEDURES

The following guidelines have been prepared to outline of the responsibilities of the USU Family, Consumer, and Human Development Department, the participating agency, and the student.

FCHD Practicum Coordinator Responsibilities

1. Examine student transcripts and application prior to practicum enrollment in order to determine whether or not the student has completed the necessary requirements for placement.
2. Insure that the student has the necessary knowledge, skills, and professionalism needed for a successful practicum experience. Where deficits exist, the student will be advised accordingly
3. Notify the student about the status of his/her practicum application upon approval.
4. Create a list of local practicum sites in which practicum experiences are available and make the list available to students.
5. Develop policies and guidelines for practicum experiences in cooperation with faculty, practicum sites, and students.
6. Assist the student in formalizing the Practicum Agreement between the student and the practicum site.
7. Conduct an on-site visit (or phone-site visit when an on-site visit is not possible) with the student and the Practicum Site Supervisor.
8. Be available to assist practicum students and Practicum Site Supervisors with any concerns or problems.
9. Provide access to an online syllabus for each student approximately one month prior to the beginning of the semester in which they are scheduled to do their practicum.
10. Grade student assignments, assign points for required paperwork, and assign a final grade at the end of the practicum.

Site Supervisor Responsibilities

1. Interview the student to determine whether their needs and career objectives correspond with those of the practicum site.
2. Orient the student to the practicum site by explaining its purposes, services, eligibility requirements, area served, administrative structure, methods of recording, etc. A special attempt should be made to help the student understand how the practicum site fits into the network of community services.
3. Identify the parameters of the student's role and responsibility within the placement setting, introduce the student to staff members, and arrange for the student to attend staff or committee meetings whenever possible.
4. Provide the student with adequate working space and other practical necessities that may be involved in completing work assignments.
5. Assist the student in defining and establishing behavioral objectives congruent with the function of the practicum site and the role of the student in the agency.
6. Facilitate meaningful experiences that will provide breadth of exposure and in-depth experience.
7. Make the student aware of referral sources within the community and introduce them to professionals outside the immediate practicum site when a referral or a team approach is indicated.
8. Schedule regular supervision time with the student where an on-going evaluation of the student's performance is shared.
9. Inform the student and the FCHD Practicum Coordinator immediately if the student's level of performance is not satisfactory.
10. Prepare jointly with the student two written evaluations of their progress and share with the Practicum Coordinator. One evaluation is due at mid-practicum and the other at the end of the practicum experience.
11. Participate in a mid-practicum site visit interview with the Practicum Coordinator and the student (set up by them) that takes place at the practicum site.
12. Assist the student in documenting the completion of required practicum hours, and sign off the hours on the final evaluation form when they are completed.
13. Assign a suggested grade on the final evaluation form at the end of the practicum.

Appropriate Activities For FCHD Practicum Students

Family, Consumer, and Human Development students have been prepared educationally to participate in the following types of supervised practicum experiences:

1. Intake interviews.
2. Attend and assist with therapeutic, educational, and support groups.
3. Develop and teach community education classes focused on family-related topics such as child abuse, human growth and development, parenting, marriage, divorce, aging, death and dying, family crises, substance abuse, etc.
4. Observe and interact with individuals and families throughout the various developmental stages of the life span.
5. Learn the day-to-day practicum site management routines.
6. Supervised case management.
7. Assist with family problem-solving in a community setting, including home visits and in-home parent education.
8. Supervised crisis intervention.
9. Day care and preschool curriculum planning and implementation.
10. Participation in engaging with clients, data collection and the assessment of the client's current situation, planning and contracting for change, and intervention and monitoring, and evaluation and plan revision or termination to assist those clients who may be mentally or physically challenged, elderly, and/or at-risk individuals and families.
11. Observe and participate in practicum site staff meetings, community planning meetings, and interagency meetings.
12. Participate in special training sessions.
13. Supervised agency documentation.
14. Day-to-day activities, such as answering phones, greeting clients, paperwork processes, etc., necessary for the operation of a professional agency.
15. Complete pertinent readings suggested by their Site Supervisor.
16. Work on special projects such as making brochures, posters, or bulletin boards to facilitate the services provided by the practicum site; assist with community education programs; and help organize fund raising programs.

