

**MANUAL**

**For**

**RC 288 PRACTICUM**

SOUTHEAST MISSOURI STATE UNIVERSITY

**COLLEGE OF HEALTH AND HUMAN SERVICES**

**DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND RECREATION**

## INTRODUCTION

### THE PRACTICUM

The term, “Practicum,” refers to a supervised learning experience with an approved leisure service agency, organization, or institution. Practicum allows the student to develop and mature through exposure to, and practical experience with, a variety of tasks under the guidance of trained, established leaders in the field. In addition, a variety of Practicum sites will afford the students the opportunity to observe and experience firsthand many different aspects of their chosen field and may influence a career choice or career enhancement for the Recreation major.

The Recreation Practicum at Southeast Missouri State University is required of all students attaining a Bachelor of Science degree with a major in Recreation through the College of Health and Human Services. The Practicum is offered for credit.

Placement length/credit hours. Practicum, RC 288, is offered for 3 credit-hours. Students will be placed in two Department-approved recreation agencies of their choice for 7 weeks at each agency, a minimum of 6 hours per week for a total of 42 hours at each agency. Hours will be scheduled respective to the agency’s work schedule and to each student’s availability. It is important that students design their schedules to gain the most valuable experience and not display an attitude of “putting in” a minimum number of hours.

Approved recreation site. The professional agencies should be matched with the students’ needs and interests to fulfill best their professional and personal goals. The student shall work in conjunction with the appropriate University Practicum Supervisor (hereafter referred to as University Supervisor) to identify approved sites.

#### **Practicum Site Requirements:**

1. The agency should have a quality recreation program and be able to provide a variety of experiences.
2. The agency and its staff should be willing to provide opportunities for active leadership as well as observation of programs and services.
3. The agency should be willing to orient students to agency operation and expectations.

4. The agency should realize that most of the students will have had no prior experience and/or knowledge of that agency's services, and, hence, the students should not be expected immediately to fill the duties and responsibilities of a trained employee.

Repeat placement. Students may not utilize the same Practicum sites for both seven-week experiences. The Practicum experiences are designed to enhance the students' awareness and comprehension of the field of leisure services, and they are therefore encouraged to seek different experiences through their recreation site placements.

Classroom preparation. The Practicum student will be professionally prepared in career pursuits. In addition to learning about career opportunity resources, he/she will develop a resume and cover letter. Further, the student will experience interview procedures and protocol (see Appendix A, Guidelines and Examples: Resume, Cover Letter, and Interview, Pages 6 – 8 as well as the textbook that is required for the class:

### **PURPOSE OF THE MANUAL**

This *Practicum Manual* has been developed in order to provide specific details for the Practicum experiences. It will serve to:

1. Provide the Practicum students, the Practicum students' supervisors at the agency/organization/institution for the Practicum experiences (hereafter referred to as Agency Supervisors) and the Practicum students' faculty member supervising their Practicum experiences, information regarding policies, procedures, roles, and responsibilities.
2. Promote communication and understanding among the various participants in the Practicum experiences.
3. Guide the Practicum students efficiently and effectively through the Practicum experiences.
4. Define the Practicum through delineation of its purposes, objectives, and procedures.

### **PURPOSE AND OBJECTIVES OF THE PRACTICUM PROGRAM**

Purpose. The basic purpose of the Practicum is to expose the students to various career options mostly through practical experience and some observation (work shadowing) at their Practicum sites so that they might discover or fortify the determination of their career path.

Basic objectives of the Practicum. After completing the Practicum, the students should be able to demonstrate the following:

1. An understanding at the paraprofessional level of the development and performance of specific agency programs;
2. A knowledge of an organized recreation/park program, specifically, (a) development, (b) organization, (c) administration, and (d) programming;
3. Practical application of skills in order to discover professional strengths as well as areas needing further development; and
4. Concern for professional growth.

### **PRACTICUM ELIGIBILITY REQUIREMENTS**

Prerequisites for Practicum are twofold: (a) the students must be declared as Recreation majors or as Recreation or Leisure studies minors, and (b) the students must have successfully taken or be in the process of taking RC 140 (Introduction to Recreation Services). Although students may meet the basic requirements, they must be accepted by an agency before final placements at their sites are confirmed.

