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**PRACTICUM REQUIREMENTS**

Every student must complete a practicum experience in an international or domestic setting to fulfill program requirements. Students with prior extensive practical public health experience may apply for a waiver from the course (see Practicum Waiver).

Each student must meet with MPH faculty/staff to develop an appropriate practicum experience. The practicum must be approved by the student’s Practicum Director before they begin. It is the student’s responsibility to understand the options and to discuss plans thoroughly with their Practicum Director.

Every student must have an on-site public health practitioner as a site supervisor. Written agreements with both domestic and international supervisors are required. In addition, the Practicum Director and supervisor must sign off on all required paperwork upon practicum completion.

**PRACTICUM DESCRIPTION**

The MPH practicum seeks to provide students the opportunity to develop and use the knowledge and skills acquired in the academic program in a public health agency or other environment in which a public health function is performed (e.g., hospital infection control program, global health organization). A practicum is a required component of any MPH program, as established by the Council on Education for Public Health (CEPH). The practicum is, in short, an opportunity for a field experience where students observe public health practice and apply classroom learning in a real-world setting.

The practicum also provides the opportunity to develop and extend competencies that are initially introduced in didactic coursework. Examples include developing policy, enhancing communication skills, understanding public and private financing mechanisms, and understanding organizational behavior and change. The MPH program is a competency-driven program. Students are expected to consider the Vanderbilt University Master of Public Health Program Competencies over the course of their practicum experience. It is each student’s responsibility, with the assistance of their Practicum Director, to find, arrange, and complete a satisfactory field experience that fulfills program requirements.

**OBJECTIVES**

- Provide students with a supervised practical field experience in an organization, agency, or other setting that provides planning or services relevant to public health.
- Help students further develop skills or competencies learned in the academic program by applying them in a public health practice setting.
- Provide a means for acquiring practical skills that are useful to public health professions and are not available through academic instruction.
- Foster understanding of the political, economic, social and organizational context within which public health activities are conducted.
- Provide exposure to an organizational and/or community context for public health activities.
PRACTICUM CALENDAR

The student will meet with their Practicum Director to develop an appropriate practicum experience. For the Epidemiology Track, it is expected that the student will spend approximately 240 hours at the practicum site(s) and/or performing work directly related to the practicum. For the Global Health Track, the student will spend approximately 400 hours in an international or domestic setting. Students should complete the practicum in a 6-8 (Epi) or 10 (GH) week block; alternate schedules must be pre-approved by the Practicum Director.

MPH YEAR 1

August
Overview of Practicum
Global Health Track: Project Development Course (3 contact hours)

September
Begin exploring practicum options

October
Individual meetings with Practicum Director
Global Health Track: Project Development Course (3 contact hours)

November
Global Health Track: Project Development Course (3 contact hours)

December
Epidemiology Track: Meet again as needed with Practicum Director
Global Health Track: Project Development Course (9 contact hours)

February 1
MPH Practicum Agreement due

May
Epidemiology Track: Track meeting with Practicum Director

Summer
Complete practicum

July 25
latest due date for Practicum Progress Report

MPH YEAR 2

December 1
Practicum Completion Form
Practicum Product
Time Recording Template
Site Supervisor Evaluation due
Course Evaluation Form due

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1 Global Health Track students may spend up to 20% (80 hours) of their 400 practicum hours off-site (e.g., in Nashville v. international placement). These 80 hours must still be documented in the practicum log (see Time Record Form); must be clearly documented as practicum work, not practicum preparation (i.e., reviewing articles or reviewing data that would otherwise be reviewed once arriving in-country; planning flights, discussing lodging, role at the site, transportation, etc. would not count); and must still involve very close and clear communication with the site supervisor.
PRACTICUM PRODUCT

A student’s relationship with the practicum organization is similar to that of employee/employer. In other words, the “products” you produce should benefit your learning and the ongoing public health activities of the site with whom you partnered.

The MPH program will evaluate your work based on objectives outlined in your practicum agreement, self-assessment paper, and feedback from your site supervisor. Your site supervisor should provide feedback, if needed, on any deliverables produced on-site.

A final written self-assessment with appendices will serve as the final product. The self-assessment is different than typical academic writing. Students should write in first-person and describe their practicum experiences.

