

# MCOM 390 - MASS COMMUNICATIONS PRACTICUM

## Spring 2006

This packet is intended to answer most of your questions about what is required of you for the Mass Communications Practicum. This material is thorough, and may therefore appear to be lengthy. **Although the instructor will review portions of the syllabus with you during the initial class meeting, you must take the time to read this information, in its entirety, before you begin work toward your Practicum.**

The knowledge you gain through a **careful reading** should help you to avoid any misunderstandings as the academic term progresses and should help you to more successfully **meet the expectations of your faculty**, and thereby increase your likelihood of attaining a satisfactory final grade for the course. **Students will be held accountable for all requirements presented in the syllabus.** Any questions not answered by the written materials should be directed to the course instructor.

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### THE GOAL OF THE PRACTICUM

The goal of the Practicum is to afford the student the opportunity to apply concepts presented in the classroom to the "real world" of mass communications through on-site work with one of several on-campus facilities. By applying conceptual and theoretical knowledge in a practical work environment, the student should expand on his or her **understanding of previous course work**, develop **practical and problem-solving skills** in relation to the work being performed, and **build a base of experience** upon which to strengthen future course work and **gain a perspective in making career choices**.

To this end, a student pursuing a Practicum is expected to **demonstrate integration of knowledge gained in the classroom with his/her experience in the field**. While each Practicum experience may involve different skills and assignments under different supervisors, the encompassing goals and standards of evaluation remain the same.

To successfully complete an Practicum, a student must do more than adequately perform the tasks assigned by his or her supervisor; **the student must demonstrate that a learning process has taken place** by means of a daily journal, an oral presentation, and a final paper, as well as other criteria (See sections under *Requirements* and *Evaluation*).

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### ABOUT THE PRACTICUM

The Practicum is available for one credit hour in a single academic term, but the course may be repeated for a total of two credit hours – as long as the nature of each Practicum is unique. Mass Communication majors are each required to complete a minimum of one hour of Practicum credit for their degrees.

Practicum students must work under the immediate supervision of an experienced professional in an established work environment; **the Practicum is not to be used for independent/directed study**. Successful completion of the Practicum is one prerequisite for the off-campus Internship (MCOM 490).

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### CONDITIONS OF ENROLLMENT

The following conditions must be met in order to enroll in this course:

1. **Completion of at least 9 hours of Mass Communications coursework, as appropriate for the specific Practicum.** Your academic adviser will review your completed coursework in order to match your preparation to the demands of a particular Practicum. For instance, a student working in public relations will be expected to have completed Public Relations Writing and Planning, or a student working with video editing should have completed the Advanced Video Production course. **Before** you seek out a Practicum, work with your adviser to assess your individual preparation so you can seek an experience that corresponds with your background.

2. **Approval of a Mass Communications academic adviser and the media facility supervisor.** **Before** the academic term for the Practicum, the student should consult with his or her academic adviser to determine which potential Practicum site is most appropriate for his or her interests and prior experience. The student should then approach the potential media facility supervisor – again, **before** the academic term for the Practicum – to determine mutually agreeable provisions for the Practicum. Per the University Catalog, **the student is ultimately responsible for obtaining placement at a Practicum site**, under the direction of the University.

**Your enrollment in this course is not complete until you have submitted an approved Practicum Proposal, with your signature, and the signatures of your Practicum Supervisor and your Adviser.**

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### REQUIREMENTS

Each student enrolled in Practicum must meet each of these eleven requirements:

1. **An approved Practicum proposal.** The student is encouraged to write a detailed description of the proposed Practicum experience. A clear description from the outset will avoid later misunderstandings. Specify precise activities, expectations, and outcomes.

2. **Completion of a minimum of 70 clock hours of supervised (unpaid) work.** All hours must be completed within the official schedule for the academic term in which the student is enrolled in Practicum.
3. **A daily journal with notes about what you did and learned each day, for your use in preparing your final report.** The journal is a continuing opportunity for the student to reflect on his or her progress. The successful student will include not only a listing of activities, but will also analyze his or her experiences in relation to previous coursework and in terms of the overall Practicum situation. A sample journal with instructor comments is attached for your guidance.
4. **Mid-term time report.** The student must work with his or her media facility supervisor to determine a schedule appropriate for the particular Practicum. This schedule should be arranged to allow the student to consistently pace his or her experience throughout the academic term. A student who has not completed at least 25 of the required hours by the date of the mid-term conference is advised to withdraw from the course. Failure to accumulate at least 25 hours at mid-term is likely to result in an unsatisfactory final grade in this course.
5. **Supervisor and student mid-term evaluations.** A review of the attached evaluation forms will indicate to the student the expectations the faculty has regarding the student's activities. Communicate regularly with your media facility supervisor to assess your on-going status.
6. **Mid-term conference between student and academic adviser.** An appointment must be pre-scheduled for the mid-term conference with your academic adviser, which will be used to review the student's time report and daily journal, and otherwise evaluate progress on the Practicum. The adviser may wish to review the journal in advance of this meeting; in any event, the student must bring his or her journal to the mid-term conference. This is the opportunity for the student to determine what adjustments may be necessary to ensure successful completion of this course.
7. **Mid-term journal entry.** Each student is expected to make an entry into the daily journal specifically summarizing the recommendations made during the mid-term conference with the academic adviser. Following the mid-term conference, the successful student will also revise previous journal entries to correct deficiencies noted in the conference.
8. **Final time report.**
9. **Supervisor and student final evaluations.**
10. **A typewritten final report of what you did, what you learned, and comments about your Practicum experience. Appropriate length: 5 pages (minimum).** Recommendations about the paper are detailed elsewhere in this syllabus and will be discussed at length in the initial class meeting. Review any questions you have regarding the paper with your academic adviser and with the course instructor. A sample journal with instructor comments is attached for your guidance.
11. **An oral presentation, five minutes in length, using appropriate reinforcement(s).** The oral presentation is your opportunity to share with your student colleagues your Practicum experiences. It is also your chance to learn about potential alternatives for your own future Practicum opportunities. Your presentation should be well prepared and should be effectively delivered, commensurate with the communication skills to be expected of a student of communication.