Activities Not Appropriate For FCHD Practicum Students

1. Excessive “busy” work at the expense of other professional experiences. For example, some filing, shredding documents, and receptionist work may be appropriate as this is necessary to the functioning of an agency. However, this may be inappropriate if it is all that the Practicum Student is doing at the expense of participation in other professional activities.
2. Individual therapy. Practicum Students may be involved with counseling individuals in informal or group settings. However, Practicum Students should not be involved in providing therapeutic services to clients that would normally require at least a master’s degree and associated licensure.
3. Unstructured child care with no opportunities for planning, implementing, and evaluating developmentally-appropriate activities.
4. Unsupervised practicum settings, such as working as a nanny or a live-in home-care provider for elderly clients not associated with an agency where supervision is available.

PRACTICUM REQUIREMENTS AND STUDENT RESPONSIBILITIES

Application Process

1. Students must apply to participate in and be approved by the FCHD Practicum Coordinator before arranging a practicum site.
2. As part of the application process **all** students must complete a BCI background check.
3. Students must be Juniors or Seniors and have completed at least 10 of their major courses prior to beginning their practicum experiences.
4. After receiving a letter of approval in the mail from the FCHD Practicum Coordinator, the student can make an appointment to coordinate practicum site placement with the coordinator. The student is ultimately responsible for locating a site which meets her or his needs and negotiating the specifics of the practicum experience. **In most cases, arrangements for placement must be completed at least six weeks prior to the beginning of the practicum experience.**
5. After locating an appropriate site, the student initiates an interview with the Site Supervisor to arrange a practicum experience. It is recommended that the

Practicum Agreement be signed by the Practicum Site Supervisor at this interview.

Practicum Requirements:

It is the responsibility of the student to see that all required paperwork is filled out and signed by their Site Supervisor and turned in to the FCHD Practicum Coordinator. Each student has copies of the required forms and will give them to their Site Supervisor when needed. The copies of the forms provided in this handbook are for reference purposes only.

1. **Statement of Confidentiality:** A Statement of Confidentiality (Forms Section) must be signed by the student and **must be turned in to the Practicum Coordinator prior to beginning practicum hours.** This form is in addition to, and not in place of, any which the student may be required to sign at the practicum site. Failure to submit this form could result in an incomplete grade.
2. **Agreement:** The Agreement (see Forms section) must be signed by the student and the Site Supervisor and turned in to the Practicum Coordinator, who will then sign, before the practicum experience begins. This is due the first week of the semester in which the student's practicum begins.
3. **Objectives:** The student should write four practicum objectives (see Forms section). Once the objectives are written, they should be signed by the student and the Site Supervisor. The student should keep a copy and turn in the original to the FCHD Practicum Coordinator. Objectives may be revised as necessary during the practicum experience. The objectives are due during the first month of the practicum. Objectives should be specific, measurable, and include a time frame and how the student plans to accomplish them. They should indicate what the student intends to do, not what the student wants to do.
4. **Evaluations and Site Visits:** It is the student's responsibility to notify their Site Supervisor about due dates for evaluations, give the evaluation forms to their supervisor at least one week in advance, set a time to meet with the supervisor to complete the evaluation process, and then turn the forms in to the FCHD Practicum Coordinator by the due dates listed in the syllabus. A mid-practicum evaluation meeting should take place between the Site Supervisor and the student mid way through the practicum.

A site visit meeting must be scheduled during the course of the practicum with the Site Supervisor, the Practicum Coordinator, and the student. A time

should be arranged by the student when all can meet together at the practicum site. If an on-site visit is not possible, a phone site visit maybe arranged.

A final evaluation meeting must be held by the Site Supervisor and the student to discuss the practicum experience.

5. **Work Hours:** The student earns FCHD 4980 credit by working 50 hours of clock time for each semester credit they register for. Depending on their area of emphasis, most students will be required to work a minimum of 300 clock hours and a few will be required to work a minimum of 150 clock hours. The Site Supervisor and the student should decide on how the hours will be monitored. The Site Supervisor must sign off the hours at the end of the practicum experience on the final evaluation form.

