

Higher Education and Student Affairs
PRACTICUM MANUAL
Indiana University



Master's Students & Site Supervisors

2017-2018

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GENERAL PRACTICUM CALENDAR

Practicum Description Submission Deadline	October 6, 2017
Practicum Fair & Meeting to Review Practicum Process	October 27, 2017 IUB campus
Schedule Practicum Interview	October–November 2017
Final Decisions	December 1, 2017
Practicum Contracts Due	December 1, 2017
Student/Supervisor Mid-term Evaluations	Week of February 19–23, 2018
Complete Student Self-Evaluation and Report on Practicum Site	April 25, 2018
Practicum Ends	Last day of Spring 2018 semester classes

FINAL GRADE WILL BE WITHHELD UNTIL ALL EVALUATION FORMS ARE COMPLETED

OVERVIEW

Purpose and Design of Practica

A semester-long, part-time work experience cannot provide extensive specialized training for any functional area of student affairs. What such an experience does provide is an exposure to an area of interest and allows students to apply and test their newly acquired knowledge. Part-time work experience enables individuals to organize, synthesize and process new information in a manner that combines the cognitive, affective, and physical domains of learning. Many learners require a period of time to practice and modify both knowledge and skills; the practicum serves that purpose.

In addition to gaining insight regarding the operation of a functional area of student affairs, practicum students should also gain a view of the interrelationship of associated functional areas. A student affairs professional must be cognizant of such relationships in order to understand the nature of the institution. Finally, the practicum may serve to generate, develop and refine skills in program development, counseling, administration, research and other aspects of student affairs work.

The selection of an appropriate practicum site is important. Care should be exercised to ensure a “fit” between the student and the practicum site. The prospective practicum student should be aware of expected duties and responsibilities of the position as well as opportunities for education and growth.

Although practica may be similar in their basic objectives and goals for the experience itself, the methods of accomplishing the associated tasks will vary. Thus, an integral aspect of the practicum is the generation of the contract. This is a statement comprising the following two elements: (a) an agreement upon the duties and obligations of both student and practicum site; (b) the set of tasks and experiences the student will undertake in order to meet the basic objectives. The contract provides guidelines which serve as the criteria for evaluating the practicum experience, subject to approval by the student, the site supervisor, and the department practicum coordinator/U547 course instructor.

INFORMATION FOR THE STUDENT

When planning, creating or selecting a practicum, you should remember that a practicum is designed to be a learning experience. A practicum that does not challenge or induce educational growth will not promote professional development. If you have work experience in a particular area and plan to pursue a practicum in a similar office or agency, try to approach the practicum from a new perspective, one which will not be a matter of repeating previous tasks.

The practicum is also a blend of knowledge, skills, and philosophy. Drawing from a variety of associated subject areas, student affairs is truly an interdisciplinary field. During the course of the practicum, in learning to apply this diverse information, you will be developing a personal philosophy. Thus, you should view the office for which you are working within its

organizational context. The “how and why” of a particular office can be more important than the “what,” particularly as you develop your own philosophy.

Finally, as you identify your own philosophy and that of the office for which you are working, you may discover that the two philosophies are divergent. Despite any inconsistencies between the staff members with whom you will be working and yourself, it is imperative that you remain consistent in your own behavior. At the same time, you are obliged to discuss any philosophical differences you perceive, and determine with your supervisors and faculty advisors whether you will be able to function effectively as a practicum student in that setting.

Prerequisites

Students must complete C565 – Introduction to College and University Administration prior to enrolling in a practicum. The overview of the profession and higher education that is provided in this introductory course is helpful in selecting an appropriate practicum setting. In unusual circumstances, students who have not completed C565 will be allowed to enroll in a practicum with the permission of the HESA program coordinator. In addition, practicum supervisors may also establish prerequisites for students specific to their office; these prerequisites should be included in the practicum description. The U547 course is no longer a repeatable credit hour. This means that students can only complete one field experience for credit under this course description. Other field experiences can be created with the approval of the student’s academic advisor as an Internship or Independent Study.

