

CALENDAR DESCRIPTION

Supervised practicum experience in a variety of agencies or services. Interested students are encouraged to discuss this option with their faculty advisor. Placements are arranged on an individual basis subject to the requirements of students' programs of study and must be negotiated with faculty in advance of registration.

COURSE OBJECTIVES

On completion of this course, successful students will:

1. Demonstrate skills in establishing and fulfilling learning and performance contracts in a professional setting.
2. Demonstrate an understanding of the role of the organization in the lives of the students/clients attending its programs.
3. Plan, implement and evaluate intervention and/or support strategies as directed by the practicum supervisor to meet the needs of individuals and/or groups.
4. Demonstrate the ability to use information obtained from observations or recorded information about or from clients according to the organization's procedures.
5. Work effectively and respectfully with clients and/or volunteers, and convey an understanding of individual differences and needs.
6. Work effectively in a team with practicum supervisors and agency/organization staff.
7. Demonstrate skills in reflective practice focusing on the relationship between theoretical and applied knowledge and on personal interactions and self-knowledge.

COURSE FORMAT

Practicum Placement: 14 hours per week

Students are expected to participate fully in the activities of the organization. Student schedules are arranged between the student and the practicum supervisor, completing 16 hours a week for 12 weeks. Students must be available for the entire semester and are not permitted to take vacation or time off except for compassionate reasons as discussed with their course instructor and practicum supervisor prior to the absence. Students are to notify their course instructor of any absences or time missed in their placement. Students are expected to make up any time missed due to illness or other interruptions of hours. Missing more than 12 hours in the semester can result in course failure. Missing 7 to 12 hours will affect the grade assigned for the practicum, as the student will not have met course expectations.

COURSE EVALUATION

- A. Practicum Evaluation – 75%
 - Midterm & final evaluations
- B. Learning Activities – 25%
 - Administrative responsibilities (5%) – Student Practicum Plan; Learning Goals
 - Culminating assignment (20%)

RESPONSIBILITIES OF THE PRACTICUM SUPERVISOR

The practicum supervisor provides on-site supervision for the student and is vital to the success of the placement. The practicum supervisor also supports student learning and provides feedback to the student to enhance skill development. Supervisor responsibilities include the following:

- Meet regularly with a student to discuss progress and answer questions.
- Outline specific tasks/activities for which the student will be responsible.
- Provide feedback on written assignments related to the position, program plans, and implementation of programming.
- Orient the student to the organization, specifically outlining policies, procedures and all other relevant information.
- Go over student practicum plan, learning goals, and other documentation the student submits to the course instructor.
- Conduct midterm and final evaluations.
- Communicate any serious concerns to the course instructor.

STUDENT RESPONSIBILITIES

The onus is on the student to ensure that all required tasks and assignments are completed in consultation with their supervisor and submitted to the course instructor. Responsibilities include: Develop a practicum plan consisting of hours of attendance, expectations of student conduct, on-going responsibilities, weekly planning requirements, and any special projects to be undertaken.

- Complete the Student Practicum Plan form in collaboration with supervisor.
- Develop learning goals and discuss the evaluation process with supervisor.
- Plan, implement and evaluate activities for or intentional interactions with individuals and/or small groups. These may be formal or informal based on the organization context.
- Attend regular meetings with supervisor in order to monitor and amend activities as needed and discuss progress toward goals and any upcoming responsibilities.
- Ensure completion of the midterm and final evaluations and submit to course instructor.
- Attend final meeting with course instructor to discuss goal achievement and final evaluation.

RESPONSIBILITIES OF THE COURSE INSTRUCTOR

The course instructor provides support and direction to both the student and the practicum supervisor. Responsibilities include:

- Provide the practicum course expectations document and all needed forms.
- Provide resources, feedback and guidance to practicum supervisor and student as needed.
- Act as a liaison between practicum supervisor and student when necessary.
- Grade submitted assignment with input from practicum supervisor.
- Determine midterm/final grades in consultation with student and practicum supervisor through evaluation of written work, and one-to-one final meeting with student.

STUDENT PRACTICUM PLAN

The Student Practicum Plan is created by the student in collaboration with the practicum supervisor and is recorded online by the 2nd week of the semester. This plan is available in Appendix A and includes the dates and times the student will attend the practicum, regular supervision times, a list of ongoing responsibilities, weekly planning requirements as well as any projects to be undertaken.

LEARNING GOALS

Students are to articulate three learning goals or objectives. Learning goals will be recorded on the learning goal form (Appendix B) and discussed with the practicum supervisor. This 'goal statement' forms the basis of a learning contract and will be discussed at the midterm and final evaluations. Over the course of the semester students will document their progress toward these goals. It is understood that goals may change and evolve over through the semester.

CULMINATING ASSIGNMENT

Students will submit one culminating assignment for the written evaluation component of the course grade. This assignment is flexible and will be determined through discussion with the course instructor and practicum supervisor; it is anticipated and encouraged that this assignment be one that meets both the needs of the practicum placement and the culminating assignment. The format of this assignment is flexible and can be a written paper, presentation, or other creative formats.