Professional Conduct

Within the agency setting, students are expected to conduct themselves professionally in the following ways:

1. Understand the philosophy and method of operation and comply with the rules of practice within the practicum setting.
2. Maintain a professional appearance and exhibit dependability and promptness in all dealings at the practicum site.
3. Give advance notice to the Practicum Site Supervisor and make up the time on another day if it is necessary to miss time at the agency.
4. Take the initiative to interact with co-workers and to draw from their experience, being aware that much learning is acquired from informal contacts.
5. Be aware of the ethical codes adhered to by the agency and implement the Ethical Decision Making Process when necessary.
6. Prepare for regularly scheduled supervision sessions with their Site Supervisor.
7. Be available for, and attend, staff and other meetings when possible. Much information about the operation of the agency can be obtained from attending agency meetings.
8. Notify the FCHD Practicum Coordinator immediately should any problem arise which may affect the successful completion of the practicum experience.

NCFR* CODE OF ETHICS

Students must adhere to professional values and ethics. This includes the understanding and practice of such principles as:

Principle I: General Principles for Family Scientists:

Family scientists are respectful of all individuals, do not unethically discriminate, do not develop intimate personal relationships in their role as family scientists, are sensitive to the complications of multiple role relationships, protect the confidentiality of their students or clients, and do not engage in sexual harassment.

Principle II: Family Scientists Are Respectful of Students and Clients:

Family scientists are respectful of diverse family forms. They are respectful of students' and clients' sensitivity in discussing personal family issues. Family scientists do not exploit the hierarchical relationship with persons they serve and are respectful of privacy issues.

Principle III: Family Scientists Abide by High Professional Standards:

Family scientists are responsible to uphold high professional standards. They are encouraged to be cooperative with other family scientists in gathering and sharing of scientific information. They strive to keep current with material in their domain. They are ethical in representing their profession at their place of employment, as well as other settings.

Principle IV: Family Scientists Conduct Research Ethically:

Family scientists contribute to society and to the profession through research and evaluation activities. When conducting research or evaluation, family scientists recognize that their ultimate responsibility is to the participants. Family scientists honestly report the findings of their study.

Principle V: Family Scientists Are Ethical in Their Interactions With Employing Organizations or Agencies:

Family scientists are respectful of the internal policies and procedures of current and past employers.

Principle VI: Family Scientists Are Involved in Improving Society

Family scientists are advocates for individuals and families and participate in developing policies and laws that are respectful and empowering to them.

Principle VII: **Family Scientists Are Ethical When Reviewing Professional Writing**

When a reviewer for a professional work, family scientists avoid conflicts of interest, read materials carefully and in their entirety, and evaluate them fairly.

Principle VIII: **Family Scientists Understand and Abide by Ethical Principles and Assist Others in Doing So**

Family scientists understand and abide by ethical principles, encourage and assist other family scientists to know and apply them, and teach ethical principles to students of family science.

*National Council on Family Relations, 2010.

NAEYC CODE OF ETHICAL CONDUCT*

Section I: Ethical Responsibility to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Section II: Ethical Responsibility to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

*The term *family* may include others, besides parents, who are responsibly involved with the child.)

Section III: Ethical Responsibility to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

Section IV: Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare.

Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available. As individuals, we acknowledge our responsibility to

provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in larger community and to serve as a voice

for young children everywhere. The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as “collective.”