Academic Credit

The practicum is offered as part of the requirements of the U547: Professional Development Seminar in Student Affairs. All full-time HESA master’s students are required to take the course during the second semester of their first year. Students will enroll for **three credits** (this includes both the full semester course and the field experience) and work approximately 8 hrs/week.

Please remember that graduate students are still also working in their graduate assistantship position for 20 hours per week.

U547: Professional Development in Student Affairs

Students are required to take the U547 course that will be meeting as a full semester graduate level course. This course is required of all students in the program. The purpose of the seminar is to assist students in gaining a better understanding of the functions of different higher education and student affairs offices as well as different organizational and operational styles. The course also provides students with the opportunity to systematically discuss the application of theoretical material to their paraprofessional experiences. Personal and environmental factors related to paraprofessional experiences are analyzed to determine reasons for satisfaction and effective performance in different settings.

ESTABLISHING A PRACTICUM

Many offices within student affairs and related areas have traditionally offered practica for students in the Higher Education and Student Affairs program. Other offices may be amenable to sponsoring a practicum if presented with a workable proposal. The HESA program is quite flexible regarding selection of practicum sites. We are most interested in establishing practicum sites that will provide good learning experiences for our students in line with their interests and future career goals.

Procedure for Selecting a Practicum

During the fall semester prior to when the students are required to take their practicum, the HESA program will hold a Practicum Fair for students to gather information regarding practicum opportunities across campus. Descriptions of practica are available online to students and include dates that indicate when the practica will be available. During the fair all participants will be provided with the practicum learning contracts and evaluations that will need to be completed. Procedures for completing the required paperwork will be reviewed at the start of the fair by the HESA program coordinator.

Students should next arrange appointments with the site supervisors of the practicum sites where they are most interested in working. The purpose of these interviews is to obtain further information about the sites and the opportunities for practica within these offices. The interview also provides the site supervisors with the opportunity to become acquainted with the student and to determine whether a mutually beneficial practicum can be arranged.

Following these interviews, students should determine an order of preference for offices in which they would like to work. This selection can be done independently or following further discussion with the HESA program coordinator. Once a preferred practicum site has been decided upon, the student should re-contact the site supervisor and ascertain whether he/she is willing to accept the student. Once a practicum student has been accepted by a site supervisor, the two should meet to establish the specific objectives and activities of the practicum and to complete the Practicum Learning Contract.

Developing a Contract

Once a student has been selected and final arrangements are made, the site supervisor and practicum student need to agree upon and sign a specific learning contract for the practicum. It is the practicum student's responsibility to see that the contract is prepared, acceptable to the site supervisor, signed by the parties involved, and approved by the practicum coordinator. (Please see the Appendix for an example of a practicum learning contract.)

Part I of the contract, Preparation for Practicum, should be completed by the student prior to discussion with the site supervisor. In Section A, the student should list the skills they currently possess related to student affairs work and present any prior related work or volunteer experience. In section B, the student should list coursework in student affairs which will be

completed prior to the beginning of the practicum. Part I serves as a self-assessment for the student and gives the site supervisor some information concerning the student. The practicum learning contract should take into account the strengths of the student with regard to skills and experiences and be designed to develop **new** competencies.

In Part I, Reason(s) for Selecting this Particular Practicum Site, the student should provide a logical rationale for the selection of the practicum site. The chosen site should be compatible with the student's career goals and should provide the opportunity **to enhance** or **develop new** skills. In Part II, the student need to articulate what they plan to learn from this experience. The reason for the selection of the site should complement what the student would like to learn from the experience.