### **PROCEDURES FOR THE PRACTICUM PROGRAM**

The Following Steps Must Be Completed In Order:

1. Read the *Practicum Manual*: provide access to the *Practicum Manual* and necessary forms for the agency when needed.
2. Verify that the basic requirements for the Practicum have been completed.
3. Refer to Appendix A, Guidelines and Examples: Resume, Cover Letter, and Interview, pages 6 – 8, as necessary.
4. Complete Agency Acceptance Form (see Appendix B, Forms A and B pages 12 and 13). Form A, first half of the semester and B, second half of the semester, will be submitted to the Agency Supervisor at each of the two Practicum sites.
5. Return to the University Supervisor Form A and Form B for both the first seven-week Practicum site by the end of the first week of the respective semester.
6. Submit Supervisor's Evaluation Form to the Agency Supervisor the first day of each Practicum experience (see Appendix B, Forms C first half of the semester, and D, second half of the semester, pages 12-13 and 14-15.)
7. Return to the University Supervisor a completed Form C for the first Practicum site during the ninth week of the semester. Return to the University Supervisor a completed Form D for the second Practicum site during the Final Exam Week of the semester.

## **APPENDIX A**

### **Guidelines and Examples: Resume, Cover Letter, and Interview**

### **SUGGESTIONS FOR RESUME WRITING**

- ❖ KEEP WRITING STYLE SIMPLE AND BRIEF
  - ❖ BEGIN SENTENCES WITH IMPRESSIVE ACTION VERBS.
  - ❖ JUSTIFY EVERY ENTRY IN THE RESUME. ASK: DOES IT HELP?
  - ❖ CONFINE THE RESUME TO ONE PAGE IF POSSIBLE – NO MORE THAN TWO
  - ❖ EMPHASIZE SKILLS AND ACCOMPLISHMENTS. AVOID THE NEGATIVE
  - ❖ DETAIL RELEVANT EXPERIENCE. CONDENSE NON-RELEVANT ITEMS.
  - ❖ INDICATE TRANSFERABLE SKILLS
  - ❖ PREPARE A PERFECTLY TYPED (TYPESET OR WORDPROCESSED) FINAL DOCUMENT ON PAPER OF HIGH RESUME QUALITY.
- 

### **SIXTEEN ATTRIBUTES SOUGHT BY EMPLOYERS**

ABILITY TO COMMUNICATE	INTELLIGENCE
SELF-CONFIDENCE	ACCEPTANCE OF RESPONSIBILITY
INITIATIVE	LEADERSHIP
ENERGY LEVEL	IMAGINATION
FLEXIBILITY	INTERPERSONAL SKILLS
SELF-KNOWLEDGE	ABILITY TO HANDLE CONFLICT
GOAL ACHIEVEMENT	COMPETITIVENESS
VOCATIONAL SKILLS	DIRECDTION

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### **POSSIBLE HEADINS FOR A CHRONOLOGICAL RESUME**

EDUCATION	EMPLOYMENT	COMMUNITY SERVICES
EXPERIENCE	TRAVEL	PUBLICATIONS
ACTIVITIES	LANGUAGES	INTERESTS
HONORS	AWARDS	VOLUNTEER EXPERIENCE
INTERNSHIPS	ATHLETICS	COOPERAQIVE EDUCATION
MILITARY	PERSONAL	REFERENCES

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### **POSSIBLE HEADINGS FOR A FUNCTIONAL OR COMBINATION RESUME**

COMMUNICATION SKILLS	LEADERSHIP ABILITY
BUDGET MANAGEMENT SKILLS	DEMONSTRATED QUALIFICATIONS
ORGANIZATIONAL SKILLS	WRITING ABILITY
MANAGEMENT ABILITY	PUBLIC SPEAKING ABILITY
ATHLETIC SKILLS	INTERPERSONAL SKILLS
TEACHING ABILITY	HUMAN RELATIONS SKILLS
COMPUTER SKILLS	TECHNICAL ABILITY