1) Self-Assessment (3-4 pages total, 12 point font, single-spaced)
   - Introduction:
     o Site/Organization with which student worked and its history, mission, and programs overview (1/3 page)
     o Practicum specifications: programs engaged, responsibilities, goals, and objectives (1/3 page)
   - Practicum Activities
     o Briefly describe activities completed over the practicum (1 page)
   - Evaluation
     o Evaluate objectives (Were they met? Did they change? Why or why not?) (1/2 page)
   - Perceptions (1 page)
     o Relationship to past work experiences, didactic/academic experiences, & career interests
     o Most valuable aspects of practicum experience
   - Recommendations (1/2 page)
     o Programmatic (How can the MPH program improve the practicum experience for students?)
     o Organizational (Would you recommend the site for future students? Why or why not?)

2) Appendices (1 or more deliverables)
   - Any deliverables you create for and submit to your site
   - May include: literature reviews, data analysis reports, strategic plans, policy memos, PowerPoint presentations, survey instruments, training materials, curricula, manuscript drafts, best practice recommendations, grants, etc. If your products are not shareable (e.g., protected interview or survey data, computer programs, databases, etc.), provide a brief description.

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2 The MPH Program will evaluate deliverables based on effort, not content. Students who want content feedback should seek it from site supervisors or other site-based advisors.
ROLES AND RESPONSIBILITIES

STUDENT ROLES AND RESPONSIBILITIES

OVERVIEW
All practicum arrangements are ultimately the responsibility of the student and are subject to program approval. Students are expected to be proactive and to take initiative when selecting a practicum site and a site supervisor. The student must discuss practicum site possibilities with the Practicum Director prior to contacting potential practicum sites. Additionally, an MPH Practicum Agreement must be submitted and approved before the student starts the practicum. Students should also develop a contingency plan. Even the most well-planned practica can fall through at the last minute due to unforeseen circumstances. Students should be sure they have a back-up plan in place.

STUDENT ROLE AND RESPONSIBILITIES
Students are responsible for identifying and securing a practicum placement with a qualified site supervisor. Practica should be designed with MPH competencies in mind. Students must clearly communicate (1) arrangements, concerns, and updates to the Practicum Director and (2) expectations and responsibilities to their site supervisor. The student is encouraged to seek information and advice from former students, current students who have completed their practicum, their faculty advisor, other faculty and the Practicum Director.

The student must also:

- Arrange all associated logistics (e.g., funding, room/board, supplies, etc.).
- Provide a mid-project written progress report to the site supervisor and Practicum Director.
- Complete the specified tasks of the project, including written assignments.
- Submit a final practicum product and final practicum completion form.
- Acquire insurance and necessary immunizations for travel abroad.

WHO CAN SERVE AS SITE SUPERVISOR?
The site supervisor serves as a public health mentor—someone who practices public health (not solely research, not solely clinical medicine) for a living, though he or she is not required to have a formal public health degree. The relationship between the student and the site supervisor should be one of student-teacher rather than employee-employer or co-workers. The student-teacher relationship should be built on mutual respect, trust, communication and understanding.
SITE SUPERVISOR ROLE AND RESPONSIBILITIES

OVERVIEW
The site supervisor is responsible for overseeing the student’s practicum. This is the person with the professional skills and knowledge to direct the on-site public health experience of the student. The site supervisor should have expertise in the assigned project areas, experience and status within the organization, and an interest and competence in supervising and mentoring. Responsibilities of the site supervisor include:

Prior to Practicum
- Outline possible projects with student.
- Reach an agreement with the student to establish a collaborative relationship.
- Review, reach consensus on, and sign the Practicum Agreement prior to field placement. This agreement involves a commitment on the site supervisor’s behalf to work with this student for the duration of the project.

During Practicum
- Orient the student to the agency/organization.
- Assist the student in gaining access to information, personnel, and data required for the project.
- Meet with the student in regularly-scheduled supervisory sessions.
- Provide a final report on the student’s performance (online).