**Each student is strongly advised to retrieve his or her completed Practicum packet from the course instructor during the first two weeks of the subsequent academic term. Insight gained from the review of faculty and supervisor comments on your work in this course is crucial to the successful completion of the later Internship. Any Practicum materials not claimed in timely fashion may be destroyed.**

**Work submitted by the student must be original; the University forbids plagiarism. References to the work of others may be included, but must be accompanied by appropriate citations.**

## **ATTENDANCE POLICY**

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Students enrolled in Practicum meet as a group only twice during the academic term: once during the first week of classes, and once during the final week of classes. **Attendance at both meetings is mandatory.** You are **required to stay the entire scheduled time for the final class meeting** to listen to the Oral Presentations of your colleagues. Review your schedule early and remove any conflicts immediately; **no excuses will be allowed.**

In addition, you must keep your mid-term appointment with your academic adviser and follow the agreed upon work schedule set by your media facility supervisor.

## **EVALUATION**

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Most of your Practicum experience will take place outside of the immediate scrutiny of the Mass Communications faculty. **Your written submissions are the only tangible records of your Practicum, and should be given high emphasis because this work will reflect heavily on your final grade for the Practicum.**

Be sure your writings demonstrate thought, reflection, and the application of your previous knowledge. Distinguish what you learned from what you did. For instance, "I shot field video for B-roll" or "I wrote a press advisory" are examples of what you did; what did you learn from either of these experiences? Do not merely list your activities, but discuss the understanding you have gained from your experiences. Samples of the work of previous Practicum students are attached for your reference.

Some of the key points the faculty considers when evaluating your submissions include:

- Does the student accurately and appropriately apply previous classroom information to the Practicum situation?
- The student should go beyond a listing of activities to explain fresh perspectives and knowledge gained from his or her new experiences – more than an inventory of what was done, but also summarize what was learned from what was done.
- The student should demonstrate a balance between technical information (e.g., equipment operation, technical theory), the media message content of the project(s) completed in the Practicum (e.g., audience analysis, scripting, client goals, evaluation of effectiveness), and workplace dynamics (e.g., worker interaction, organizational structure).
- How well does the student adapt his or her knowledge and behavior to the practical situation of the workplace?
- Does the student demonstrate appropriate work habits? The student should ensure that the Practicum not only serves his or her needs, but also fulfills the needs of the workplace.
- Is the student able to effectively communicate about his or her experiences orally and in writing?

**Your written final report is your opportunity to communicate the quality of your Practicum to the faculty. As such, it should not be a rushed afterthought, but it should be an insightful, deliberated synopsis of the Practicum. This paper must be stylistically "clean," with proper grammar, spelling, and punctuation.**

Your final grade will be determined through a review by the collective Mass Communications faculty. Their review will include the supervisor evaluations, your number of clock hours, your daily journal, your final report, and your oral presentation. The faculty will verify your completion of the requirements detailed above, but also will determine your final grade by evaluating the quality of the work completed.

**Any student failing to complete the minimum number of clock hours will receive a final grade of "F."**

The weighting of the materials will be as follows:

- Supervisor Evaluations (Mid-term and Final) = 25%
- Daily Journal = 25%
- Final Written Report = 40%
- Oral Presentation = 10%

**Refer any on-the-job problems to your academic adviser immediately.**

## DEADLINES

**The deadlines listed below will be strictly adhered to**, with significant grade penalties for late submissions. Forms for your Practicum proposal, time reports, and student evaluations are included with this packet. Supervisor evaluation forms will be sent from the departmental office directly to your media facility supervisor. Check with your media facility supervisor to be sure that these forms are received and that his or her evaluations are completed and returned by the specified deadlines. **The student is responsible for ensuring all materials are submitted by the appropriate deadlines.** The clock hours and paper lengths listed above are minimums.

	Location	Time	Date
Practicum Proposal	120 Stubbs Hall	12:00 Noon	Friday, January 20
Mid-term Evaluations and Time Report #1	120 Stubbs Hall	12:00 Noon	Monday, March 6
Mid-term Conference with Academic Adviser	Adviser's Office	Per Appointment	Wednesday, March 8 or Thursday, March 9
Final Report, Time Report #2, Daily Journal and Final Evaluations	120 Stubbs Hall	12:00 Noon	Friday, May 5
Oral Presentations (Final Exam Period)	132B Stubbs Hall	1:00-3:00 p.m.	Wednesday, May 10

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## STUDENT CHECKLIST

(√ indicates completed)

Student's Name: _____	Practicum Site: _____
<input type="checkbox"/> Get supervisor's signature on Practicum proposal	
<input type="checkbox"/> Get adviser's signature on Practicum proposal	
<input type="checkbox"/> Submit Practicum proposal	
<input type="checkbox"/> Schedule mid-term conference with adviser	
<input type="checkbox"/> Remind supervisor to submit mid-term evaluation	
<input type="checkbox"/> Get supervisor signature on time report #1	
<input type="checkbox"/> Submit time report #1 – Hours: _____ (25 total hours, minimum)	
<input type="checkbox"/> Submit mid-term student evaluation	
<input type="checkbox"/> Attend mid-term conference with adviser (bring daily journal)	
<input type="checkbox"/> Make journal entry summarizing mid-term conference	
<input type="checkbox"/> Remind supervisor to submit final evaluation	
<input type="checkbox"/> Get supervisor's signature on time report #2	
<input type="checkbox"/> Submit time report #2 (70 total hours, minimum)	
<input type="checkbox"/> Submit final student evaluation	
<input type="checkbox"/> Submit daily journal	
<input type="checkbox"/> Submit final paper (5 pages, minimum)	
<input type="checkbox"/> Make oral presentation (5 minutes, maximum)	
<input type="checkbox"/> Pick up evaluated Practicum packet	

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## SAMPLES

The following examples show excerpts of actual work submitted by previous students of the Mass Communications Practicum. Examine these samples with a critical eye as to how the authors distinguished between what they did during their Practicum and what they learned from what they did.

### ULM Public Affairs Practicum Daily Journal

#### WEEK 1

##### **Day 1 - June 3**

Since it was my first day, Veronika Avery gave me a tour of the office and introduced me to the other ladies working there. She explained the roles each person plays in the office.