**SIXTEEN ATTRIBUTES SOUGHT BY EMPLOYERS**  
**FOR USE IN PREPARING RESUME, JOB SEARCH AND INTERVIEWS**

- **ABILITY TO COMMUNICATE** – The ability to speak, write, listen and organize thoughts effectively.
- **INTELLIGENCE** – Common sense. The ability to understand an assignment; ability to generate new ideas; skill in making constructive changes.
- **SELF-CONFIDENCE** – The quality that demonstrates a sense of maturity. The ability to speak with assurance about positive traits.
- **WILLINGNESS TO ACCEPT RESPONSIBILITY** – A willingness to take on the challenge, get involved and do more than what’s required.
- **INITIATIVE** – Self-motivation. The ability to identify what needs to be done and take action with little or no supervision.
- **LEADERSHIP** – The ability to guide and motivate others as manifested by leadership roles in collegiate, community, & employment situations.
- **ENERGY LEVEL** – The ability to persist with enthusiasm. Having a built-in sense of vitality and forcefulness to make things move ahead. Getting the job done regardless of the time required.
- **IMAGINATION** – “Idea people.” The ability to find solutions to problems with a new and better approach.
- **FLEXIBILITY** – The ability to adapt to different situations, be capable of change, receptive to new ideas and situations, and evaluate a variety of options on how to perform a task.
- **INTERPERSONAL SKILLS** – The ability to bring out the best efforts of individuals and make them feel part of a team. Facing and overcoming problems related to age, race, color, sex, religion and national origin in getting others committed to a common goal.
- **SELF-KNOWLEDGE** – The ability to realistically assess oneself. Being confident of the positive factors you have to offer and be aware of any needs for further improvement.
- **ABILITY TO HANDLE CONFLICT** – The ability to effectively manage stress situations, to make unpopular decisions under pressure and maintain control of emotions.
- **GOAL ACHIEVEMENT** – The ability to identify, work toward, and reach specific goals
- **COMPETITIVENESS** – The capacity to compete with others and a willingness to be measured by your performance in relation to that of the competition.
- **VOCATIONAL SKILLS** – The possession of the positive combination of education and skills required for the position you’re seeking.
- **DIRECTION** – The ability to develop a life plan and know where you’re going. To be able to define your basic personal and professional needs.

**BE ABLE TO GIVE CONCRETE EXAMPLES OF YOUR DEMONSTRATED ATTRIBUTES!**

## REFERENCES

If at all possible, provide a list of references to the agency with your resume. "Available upon request." simply makes the employer take another step in finding out if he or she wants to interview you. **Before listing anyone as a reference, ask their permission.** Potential references include current or past employers, supervisors, and instructors.

### THINGS TO LEAVE OFF OF A RESUME

1. Negative facts about yourself
2. Every job you have held, unless there are fewer than five
3. Your age (birthday), height, weight, race, gender, and marital status
4. High school information, if you have education or training beyond that level
5. Political or religious affiliations
6. Membership[s] in controversial organizations
7. Social security number
8. Any mention of salary
9. Photographs or artwork

## COVER LETTER

A cover letter should accompany every resume you send. A basic cover letter consists of four paragraphs. The first paragraph should tell the reason you are writing in a manner that arouses the employer's interest. This section should include the specific position you are applying for, perhaps the source from which you learned about the job, and what interests you about the position.

The middle paragraph or paragraphs should convey your interest in the position and explain the reasons for your interest. Describe what you can do for the company and rely on your education, training, and specific qualifications. It should also include information that highlights experiences that you have had that will fit with their job description or what they are looking for. **Do not** write verbatim what is on your resume. Rather, highlight and expand on the areas that are of particular importance to the job you are pursuing.

The last paragraph is your opportunity to summarize your information and leave them with the ideas that they want to contact you.

123 Maple Street  
Cape Girardeau, MO 63701

Mr. Charles Brown  
Personnel Manager  
Human Power Inc.  
123 Tupelo Street  
Kansas City, MO 66666

August 17, 2011

Dear Mr. Brown:

Please accept this letter in application for your Coordinator of Fitness and Wellness position. After speaking with Ms. Chaves in your agency about this position, I am confident that I can meet and exceed your expectations of a Coordinator.

