

**FCHD 4970**

**SITE SUPERVISOR VERSION**

**GERONTOLOGY CERTIFICATION**

**PRACTICUM HANDBOOK**

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## INTRODUCTION

This handbook has been developed to facilitate and coordinate the Gerontology Practicum through the Department of Family, Consumer, and Human Development (FCHD 4970). The handbook should be utilized as a reference for understanding the perspective and scope of the certification process.

## GERONTOLOGY PRACTICUM

### Definition of Titles

The Practicum Student is an undergraduate student from any major enrolled in the Gerontology Certificate Program who is temporarily placed in a professional role within an agency or placement setting.

The Practicum Site is an agency that provides gerontology services to families and/or individuals.

The Practicum Site Supervisor is the professional placement or agency representative who supervises and evaluates the Practicum Student during the practicum experience.

The Practicum Coordinator coordinates the practicum experience between the student, the participating agency, and the University.

The Gerontology Certificate Coordinator is the Utah State University faculty member who directs the Gerontology Certification Program.

### Philosophy

The purpose of the Gerontology Practicum is to assist students in the integration of their major field of study with the field of gerontology. Within a supervised professional setting, the practicum experience offers gerontology students a chance to demonstrate and apply knowledge, skills, and personal qualities. This valuable experience can be a practical method for determining a student's readiness for a career in Gerontology.

## **Practicum Objectives**

At the completion of the Gerontology Practicum, the student is expected to have developed the following:

1. A beginning identification with basic values and attitudes consistent with professions within the field of Gerontology.
2. An understanding of the scope of professions within the field of Gerontology, including the physical effects of aging on the individual and the impact of social systems, (agency, hospital, institution, and community etc.), on aging citizens.
3. An awareness of the impact of social problems such as poverty, mental illness, crime, family breakdown, etc., upon aging individuals and their families.
4. An understanding of the various programs and services available to help aging clients find the agency best suited to help with their needs.
5. An ability to assess the effectiveness of social systems in the delivery of services to aging clients.
6. An understanding of the "team" approach to providing services, including a familiarity with professionals and other individuals important to the client or family who would be part of the team.
7. An ability to function professionally within their area of expertise.
8. Interpersonal skills that are 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, groups and communities.

## **PRACTICUM POLICIES AND PROCEDURES**

The following guidelines have been prepared to outline general and specific expectations and responsibilities of the University, the participating agency or placement setting, and the student.

### **University Responsibilities**

#### Gerontology Certificate Coordinator

1. Examine student transcripts and gerontology practicum application in order to determine whether or not the student has completed the necessary requirements for placement.
2. Meet with the student to determine readiness for practicum placement and sign the student's practicum application prior to its submission to the Practicum Coordinator.
3. Notify the practicum coordinator that the student is eligible to enroll into the Gerontology Practicum class.

#### Practicum Coordinator

1. Work with the Gerontology Certificate Coordinator 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. Develop policies and guidelines for practicum experiences in cooperation with the Certificate Coordinator, faculty, practicum sites, and students.
4. Assist the student in formalizing the Practicum Agreement between the student and practicum site.
5. Provide access to an on-line syllabus with due dates and grading information for the semester in which the student is completing their practicum experience. The FCHD website is located at <http://www.usu.edu/fchd/> where the student can find the practicum syllabus by going to "course & student resources" then under "courses" and selecting FCHD 4970 syllabus. (If you are doing a future practicum then wait until the updated version is available.)

6. Grade student assignments, assign points for required paperwork, and assign a final grade at the end of the practicum.

### **Practicum Site Responsibilities**

#### Practicum Site Supervisor

1. Interview the student to determine whether the student's needs and career objectives correspond with those of the practicum site.
2. Orient the student to the practicum site by explaining its historical development, purposes, goals, services rendered, eligibility requirements, area served, administrative structure, methods of recording, etc. A special attempt should be made to help the student become aware of 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 work space and other practical necessities that may be involved in completing work assignments.
5. Assist the student in defining and establishing behavioral learning 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 depth of experience.
7. Make the student aware of referral sources within the community and introduce them to professionals outside the immediate practicum site when referral or a team approach is indicated.
8. Schedule regular supervision time with the student where an ongoing evaluation of the student's performance is shared.
9. Inform the student and the 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 the student) 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 Gerontology Practicum Students

Since Gerontology students come from a variety of majors, appropriate activities should fall within the scope of the student's education and professional training. In most cases, Gerontology students may participate in the following types of supervised practicum experiences:

1. Intake interviews.
2. Attend and assist with therapeutic and support groups.
3. Developing and teaching community education classes focused on aging-related topics.
4. Observing and interacting with older individuals and their families.
5. Learning the day-to-day practicum site management routines.
6. Supervised case management.
7. Assisting with family problem-solving in a community setting.
8. Participation in the assessment, planning, and implementation of programs to assist the older adults.
9. Observing and participating in practicum site staff meetings, community planning meetings, and interagency meetings.
10. Participating in special training sessions.
11. Completing relevant readings suggested by the Practicum Site Supervisor.
12. Working on special projects such as making brochures, posters, or bulletin boards to facilitate the services provided by the practicum site.
13. Research related to the field of gerontology.
14. Other activities related to the field of gerontology within the student's major field of study.



## Student Responsibilities

### Practicum Student will:

1. Notify the Practicum Coordinator and site supervisor of name, telephone number, and address changes.
2. Complete and pass a BCI background check.
3. Submit all practicum application materials to the practicum coordinator and Gerontology Certificate Coordinator and be approved for practicum participation.
4. Complete all assignments listed in the Practicum Requirements section of this handbook and turn them in by the due dates.
5. Prepare for regularly scheduled supervision sessions with the Practicum Site Supervisor. This includes the coordination of the mid-practicum site interview which should include the Practicum Coordinator, the Practicum Site Supervisor, and the student.
6. Understand the philosophy and method of operation and comply with the rules of practice within the practicum setting.
7. Complete and document a total of 150 hours in the practicum site.
8. Maintain a professional appearance and exhibit dependability and promptness in all dealings at the practicum site.
9. Give advance notice to the Practicum Site Supervisor and make up the time on another day if it is necessary to miss time in the agency.
10. Take the initiative to interact with co-workers and to draw from their experience, being aware that much learning is acquired from informal contacts.
11. Be available for staff meetings and other professional opportunities when possible.
12. Notify the Practicum Coordinator immediately should any problem arise which may affect the successful completion of the practicum experience.
13. Be familiar with and adhere to professional values and ethics of the Gerontological Society of America.

### **Gerontological Society of America (GSA) Ethics Statement**

“This ethics statement applies but is not limited to our relations with research subjects, colleagues, students, employees and society at large as we carry out our aging related work.” Adopted by Society's Council July 13, 2002

1. To those we study we owe disclosure of our research goals, methods, and sponsorship. The participation of people in our research activities shall only be on a voluntary basis and only on research projects approved by an appropriate institutional review board. We shall provide a means through our research activities and in subsequent publications and reports to maintain the confidentiality of those we study. The people we study and their proxies must be made aware of the likely limits of confidentiality and must not be promised a greater degree of confidentiality than can be realistically expected under current legal circumstances in our respective nations. We shall, within the limits of our knowledge, disclose any significant risks or limits of possible benefits to those we study.
2. To the individuals, families and communities ultimately affected by our activities we owe our respect for their dignity, integrity, and worth. We will avoid taking or recommending action on behalf of a sponsor which is harmful to individuals and groups we study and/or serve.
3. To our colleagues we have the responsibility to avoid engaging in actions that impede their reasonable professional activities. Among other things, this means that while respecting the needs, responsibilities, and legitimate proprietary interests of our sponsors we should not impede the flow of information about research outcomes and professional practice techniques. We shall accurately attribute the contributions of colleagues in our work. We shall not condone falsification or distortion by others. We shall not prejudice communities or agencies against a colleague for reasons of personal gain.
4. To our students, interns, and trainees, we owe nondiscriminatory access to education and training. We shall provide education and training that is informed, accurate, and relevant to the needs of our students and relevant to the needs of the larger society. We recognize the need to responsibly advise and mentor our students and to conscientiously supervise their academic and professional development. We have an obligation to inform students of their ethical responsibilities. We recognize the need for continuing education in order to improve and expand our skills and knowledge in substantive and pedagogical areas. Student contributions to

our professional activities, including research and publication will be appropriately recognized.

5. To our employers and other sponsors we owe accurate reporting of our qualifications and competent, efficient, and timely performance of the work we undertake for them. We shall establish a clear understanding with each employer or other sponsor regarding the scope of our expertise and the nature of our professional responsibilities. We shall report our research, teaching and service activities accurately. We will prevent distortion or suppression of research results or policy recommendations by concerned agencies.
6. To society as a whole we owe the benefit of our knowledge and understanding of Biological, Cultural, Social, and Psychological Aspects of Aging. We should communicate our understanding of human aging to the society at large.