Veronika said generally I would be spending a good deal of time posting news on the news wire, but at the moment the computer used for the news wire is not working.

The first thing Veronika had me do was organize some press release files. By doing this, I was able to see what events are covered by Public Affairs and what months are the busiest. Press releases for October, November, April and May were much more numerous than any other months.

The next thing Veronika had me do was edit her list of media contacts. She wanted a more up-to-date list, and she emphasized just how important it is to have a good rapport with the media at all levels. Veronika said good rapport is important because you want the media to come to you when they need a story. You want them to know that you will do everything you can to help them out and get them what they need. The media is the link to your public.

##### **Day 2 - June 4**

Today Veronika had me review and edit a press release written weeks earlier about the new call boxes on campus. Veronika wanted to make sure the information was complete and up-to-date before posting it on the web.

Next Veronika had me write a press release about an education workshop coming to ULM. After writing the release, I reviewed it with Veronika. She gave me some tips such as: try to have ULM in the title of releases and put the big news first. I also learned that what is big news in journalism isn't always what big news in public relations is. She explained the difference between a media advisory and items for immediate release. Veronika also told me that old releases can give very good background information. She also gave me a crash course in posting releases on the ULM web site. Veronika assured me that she didn't know everything at first and that the only way to learn is trial and error.

##### **Summary**

I've really enjoyed my first week. It's interesting seeing what I'm learning to do being put into action. I also like the fact that Veronika assured me that you can never stop learning, and you can never expect to know everything.

#### WEEK 2

##### **Day 3 - June 11**

Well, today I got to get out of the office. I went with Veronika while she checked that everything was going well at an alternate certification class. The education department had called the day before at 4 p.m. and asked if Veronika could arrange to have some media cover a class they were doing. Channel 10 was the only one that showed up. I met the reporter and cameraman. I learned that just because the media is there, that doesn't mean Veronika's job is over. She spent a great deal of time organizing the media and making sure they were getting access and the information they needed. She also made sure the reporter was able to speak to all the people she needed to.

Next, I got to sit in on the President's Podium, the weekly radio show. Veronika told me that she writes the questions in advance and gives them to both Dr. Cofer and the host.

### Instructor Comments

*From your introductions, what did you learn about the work expected of these various positions and about the division of responsibilities in the Public Affairs department?*

*For whom are the "news wire" messages intended? What is the impact on the operations of not having the computer working?*

*Make some observations about the type of events covered and those that are not covered ... why were the decisions made? Why were some months "busier" than others?*

*Your observations about the importance of media contacts are very good.*

*Elaborate further on these items. Is there a difference between style and substance in Veronika's tips? What constitutes "big news" and why? What is the difference between a media advisory and a media release? Explain what it took for you to post the news to the web site. Are there differences in form and content for the web than for other media?*

*Your observation is very good that the PR practitioner's role extends beyond getting the media to show up. Give us some additional insight about how Veronika knows when to step in and how she goes about facilitating the interview. How does she avoid intruding too much?*

*Why does she no longer script the answers? How does she*

Veronika said she no longer writes out an answer for the president but gives talking points instead. She sat next to Cofer throughout the interview and often slipped him notes about what points to emphasize or gave him information to add. I also got to meet President Cofer and see him in action. It was an instructive and interesting day.

### Summary

The day I spent at my practicum this week was very interesting. It was also a reality check. I'm starting to learn that PR is more phone calls and paperwork than it is glitz and glamour.

### WEEK 3

#### Day 4 - June 18

Today was fairly slow in the Public Affairs office. Veronika had received an announcement concerning one of the camps going on at ULM for the summer. She said she had already done one release for this camp and didn't want to seem like she was giving it more attention than all the others, but "the squeaky wheel gets the grease," Veronika said. Although Veronika had an announcement she could have released without any work, she emphasized that if your name is going on it, you want the release to be well written. With this in mind, Veronika took information from the previous release and added the new information from the announcement to write her own release. I spent the rest of the day faxing the release to a list of media contacts provided by the camp sponsors.

#### Day 5 - June 19

I started the day by completing the fax list I began yesterday. Next, Veronika said that a professor in the geosciences department had been named a scholar. She said that she didn't think it was of high priority to release, but some people in the department called and said that they were going to release the information themselves. After this Veronika felt it was her duty to write the release since the department felt so strongly about it. Veronika gave me the information she was sent and put me to work. She had been e-mailed an interview that one of the professors in the geosciences department had done with Professor Melder, the instructor named the Merlot scholar. I worked on that story for the rest of the day.

#### Day 6 - June 20

I finished working on the Merlot scholar release today. It was really fairly easy to get done. The professor who had done the interview did an excellent job of getting the needed information. I was able to simply copy and paste a large part of the release. The main things I had to do were make sure the information was in a logical order and make sure the paragraphs flowed. I was amazed at how quickly the release came together. Veronika told me today that when she began work here her boss told her that on press releases just use one space after the period. That's going to confuse me for sure.

### Summary

I feel like I'm really starting to get my feet wet. Veronika told me that my final draft of the Merlot release turned out very well. I'm gaining more confidence in my writing skills, and I've been amazed at how much information people will send you if they think you'll release it. Once we get story a most all the footwork is done.

### WEEK 4

#### Day 7 - June 24

I spent most of the day transcribing an interview Dr. Bruno did for KEDM on the President's Podium talk show. Bruno was talking about the renovations on campus. Veronika said having a transcript of the interview would allow her to go back and pull a quote from Bruno about the renovations if she needed one for a story. She said it was a time-saver. Transcribing it wasn't a time-saver though. I didn't even finish the tape, and it's only a 30 minute show.