Part III, Outline of the Practicum, is the most important section of the contract proposal. Response to this section should indicate that the student and site supervisor have fully thought through the proposed practicum and have developed definite objectives and activities. Care should be taken to write this section using behavioral objectives which can be readily evaluated at the end of the practicum. In Section A, Selected Area (s) of Concentration, the student should indicate one or more broad areas upon which the practicum will focus. In Section B, specific objectives within these broad areas should be outlined. Objectives should be as detailed as possible, focusing on the skills, attitudes and knowledge developed during the practicum. These assignments should be directly related to the objectives delineated in Section B and should be varied enough to give the student an overall understanding of the areas chosen for concentration.

The final section, Part IV, Agreements, is used to record the length of the practicum (e.g., one semester, two semesters), special requirements such as training programs, retreats, evening meetings, and so on. Any special conditions of the practicum should also be noted.

The Practicum Learning Contract must be signed by the practicum student and the site supervisor. It must then be reviewed and approved by each student's advisor and the Practicum Coordinator. This process should be initiated prior to the end of the semester preceding the semester in which the practicum is desired to allow time for any necessary revisions. A copy of the approved proposal will be returned to the student. Additional copies will be given to the seminar instructor and filed in the student's departmental file.

Designing Your Own Practicum Experience

While we strongly recommend that 1st year HESA students choose a practicum experience from the wide variety of sites previously established, designing your own practicum experience at a site which is not currently available in the system is an alternative available to all students. If you wish to design your own practicum experience at a new site, you will need to follow the following guidelines:

1. Meet with the Practicum Coordinator to discuss the possibility of creating a new practicum site and pick up a copy of the Practicum Manual for delivery to the proposed practicum site.

2. Establish contact with a representative from the proposed practicum site.
3. Set up a meeting between the Practicum Coordinator and the representative who will serve as your Practicum Site Supervisor.
4. The Site Supervisor for the proposed Practicum Site must fill out a “Practicum Description Form” (see Appendix).

SUPERVISION

Role of the Site Supervisor

The cooperating student affairs professional responsible for the practicum is considered the site supervisor. Although practicum students potentially perform a number of tasks and frequently work with different staff, for purposes of continuity, overall supervision, and final evaluation, it is necessary that one site supervisor be designated for each student’s entire practicum. The site supervisor is responsible for recommending a grade for the practicum student.

Once the practicum has begun, the site supervisor is expected to spend a minimum of one hour with the practicum student for each ten hours per week the student spends at the practicum site. Initially sessions may cover such topics as review of the learning contract, orientation to the workplace, start-up work on outlined activities. As the practicum experience progresses, this time should be spent reviewing the student’s progress in meeting the specifics of the learning contract, consultation on clients seen and tasks undertaken, discussion of professional concerns as they affect the workings of the cooperating institution, or other relevant topics. The time is designed to provide the practicum student with performance feedback and for the practicing professional to share insights and experiences with the student.

The following list provides some suggestions for establishing an effective supervisory relationship with the practicum students:

- a. Respect the personal integrity of the practicum student.
- b. Accept the practicum student both as a student and as a colleague.
- c. Establish and maintain informal, friendly working relations with the practicum student.
- d. Encourage the practicum student to express opinions and to feel free to come to you to discuss problems.
- e. Originate and suggest new ideas without dominating the student’s thought and action.
- f. Encourage the student to make decisions, based on defensible standards, rather than asking you to make decisions.

- g. Observe the student at work and record observations without disturbing the practicum student's balance and poise.
- h. Maintain your confidence in the student and be optimistic about eventual success, even during those periods when the student becomes discouraged.
- i. Evaluate the practicum student's early work, providing both encouragement and suggestions for improvement.
- j. Encourage the practicum student to develop new ideas and put them into practice.
- k. Encourage the practicum student to try different methods of accomplishing assigned tasks.
- l. Develop a system of continuous evaluation, and share your judgment with the practicum student at appropriate times.
- m. Clarify relationships to higher-level administration, to other staff and to students, and give the student an understanding of the proper channels of communication.
- n. Include the practicum student in the professional and social life of the office staff.

