

FCHD 4980
STUDENT VERSION
UNDERGRADUATE PRACTICUM HANDBOOK

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

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TABLE OF CONTENTS

	Page
INTRODUCTION	4
Definitions of Titles	4
PHILOSOPHY AND OBJECTIVES	4
Philosophy.....	4
Objectives	5
PRACTICUM POLICIES AND PROCEDURES	6
USU FCHD Practicum Coordinator Responsibilities	6
Participating Practicum Site.....	6
Site Supervisor Responsibilities	7
Appropriate Activities for FCHD Practicum Students	8
Activities Not Appropriate For FCHD Practicum Students	9
PRACTICUM REQUIREMENTS AND STUDENT RESPONSIBILITIES.....	9
Application Process.....	9
Background Check	10
Practicum Requirements	11
Statement of Confidentiality	11
Agreement.....	11
Objectives.....	11
Evaluations and Site Visits.....	11
Work Hours.....	12
Grading.....	13
Practicum Written Assignments	13
Second Practicum Experience	13
Professional Conduct	14
WRITTEN ASSIGNMENTS.....	15
Assignment #1	15
Assignment #2	16
NCFR CODE OF ETHICS.....	16
NAEYC CODE OF ETHICAL CONDUCT	17
FREQUENTLY ASKED QUESTIONS	19

PRACTICUM FORMS.....	21
Application.....	22-23
Letters of Recommendation (2)	24-25
Information Sheet for A Second Practicum	26
Statement of Confidentiality.....	27
Practicum Agreement.....	28
Objectives	29
Mid-Practicum Evaluation.....	30-33
Final Evaluation.....	34-36
Preschool or School-aged Mid-Practicum Evaluation	37-39
Preschool or School-aged Final Evaluation	40-42
USU Practicum Evaluation	43-46

INTRODUCTION

The purpose of this handbook is to facilitate and coordinate the practicum experience in Family, Consumer, and Human Development. 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 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 provide 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 offer 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 experience, students are expected to develop the following:

1. The ability to identify, understand, and utilize basic values and attitudes consistent with Family, Consumer, and Human Development professions.
2. An understanding of the scope of 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. The 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 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 them to staff members, and arrange for them 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 them 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 obtain the FCHD 4980 Practicum Handbook and associated materials from the practicum coordinator or advising office. The practicum application (see Forms section) must be turned in and approved by the FCHD Practicum Coordinator before registering for practicum credit.
2. As part of the application process **all** students must complete a background check. The paperwork for the background check is included with the handbook and associated materials indicated above.
3. Practicum application deadlines are listed on the FCHD department website. The deadlines include submitting an application, an unofficial copy of transcripts, and two form letters-of-recommendation to the FCHD Practicum Coordinator and following the outlined process for the background check.
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. It is important for students to notify the FCHD Practicum Coordinator of address, phone, or email changes so the student may be contacted if needed. The University does not automatically forward changes to the department.
6. After locating an appropriate site, the student initiates an interview with the Site Supervisor to arrange a practicum experience. It is recommended that students take their Practicum Agreement to this meeting and have it signed by the Site Supervisor at the time their practicum is arranged. (A few sites may require a referral from the coordinator or additional paperwork. It may be helpful for students to schedule an interview with the practicum coordinator prior to initiating the interview with the selected site supervisor.)

Background Check

As part of the application process, **all** students must complete a background check. **APPLICATIONS WILL NOT BE PROCESSED UNTIL THE BACKGROUND CHECK IS RECEIVED BY THE FCHD DEPARTMENT.**

1. The background check packet is part of the application packet.
2. The student must first complete the top part of the application. All previous names used must be listed, including married and maiden names. Put the following address on the Third Party Waiver where it states "I hereby ask that the criminal history information requested be released and sent to:"
Attn: FCHD Practicum Coordinator
Family, Consumer, and Human Development
Utah State University
2905 Old Main Hill
Logan, UT 84322-2905.
3. Next, the student needs to be fingerprinted. This can be done at any local law enforcement agency. **MAKE SURE THE LAW ENFORCEMENT AGENT DOING THE FINGERPRINTS ALSO SIGNS THE APPLICATION.**
4. Mail the completed application with fingerprints and signed Third Party Release along

with the \$15 processing fee directly to: Utah Bureau of Criminal Identification, 3888 West 5400 South, Taylorsville, UT 84118. In most cases, the FCHD Department will receive the completed background check in about 2 weeks.

Practicum Requirements:

1. **Statement of Confidentiality:** A Statement of Confidentiality (see Forms Section) must be signed by the student and **must be turned in to the FCHD Practicum Coordinator (who will then sign the form) 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 Practicum Coordinator by the due dates listed in the syllabus. A mid-practicum evaluation should take place between the Site Supervisor and the student mid way through the practicum.