#### Day 8 - June 25

Today I worked on a press release about a model airplane that one of the aviation instructors is hoping to build. Veronika had been e-mailed about the project, and I was able to get all the information I needed from the e-mail. Some of the information I was able to copy and paste, but some of it had to be rewritten in a more journalistic style. One thing that did worry me about the release was the fact that I had to use the word "plane" over and over again. I asked Veronika what she thought. She pointed out that having too many names for the same was sometimes worse than using one word several times. She said when you keep switching terms people get confused. I felt better after getting her

*know when to feed President Cofer additional information and how does she go about it so that she avoids being a distraction?*

*This is a very important realization!*

*Are there any dangers in only greasing squeaky wheels?*

*What observations can you make regarding the changes Veronika made to the releases ... what makes a release "well written"?*

*Is this experience a lesson in how the release of information is controlled by a large institution? How are priorities set (or how should they be set)?*

*As you worked on your version of the release, how did you arrive at the decisions you made?*

*Explain "logical order" and "flow."*

*Why this difference in style?*

*Excellent.*

*Great.*

opinion. I reviewed my first draft with Veronika, made the changes she suggested, and then Ms. Claudia reviewed my second draft.

### **Day 9 - June 26**

I finished the model airplane release today. Veronika was starting to wonder if she should release the story now or wait. She was worried that the story wasn't newsworthy, at the moment. She pointed out that you should tell the media what is happening, not what's probably going to happen. One problem Veronika discovered was that the project hadn't gotten any university approval yet. She called around campus and asked a few people what they would do with the story in this situation. After calling around, Veronika decided not to release the story right now. She said she might possibly send it out as a campus-wide e-mail first to try to get some more support for the project. It was interesting to see just how much you have to rely on other people – even people outside of your department – for advice.

### **Summary**

I'm getting a lot of ideas for ways to do things that I'd never thought of before. Transcribing a talk show to have quotes to pull from is a great idea. I'm also beginning to realize how important it can be to get advice from people outside of public relations – people with a different perspective.

### **WEEK 5**

No Hours.

### **WEEK 6**

#### **Day 10 - July 9**

Today I worked on a release about a new CD the ULM band has just put out. Veronika had gotten the information via e-mail again. The information was more scattered than it had been on other e-mails, so arranging the information took me a little longer. The release ended up being relatively short and straight-forward, but must have swapped the order of information 100 times. I also worked on a few other short releases today. They went a lot better though.

#### **Day 11- July 11**

I spent most of today working on a release about a ULM graduate who's now in *Cirque du Soliel*. The release had been written a while back, but nothing had been done with it yet. Veronika e-mailed the story to the young man to have him look over it. She told me that's not general practice. She said if you e-mailed everyone you wrote a release about to get their input you'd never get finished with anything. She said there would just be more questions than anyone could handle. The graduate actually appears in the segment, "Mysteré," of *Cirque du Soliel*. The last "e" in Mysteré has an accent mark. Veronika couldn't find a way to make this symbol on her computer, so she had an idea to copy and paste "Mysteré" from the *Cirque* web site. I thought that was really neat. I don't know that I ever would have thought to try that, but it worked. I also added some information to a release I had written earlier about upcoming alumni events.

### **Summary**

It's all about e-mail. I don't know that I've worked on a story yet that didn't come via e-mail. I didn't realize how much information comes electronically. Now more than ever I feel the need to continue improving my computer skills.

### **WEEK 7**

#### **Day 12 - July 15**

Veronika talked to me today about her idea to start sending out news briefs for the upcoming weeks instead of sending out so many individual releases. She said she felt that many times the information was not strong enough to warrant a separate release, but at the time she has no other way of getting the word out. She also said that you have to be careful not to bombard the media with news. They will get tired of all the releases and begin to overlook them. Veronika felt if she could send a brief and then do releases only for the most important things, she'd get a better response. The only problem she saw with a news brief is that she didn't have any experience doing one, and she didn't know where to go with questions. One question we discussed was how far ahead your information should go out.

After discussing the news brief idea for a while I started work on a release about the new theatre season. The information from the theatre brochure had been sent to Veronika, so

*Give more detail and analysis of these suggestions.*

*Very good.*

*Good summary.*

*Why so many changes? How did you arrive at your final draft?*

*Since this is not her general practice, why did she make an exception in this instance?*

*Explain.*

*This entry is effective in its explanation of why Veronika wanted to do the news briefs, but should also include a discussion about how the practitioner decides what information to include in order to avoid overwhelming the media.*

there wasn't much work to be done on it. The only thing I really had to work on was the opening paragraph. Veronika did tell me, however, that the theatre department had some new faculty and she wanted to make sure they were recognized.

### Summary

Overloading the media with news can be as bad as giving them the cold shoulder. To be most effective, you have to find a balance that will meet both your needs and theirs.

## WEEK 8

### Day 13 - July 22

I started work on our first news brief today. Veronika decided to send out the briefs every Thursday and try to cover the two upcoming weeks in each brief. Prioritizing was one of the hardest things I found to do while writing the brief. Nearly all of the stories included in the brief had already been written as a press release, and it was up to me to decide what information from the release was put in the brief and what was left out.

After working on the brief for a while, Veronika asked me to make some changes in the release concerning the dorm renovations. There were two main changes that Camile Currier had suggested when he and Veronika reviewed the release together. The first thing was that he wanted the word "dorm" or "dormitory" replaced with "residence hall," and secondly, he wanted the term "electronic lock" changed to "proximity reader." I asked Veronika why these changes were so important. For the proximity reader, she said it was simply because that was the official name, but the reasoning behind the change to residence hall was very interesting. She said Currier had told her that he had seen some information that when people hear "dorm" or "dormitory" they think jail. He felt "residence hall" just sounded more appealing.

### Day 14 - July 23

I made some changes to the news brief today. One big change was the deletion of a story about an alumni veteran. The story had originally been written as a press release, and there was just too much information to include for the story to fit a news brief. Veronika decided it would be best to take out the story and do a separate release since there was so much information. I also added a story. Veronika received some information on a medical clinic for senior citizens that some of the pharmacy school students and staff would be working with. We had to call and get more information on the clinic, but we all felt it was a worthwhile story.

### Day 15 - July 24

I spent the first part of the day trying to find FCC programming regulations for government channels. I was doing this because the Monroe mayor's office was issued a channel, and they were wanting ULM to be a part of the programming. But because it's a government channel, there are restrictions on what programming they can show. Veronika wanted to know the regulations so she would be able to help make the right decision for ULM.