As my enclosed resume indicates, I have been working as a Fitness Specialist for children for the past two summers for Main Street Fitness in Jackson, MO. Through this experience, along with the opportunity to assist in the scheduling and training of group exercise instructors for Southeast Recreational Sports, I have gained skills in activity leadership, personnel supervision, and wellness program development. In addition, I have become adept at the techniques for providing fitness assessments and am interested in applying these skills in the administration of a fitness assessment program such as you provide.

In conclusion, I feel that I have the qualifications necessary to meet your agency's needs. I am excited at the opportunity to serve Human Power's clients. Please do not hesitate to contact my references or myself for further information. Thank you for your time and consideration

Sincerely,

(written signature)

Suzy C. Student  
Enclosure



## **APPENDIX B**

### **Forms: Agency Acceptance and Supervisor's Evaluation and Time Verification**

**FORM A**

**SOUTHEAST MISSOURI STATE UNIVERSITY  
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND RECREATION**

**RC 288 PRACTICUM  
AGENCY ACCEPTANCE OF PRACTICUM STUDENT  
(Please Print or Type)**

STUDENT \_\_\_\_\_ PHONE \_\_\_\_\_

NAME OF AGENCY SUPERVISOR \_\_\_\_\_

TITLE OF AGENCY SUPERVISOR \_\_\_\_\_

AGENCY \_\_\_\_\_ PHONE \_\_\_\_\_

AGENCY ADDRESS \_\_\_\_\_

STARTING DATE \_\_\_\_\_ TERMINATING DATE \_\_\_\_\_

**TERMS OF CONTRACT:**

1. The student shall be at the agency for a total of 42 clock hours.
2. The student will be responsible to the agency as other employees of the agency.
3. The student shall be involved in some practical experience and some observation at the agency.

This agency hereby accepts the above-named student as a Practicum observer/worker under the terms of the contract listed above.

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Student

**This form should be returned to the University Supervisor prior to student beginning any paid or volunteer work for the agency as part of the RC288 Practicum Field Experience.**

**FORM B**

**SOUTHEAST MISSOURI STATE UNIVERSITY  
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND RECREATION**

**RC 288 PRACTICUM  
AGENCY ACCEPTANCE OF PRACTICUM STUDENT  
(Please Print or Type)**

STUDENT \_\_\_\_\_ PHONE \_\_\_\_\_

NAME OF AGENCY SUPERVISOR \_\_\_\_\_

TITLE OF AGENCY SUPERVISOR \_\_\_\_\_

AGENCY \_\_\_\_\_ PHONE \_\_\_\_\_

AGENCY ADDRESS \_\_\_\_\_

STARTING DATE \_\_\_\_\_ TERMINATING DATE \_\_\_\_\_

**TERMS OF CONTRACT:**

1. The student shall be at the agency for a total of 42 clock hours.
2. The student will be responsible to the agency as other employees of the agency.
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This agency hereby accepts the above-named student as a Practicum observer/worker under the terms of the contract listed above.

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Student

**This form should be returned to the University Supervisor prior to student beginning any paid or volunteer work for the agency as part of the RC288 Practicum Field Experience.**

## FORM C

### SOUTHEAST MISSOURI STATE UNIVERSITY DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND RECREATION

#### RC 288 PRACTICUM SUPERVISOR'S EVALUATION OF STUDENT AND TIME VERIFICATION

STUDENT \_\_\_\_\_

AGENCY \_\_\_\_\_

Directions: Please check the box which most closely corresponds with the student's performance.