A site visit 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 may be arranged.

A final evaluation meeting must be held by the Site Supervisor and the student to

discuss the practicum experience. The final evaluation form must be turned in to the Practicum Coordinator by the student by the first day of finals unless other arrangements have been made with the FCHD Practicum Coordinator.

5. **Work Hours:** The student earns FCHD 4980 credit by working 50 hours of clock time for each semester hour of credit. Use the following table to determine the number of hours that must be worked:

<u>Credit Hours</u>	<u>Clock Hours</u>	<u>Credit Hours</u>	<u>Clock Hours</u>
1	50	7	350
2	100	8	400
3	150	9	450
4	200	10	500
5	250	11	550
6	300	12	600

The completion of practicum hours is monitored by the Site Supervisor and verified at the end of the practicum experience on the final evaluation form.

A minimum of six credits of practicum is required for all FCHD undergraduate students in the Family and Community Services emphasis. Students completing the Human Development emphasis must complete either three or six credits of practicum, depending on their agreement with their major advisor. Students completing the Deaf Education emphasis must complete three credits of practicum. Students may complete practicum over more than one semester. However, a practicum fee will be charged with the student's tuition each semester in which they register for practicum credit to help with administrative costs.

The following rules apply to registration for FCHD 4980 credit:

- A. Students may register for up to 12 credit hours per semester.

- B. Students may register for up to 12 credit hours in one practicum site over one or more semesters.
 - C. Students may register for a total of 12 credit hours of practicum credit.
 - D. Practicum sites that have not been previously approved by the FCHD Practicum Coordinator must be approved prior to registering for FCHD 4980 credit.
 - E. When registering for practicum credit, only one credit will show on the student's registration. It is the student's responsibility to change the credits to the required number of credits either online or in person at the Registration Office.
6. **Grading:** An on-line syllabus with specific due dates is available on the FCHD Department website and Blackboard each semester. Grading is based on points assigned for completing and turning in the Confidentiality Statement, Agreement, Objectives, Written Assignments 1 & 2, Practicum Site Visit, and the Mid and Final Evaluations. A letter grade is assigned based on the percentage of possible points earned by the student for the paperwork that is due each semester as outlined in the syllabus. Late or missing paperwork, failure to communicate with the FCHD Practicum Coordinator about emergencies, and failure to display responsible behavior at the practicum site will impact grades in a negative way. The practicum site experience is the most important part of practicum, so the majority of the points earned will come from that experience. Points awarded for the site will be based on the evaluations (mid. And final) and will reflect the evaluation scores and grade given.
7. **Practicum Written Assignments:** Written assignments 1 & 2 are to assist the practicum student in focusing on certain important aspects of the practicum experience. These assignments are not required for second practicum experiences.
8. **Second Practicum Experience (to fulfill the required practicum credit for the same degree or certification):**
Once the requirements for a first practicum experience have been completed, students may participate in a second practicum experience at a new site without going through the entire application process again. The *Information Sheet for a Second Practicum* (see Forms section) must be turned in to the Practicum Coordinator prior to starting a second practicum.
Requirements for a second practicum (to fulfill the required practicum credit for the same degree or certification) include the Practicum Agreement, Objectives, and Mid and Final Evaluations. No written assignments or site visits are required for a second practicum.

If a student is doing a second practicum to fill a requirement for a second major or an additional certification or as elective credit all of the requirements for a first practicum will apply.

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. Make yourself 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.

WRITTEN ASSIGNMENTS

Assignments should focus on the student's experiences, thoughts, and feelings as they apply their knowledge in a professional setting. Assignments are expected to be neatly typed, double spaced, and proofread. Grading will take into consideration content, grammar, and spelling as well as assignment due dates. There are no length requirements; however, brevity and conciseness are encouraged. Students should focus on evaluating their personal growth experiences within their practicum setting. For more information on due dates, turning in assignments, etc., see the syllabus.

Assignment #1

- A. Placement Experience
1. Where are you completing your practicum?
 2. Describe your placement experience.
 3. How did you feel during the first few days on the job?
 4. What did you discover about yourself as a new employee?
- B. Professional interactions and relationships
1. Describe how you interact with others as a professional.
 2. How is an interaction with a client different from your interaction with a supervisor or a co-worker?
 3. What characteristics do you possess that enhance the development of professional relationships?
 4. Have you encountered problems in your professional interactions and how have you dealt with these problems and what has been the outcome?
- C. Working Under Supervision
1. How does your Practicum Site Supervisor supervise?
 4. Is your supervisor effective? If not, what would be more helpful? If so, what makes your supervisor effective?
 5. What can you do to improve your use of supervisory help?
- D. Ethics
- Review the professional code of ethics listed in this handbook, or obtain a copy of the code of ethics that most fits your practicum setting.
1. Describe the three most important ethical issues which you must deal with in your practicum setting.
 2. How involved should a professional be in a client's life?
 3. How do you know when you are becoming too involved? Should you find yourself becoming too involved, what steps could you take to remedy the situation?