PRACTICUM DIRECTOR ROLE AND RESPONSIBILITIES
Contact: Amy Richardson, MPH, amy.k.richardson@vanderbilt.edu, 615-875-0038

The Practicum Director assists students in identifying professional and career objectives, clarifying learning objectives, and identifying appropriate practicum sites. She also:

- Assures that the practicum field placement negotiated between the student and site supervisor is appropriate and meets program requirements.
- Assists the student in developing the MPH Practicum Agreement and approve and sign a finalized agreement prior to the student starting actual fieldwork.
- Monitors the progress of the project and is available for student support if requested by the student or the site supervisor.
- Makes an assessment of the project and assigns academic credits upon completion.
**PRACTICUM WAIVER**

Students with extensive prior practical public health experience may apply for a waiver from the course. However, students may only be waived from the practicum if they can clearly demonstrate a substantive in a public health setting in which they were able to accomplish the practicum objectives through a specific project or other experience in that setting. Students who believe they meet the criteria for waiver of the practicum requirement must submit a completed Practicum Experience Waiver Request Form to the Practicum Director for review by the Curriculum Committee. Typically, the student will request this waiver in his/her first semester after matriculating into the program. The curriculum committee will vote on acceptability of the experience. The Practicum Director will notify the student of waiver acceptance if majority of committee agrees. Students will not receive credit hours for the waived practicum.

The following circumstances do not support a waiver request:

- Clinical practice by itself.
- Possession of a prior professional degree in another field or prior work experience that is not closely related to the academic objectives of the student’s degree program.
- Independent or supervised research.

**FIELD PRACTICUM SITES**

A wide range of organizations and agencies can provide valuable field experiences. In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. The site should: enable the student to develop further and to apply specific skills or competencies learned in the academic program and provide a supervisor who can regularly schedule time with the student. Additional support from the sites may range from a desk and a phone, to stipends or salary, transportation and lodging. Check with Practicum Director for specific suggestions.

Some examples include:

- Federal agencies: e.g., Department of Health and Human Services, Veterans Administration, Occupational Safety and Health Administration, Food and Drug Administration, Agency for Healthcare Research and Quality, Centers for Disease Control and Prevention
- State, county or city health departments
- Low and middle income countries’ Ministries of Health and health departments
- Other state and local health and social service agencies
- Managed care organizations
- Insurance companies
- Neighborhood health centers and community clinics
- Hospitals (public, not-for-profit, for-profit, psychiatric, rehabilitation)
- Global health organizations and clinics
• Community mental health centers
• Environmental health consulting companies
• Industrial settings
• Multi-specialty medical practices

As a part of our partnership with Dr. David Satcher through the Vanderbilt MPH David Satcher Public Health Scholars program, students with an interest in health disparities can spend their practicum time at Morehouse Medical College with the Satcher Leadership Institute. A one- to two- month experience in the fall of each year is open to one student per year. Satcher Scholars have priority for this experience.

**COMPONENTS OF THE PRACTICUM**

Each practicum placement should have the following components:

1. An opportunity to work with a practicing professional who is functioning as a leader for a public health institution, private agency, or organization.

2. Opportunities to attend as many managerial meetings as possible, involving a variety of people in the organization, such as the medical staff, administrators, health educators, and other professionals. In this way, the student gains a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.

3. Responsibility for one or more specific projects to carry out during the practicum. The projects should be designed so the student has principal responsibility, perhaps working with others in the organization, and the result should be a product, written or otherwise, that is of value to the organization. The number and types of projects performed by the student are left to the discretion of the site supervisor in recognition of the agency’s needs, time constraints and the student’s interests and capabilities.

4. Responsibility for other activities that the site supervisor may assign and which have mutual benefit, thus further exposing the student to the organization and the complexities of its working environment.

5. An environment that fosters development of an understanding of the political context within which public health activities are conducted.

6. Regular meetings with a site supervisor who can guide the student and serve as a role model. Due to the wide diversity in field practicum opportunities available to students, it is unwise to delineate further the specific nature of the training. However, it is imperative that the site supervisor and student, with the practicum director, agree on the scope of responsibilities and duties that the student will assume at the beginning of the field practicum period.
Distinguishing Between Practicum & Thesis

The practicum experience should be viewed primarily as a supervised field experience that meets the following criteria:

1. Consists of work in a public health setting;
2. Applies graduate-level skills in a public health context;
3. Provides opportunities to engage in activities that advance career potentials and goals; and
4. Results in at least one final deliverable product (e.g., report, manuscript, evaluation).

A practicum must fulfill the requirements set by the Council on Education for Public Health (CEPH), which states that “all professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization” (Criterion 2.4, CEPH, 2005). The practicum can take a practice or a research orientation.