We released the first news brief today. I asked Veronika how she decided which stories to put first and last and so on. She said a lot of it was just personal opinion, but that the bigger stories and those dealing with academics generally should be at the top. She pointed out that often journalists are trained that what's important is at the top so that may be all they look at. She wanted to make sure the best stories got the most attention.

She also decided at the last minute to cut a story on the kinesiology department. She said she felt the story wasn't strong enough to be released yet. She wants to get a quote to give the story more depth, and since the story wasn't that time-sensitive she thought it would be okay to wait.

### Day 16 - July 25

Today was fairly slow. Veronika left early and asked me if I would update her to-do list for next week. The amount of work she has to do is amazing, and her work deals with every aspect of the campus. I was astounded by the variety of tasks she has. I also learned that Channel 10 recently got a new assignment editor. Veronika brought this up because she said when you are in public relations the assignment editor is your main contact. They decide if anyone follows up on your story or not.

### Summary

It's the little things that count. Everything from the order of stories on a news brief to what term you use to refer to new locks can make a difference. You have to do more than

*Why did you need to rework the opening paragraph and how did you arrive at your decisions?*

*Good!!*

*How did you prioritize and how did you decide what to include and exclude?*

*Congratulations on asking a very appropriate question! In this case, the "expert" made a valid point about the word "dorm;" however, you were probably right about the electronic lock. Is there something special about a "proximity reader" that differentiates it from a mere "electronic lock"? Perhaps you need more explanation in your release to make the distinction – in a simple/clear fashion. Should the PR practitioner sometimes step with more force to educate "experts" about how to most effectively communicate the topic? Instead of "jail" might he have meant "institutional"?*

*Good observation about the veteran story. Explain why the clinic story was worthwhile.*

*Did the thought strike you that faculty members in your own department might be good resources for this topic?!*

*What makes a story "bigger"? Recap some of the tips provided in your basic journalism coursework ... immediacy, breadth of impact, geographic proximity, etc.*

*Two important points: the value of the quote to strengthen the story and timeliness.*

*Excellent tip.*

*!!!!!!!*

spell-check to write an effective press release.

## **WEEK 9**

### **Day 17 - July 28**

Today I started work on this week's news brief. Almost all the stories had been written earlier for press releases, so I had to work on shortening them again. Knowing what to take out and what to leave in wasn't as difficult this time. I was working on the laptop today so actually removing the words was quite difficult. This was the first day I had tried to really work on something using the laptop. I don't like the laptop. I need a mouse.

### **Day 18 - July 29**

I worked on the news brief some more. Today I was able to use the other computer, so things went much quicker. The biggest worry I had was editing. I found myself cutting out quite a bit of information, and since I hadn't written the story in the first place, I started to feel guilty. I felt like my editing the story was somehow saying that the release that had already been written was full of unnecessary information. I didn't want the person who had originally written the release to feel like I was correcting his/her work.

I had to make a call to a professor to get some more information and check some information on one story. I'm getting much more comfortable making professional calls. At the start of the summer, making phone call was as nerve-wracking as taking a test. Constructing a story from the information Veronika sent is sometimes nerve-wracking too. Veronika received one e-mail about a ULM graduate from one of his former professors. The professor went on and on about how wonderful the young man was but didn't give the man's name until the last sentence.

### **Day 19 - July 30**

Veronika had me make an e-mail list of all the department heads on campus. She wanted to be able to get the word out about things going on and thought that often all-employee e-mails are just ignored. She thought if she could contact the department heads and ask for their help in spreading the word to the instructors in their department, she might see a better response. Doing this helped me get more familiar with the Apple computer and learn to do something I hadn't done before. Veronika used the list as soon as she got back and then had me fax the e-mail as well, just for good measure.

### **Day 20 - July 31**

I finished faxing the department head e-mails today. I also went back to a list of department heads and their e-mail addresses and added on their fax numbers. Some of those numbers were really hard to find.

### **Day 21 - August 1**

While I was there today Veronika had me look over recent articles from *The News-Star*. She wants to start cataloging them as to whether they are positive or negative for ULM. The overwhelming majority were positive. The negative stories focused on the same two to three topics generally. Veronika wants to establish a system so that she can easily go back and locate articles that may be brought up later. She also wants to have the list available in case anyone feels *The News-Star* is treating ULM unfairly, whether it's too much good or bad attention.

### **Summary**

There are always going to be difficulties in any job, especially ones that deal with such a variety of people and handle so many tasks. This experience has taught me much more than I expected. It was also more enjoyable than I had expected.

!!!!!!!

*Could the divergence between the original release and your edited versions be the difference of the nature of the releases rather than about "unnecessary information"? What else did you learn from this experience about being an editor of someone else's work?*

*How did you learn to overcome your earlier fears?*

*Good explanation of the "why" behind this activity.*

*Could this redundant coverage train department heads to ignore future messages?*

*What was the motivation for the "positive" versus "negative" classifications? Do you not find it surprising that this institution evidently did not already have in place a system to morgue its press coverage? Are you familiar, from your classes, with commercial clipping services?*

*As the final summary of this experience, could you please specifically recap several major points learned this academic term?*

**“ULM Journal”**  
**Practicum Final Report**

This semester I chose to work on *ULM Journal* for my Practicum project. *ULM Journal* is a thirty-minute, documentary-style television program geared toward the community which airs at the end of a given semester. The theme focuses on a diverse set of faculty, students or organizations that play a positive and significant role on campus. The program features four or five different stories that are produced by students. I was responsible for producing a six-minute package and hosting the program. As a producer I was responsible for coming up with a story idea, researching, interviewing, videotaping, and editing the final product. As the host, I gave brief descriptions of each story throughout the show.

Much of my Practicum experience has been guided by previous Mass Communications classes. The class that has been the most beneficial for my practicum project was Electronic News Gathering (MCOM 433). In addition to expanding my skills and knowledge in various areas and techniques, I have learned four valuable lessons this semester. I have learned:

1. the importance of preplanning,
2. the process of switching to digital cameras,
3. the process of editing on digital equipment and, most importantly,
4. I have learned how to effectively work in a group setting.