Assignment #2

- A. Most Challenging Experience
1. Describe your most challenging practicum experience or assignment.
 2. What were the issues in this situation as viewed by your client? As viewed by you?
 3. How did you resolve the problem?
 4. What strengths are available from those involved in this situation that can be used in reaching the goals set? What limitations might exist?
- B. Most Meaningful Experience
1. Describe your most meaningful practicum experience or assignment.
 2. What did you learn from your experience?
- C. Evaluation of Practicum Experience
1. Using the objectives you listed on your Objective form, describe which you believe you have achieved and which you have not. Analyze why you

- succeeded or failed.
2. How was your Practicum experience different from what you expected? How could it have been improved? What gaps were there in your classroom preparation for your Practicum experience?
 3. Do you feel you are emotionally capable of entering a helping profession? What personal qualities do you consider as strengths? Which need to be cultivated or strengthened?
 4. Write a concise description of your agency. Include the types of services that are provided and your role during your practicum experience.
- D. Update the resume you completed in Pre-practicum class to include your practicum experience and turn it in as part of your assignment #2.

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

Can I get paid for my practicum?

Yes, but the Practicum Coordinator does not arrange paid practicum experiences. If you would like to get paid for your practicum, you will need to find a job that you can use for a practicum. However, in some cases it might be in your best interest to choose a site you would like to get paid for in the future rather than a site you can get paid for in the present, because many of the best sites are volunteer but could lead to a better job in the future.

Do I have to stay in Cache Valley to do my practicum?

No. Students have completed practicum experiences all over the world. However, students who are leaving the area will need to find their own sites and then have them approved by the FCHD Practicum Coordinator.

Does my Site Supervisor need to have any special training?

There are no specific educational requirements supervisors must have before serving as a supervisor. 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 supervisor's qualifications, please contact the FCHD Practicum Coordinator.

Do I need to register for Practicum credit?

Yes. Practicum credits must be registered for and paid for just like a regular class. Students may register from one to 12 credits per semester. In addition, students will be charged a practicum fee each time they register for practicum. This fee cannot be waived. The fee helps cover the expenses involved with facilitating the practicum experience.

Can I spread my practicum over more than one site?

Yes, students can use more than one practicum site. However, students are encouraged to spend more time in one site getting an in-depth experience instead of spending less time in many different practicum sites getting broader experiences. This seems to be the preferences of most agencies as well, since they want to spend time training students and then give the student increasingly greater responsibilities. Some of the best opportunities are in sites that require students to stay over two semesters where students learn to work as part of the staff.

What if I can't get all of my hours in at one site because they don't have enough for me to do?

Most sites have no problem giving students the hours they need since they are grateful for the extra help. However, sometimes there may not seem to be enough to do. Students can volunteer to do special projects, such as making flyers or brochures, conducting an in service training, or asking for recommendations for special readings. If your supervisor needs help thinking of things for you to do, don't hesitate to give suggestions of things you are willing to do. In a few cases the hours are just not available for the student at their practicum site. In this case, you should consult with the FCHD Practicum Coordinator about other opportunities to complete hours.

What if I decide I don't like my site?

Sometimes students learn that they really don't want to do what they thought they would enjoy doing. This doesn't mean that your practicum is a failure—it means that you learned something very important before you got into a paid position that you would not like. In some cases, it is possible to change sites to one the student would enjoy more. Talk to the FCHD Practicum Coordinator if you find yourself in this position. Sometimes just talking to your Site Supervisor about concerns you have can help immensely with how much you like your practicum site.

I'm really busy. What if I just don't have the time or energy to go to my practicum site when I agreed to be there?

The most destructive thing a student can do is quit going to their practicum or not show up for scheduled time without contacting their supervisor. This not only affects whether or not an agency is willing to supervise future practicum students, it affects your professional future as your supervisor sees you as non-committed and not dependable. As a practicum student, you not only represent yourself, but the FCHD Department and USU as well. Also, you represent the agency while you are working hours there. 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. This might mean a student has to rearrange their schedule so they can be at their practicum site. If you quit going without contacting your Site Supervisor and FCHD Practicum Coordinator, you may find yourself in a position where you will not be allowed to finish your practicum at your site or you may not be referred to another site. This can negatively influence your practicum grade.