Role of the Practicum Coordinator

The practicum coordinator is responsible for communication with the practicum site supervisors and for assisting students in selecting and establishing practicum experiences which will benefit students. The coordinator, in conjunction with each student's advisor, will work with students in developing Practicum Learning Contracts and will conduct a final review of each proposal prior to the student's enrollment in practicum.

At the end of each semester, the practicum coordinator will require from each student the completion of a grade report of practicum student, and student self-evaluation. These evaluations will be used to determine final grades.

Site supervisors should feel free to raise issues and concerns with the practicum coordinator regarding the practicum experience or academic program.

EVALUATION

Grade Reports

Detailed evaluation of the practicum is an important part of the student's learning experience and should be an ongoing process throughout the practicum. The general criteria for evaluation are: (a) quality on-the-job performance, including evidence of need for less supervision as the semester progresses; (b) estimated ability to carry out increasingly complex responsibilities; (c)

demonstrated awareness by the student of his/her effect on others; (d) scope and depth of professional insights gained through the practicum.

Site supervisors are advised to conduct a formative evaluation session with each practicum student halfway through the semester. The student's practicum contract, included objectives and an expected list of activities to be completed, should serve as the basis for discussion. If aspects of the learning contract are altered, such changes should be reported to the U547 course instructor for approval.

The Grade Reports should be used for the final evaluation and can be used at the mid-point session to monitor progress to date in listed areas. The final evaluation must be completed by the site supervisor but should be reviewed with the practicum student. Both parties must sign the form before it is sent to the U547 course instructor for that student.

Student Self-Evaluations

Students will complete self-evaluations of their practicum performance, using the criteria listed above. The site supervisor's evaluation and the student's self-evaluation should be compared and discussed prior to submission of the forms to the practicum coordinator. Major differences in perception may necessitate a meeting between the parties involved and the practicum coordinator.

SUMMARY OF RESPONSIBILITIES

Practicum Coordinator

The practicum coordinator will carry out the following activities:

1. Request and make available to student descriptions of practica available in student services and related offices on campus.
2. Coordinate Practicum Fair.
3. Assist students in identifying potential practica.
4. Distribute Practicum Learning Contract forms, review requirements for completing the form, and approve completed forms.
5. Maintain contact with site supervisors to clarify departmental expectations regarding practica and assist in development and maintenance of practica.
6. Collect and file student self-evaluations, and grade reports.

Site Supervisor

The site supervisor will carry out the following activities related to the practicum:

1. Inform the practicum coordinator of the availability of practica and complete the Practicum Description form.
2. Meet with interested students to provide information concerning practica in their office.
3. Meet with practicum students interested in working in their office.
4. Meet with practicum students to establish objectives and activities for the practicum and to complete the Practicum Learning Contract.
5. Meet with the practicum student on a weekly basis to review assignments, assess progress, and engage in discussion of topics relevant to the operations and philosophical perspective of the office and functional area in general.
6. Inform the student and practicum coordinator of any problems or concerns related to the student's performance or the practicum arrangements.
7. Evaluate the student's performance, discussing this evaluation with the students and recommend a grade to the practicum coordinator.

Practicum Student

It is the responsibility of the student to carry out the following activities related to securing a practicum:

1. Attend the practicum fair or establish a practicum through other means during the semester prior to the practicum.
2. Review Practicum Descriptions and student evaluations of practicum sites available from the practicum coordinator.
3. Visit potential practicum sites and discuss practicum possibilities with site supervisors.
4. Contact the site supervisor for approval of the desired practicum.
5. Develop a Practicum Learning Contract, in conjunction with the site supervisor.
6. Obtain approval of the Practicum Learning Contract from the practicum coordinator.
7. Register for U547 – Professional Development in Student Affairs.

During the practicum, the student should complete the following activities:

1. Meet weekly with the site supervisor to review assignments, discuss progress and engage in discussion of topics relevant to the operation and philosophical perspective of the office and functional area in general.
2. Carry out activities as established in the Practicum Learning Contract and any additional responsibilities which are mutually agreed upon by the student and site supervisor.
3. Fulfill agreed upon time commitments.
4. Conduct oneself in a responsible and professional manner.
5. Raise concerns with the site supervisor and seminar instructor if the objectives for the practicum are not being met or if the supervision being received is inadequate.