The student will produce practicum product(s) that may range from papers, literature reviews, posters, curricula/tool kits, or other documents deemed appropriate by the Practicum Director. In the thesis, students will integrate their overall learning experiences from the MPH program, including the broad base of public health knowledge and skills acquired from their coursework as well as their practicum. This integration typically results in a product of a written paper and an oral presentation; for students in the Epidemiology track, this thesis should be able of evolving into a publishable paper. For Global Health track students, the thesis could include but is not limited to: a research thesis, white paper, publication, strategic plan, or project evaluation.

The practicum product must be distinct from the thesis. Although the practicum and thesis can be related, the student must be able to articulate how the two projects are independent from one another.
FUNDING AND RESOURCES

This section will be most relevant for students seeking international practicum placements. A multitude of resources are available, but each requires research and proactively from students. Applying for grants and scholarship funds can be a long and tedious process that should begin as soon as possible to guarantee timely access to funds. VIGH’s https://my.vanderbilt.edu/globalhealth/funding-opportunities/ site may serve as a starting point.

Students should also recognize that funding sources are subject to delays, changes, and restrictions. They should review funding guidelines carefully, inquire about anticipated timelines, and plan accordingly. If a student’s placement is dependent on funding, it is very important to develop a contingency plan in case funding does not come through.

DEVELOPING A BUDGET

In addition to narrative components of funding requests, granting agencies also typically examine a student’s budget. Budgets should be realistic, conservative, precise, and include justification.

- **Be Realistic:** Include all necessary expenses in your budget. Do not try to lessen vital expenses at the onset because you will end up paying for them later. However, try not to include frivolous or unnecessary expenses.

- **Be Conservative:** When applying for funding, remember that funders are looking for effective use of funds. Therefore, be as honest and accurate with costs as possible.

- **Be Precise:** Make sure that the needs included in your budget adequately and accurately represent all the needs of your project. Ensure expenses listed in your budget and the requirements of your project are in agreement.

- **Provide Justification:** Even if not specified, include a justification or narrative section when submitting a budget for funding to briefly explain why your expenses are necessary.

Typical budgets include the following, though students should review each funding source for specifics.

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
<th>Estimated Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roundtrip airfare</td>
<td>(departure/arrival cities)</td>
<td></td>
</tr>
<tr>
<td>In-country Transportation</td>
<td>(method of transportation &amp; justification: e.g., bus fare @ $1/trip x 2 trips/day x 90 days)</td>
<td></td>
</tr>
<tr>
<td>Room and board</td>
<td>(lodging &amp; justification: e.g., $90/wk. x 10 wks; include particulars: e.g., laundry + electricity)</td>
<td></td>
</tr>
<tr>
<td>Vaccinations, medications</td>
<td>(particular vaccinations + cost of each)</td>
<td></td>
</tr>
<tr>
<td>Visa</td>
<td>(type of visa, if applicable)</td>
<td></td>
</tr>
<tr>
<td>Field equipment, gear (if applicable)</td>
<td>(particulars + cost of each)</td>
<td></td>
</tr>
<tr>
<td>Personal expenses (may include phone, internet, food, etc.)</td>
<td>(depending upon personal needs, may include multiple line items)</td>
<td></td>
</tr>
<tr>
<td>Project Expenses</td>
<td>(if applicable, list particulars + cost of each)</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>(if coverage is not included in current plan)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ESTIMATE</strong></td>
<td><em>Don’t forget to include sum total costs!</em></td>
<td><strong>SUM</strong></td>
</tr>
</tbody>
</table>
TRAVEL PREPARATION

For students traveling abroad, it is important to adequately prepare yourself for the logistics of the trip. Some key points to consider before departing include: travel arrangements (both to the country and any additional travel while abroad), safety, finances and health.

PRE-DEPARTURE

In the spring semester, the program will conduct a pre-departure training to discuss safety, health, insurance, travel, and other considerations. Additional information is available at: https://my.vanderbilt.edu/globalhealth/travelmed/predepartureprep/

SAFETY/SECURITY

In preparation for your trip, check https://my.vanderbilt.edu/globalhealth/travelmed/safety-resources/ for requirements.

TRAVEL HEALTH RESOURCES

It is important to take extra precautions regarding your health as you travel abroad. As you research your host country, spend time learning about some of the major illnesses that affect people within that country, as well as travelers who are visiting. Travel health resources are available at: https://my.vanderbilt.edu/globalhealth/travelmed/health/

TRAVELERS INSURANCE

As part of your trip preparation, you will enroll in international health and evacuation insurance. If you are a full-time student, you will enroll in HTH, ISOS and Studio Risk traveler’s insurance programs and databases.