PRACTICUM EVALUATION

Students receive a formal evaluation at two points in the course, at the midterm and in the final week of the practicum. The evaluation form (Appendix C) is to be completed by the practicum supervisor in collaboration with the student. The practicum supervisor will provide a rating on the individual scales as well as comments. Once completed, the student will take the written evaluation to a meeting with the course instructor for further discussion. The course instructor will assign a grade in consultation with the student. A letter grade is given at midterm. This evaluation process is intended to provide both the practicum supervisor and student with an opportunity to reflect on the progress of the student. The midterm evaluation provides the student with an understanding of her/his strengths and areas for growth. It is important for feedback to be concrete and specific. If expectations are not being met, a special meeting will be arranged between the supervisor, student and course instructor.

EVALUATION STANDARDS FOR PRACTICUM COURSE

Providing feedback is a sensitive area for most students and supervisors. Typically students feel vulnerable in a new situation and practicum supervisors want to support and encourage students. Students can sometimes misconstrue feedback as an evaluation of who they are rather than as feedback of how they are performing tasks. There is a temptation by supervisors to want to respond to this by giving students an exceptional evaluation or 'exceeds expectations' as a way to reassure the student. While this is understandable, it can result in inaccurate feedback. It can also be difficult for practicum

supervisors to know what to expect from students. The tendency may be to inflate the student evaluation. For this reason, the course instructor will review all feedback from the practicum supervisor and student and will then determine the final grade. See Appendix D for the evaluation standards. Students are responsible for providing their supervisor with the evaluations standards document and the evaluations forms.

Please note, in order for a student to obtain the same score at the final evaluation as she/he did at midterm, there must be an improvement in performance. It is expected that students will receive lower evaluation at the midterm than at the final evaluation. A student whose performance in the placement is judged as unsatisfactory or a student who is asked to leave placement early because of unethical performance will not be granted a passing grade.

REFLECTIVE WRITING

Students are encouraged to make practicum notes (learning journal entries) every time they are at their placement. In their practicum notes, students write about what they notice about the context, group dynamics, observations of the people they interact with, as well as their own reactions, thoughts and feelings; this is also a place where students can reflect on their progress towards achieving their learning goals. Students are to use non-identifying information when writing about others in order to preserve confidentiality and anonymity. The student is the only person to have access to practicum notes.

APPENDIX A – STUDENT PRACTICUM PLAN

This Student Practicum Plan is created by the student in collaboration with the practicum supervisor. This plan includes the dates and times the student will attend the practicum, regular supervision times, a brief list of ongoing (or expected) responsibilities, weekly planning requirements as well as any projects to be undertaken.

Student Name: _____

Student ID Number: _____

Student Email: _____

Practicum Location: _____

Supervisor Name(s): _____

Supervisor Email: _____

Supervisor Phone: _____

Days/time of the week in placement:

Supervision arrangements (e.g., informal meeting on Tuesday from 9-9:30am):

Ongoing or expected responsibilities (including any projects to be undertaken, and/or planning requirements):

Other pertinent information:

APPENDIX B – LEARNING GOALS

These learning goals are created by the student in collaboration with the practicum supervisor. Students are to articulate three learning goals or objectives. These goals form the basis of a learning contract and will be discussed at the midterm and final evaluations. Over the course of the semester students will document their progress toward these goals. It is understood that goals may change and evolve over through the semester.

Student Name: _____

Supervisor Name(s): _____

Learning Goal #1

Goal statement:

Identify success criteria (i.e., describing what success will look like) & steps towards attaining goal:

Learning Goal #2

Goal statement:

Identify success criteria (i.e., describing what success will look like) & steps towards attaining goal:

Learning Goal #3

Goal statement:

Identify success criteria (i.e., describing what success will look like) & steps towards attaining goal:

APPENDIX C – PRACTICUM EVALUATION FORM

Student Name: _____

Date: _____

Supervisor Name(s): _____

Midterm

Practicum Location: _____

Final

| | Exceeds Expectations | Meets Expectations | Below Expectations | Unable to Evaluate |
|--|-------------------------|-----------------------|-----------------------|-----------------------|
| Professional Practice: | | | | |
| Arrives on time; gives notice of unavoidable absences | | | | |
| Meets the course requirements of attending placement for at least 16 hours per week | | | | |
| Presents an agency appropriate appearance and demeanour | | | | |
| Maintains required records according to agency procedures | | | | |
| Works cooperatively during activities | | | | |
| Comments: | | | | |
| | | | | |
| Application of Knowledge: | | | | |
| Considers appropriate theories and strategies | | | | |
| Searches out information needed for activities in placement | | | | |
| Demonstrates an understanding of contextual issues and how they influence the client/student | | | | |
| Demonstrates knowledge of sound ethical principles and puts those principles into action | | | | |
| Comments: | | | | |
| | | | | |
| Communication: | | | | |
| Communicates clearly and comfortably with supervisor | | | | |
| Communicates appropriately with other organization staff | | | | |
| Communicates appropriately with clients | | | | |
| Comments: | | | | |
| | | | | |