During the final weeks of the practicum, students will be asked to evaluate the experience in the following manner:

1. Complete a self-evaluation of the practicum experience to be discussed with the site supervisor and turned in to the student's U547 course instructor.
2. The practicum supervisor will provide an evaluation of the student that should be discussed with the student. In addition, the site supervisor will also provide a grade recommendation that will be factored into the student's final U547 grade for the semester.

STANDARDS FOR PRACTICA

All practica should adhere to these standards:

1. A practicum should offer the opportunity to observe or participate in all those activities and responsibilities that are considered to be the major function of the office in which the practicum is located.
2. The site supervisor should provide at least one hour per week of individualized supervision and feedback for each practicum student.
3. A student should have the opportunity to undertake at least one major independent project which will be of benefit to the site as well as a learning experience for the student.
4. Students will be working within the professional competencies developed by ACPA and NASPA, found at <http://www.acpa.nche.edu/professional-competency-areas-student-affairs-practitioners>. The student practicum experience should include the following standards which align with the professional competencies outlined by the profession:

Administration – completing administrative tasks such as budgeting, resource utilization planning, long range planning for the unit, personnel management.

Assessment and Evaluation – determining the needs of particular populations; determining the effectiveness of programs, policies, or personnel.

Consultation – working with groups or individuals to improve the functioning of their organizations.

Counseling/Advising – working with students on a one-to-one or group basis to enable them to overcome current problems, to prevent possible problems in the future, or to facilitate their development in specific areas.

Diversity – working with a variety of students and/or faculty and staff from diverse backgrounds (for example, race, gender, religion, etc.).

Environmental Redesign – assessing the characteristics of a particular environment and/or the “fit” between student and environment in order to modify the environment to better meet the needs of students.

Instruction – presenting material in a formal or informal teaching role.

Program Development – developing or modifying programs to meet the needs of a particular population and to facilitate student and/or staff development.

Staff Development – selecting and/or training new staff, planning on-going staff development programs.

5. Students should be encouraged to learn how various philosophical and theoretical perspectives apply to the functional area in which they are working.
6. Students should be encouraged to develop their own philosophical perspective and to reflect on the activities in which they are engaged.
7. Students should be encouraged to determine their particular strengths and weaknesses as well as likes and dislikes related to the particular area in which they are working.

Higher Education and Student Affairs
Spring 2017 Practicum Opportunities

Title of Practicum

Practicum Description Summary

Sponsoring Office

Department/Office Website Address:

If multiple students can be selected for this position, please indicate the number of practicum students the site is willing to host:

Spring 2017

Number available: ____

Please identify any requirements outside the 8 hours per week of the practicum experience the student would be expected to complete:

Learning outcomes associated with the practicum experience in your office:

Provide a brief summary of the activities, duties, responsibilities and/or special projects associated with this position:

Site Supervisor for Practicum Experience:

Name _____

Address _____

Phone _____

E-mail _____

Individual completing this form:

Name _____
Address _____
Phone _____
E-mail _____

- ___ **Yes, my department plans to attend the HESA Practicum Fair and we have completed the description form**
- ___ **No, my department does not plan to attend the HESA Practicum Fair, but we have available opportunities for students and I have completed the description form**
- ___ **No, my department does not plan to attend the HESA Practicum Fair and we have no available opportunities at this time.**

Please submit completed practicum description form to Amy Núñez, hesaga@indiana.edu, by October 6, 2017. Past practicum descriptions can be found at <http://education.indiana.edu/students/graduates/programs/hesa/masters-practicum-opportunities%202015.html>

If you should have questions concerning this form or the establishment/maintenance of practica in your office, please do not hesitate to contact Danielle De Sawal, HESA Master's Program Coordinator, Education 4272, at 856-8382 or via e-mail at ddesawal@indiana.edu.