COMMUNICATION

As you update your friends, family and colleagues at home in the U.S. and elsewhere about the experiences of your work, please keep in mind what it is you are communicating. Remember that you are representing yourself, Vanderbilt University and the host institution or project site, and that all communications are a reflection of the aforementioned entities. Be considerate of the information that you share with outsiders, as it has the potential to be highly sensitive or confidential. Be mindful of the photos and comments you post on social networking sites and blogs, and take into account that it may be inappropriate to share certain information.
ADDITIONAL RESOURCES

Global Health Training in Graduate Medical Education: A Guidebook
2nd Edition, Global Health Education Consortium

This edition of GHEC’s *Global Health Training in Graduate Medical Education: A Guidebook*, edited by Dr. Evert and Dr. Chase, touches broadly on the many challenges in global health program development.

*University of Michigan Guidebook for Global Engagement*
This guidebook—developed for and by university students—provides a roadmap for planning projects abroad, with advice on multiple levels — from the logistics of paying for your trip and staying safe, to broader issues such as ethics and sustainability.
FOREIGN LANGUAGE RESOURCES IN NASHVILLE

VANDERBILT UNIVERSITY LANGUAGE CLASSES
All Vanderbilt Students are eligible to audit a language class through the College of Arts and Science. Current language offerings include Arabic, Catalan, Chinese, Classical Greek, French, German, Hebrew, Italian, Japanese, K’iche’, Latin, Maya Glyph, Portuguese, Russian, and Spanish.

To audit a class at Vanderbilt, one must agree with the following conditions:

1. Consent of the instructor must be obtained.
2. The instructor sets the conditions under which a course may be audited. Failure to meet those conditions is justification for withdrawal of the audit designation.
3. Audits carry no credit.

ENGLISH LANGUAGE CENTER
This campus partner offers a variety of services for English language learners in the Vanderbilt community. One of its programs—English Language Partners—pairs native English-speakers with international students, faculty, and staff to encourage cultural exchange and language development. If you’re looking for exposure to non-native English-speakers or want to pursue working with someone from the area in which you’ll be working, visit the Vanderbilt English Language Center’s website and research the English Language Partners program.

TENNESSEE FOREIGN LANGUAGE INSTITUTE
The Tennessee Foreign Language Institute (TFLI), an agency of the State of Tennessee established in 1986, is dedicated to responsive service of the public sector, the business community and private citizens in realizing their intercultural communication goals. The institute offers foreign language instruction, both scheduled and customized, with classes in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, Spanish and many others, as well as cultural awareness and diversity programs.

WORK WITH IMMIGRANTS AND REFUGEES IN NASHVILLE
While refugees and immigrants in Nashville may be more eager to learn English than assist you in learning their native language, you may gain valuable insights to cultural nuances and improve your cross-cultural communication skills by engaging members/clients of these populations. Some of the primary immigrant- and refugee-serving agencies in the Nashville area are listed below.

- Catholic Charities
- Conexion Americas
- Center for Refugees and Immigrants of Tennessee (CRIT)
- Nashville International Center for Empowerment (NICE)
- Nations Ministry Center
- VIGH’s Project:BRIDGES
- Shade Tree Clinic
- Siloam Family Health Center
- World Relief
PRACTICUM CHECKLIST

PRIOR TO PRACTICUM

☐ Explore potential sites, projects, and supervisors.
☐ Make sure your CV/resume is up to date.
☐ Meet with Practicum Director prior to beginning practicum.
☐ Complete Practicum Agreement Form.
  o Make sure you and your site supervisor have outlined clear expectations about the
    nature of the work, schedules, deliverables, and mentorship.
  o The Practicum Director must approve the form prior to the beginning of the practicum.

DURING PRACTICUM

☐ Keep a daily log of all your activities. Record and track and number of hours of the practicum
  and activities/events of the practicum.
☐ Complete and submit Practicum Progress Report describing your activities to date and any
  revised objectives.
☐ Make sure your site supervisor completes the online Student Evaluation Form at the end of the
  practicum experience.