“Gerontological research, teaching and practice pose choices for which we individually and collectively bear ethical responsibility. Since gerontologists are members of a variety of professional groups and subject to a variety of ethical codes, choices must sometimes be made not only among the varied obligations outlined in this statement but also between those of this statement and those incurred in other statuses or roles. This statement does not dictate choice or propose sanctions. Rather, it is designed to promote discussion and provide general guidelines for ethically responsible decisions.”

(Gerontology Society of America (2002). *Gerontology Society of America Ethics Statement*, Accessed at <http://www.geron.org/ethics.htm>, October 23, 2007.)

### **Practicum Requirements**

**The student is expected to take the initiative in arranging the practicum site, the mid-practicum interview, turning in all assignments and evaluations on time, and notifying the practicum coordinator about any problems which may affect any aspect of the practicum experience.**

1. **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 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.
2. **Statement of Confidentiality:** A Statement of Confidentiality (see Forms Section) must be signed by the student and **must be turned in to the 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.
3. **Agreement:** The Agreement (see Forms section) must be signed by the student and the Site Supervisor then turned in to the Practicum Coordinator who will then sign it. This is due the first week of the semester in which the student's practicum begins.
4. **Objectives:** The student should write three 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 Gerontology 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.

5. **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 last day of finals unless other arrangements have been made with the Practicum Coordinator.

The Gerontology Practicum Evaluation form (See Forms Section) should be filled out by the student at the conclusion of their practicum and turned in to the Gerontology Practicum Coordinator by the last day of finals.

6. **Work Hours:** The student earns FCHD 4970 credit by working fifty hours of clock time for each semester hour of credit, or a total of 150 hours of clock time for three FCHD 4970 credits. The completion of practicum hours is monitored by the Practicum Site Supervisor and verified on the final evaluation form.
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.

## **Practicum Forms**

**FCHD 4970 STUDENT STATEMENT OF CONFIDENTIALITY**

As a student participating in the Gerontology Practicum administered by the Department of Family, Consumer, and Human Development at Utah State University in Logan, Utah, I, \_\_\_\_\_, understand that I am representing the Family, Consumer, and Human Development Department while placed in a practicum setting to fulfill the requirements for the FCHD 4970 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 at the practicum site where I am placed.

Student \_\_\_\_\_ Date \_\_\_\_\_

Practicum Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**FCHD 4970 GERONTOLOGY 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 with  
(Practicum Site Supervisor)

\_\_\_\_\_ as a \_\_\_\_\_ .  
(Practicum Site) (Position)

The Practicum hours will be completed during \_\_\_\_\_ Semester.

The points of agreement as outlined in the Practicum Handbook specify the roles and expectations of the student, the Practicum Site Supervisor, and the Practicum Coordinator.

The specified roles and expectations serve as the tenets of this document.

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

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Coordinator

\_\_\_\_\_  
Date





3.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Site Supervisor

\_\_\_\_\_  
Date

**FCHD 4970 GERONTOLOGY MID-PRACTICUM EVALUATION**  
**DEPARTMENT OF FAMILY, CONSUMER, AND HUMAN DEVELOPMENT**  
**UTAH STATE UNIVERSITY**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

AGENCY \_\_\_\_\_

EVALUATOR \_\_\_\_\_ TITLE \_\_\_\_\_

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:

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:

#### Human Relation 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. \_\_\_\_\_

Comments:

#### Service to Clients

19. Ability to identify client aging-related needs. \_\_\_\_\_

20. Ability to plan interventions based on client needs. \_\_\_\_\_

21. Follows through on implementing plans. \_\_\_\_\_

22. Uses evaluative feedback appropriately. \_\_\_\_\_

23. Opportunities to relate to:

Clients individually     yes     no

Clients in groups         yes     no

Comments:

#### Collaboration and Supervision

24. Uses practicum site staff as resources. \_\_\_\_\_

25. Identifies and utilizes community resources. \_\_\_\_\_

26. Communicates openly with supervisor/s. \_\_\_\_\_

Comments:

Personal Growth and Development

27. Acknowledges and uses feedback about self. \_\_\_\_\_
28. Displays flexibility and adaptability to change. \_\_\_\_\_
29. Seeks out and assumes responsibility \_\_\_\_\_
30. Displays self-motivation. \_\_\_\_\_
31. Willing to seek additional information when needed. \_\_\_\_\_
32. Uses self-evaluation as basis for personal growth. \_\_\_\_\_
33. Demonstrates a knowledge of the aging process its effects on the individual. \_\_\_\_\_
34. Understands the impact of various processes (i.e. health, family interactions, social systems, etc.) on the aging individual. \_\_\_\_\_