1. GENERAL APPEARANCE: Appropriateness in dress, grooming, and cleanliness.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> General appearance inappropriate
<input type="checkbox"/> Usually well groomed and dressed	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Often needs reminding	
  
2. DEPENDABILITY: Reliable, trustworthy, supported agency.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Unreliable, cannot trust
<input type="checkbox"/> As dependable as other employees	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Less dependable than other employees	
  
3. USE OF LANGUAGE: Written and oral communication.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Needs help in both
<input type="checkbox"/> Adequate ability in speaking and writing	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Deficient in one of the two _____	
  
4. LEADERSHIP QUALITIES: Ability to persuade, guide, and influence others.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Seldom leads, mostly follows
<input type="checkbox"/> Possesses as much leadership ability as other employees	<input type="checkbox"/> Possesses poor leadership qualities
	<input type="checkbox"/> N/A – N/O
  
5. INITIATIVE: Assertiveness and resourcefulness in getting the job accomplished.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Needs constant probing from employees
<input type="checkbox"/> Possesses the same initiative as other employees	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Possesses less initiative than other employees	
  
6. SENSE OF RESPONSIBILITY: Can be depended upon to answer for own acts; accountable.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Demonstrates a lack of responsibility
<input type="checkbox"/> Shows adequate responsibility	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Fails to seek actions when accountability is required	
  
7. COOPERATION WITH CO-WORKERS: Team spirit; works well with colleagues.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Completely disruptive
<input type="checkbox"/> Fits in well	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Minor adjustments have to be made	
  
8. EMOTIONAL STABILITY: Ability to make sound decisions and draw logical conclusions.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Emotionally unstable
<input type="checkbox"/> Adequate emotional stability	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Allows emotions to interfere with judgment	

9. CHARISMA: Commands respect from participants.
- |  |  |
|--|--|
| ↑ Outstanding in this area                   | ↑ Never receives participants' respect |
| ↑ Participants think of student as a "buddy" | ↑ N/A – N/O                            |
| ↑ Seldom receives participants' respect      |  |
10. ADAPTABILITY: The capacity to be flexible; demonstrate good equilibrium in stressful situations.
- |  |                                       |
|--|---------------------------------------|
| ↑ Outstanding in this area                                   | ↑ Needs more experience in adapting   |
| ↑ Is as adaptable in stressful situations as other employees | ↑ Fails apart in stressful situations |
|  | ↑ N/A – N/O                           |
11. KNOWLEDGE: A willingness to learn new theory and/or skills necessary for job expertise.
- |  |                                   |
|--|-----------------------------------|
| ↑ Outstanding in this area               | ↑ Shows an unwillingness to learn |
| ↑ Accomplishes what he/she is told       | ↑ N/A – N/O                       |
| ↑ Learns very little from the experience |                                   |
12. PERSONALITY CHARACTERISTICS: Enthusiasm, sense of humor, warmth  
(any of a number of characteristics which allow one to be favorably received by others)
- |  |  |
|--|--|
| ↑ area Outstanding in this                           |  |
| ↑ Blends in with other employees                     | ↑ Exhibits personality which negatively affects people |
| ↑ Lacking in some of the personality characteristics | ↑ N/A – N/O  |

<u>Weeks</u>	<u>Hours</u>
1 <sup>st</sup>	_____
2 <sup>nd</sup>	_____
3 <sup>rd</sup>	_____
4 <sup>th</sup>	_____
5 <sup>th</sup>	_____
6 <sup>th</sup>	_____
7 <sup>th</sup>	_____
TOTAL	=====

This is to certify that the above-named student has completed \_\_\_\_\_ hours of observation/ practical experience at

\_\_\_\_\_  
(Agency Name)

in partial fulfillment of requirements for RC 288 Practicum.

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Phone

This form should be mailed or faxed to:

**Tom Holman, Ph.D., Associate Professor**  
**Southeast Missouri State University**  
**One University Plaza MS 7650**  
**Cape Girardeau, MO 63701**  
**FAX 573-651-5150**

## FORM D

### SOUTHEAST MISSOURI STATE UNIVERSITY DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND RECREATION

#### RC 288 PRACTICUM SUPERVISOR'S EVALUATION OF STUDENT AND TIME VERIFICATION

STUDENT \_\_\_\_\_

AGENCY \_\_\_\_\_

Directions: Please check the box which most closely corresponds with the student's performance.