AFTER PRACTICUM

☐ Prepare Practicum Product that fully describes your practicum experience.
☐ After evaluation form is complete and requirements are satisfied, complete and submit the
  Practicum Completion Form.
☐ Prepare for Practicum Colloquium.
**FREQUENTLY ASKED QUESTIONS**

**WHEN DO I BEGIN MY PRACTICUM?**
The practicum typically begins in May or June after your first year of studies. However, you will begin planning your practicum experience in your first semester.

**IS IT NECESSARY TO GET MY PRACTICUM DIRECTOR’S APPROVAL TO BEGIN THE PRACTICUM?**
YES! It is mandatory!

**HOW AND WHERE DO I START?**
Identify practicum topics based on your interest in your area of specialization and career goals. Meet with your Practicum Director to discuss your ideas for the project and explore the options available to you. You must develop your own goals, objectives, and timelines for the practicum in consultation with your Practicum Director and site supervisor(s).

**You are responsible** for initiating and following through with the entire practicum process!

**HOW DO I FIND PRACTICUM PLACEMENT?**
Use your resources! Finding placement is like finding a job. Your Practicum Director will work with you to help troubleshoot any challenges as you seek a practicum placement. Identify agencies that are working on health issues that are related to your area of interest. In addition, talk to other faculty members, research faculty, MPH administrators, and students who have completed their practicum requirement.

**DO I REGISTER FOR THE PRACTICUM?**
No, you do not have to register for the practicum.

**WILL I BE PAID FOR THE PRACTICUM?**
The MPH Program does not compensate students for the practicum. Compensation is at the discretion of the agency/organization you choose. Practicum placements can be paid or un-paid.
PRACTICUM FORMS AND DOCUMENTATION

All forms can be downloaded from the MPH website, located in the pink “Practicum Timeline and Forms” box.

PRACTICUM AGREEMENT
A student plan and description of the project which must be completed by the student, signed by the site supervisor(s) and Practicum Director, and submitted to the Practicum Director.

PRACTICUM PROGRESS REPORT
A report to be completed by the student and signed by the Practicum Director and site supervisor(s) that describes your progress to date and any objective amendments.

PRACTICUM COMPLETION FORM
A checklist completed by the student once the practicum is completed, signed by the site supervisor(s), and submitted to the Practicum Director.

TIME RECORD FORM
A template to record and track the number of hours of the internship and activities/events of the internship.

PRACTICUM COURSE EVALUATION
An online evaluation form to be completed by the student at the end of the practicum.

SITE SUPERVISOR EVALUATION FORM
An online performance evaluation of the student to be completed by the site supervisor.

<table>
<thead>
<tr>
<th>Document</th>
<th>Signatures Needed</th>
<th>Due Date</th>
<th>Submitted To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Agreement</td>
<td>Practicum Director Site Supervisor Student</td>
<td>Feb. 1, 2015</td>
<td>Practicum Director</td>
</tr>
<tr>
<td>Practicum Waiver Request</td>
<td>Student</td>
<td>Feb. 1, 2015</td>
<td>Practicum Director</td>
</tr>
<tr>
<td>Practicum Progress Report</td>
<td>Practicum Director Site Supervisor Student</td>
<td>no later than July 25, 2015 (1/2 way point)</td>
<td>Practicum Director</td>
</tr>
<tr>
<td>Practicum Completion Form</td>
<td>Practicum Director Site Supervisor Student</td>
<td>Dec. 1, 2015*</td>
<td>Practicum Director</td>
</tr>
<tr>
<td>Practicum Time Record</td>
<td>Student</td>
<td>Dec. 1, 2015*</td>
<td>Practicum Director</td>
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<tr>
<td>Practicum Product</td>
<td>Student</td>
<td>Dec. 1, 2015*</td>
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<td>Course Evaluation Form</td>
<td>Student</td>
<td>Dec. 1, 2015*</td>
<td>Practicum Director</td>
</tr>
<tr>
<td>Site Supervisor Evaluation Form</td>
<td>Site Supervisor</td>
<td>Dec. 1, 2015*</td>
<td>Practicum Director</td>
</tr>
</tbody>
</table>

*Due no later than December 1, but we highly recommend that you turn final forms in within 1 month after the completion of your practicum. So, for students doing a block schedule for your practicum over the summer, we recommend you turn it in by mid-late September. An earlier due date should not be added strain, as you are simply turning in the products you already delivered to your agency and a short self-assessment on the practicum experience.