**National Association of Young Children, 2005.*

FREQUENTLY ASKED QUESTIONS

1. **Does the Site Supervisor need to have any special training?**
There are no special educational requirements or licensure that supervisors must have. However, it is expected that they have had some type of professional training, at least some post secondary education, preferably at least a bachelor's degree. Site supervisors should not be related to the students they are supervising—this is considered a dual relationship and is not within the ethical guidelines students are expected to adhere to. If you have any questions about your qualifications, please contact the FCHD Practicum Coordinator.
2. **What if our agency doesn't have enough for the student to do?**
Most sites have no problem giving students the hours they need. However, sometimes there may not seem to be enough to do. Students can do special projects, such as making flyers or brochures, conducting in service trainings, or be assigned special readings or videos related to their practicum.
3. **What should I do if the student displays unprofessional behavior?**
One of the most destructive things a practicum student can do to themselves professionally is not display a good work ethic in their practicum setting. Most practicum sites expect their practicum students to conduct themselves just as professionally as if they were a regular employee, including attending staff meetings or special trainings when possible, and these are not unreasonable expectations. However, in a few cases, students may not show the commitment to the agency that is expected both by the agency and the University. In this case, the Site Supervisor should first attempt to resolve the issue directly with the student. Often there may be misunderstandings of expectations and requirements. If that does not resolve the issue, please contact the FCHD Practicum Coordinator at USU immediately. In rare cases students have been dismissed from a particular practicum site. If this occurs, please notify the FCHD Practicum Coordinator.
4. **Who can fill out evaluation forms and participate in site visits?**
At some agencies the practicum student may not actually be working with the person who is serving in the role of Site Supervisor, but is instead spending more time with other employees. In this case some Site Supervisors ask for feedback from the other employees about the practicum student and pass this information on in the evaluations and the site visit. Other agencies allow the employees working most closely with the student to participate in site visits and fill out evaluation forms. Either way is acceptable.

Can travel time be counted in the student's hours?

Sometimes students are required to travel as part of their practicum experience. For example, part of their responsibilities may include home visits or traveling between agencies. This is appropriately counted towards the student's total hours. Travel from the student's home to the practicum site is counted at the discretion of the Practicum Site Supervisor.

PRACTICUM FORMS*

*These forms are for reference only. Practicum students are responsible for providing copies of the appropriate forms to the Site Supervisor to be filled out and then turning them in to the FCHD Practicum Coordinator by the deadlines.

STUDENT STATEMENT OF CONFIDENTIALITY

As an undergraduate student in the Department of Family, Consumer, and Human Development at Utah State University in Logan, Utah, I, _____, understand that I am representing the FCHD Department while placed in a practicum setting to fulfill the requirements for the FCHD 4980 Practicum experience as part of my education. As a condition of this placement, I agree to the following:

1. I will treat any and all clients with whom I may come in contact in a professional, respectful, and confidential manner.
2. In the practicum site where I will be completing my practicum hours, I understand that I may be exposed to information of a personal and confidential nature. I agree to treat any such information in a respectful manner, including not disclosing confidential information in any way to those outside the practicum site unless the agency's requirements for such disclosure have been met.
3. I understand that this agreement does not replace, but is in addition to any which I may be required to sign at the practicum site where I will be completing my practicum experience.
4. Should I violate this agreement, I understand that disciplinary action may be initiated against me by the FCHD Department in addition to any that may be taken by the practicum site where I am placed.

Student Signature Date

Practicum Coordinator Signature Date

**FCHD 4980 PRACTICUM AGREEMENT
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY**

This Practicum Agreement is to define the conditions whereby

_____ is to receive instruction and training under the
(Student's Name)

supervision of _____.
The student will be placed
(Site Supervisor)

with _____ as _____
The training (Practicum Site)
(Position)

period will begin _____ and extend through _____
(Semester)
(Semester)

I hereby indicate that I have read and understand the roles and expectations as outlined in the FCHD Practicum Handbook. Furthermore, I agree to abide by the expectations which correspond specifically with my role for the duration of this agreement.

Student Signature Date

Site Supervisor Signature Date

Practicum Coordinator Signature Date

FCHD 4980 OBJECTIVES

Objectives are a necessary part of the practicum experience to help you focus and evaluate your progress. Your objectives should be discussed with your Site Supervisor to make sure they are achievable in your practicum setting.

When writing your objectives, make sure they are specific, measurable, achievable, and include a time frame and how you will achieve them. Ask yourself, "How will I know I have achieved this goal?" Instead of writing "I want to learn better communication skills," you may write "I will learn and implement three new communication skills by the fourth week of my practicum." This type of objective leaves no doubt about whether or not it was achieved.

Four practicum objectives must be written and turned in to the FCHD Practicum Coordinator by the fourth week of the practicum. Please keep a copy for yourself to use during your practicum and to refer to for completion of the 2nd written assignment.