Thank you!

D. How will the student connect knowledge based on theory, research, and assessment to the experience?

IV. Outline the weekly arrangement for the student's experience. What additional requirements or responsibilities are also required for this experience? Please note any unique aspects of the experience (attendance at a conference; weekend commitments; etc.)

V. What expectations does the supervisor have for the student regarding their professionalism within the practicum site?

Approved:

Site Supervisor	_____
Address	_____

Phone Number	_____
Email Address	_____

Practicum Student	_____
Address	_____

Phone Number	_____
Email Address	_____

U547 Course Instructor	To Be Announced

Please make a copy of the form for yourself and your site supervisor

Practicum contracts due to Amy Núñez, hesaga@indiana.edu, by December 1, 2017.

Practicum Evaluation Forms

The evaluation process includes a formal evaluation between the supervisor/student and a self reflection from the student. The student and supervisor should sit down and discuss the evaluation and sign it. The self-evaluation, which should reflect the students' thoughts about their performance in the practicum experience, should be completed individually and can be used in the evaluation to discuss the total experience.

Please return signed forms - to the student's U547 course instructor. Keep in mind that all forms must be returned in order for your final grade to be recorded for U547.

THE FORMS ARE DUE: April 21, 2018

Student _____ Supervisor _____

Site _____ Date _____

PLEASE CIRCLE YOUR RESPONSE

PERFORMANCE Assess the students performance in each of the following areas.

4 = Excellent

3 = Very Good

2 = Good

1 = Poor

0 = Not satisfactory NA = Not Applicable

1	Student's professional attitudes.	4	3	2	1	0
NA						
2	Student's professional behaviors.	4	3	2	1	0
NA						
3	Student's professional relationship with students/clients.	4	3	2	1	0
NA						
4	Student's professional relationship with co-workers.	4	3	2	1	0
NA						
5	Student's professional relationship with you as supervisor.	4	3	2	1	0
NA						
6	New professional skills acquired.	4	3	2	1	0
NA						
7	Ability to work with decreasing amounts of supervision.	4	3	2	1	0
NA						

EVALUATION OF EXPERIENCE

Describe how the student has established working relationships with colleagues and peers within the context of the practicum.

What intellectual competencies and practical skills were developed throughout the practicum experience? What areas are still in need of further reflection for the student?

How does the student apply knowledge based on research, theory and assessment to the practicum experience?

ADDITIONAL COMMENTS:

Recommended Grade: _____

Site Supervisor Signature _____ Date _____

Practicum Student Signature _____ Date _____

U547

SELF-EVALUATION HESA Practicum

Student _____

Date _____

Site _____

Site Supervisor _____

Practicum Seminar Facilitator (s) _____

PLEASE CIRCLE YOUR RESPONSE

PERFORMANCE Assess your performance in each of the following areas.

4 = Excellent 3 = Very Good 2 = Good
1 = Poor 0 = Not satisfactory NA = Not Applicable

1	Your professional behaviors.	4	3	2	1	0	NA
2	Your professional relationship with students/clients.	4	3	2	1	0	NA
3	Your professional relationship with co-workers.	4	3	2	1	0	NA
4	Your professional relationship with your supervisor.	4	3	2	1	0	NA
5	New professional skills acquired.	4	3	2	1	0	NA
6	Ability to work with decreasing amounts of supervision.	4	3	2	1	0	NA
7	Ability to reflect on theory and practice.	4	3	2	1	0	NA
8	Ability to discuss and analyze practicum experience.	4	3	2	1	0	NA

Please describe what skills and education you learned through your practicum experience that will help you become a student affairs professional.

What is your current professional philosophy of student affairs practice? How has that philosophy been informed or shaped by your field experience?

PLEASE ADD ANY ADDITIONAL COMMENTS:

Practicum Student Signature _____ Date _____