**I have learned the importance of preplanning...**

The production of *ULM Journal* has reinforced a preplanning concept I learned in *Electronic Newsgathering*. For example, one of our first assignments in that class was to do an in-camera edit. My classmates and I were not allowed to turn the camera off once we started taping. The idea behind that restriction was to force us to think about the exact shots we needed and plan the order (or sequence) we wanted before recording. In that class I learned that preplanning saves a lot of time.

My initial story idea for *ULM Journal* was to feature ULM's Herbarium. I became somewhat familiar with this topic while I was doing *Campus Close-Up* in Spring 2001. After talking to the head of the Herbarium, Professor R. Dale Thomas, I learned a couple of things. First, the Herbarium is not a greenhouse. I made the mistake of using the terms "herbarium" and "greenhouse" interchangeably while doing my story for *Campus Close-Up*. The Herbarium is actually a collection of dried plant specimens (or advanced plants) that are kept on the second floor of Stubbs Hall. The greenhouses are located on Bon Air Drive. The next thing I learned after talking to Professor Thomas was the idea of a story about plants really bored me. If I am not interested in the topic, how can I make it interesting to the public?

The only reason I chose that topic was because I thought it would be easy to produce. Because of my *ULM Journal* experience, I have learned that trying to take the easy approach does not work. While presenting story ideas at one of our first meetings, I discovered that my classmates were taking this project more seriously than I. The details they presented for their stories were above and beyond what I had prepared. I soon started feeling inferior to the group. I have gotten a taste of what a professional work atmosphere is like; it is filled with creative and competitive people. If I ever expect to survive, I have to put forth a better effort.

In the process of finally choosing my topic on Mr. Louis Nabors, I came across the possible problem of not having an ethnically diverse show. Because there are only four producers (three of which are African-American females) there is a need to be as diverse as possible. Three of the *ULM Journal* packages are centered on African-Americans. I commented that we may offend someone because of the same races of the subjects, but my supervisor, Professor Gibson, advised me that even though three of the stories were focused on African-Americans, they were still diverse. One subject is about a music professor, another is about a fraternity and the third is about two brothers (one plays football and sings, the other coaches football and is a graduate student). I have learned that there are more things to consider outside of the color barrier.

Once I finally started recording footage, I learned how important it is to make appointments. I waited until the final weeks of the semester to set a date to tape Nabors in his hometown of Leesville, Louisiana. Because of the short notice, Nabors was unable to go. That mistake could have been prevented had I not procrastinated.

Another lesson I have learned is how to manage time. Because I was also volunteering for *Campus Close-Up* this semester, I got overwhelmed at times because of the workload. For most of the semester I put my volunteer work ahead of my producer position because of the formats of the two shows. *Campus Close-Up* seemed more immediate because it is a weekly program, whereas *ULM Journal* airs once a semester.

**Instructor Comments**

*This brief summary of the Practicum experience is an effective introduction that has not been overdone. Listing the four major points to be discussed in the paper prepares us for the organization that is to follow.*

*Tying the Practicum to earlier coursework is valuable, as is the specific example you provide here.*

*Why was this your initial story idea?*

*But what will you do when you're confronted with such an assignment on a job where you don't have the luxury of selecting your story material?*

*Good lesson!*

*That you give more than one example to support this subtopic significantly strengthens your paper.*

The *ULM Journal* format lead me to thoughts like, "It can be put off." That statement caused many of my problems. Once time became a serious factor, I started prioritizing. I started setting schedules and committing to them.

### I learned to use the digital cameras...

The next category, and probably the most difficult, was switching from analog to digital technology. At the beginning of the semester I became very frustrated because I did not know how to operate the equipment and fix the "minor" problems that arose.

The new cameras we have been working with are very similar to the old ones. The same basic rules for shooting good footage (setting the correct filter, white balancing, using the proper audio channel, critically focusing) still apply. Most of the problems I had with the new cameras came from the audio. Audio levels on the digital cameras should peak at -3dB. This is equivalent to zero for the old cameras. Audio levels peak when a maximum amount of sound is transmitted to the camera.

When I recorded my interviews, I was confused about whether the levels were supposed to peak at -3dB or if they were to be set at that level. When the levels peaked at -3dB, the sound was too low when played back at the Avid and Elite systems. When the levels were set at the -3dB, the sound over modulated. I had this problem while taping the Interdenominational Ensemble (IDE) at rehearsal. IDE is the choir that Nabors conducts. In order to solve the problem with audio levels, it is necessary to listen with a set of headphones and check the levels in the display window on the left side of the camera.

One similarity between the S-VHS cameras and the digital ones is that it is important to use good lighting techniques. In my interview with Nabors, I used poor lighting techniques. My key light (the dominant light used on a subject's face) was too strong. It created a shiny spot on his forehead, a glare in his glasses and a shadow on his shirt. Attaching a filter to the lights to soften the intense heat would have prevented the shine and using the "barn doors" (the metal shields attached to the lights) would have reduced the shadows on Nabors. My back light (the light placed behind a subject to create a soft glow on the top of the subject's head and shoulders) was also set up improperly. I failed to use a third light to fill in the shadows on Nabors' face because I was unable to find the cord.

I learned about the importance of three-point lighting in Electronic News Gathering. Using a key, fill and back light for an interview enhances the quality of the picture. It looks more professional. The best lighting is that which does not draw attention.

Another important lesson I've learned is to make sure the camera settings are correct before recording. Many different students are using the equipment and not everyone uses the same settings. For example, *ULM Journal* workers are shooting in 16 X 9 format, while *Campus Close-up* workers are shooting in the standard 4 X 3 mode. These are two different types of television screen sizes. I also had a problem with footage of Nabors performing. The gain was up. This meant the camera was automatically making the picture brighter and in result giving the picture a "grainy quality".

### I have learned to edit on the Avid and Elite systems...

One of the major advantages about working with digital equipment is that nothing edited is "set in stone". Many things can be manipulated simply by clicking the mouse. Unlike the editing equipment I used in Electronic News Gathering, there is no hassle in changing an edit. With the former system, edits have to be made in a certain order and there is not much room for making changes. One of the things I am most grateful for with the Avid and Elite systems is the ability to correct mistakes made while shooting.