Name: _____ Practicum Site: _____

1.
2.
3.

--

4.

Student Signature

Date

Site Supervisor Signature

Date

FCHD 4980 MID-PRACTICUM EVALUATION
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY

Student _____ Evaluator _____
 Agency _____ Semester/s _____
 Student's Position _____

Competency Scale: NA = Not Applicable
 NO = Not Observable
 1 = limited accomplishment
 2 = average accomplishment
 3 = better than average accomplishment
 4 = outstanding accomplishment

<u>Practicum Site Related Performance</u>	Rating
1. Is prompt and regular in attendance.	_____
2. Shows interest in and commitment to the agency.	_____
3. Shows understanding of agency purpose and function.	_____
4. Willing to accept and implement suggestions.	_____
5. Willing to request help when needed.	_____
6. Attends staff and other meetings when possible.	_____

Comments:

Professional Integrity

7. Respects confidential information.	_____
8. Assumes responsibility in a leadership role.	_____
9. Meets conflict with self-control and confidence.	_____
10. Seeks to expand knowledge and experience.	_____
11. Demonstrates interest in self-improvement.	_____

Comments:

Ability to Form Relationships

- 12. Seeks to establish rapport with supervisor. _____
- 13. Seeks to establish rapport with agency staff. _____
- 14. Seeks to establish rapport with clientele. _____

Comments:

Interpersonal Skills

- 15. Uses effective verbal techniques. _____
- 16. Uses effective non-verbal techniques. _____
- 17. Assumes a non-judgmental attitude. _____
- 18. Shows awareness of clients' need for understanding. _____
- 19. Shows awareness of clients' need to make own choices concerning own lives. _____
- 20. Avoids becoming over-involved with clients. _____

Comments:

Service to Clients

- 21. Ability to identify client needs. _____
- 22. Ability to plan interventions based on client needs. _____
- 23. Follows through on implementing plans. _____
- 24. Uses evaluative feedback appropriately. _____
- 25. Opportunities to relate to:
 Clients individually _____ yes _____ no
 Clients in groups _____ yes _____ no

Comments:

Collaboration and Supervision

- 26. Uses practicum site staff as resources. _____

27. Identifies and utilizes community resources.

28. Communicates openly with supervisor/s.

Comments:

Personal Growth and Development

29. Acknowledges and uses feedback about self.

30. Displays flexibility and adaptability to change.

31. Seeks out and assumes responsibility.

32. Displays self-motivation.

33. Willing to seek additional information when needed.

34. Uses self-evaluation as basis for personal growth.

Comments:

35. Site Supervisor Comments: Specify student's strengths and areas which may be improved:

36. Student Response: Specify aspects of practicum that have been most helpful and aspects that might be modified to be more helpful.

Site Supervisor Signature

Date

Student Signature

Date

**FCHD 4980 PRACTICUM FINAL EVALUATION
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY**

Student _____ Evaluator _____

Agency _____ Semester/s _____

Student's Position _____

Competency Scale: NA = Not Applicable
 NO = Not Observable
 1 = limited accomplishment
 2 = average accomplishment
 3 = better than average accomplishment
 4 = outstanding accomplishment

<u>Practicum Site Related Performance</u>	Rating
1. Is prompt and regular in attendance.	_____
2. Shows interest in and commitment to the agency.	_____
3. Shows understanding of agency purpose and function.	_____
4. Willing to accept and implement suggestions.	_____
5. Willing to request help when needed.	_____
6. Attends staff and other meetings when possible.	_____

Comments:

Professional Integrity

7. Respects confidential information.	_____
8. Assumes responsibility in a leadership role.	_____
9. Meets conflict with self-control and confidence.	_____
10. Seeks to expand knowledge and experience.	_____
11. Demonstrates interest in self-improvement.	_____

Comments:

Ability to Form Relationships

12. Seeks to establish rapport with supervisor. _____

13. Seeks to establish rapport with agency staff. _____

14. Seeks to establish rapport with clientele. _____

Comments:

Interpersonal Skills

15. Uses effective verbal techniques. _____

16. Uses effective non-verbal techniques. _____

17. Assumes a non-judgmental attitude. _____

18. Shows awareness of clients' need for understanding. _____

19. Shows awareness of clients' need to make own choices concerning own lives. _____

20. Avoids becoming over-involved with clients. _____

Comments:

Service to Clients

21. Ability to identify client needs. _____

22. Ability to plan interventions based on client needs. _____

23. Follows through on implementing plans. _____

24. Uses evaluative feedback appropriately. _____

25. Opportunities to relate to:
 Clients individually _____ yes _____ no
 Clients in groups _____ yes _____ no

Comments:

Collaboration and Supervision

26. Uses practicum site staff as resources. _____

27. Identifies and utilizes community resources. _____

28. Communicates openly with supervisor/s. _____

Comments:

Personal Growth and Development

29. Acknowledges and uses feedback about self. _____

30. Displays flexibility and adaptability to change. _____

31. Seeks out and assumes responsibility. _____

32. Displays self-motivation. _____

33. Willing to seek additional information when needed. _____

34. Uses self-evaluation as basis for personal growth. _____

Comments:

35. Site Supervisor Comments: Specify student's strengths and areas which may be improved:

36. Student Response: Please specify the aspects of your practicum that were most helpful and aspects that might be modified for future practicum students.

To be completed at the end of the practicum experience by the Site Supervisor:

Recommended Final Grade: A B C D F

Number of clock hours completed by practicum student: _____ hours

Site Supervisor Signature

Date

Student Signature

Date

**FCHD 4980 PRESCHOOL or SCHOOL-AGED MID-PRACTICUM EVALUATION
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY**

Student _____ Evaluator _____
 Agency _____ Semester/s _____

Student's Position: _____

Competency Scale: NA = Not Applicable
 NO = Not Observable
 1 = limited accomplishment
 2 = average accomplishment
 3 = better than average accomplishment
 4 = outstanding accomplishment

<u>Practicum Site Related Performance</u>	Rating
1. Is prompt and regular in attendance.	_____
2. Shows interest in and commitment to the agency.	_____
3. Shows understanding of agency purpose and function.	_____
4. Willing to accept and implement suggestions.	_____
5. Willing to request help when needed.	_____
6. Attends staff and other meetings when possible.	_____

Comments:

Ability to Work With Children

7. Ability to work with whole groups.	_____
8. Ability to work with small groups.	_____
9. Ability to work with individuals.	_____
10. Ability to use various positive guidance techniques.	_____
11. Avoids demonstrating favoritism.	_____
12. Listens and responds appropriately.	_____
13. Displays classroom management and discipline.	_____
14. Encourages independence when appropriate.	_____ _____

- 15. Ability to help children deal with their emotions.

Comments:

Teacher Effectiveness

- 16. Ability to plan and prepare effective preschool curriculum.
- 17. Ability to create an environment for learning.
- 18. Uses appropriate language skills.
- 19. Displays creativity in planning.
- 20. Ability to relate to parents and other adults.
- 21. Ability to direct others.
- 22. Displays awareness in working with children.
- 23. Stimulates children's natural curiosity.
- 24. Ability to evaluate outcomes.
- 25. Participates in reports and record keeping.

Comments:

Personal Qualities

- 26. Positive attitude toward self and others.
- 27. Displays self-confidence.
- 28. Ability to cooperate with others.
- 29. Ability to accept and implement suggestions.
- 30. Ability to request help when needed.
- 31. Meets conflict with self-control and confidence.

Comments:

Knowledge of Child Development

- 32. Ability to assess children's developmental levels.

- 33. Plans developmentally appropriate activities. _____
- 34. Promotes developmentally appropriate social competence. _____
- 35. Works as a team member to achieve program goals. _____
- 36. Displays a professional commitment to the field of child development. _____

Comments:

37. Site Supervisor Comments: Specify student's strengths and areas which may be improved:

38. Student Response: Specify aspects of practicum that have been the most helpful and aspects that might be modified to be more helpful.