1. GENERAL APPEARANCE: Appropriateness in dress, grooming, and cleanliness.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> General appearance inappropriate
<input type="checkbox"/> Usually well groomed and dressed	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Often needs reminding	
  
2. DEPENDABILITY: Reliable, trustworthy, supported agency.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Unreliable, cannot trust
<input type="checkbox"/> As dependable as other employees	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Less dependable than other employees	
  
3. USE OF LANGUAGE: Written and oral communication.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Needs help in both
<input type="checkbox"/> Adequate ability in speaking and writing	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Deficient in one of the two _____	
  
4. LEADERSHIP QUALITIES: Ability to persuade, guide, and influence others.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Seldom leads, mostly follows
<input type="checkbox"/> Possesses as much leadership ability as other employees	<input type="checkbox"/> Possesses poor leadership qualities
	<input type="checkbox"/> N/A – N/O
  
5. INITIATIVE: Assertiveness and resourcefulness in getting the job accomplished.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Needs constant probing from employees
<input type="checkbox"/> Possesses the same initiative as other	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Possesses less initiative than other employees	
  
6. SENSE OF RESPONSIBILITY: Can be depended upon to answer for own acts; accountable.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Demonstrates a lack of responsibility
<input type="checkbox"/> Shows adequate responsibility	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Fails to seek actions when accountability is required	
  
7. COOPERATION WITH CO-WORKERS: Team spirit; works well with colleagues.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Completely disruptive
<input type="checkbox"/> Fits in well	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Minor adjustments have to be made	
  
8. EMOTIONAL STABILITY: Ability to make sound decisions and draw logical conclusions.

<input type="checkbox"/> Outstanding in this area	<input type="checkbox"/> Emotionally unstable
<input type="checkbox"/> Adequate emotional stability	<input type="checkbox"/> N/A – N/O
<input type="checkbox"/> Allows emotions to interfere with judgment	

9. CHARISMA: Commands respect from participants.
- |  |  |
|--|--|
| ↑ Outstanding in this area                   | ↑ Never receives participants' respect |
| ↑ Participants think of student as a "buddy" | ↑ N/A – N/O                            |
| ↑ Seldom receives participants' respect      |  |
10. ADAPTABILITY: The capacity to be flexible; demonstrate good equilibrium in stressful situations.
- |  |                                       |
|--|---------------------------------------|
| ↑ Outstanding in this area                                   | ↑ Needs more experience in adapting   |
| ↑ Is as adaptable in stressful situations as other employees | ↑ Fails apart in stressful situations |
|  | ↑ N/A – N/O                           |
11. KNOWLEDGE: A willingness to learn new theory and/or skills necessary for job expertise.
- |  |                                   |
|--|-----------------------------------|
| ↑ outstanding in this area               | ↑ Shows an unwillingness to learn |
| ↑ Accomplishes what he/she is told       | ↑ N/A – N/O                       |
| ↑ Learns very little from the experience |                                   |
12. PERSONALITY CHARACTERISTICS: Enthusiasm, sense of humor, warmth  
(any of a number of characteristics which allow one to be favorably received by others)
- |  |  |
|--|--|
| ↑ Outstanding in this area                           |  |
| ↑ Blends in with other employees                     | ↑ Exhibits personality which negatively affects people |
| ↑ Lacking in some of the personality characteristics | ↑ N/A – N/O  |

<u>Weeks</u>	<u>Hours</u>
1 <sup>st</sup>	_____
2 <sup>nd</sup>	_____
3 <sup>rd</sup>	_____
4 <sup>th</sup>	_____
5 <sup>th</sup>	_____
6 <sup>th</sup>	_____
7 <sup>th</sup>	_____
TOTAL	=====

This is to certify that the above-named student has completed \_\_\_\_\_ hours of observation/ practical experience at

\_\_\_\_\_  
(Agency Name)

in partial fulfillment of requirements for RC 288 Practicum.

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Phone

This form should be mailed or faxed to:

**Tom Holman, Ph. D., Associate Professor**  
**Southeast Missouri State University**  
**One University Plaza MS 7650**  
**Cape Girardeau, MO 63701**  
**FAX 573-651-5150**