I learned how to correct my audio problems on the editing equipment. There is an audio tool on the systems that allow a person to manipulate the sound if it is too loud or low. There is also a method of "rubber banding" that allows a person to mark specific sections of the audio track and manipulate it piece by piece. My lighting problems can also be resolved on the Avid and Elite systems.

The Avid and Elite systems each function as a computer. I learned the basics, how to digitize video and audio from my tape, by asking questions and reading the guidebook. It was mainly my experience and interest of computers that guided me along while I began to edit sequences.

### I have learned to work effectively with other people...

The final thing I have learned from *ULM Journal* is how to work effectively with other people. This has been the most valuable lesson because even if I choose another career, the importance of working well with others will still apply. The first issue I had to deal with was learning to be patient with others. I was frustrated at the beginning of the semester because I had many questions concerning the new equipment and no one was sure how

*Why -3 dB?*

*????*

*What do you mean by "peaked" as opposed to "set at"?*

*What are you listening/looking for when monitoring via headphones and the display window?*

*Good – you both explain here what you mean by "good"/ "bad" and tell what you could have done to correct the problems.*

*How does it enhance the quality of the picture and why is it more professional?*

*Explain the use of gain more thoroughly.*

*What is the proper terminology to use here ... nonlinear versus linear?*

*"Elite" is by Avid. Make sure your use of terminology is appropriate.*

*This might "save" you, but what about trying to not make the mistakes in the first place?*

*These programs do not function as a computer; they operate on a computer! You say you learned the basics, but don't demonstrate your new understanding.*

to answer them. Because this has been a learning experience for everyone involved (supervisors and workers), it does not help by constantly complaining and criticizing.

One event that has been groundbreaking in allowing me to see the importance of having a group occurred midway in the semester. I was taping IDE's rehearsal with the help of a graduate assistant (GA). The GA recorded while I conducted my interview and I was not happy with the footage.

One problem was the interviewee was in the center of the screen. I learned from Electronic News Gathering and *Campus Close-up* that an interviewee should be off-center. The side of the screen the subject is on depends on the direction that subject is facing. Another problem was the fact that the camera was tilted upward while recording. This gave the subject a dominant force onscreen. The camera should be on the same eye level as the interviewee (except for making special dramatic effects). I did not expect these "rookie mistakes" to come from a GA.

I wanted to be responsible for shooting my own footage from then on. I taped a few interviews without anyone's help and I made a lot of mistakes. For my IDE member's interviews, I did not use light kits. I was unable to hold the composition (keeping the subject in the frame) and my sound levels were too low. In my interview with Mr. Nabors, the lights were too bright, I was unable to hold the composition, and it was not a visually appealing shot. These mistakes could have been avoided had there been someone helping me.

### In conclusion...

Throughout this semester, I have learned many valuable lessons that will be helpful to me in the future. First, I have learned the importance of preplanning projects. This includes conducting thorough research and getting plenty of detail. This experience has also shown me a glimpse of what it could be like in a "real world" work environment where creativity and ambition are the main elements of survival.

The next thing I learned was how to operate a digital camera. It is important to follow many of the same rules that apply to the S-VHS cameras like setting the proper filters, white balancing and using the proper audio channels.

Another thing I learned was how to edit on digital equipment. Because we are now in an era where digital technology is becoming the standard, it is important to master the equipment. I also have an advantage from working with the analog equipment. If I plan to work in a smaller market like Monroe, where digital equipment is not used, I will have the knowledge to adjust.

The final lesson I've learned this semester is how to work with other people. This has been the most beneficial lesson because whenever I enter the workforce, I am undoubtedly going to have to work with other people. The group is more successful when its members have patience, understanding and good communication skills.

Overall, I am happy with my Practicum experience. It has forced me to produce the best of my abilities, helped me to become a better critical thinker, enhanced my creativity and finally it has reinforced my love for the broadcast television industry. My experiences with *ULM Journal* have convinced me that working in the television industry is what I want to do for the rest of my life.

*Again, it is good that you provide the explanation for the your criteria for good footage discussed in the previous paragraph.*

*Rather than placing all of the blame on the camera person, explain your responsibilities as the producer of this package – including how to get acceptable performance from those working under you. The answer is not for you to do the work instead of delegating! (As you later found.)*

*This recap of the major points of your paper is fine because it does not go on at length – to do otherwise would comprise obvious "padding."*

*Did this experience reveal for you anything you have yet to learn? Explain.*

# MCOM 390 - MASS COMMUNICATIONS PRACTICUM

## Proposal

STUDENT	SUPERVISOR
Name: _____ Address: _____ City: _____ St.: _____ ZIP: _____ Phone: _____ E-Mail: _____	Name: _____ Facility: _____ Campus Address: _____ Business Phone: _____ E-Mail: _____
List relevant courses completed:	Term: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
	Have you previously completed a Practicum? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe previous Practicum:
What are your goals for this Practicum?	
How does this Practicum fit with your career goals?	

(Continue on reverse side)

Detailed description of proposed Practicum tasks and responsibilities:

I understand and agree to abide by the provisions in the course outline.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Academic Adviser's Signature \_\_\_\_\_ Date \_\_\_\_\_

# MCOM 390 - MASS COMMUNICATIONS PRACTICUM

## Time Report #1

Student Name \_\_\_\_\_ Practicum Site \_\_\_\_\_

Week		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours					
1.	Date													
	Hours Worked	In	Out	In	Out	In	Out	In		Out	In	Out	In	Out
	Daily Total													
	Supervisor Initials													
2.	Date													
	Hours Worked	In	Out	In	Out	In	Out	In		Out	In	Out	In	Out
	Daily Total													
	Supervisor Initials													
3.	Date													
	Hours Worked	In	Out	In	Out	In	Out	In		Out	In	Out	In	Out
	Daily Total													
	Supervisor Initials													
4.	Date													
	Hours Worked	In	Out	In	Out	In	Out	In		Out	In	Out	In	Out
	Daily Total													
	Supervisor Initials													

Partial Hours Should Be shown as follows:  
 8-22 minutes = ¼ Hour                      38-52 minutes = ¾ Hour  
 23-37 minutes = ½ Hour                    53-59 minutes = 1 Hour