Do I have to complete my practicum during the semester for which I applied?

No. Once you have been approved, you can change to a more convenient semester without reapplying.

PRACTICUM FORMS

FCHD 4980 PRACTICUM APPLICATION
DEPARTMENT OF FAMILY, CONSUMER, & HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY

NAME: _____ Emphasis: _____

LOCAL ADDRESS: _____

PHONE: _____ E-MAIL: _____

PERMANENT ADDRESS: _____

PERMANENT PHONE: _____ A# NUMBER: _____

EDUCATION: (List most recent first)

COLLEGES ATTENDED	DATES	DEGREE/MAJOR	G.P.A.

WORK EXPERIENCE: (List most recent first)

AGENCY	LOCATION	DATE	DUTIES & RESPONSIBILITIES

HONORS OR AWARDS: _____

PREVIOUS VOLUNTEER EXPERIENCE: _____

SECOND LANGUAGE: _____

LIST ANY LIMITATIONS THAT MAY RESTRICT YOUR WORKING ENVIRONMENT:

CURRENT STATUS:

1. What is/are your career objective(s)? _____

2. What type of practicum site are you interested in? _____

3. If you are planning to use your job as your practicum, or have already arranged your site, please list your site and your site supervisor:

4. List any other FCHD courses you are **not currently enrolled in** but plan to complete prior to beginning your practicum.

Semester/Year: _____ Planned FCHD courses: _____

Semester/Year: _____ Planned FCHD courses: _____

5. Date Background Check was submitted: _____

SEMESTER/S YOU PLAN TO REGISTER FOR YOUR FCHD 4980 PRACTICUM:

Semester/ Year:	Number of Practicum Credits:
_____	_____
_____	_____

Student Signature

Date

Two letters-of-recommendation (see Forms section) should be completed by two character, professional, or academic references. The letters should be sealed in an envelope with that reference's signature across the seal. The envelopes should then be attached to this application and returned with **an unofficial transcript to:**

**FCHD Practicum Coordinator
Department of Family, Consumer, & Human Development
FL 217 or FL 205
Utah State University
Logan, UT 84322-2905**

**LETTER OF RECOMMENDATION
UNDERGRADUATE PRACTICUM
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT
UTAH STATE UNIVERSITY**

Please return this letter to the applicant listed below in a sealed envelope with your signature across the seal.

Name of applicant: _____

Last

First

Middle

When did you first become acquainted with this applicant? _____

How did you become acquainted with this applicant?

_____ Advisor _____ Class/es (list) _____

_____ Employer _____ Research Project

_____ Special Project _____ Volunteer

_____ Other (explain) _____

Are you aware for any reason this applicant should not be allowed to participate in a professional practicum experience?

No

Yes (explain)

Comments: _____

Signature and Title

Date

Organization

**INFORMATION SHEET FOR A SECOND PRACTICUM
UTAH STATE UNIVERSITY
DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT**

NAME: _____

CURRENT ADDRESS: _____

PHONE: _____ E-MAIL: _____

PERMANENT ADDRESS: _____

PERMANENT PHONE: _____ STUDENT NUMBER: _____

PREVIOUS PRACTICUM SITE/S: _____

SECOND PRACTICUM SITE: _____

PRACTICUM SITE SUPERVISOR: _____

SEMESTER AND YEAR OF PLANNED SECOND PRACTICUM EXPERIENCE:

Semester/Year	Number of Credits
_____	_____
_____	_____

Student Signature

Date

**Return this application to:
FCHD Practicum Coordinator
Department of Family, Consumer, and Human Development
Utah State University
Logan, UT 84322-2905**

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:

<u>Professional Integrity</u>	
7. Respects confidential information and maintains confidentiality.	_____
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 and demonstrates unconditional positive regard. _____
- 18. Shows awareness of clients' need for understanding. _____
- 19. Shows awareness of clients' need to make their own choices concerning their own lives. _____
- 20. Avoids becoming over-involved with clients. _____

Comments:

Service to Clients

- 21. Ability to work with clients to identify needs. _____
- 22. Ability to work with clients to plan interventions based on client needs. _____
- 23. Follows through and assists client in 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:

<u>Professional Integrity</u>	
7. Respects confidential information and maintains confidentiality.	_____
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:

<u>Ability to Form Relationships</u>	
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 and demonstrates unconditional positive regard.

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 work with clients identify needs.

22. Ability to work with clients to plan interventions based on client needs.

23. Follows through and assists clients in 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:

<u>Ability to Work With Children</u>	
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

Practicum Site Related Performance

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 as 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.

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