FRAN*6260 – Practicum in Family Relations and Human Development

| | Exceeds Expectations | Meets Expectations | Below Expectations | Unable to Evaluate |
|--|-------------------------|-----------------------|-----------------------|-----------------------|
| Task Management: | | | | |
| Shows independence and creativity in initiating and completing activities | | | | |
| Manages time appropriately to complete the objectives in an orderly way | | | | |
| Demonstrates flexibility in responding to situations as they arise | | | | |
| Seeks and uses supervision appropriately and responds well to guidance | | | | |
| Comments: | | | | |
| | | | | |
| Overall Performance: | | | | |
| Demonstrates capacity as an independent adult learner in the practicum setting | | | | |
| Demonstrates interest in, and capacity for self-evaluation | | | | |
| Student demonstrates a growing level of confidence in her/his abilities | | | | |
| Comments: | | | | |
| | | | | |
| Narrative Evaluation: | | | | |
| <i>The time taken to provide thoughtful comments is greatly appreciated.</i> | | | | |
| 1. How has the student progressed towards her/his learning goals? | | | | |
| | | | | |

Narrative Evaluation (continued):

2. What are the areas of strength and/or professional competence demonstrated by the student?

3. What might the student continue to work on or strengthen for the remainder of the placement and in future placements or work settings?

4. Please use this space to record any additional comments.

APPENDIX D – EVALUATION STANDARDS FOR PRACTICUM COURSE

What follows is an articulation of the evaluation standards for the practicum, which is based on the University of Guelph Grading Procedures. Please note, in order for a student to obtain the same score at the final evaluation as she/he did at midterm, there must be an **improvement** in performance. It is expected that students will receive lower evaluation at the midterm than at the final evaluation. *A student whose performance in the placement is judged as unsatisfactory or a student who is asked to leave placement early because of unethical performance will not be granted a passing grade.*

Exceeds Expectations: Student performs beyond what one would expect at this level and consistently demonstrates:

- evidence of a personal philosophy in working with professionals, individuals and/or families;
- a clear understanding of and consistent ability to perform duties;
- a high degree of initiative and responsibility; goes beyond the expected tasks for course requirements showing creativity and originality in thought and action;
- a superior ability to integrate ideas and a consistent ability to analyze causes and solutions by considering the complexities of the individual and family's social context within the mandate of the site; goes beyond available information;
- an exceptional ability to seek out and incorporate feedback;
- consistently reflects on personal and professional responses to strengthen professional practice; and
- mature understanding of strengths and growth areas.

Practicum instructor and course instructor feel that the student strove to extend the placement experience and to challenge development (seeking responsibilities at every opportunity; showing initiative and autonomy; contributing in a meaningful way to the placement setting - e.g., involvement in activities which promote a sense of community within the setting).

Meets Expectations: Student performs at a level one would expect of at this point in the practicum and consistently demonstrates:

- a clear understanding of the relevant issues and familiarity with the relevant literature, theories and techniques;
- applies a range of strategies and techniques to practical situations, showing adaptation and consistent consideration of individual differences;
- an understanding of and ability to reliably perform the duties by adapting theories and strategies to the specific context;
- the ability to take on some challenges and completes most tasks independently or in a team;
- somewhat limited involvement in agency/school-wide activities;
- the ability to analyze, integrate and evaluate the development of adults and families;
- openness to feedback;
- collaborates with co-workers, sharing ideas, knowledge and experiences;
- awareness of differing points of view; and
- an ability to **reflect** on personal and professional responses to strengthen professional practice.

FRAN*6260 – Practicum in Family Relations and Human Development

Practicum supervisor and/or course instructor feel that the student made appropriate use of the placement experience and have confidence that the student will develop awareness of, skills for and ability to serve as a professional with more experience.

Falls Below Expectations: Student performs below what one would expect of a student at this level.

Student demonstrates:

- an adequate understanding of the relevant issues and acceptable familiarity with the relevant literature, theories and techniques;
- applies a limited range of strategies to practical situations; usually considers individual differences;
- a requirement for a considerable amount of support/supervision to complete course requirements;
- ability to complete tasks independently is limited;
- inconsistent ability to evaluate the development of individuals;
- inconsistent consideration of differing points of view and social contexts in evaluating the development of individuals and families;
- some difficulty in accepting feedback, though able to reflect on personal and professional responses to improve practice **with direction**; and
- unrealistic goals/expectations or **unable to use goals as a focus** to strengthen professional practice.

Practicum supervisor and course instructor agree that, while some progress may have been made over the course of the placement, there remains a need for considerable improvement.

Fail: Student fails to meet expectations and demonstrates:

- little progress in improving professional practices, despite regular feedback and direction/support;
- infrequently reflects critically on the perspectives of others, causes and solutions or personal/professional development;
- OR constant need of support/direction;
- OR placement expectations incomplete;
- OR acted in an unethical manner.

Practicum supervisor and the course instructor agree that, little or no progress was made over the course of the placement, student would benefit from repeating the course with remediation.