Total Hours to Date (Also enter on reverse side)	
---	--

Week		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours							
								Total Hours from front page								
5.	Date															
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	
	Daily Total															
	Supervisor Initials															
6.	Date															
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	
	Daily Total															
	Supervisor Initials															
7.	Date															
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	
	Daily Total															
	Supervisor Initials															
Partial Hours Should Be shown as follows: 8-22 minutes = ¼ Hour                      38-52 minutes = ¾ Hour 23-37 minutes = ½ Hour                    53-59 minutes = 1 Hour									Total Hours to Date (Also enter on Time Report #2)							

This is to certify that the Practicum Time Report for the student identified above is accurate and all work reported was performed under the direction of the Supervisor listed below.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

<p>The Mid-term conference between this Student and <u>Academic Adviser</u> has been scheduled for:</p> <p>_____ : _____ a.m./p.m. on _____ / _____ / _____.</p> <p>Student's Signature _____ Date: _____ / _____ / _____</p> <p>Adviser's Signature _____ Date: _____ / _____ / _____</p>	
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# MCOM 390 - MASS COMMUNICATIONS PRACTICUM

## Time Report #2

Student Name \_\_\_\_\_ Practicum Site \_\_\_\_\_

Week		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours						
								Total Hours from Time Report #1							
8.	Date														
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total														
	Supervisor Initials														
9.	Date														
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total														
	Supervisor Initials														
10.	Date														
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total														
	Supervisor Initials														
11.	Date														
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total														
	Supervisor Initials														

Partial Hours Should Be shown as follows:  
 8-22 minutes = ¼ Hour                      38-52 minutes = ¾ Hour  
 23-37 minutes = ½ Hour                    53-59 minutes = 1 Hour

Total Hours to Date (Also enter on reverse side)	
---	--

Week		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours				
								Total Hours from front page					
12.	Date												
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total												
	Supervisor Initials												
13.	Date												
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total												
	Supervisor Initials												
14.	Date												
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total												
	Supervisor Initials												
15.	Date												
	Hours Worked	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
	Daily Total												
	Supervisor Initials												
Partial Hours Should Be shown as follows: 8-22 minutes = ¼ Hour                      38-52 minutes = ¾ Hour 23-37 minutes = ½ Hour                      53-59 minutes = 1 Hour							Total Hours to Date (Including hours from Time Report #1)						

This is to certify that the Practicum Time Report for the student identified above is accurate and all work reported was performed under the direction of the Supervisor listed below.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

# MCOM 390 - MASS COMMUNICATIONS PRACTICUM

## Student Mid-Term Evaluation

Student Name \_\_\_\_\_ Practicum Site \_\_\_\_\_

This instrument is designed for the mid-term evaluation of the Practicum by the Student. Please mark the appropriate box (5 = Superior, 1 = Poor). You are encouraged to make comments in addition to the numerical ratings.

	Poor			Superior	
	1	2	3	4	5
<b>Preparation</b>					
My coursework prepared me for this Practicum.					
I am applying my knowledge to new situations.					
I feel I belong; I am not an outsider.					
This Practicum will apply to my further studies.					
Overall rating of your preparation					
<b>Workplace</b>					
I have adequate facilities in which to work.					
The facilities allow me to learn new procedures.					
The work assigned to me is important, not busywork.					
I have sufficient work to stay busy.					
Overall rating of you workplace					
<b>Supervision</b>					
I know what is expected of me.					
I talk regularly with my supervisor about my work.					
I receive positive feedback as well as criticism.					
I meet my Supervisor's expectations of me.					
Overall rating of your supervision					
<b>Overall Evaluation</b>					
Rating of your Practicum experience					
Comments:					

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## MCOM 390 - MASS COMMUNICATIONS PRACTICUM

### Supervisor Mid-Term Evaluation

Student Name \_\_\_\_\_ Practicum Site \_\_\_\_\_

This instrument is designed for the mid-term evaluation of the Practicum Student by the Supervisor. Please mark the appropriate box (5 = Superior, 1 = Poor). You are encouraged to make comments in addition to the numerical ratings.

	Poor			Superior	
	1	2	3	4	5
<b>Education</b>					
General education.					
Demonstrates necessary technical knowledge.					
Applies past knowledge to new situations.					
Adapts to the demands of the workplace.					
Overall rating of the Student's education					
<b>Work Habits</b>					
Begins and ends work on time.					
Is organized in the performance of assignments.					
Shows initiative in seeking out constructive tasks.					
Completes work at or above professional standards.					
Overall rating of the Student's work habits					
<b>Personal Attributes</b>					
The student is dependable.					
Communicates effectively.					
Works well with others/demonstrates a positive attitude.					
Exhibits professional appearance and behavior.					
Overall rating of the Student's personal attributes					
<b>Overall Evaluation</b>					
Rating of the Student's overall performance (Including written comments below)					
<p style="font-size: 48px; font-weight: bold; opacity: 0.5;">SAMPLE</p>					

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

# MCOM 390 - MASS COMMUNICATIONS PRACTICUM

## Student Final Evaluation

Student Name \_\_\_\_\_ Practicum Site \_\_\_\_\_

This instrument is designed for the mid-term evaluation of the Practicum by the Student. Please mark the appropriate box (5 = Superior, 1 = Poor). You are encouraged to make comments in addition to the numerical ratings.

	Poor			Superior	
	1	2	3	4	5
<b>Preparation</b>					
My coursework prepared me for this Practicum.					
I am applying my knowledge to new situations.					
I feel I belong; I am not an outsider.					
This Practicum will apply to my further studies.					
Overall rating of your preparation					
<b>Workplace</b>					
I have adequate facilities in which to work.					
The facilities allow me to learn new procedures.					
The work assigned to me is important, not busywork.					
I have sufficient work to stay busy.					
Overall rating of you workplace					
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I know what is expected of me.					
I talk regularly with my supervisor about my work.					
I receive positive feedback as well as criticism.					
I meet my Supervisor's expectations of me.					
Overall rating of your supervision					
<b>Overall Evaluation</b>					
Rating of your Practicum experience					
Comments:					

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_