Comments:

---

Student

---

Date

---

Practicum Site Supervisor

---

Date

**FCHD 4970 GERONTOLOGY FINAL PRACTICUM EVALUATION**  
**Department of Family, Consumer, and Human Development**  
**Utah State University**

STUDENT \_\_\_\_\_ EVALUATOR \_\_\_\_\_  
 AGENCY \_\_\_\_\_ SEMESTER/S \_\_\_\_\_  
 TITLE OF 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:

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:

Human Relation 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. \_\_\_\_\_

Comments:

Service to Clients

19. Ability to identify client aging-related needs. \_\_\_\_\_
20. Ability to plan interventions based on client needs. \_\_\_\_\_
21. Follows through on implementing plans. \_\_\_\_\_
22. Uses evaluative feedback appropriately. \_\_\_\_\_
23. Opportunities to relate to:
- Clients individually    \_\_\_\_\_ yes    \_\_\_\_\_ no
- Clients in groups        \_\_\_\_\_ yes    \_\_\_\_\_ no

Comments:

Collaboration and Supervision

24. Uses practicum site staff as resources. \_\_\_\_\_
25. Identifies and utilizes community resources. \_\_\_\_\_
26. Communicates openly with supervisor/s. \_\_\_\_\_

Comments:

Personal Growth and Development

27. Acknowledges and uses feedback about self. \_\_\_\_\_
28. Displays flexibility and adaptability to change. \_\_\_\_\_
29. Seeks out and assumes responsibility \_\_\_\_\_
30. Displays self-motivation. \_\_\_\_\_
31. Willing to seek additional information when needed. \_\_\_\_\_
32. Uses self-evaluation as basis for personal growth. \_\_\_\_\_
33. Demonstrates a knowledge of the aging process its effects on the individual. \_\_\_\_\_
34. Understands the impact of various processes (i.e. health, family interactions, social systems, etc.) on the aging individual. \_\_\_\_\_

Comments:

35. Practicum Site Supervisor Comments: Specify student's strengths and areas which may be improved:
36. Practicum Student Comments: Specify aspects of practicum that were most helpful and aspects that might be modified to be more helpful.

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

Recommended Final Grade: A      B      C      D      F

Number of hours completed under my supervision: \_\_\_\_\_

\_\_\_\_\_  
Practicum Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date



## Utah State University FCHD 4970 Gerontology Practicum Evaluation

To be filled out by the student at the end of their practicum and returned to FL 205.

PRACTICUM SITE: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

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 practicum coordinator until after class grades are awarded. Turn in the completed form to FL 205 by the last day of finals.

### 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. The overall effectiveness of USU Gerontology Practicum Coordinator:	E	VG	G	F	P	VP
3. The extent to which practicum requirements were clear:	E	VG	G	F	P	VP
4. The relevance of assignments to practicum experiences:	E	VG	G	F	P	VP
5. The appropriateness of workload to practicum goal(s):	E	VG	G	F	P	VP
6. The 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. The helpfulness of the practicum handbook:	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

	Excellent	Very Good	Good	Fair	Poor	Very Poor
1. The extent to which your practicum site supervisor helped learning was:	E	VG	G	F	P	VP
2. The supervisor's use of supervision time to help you 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. The opportunity for you to make comments and express opinions was:	E	VG	G	F	P	VP
5. The opportunity for you to ask questions was:	E	VG	G	F	P	VP
6. The supervisor's availability, if/when needed was:	E	VG	G	F	P	VP

### III. INFORMATION ABOUT STUDENTS

1. I am a:
  - a. Junior
  - b. Senior
  
2. Grade I expect to receive is:
  - a. A
  - b. B
  - c. C
  - d. D
  - e. F
  
3. At the beginning of the practicum, my interest in the practicum experience was:
  - a. High
  - b. Medium
  - c. Low
  
4. My current GPA at USU is in the range of:
  - a. 4.0-3.5
  - b. 3.4-3.0
  - c. 2.9-2.5
  
5. My practicum was:
  - a. a paid practicum
  - b. a volunteer practicum
  
6. Total number of practicum credits: \_\_\_\_\_
  
7. What aspects of your practicum experience do you feel were especially good?
  
  
8. What changes could be made to improve this type of practicum experience for other practicum students?
  
  
9. Do you think this practicum experience helped prepare you to pursue your future professional interests? Why or why not?