Site Supervisor Signature

Date

Student Signature

Date

**FCHD 4980 PRESCHOOL or SCHOOL-AGED FINAL EVALUATION
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY**

Student _____ Evaluator _____

Agency _____ Semester/s _____

Student's position _____

Competency Scale: NA = Not Applicable
 NO = Not Observable
 1 = limited accomplishment
 2 = average accomplishment
 3 = better than average accomplishment
 4 = outstanding accomplishment

<u>Practicum Site Related Performance</u>	Rating
1. Is prompt and regular in attendance.	_____
2. Shows interest in and commitment to the agency.	_____
3. Shows understanding of agency purpose and function.	_____
4. Willing to accept and implement suggestions.	_____
5. Willing to request help when needed.	_____
6. Attends staff and other meetings when possible.	_____

Comments:

Ability to Work With Children

7. Ability to work with whole groups.	_____
8. Ability to work with small groups.	_____
9. Ability to work with individuals.	_____
10. Ability to use various positive guidance techniques.	_____
11. Avoids demonstrating favoritism.	_____
12. Listens and responds appropriately.	_____
13. Displays classroom management and discipline.	_____
14. Encourages independence when appropriate.	_____ _____

- 15. Ability to help children deal with their emotions.

Comments:

Teacher Effectiveness

- 16. Ability to plan and prepare effective preschool curriculum.

- 17. Ability to create an environment for learning.

- 18. Uses appropriate language skills.

- 19. Displays creativity in planning.

- 20. Ability to relate to parents and other adults.

- 21. Ability to direct others.

- 22. Displays awareness in working with children.

- 23. Stimulates children's natural curiosity.

- 24. Ability to evaluate outcomes.

- 25. Participates in reports and record keeping.

Comments:

Personal Qualities

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- 31. Meets conflict with self-control and confidence.

Comments:

Knowledge of Child Development

- 32. Ability to assess children's developmental levels.

- 33. Plans developmentally appropriate activities.

- 34. Promotes developmentally appropriate social competence. _____
- 35. Works as a team member to achieve program goals. _____

Comments:

37. Site Supervisor Comments: Specify student's strengths and areas which may be improved:

38. Student Response: Please specify the aspects of your practicum that were most helpful and aspects that might be modified for future practicum students.

To be completed at the end of the practicum experience by the Site Supervisor:

Recommended Final Grade: A B C D F

Number of clock hours completed by practicum student: _____ hours

Site Supervisor Signature

Date

Student Signature

Date

Utah State University FCHD 4980 Practicum Evaluation

Practicum Site: _____ Semester completed: _____

Student evaluations are an important part of the assessment of practicum effectiveness. Please respond as honestly and candidly as possible. The completed forms and the computer data will not be available to the FCHD Practicum Coordinator until after class grades are awarded.

I. INFORMATION ABOUT THE PRACTICUM

		Excellent	Very Good	Good	Fair	Poor	Very Poor
1.	The overall quality of my practicum:	E	VG	G	F	P	VP
2.	Overall effectiveness of FCHD Practicum Coordinator with your practicum experience:	E	VG	G	F	P	VP
3.	The extent to which practicum requirements were clear:	E	VG	G	F	P	VP
4.	Relevance of assignments to practicum experiences:	E	VG	G	F	P	VP
5.	Appropriateness of workload to practicum goal(s):	E	VG	G	F	P	VP
6.	Fairness of practicum grading procedures:	E	VG	G	F	P	VP
7.	The extent to which responsibilities of students were clarified:	E	VG	G	F	P	VP
8.	Helpfulness of the practicum handbook was:	E	VG	G	F	P	VP
9.	The effort I put into ensuring the success of my practicum experience was:	E	VG	G	F	P	VP

II. INFORMATION ABOUT THE PRACTICUM SITE

1.	The extent to which the practicum site supervisor helped learning was:	E	VG	G	F	P	VP
2.	Supervisor's use of supervision time to help student learn about the agency was:	E	VG	G	F	P	VP
3.	The extent to which the agency was prepared to supervise a practicum student was:	E	VG	G	F	P	VP
4.	Opportunity for student to make comments and express opinions was:	E	VG	G	F	P	VP
5.	Opportunity for student to ask questions was:	E	VG	G	F	P	VP
6.	Site Supervisor's availability, if/when needed was:	E	VG	G	F	P	VP

