NURSING 294 C
EDUCATIONAL PROGRAM
DEVELOPMENT IN NURSING

Higher Education Focus

Fall 2002

Course Coordinator

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# NURSING 294C

**PRACTICUM IN EDUCATIONAL PROGRAM DEVELOPMENT**

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COURSE DESCRIPTION
Learning experiences in this course are designed to provide an opportunity for application and analysis of theories and concepts of instruction, learning, curriculum, assessment and evaluation while practicing in the role of an educator in an educational setting. The practicum focuses on the application of concepts and theories from the concurrent 214C seminar and the previous 214B seminar in Educational Program Development in Nursing. The student functions in the role of the educator under the supervision of an educator/preceptor in a selected practicum setting.

LEARNING OBJECTIVES
At the end of the practicum in Educational Program Development in Nursing, the student will have prepared for a role as an educator in nursing education, in service settings, or in a community setting and be able to:

1. describe the role of an educator in the selected practicum setting.
2. apply teaching-learning theory and principles of education in a selected educational setting.
3. observe educators performing the roles and responsibilities required of their position.
4. collaborate with preceptor to analyze effectiveness of role performance in the selected setting.
5. plan and implement, in collaboration with a preceptor and faculty advisor, instruction appropriate for the learner, learning objectives and learning environment.
6. plan and implement, in collaboration with a preceptor and faculty advisor, evaluation of learner achievement.
7. plan and implement, in collaboration with a preceptor and faculty advisor, evaluation of personal teaching effectiveness.
8. analyze in a log of practicum experiences, achievement of course and personal objectives.
9. analyze in a log of practicum experiences, application of theory in the clinical setting and in other potential settings.
10. analyze in a log of practicum experiences, application of research in the clinical setting.
11. analyze in a log of practicum experiences, personal learning, potential for future use, and integration of learning.
12. identify and achieve personal practicum objectives (see attached pages)
13. submit a summary of practicum experiences that describes how objectives were achieved.
14. conference with faculty advisor at least every two weeks or as designated by the advisor.

Division Requirements for Clinical Practicums
Students enrolled in a clinical practicum in the Graduate Program must:
1. possess a valid California Registered Nurse license.
2. be eligible for California Public Health Nursing Certificate and possess such certificate if agency stipulates this is a requirement for student learning experiences.
3. have received a health clearance from the University Student Health Center upon admission to the program and at the time of graduation from the program, which documents all required immunizations.
4. have a current Tuberculosis (TB) skin test. (It is expected that students will have a TB test immediately prior to admission to the program, every year thereafter, and at the time of graduation.)
5. be currently certified in cardiopulmonary resuscitation (CPR).
6. possess personal malpractice insurance (1-3,000,000) which covers learning activities engaged in while in the student role.
7. comply with agency protocols, procedures, and policies.

Students can not begin their clinical practicum activities until evidence of malpractice insurance, a health clearance, CPR certification, Annual TB skin test results, and Hepatitis B immunization is completed. Evidence for this must be provided no later than the second class of 214C, or before starting clinical experiences.

Roles and Responsibilities of Student, Faculty Advisor, and Preceptor

Role of the Student

To achieve Practicum objectives, the student will:
1. prepare a learning contract to be negotiated between the student, the faculty advisor and the practicum preceptor in which course objectives and additional personal objectives are delineated.
2. complete 135 hours of supervised experience in the chosen setting, in the role of an educator.
3. prepare and implement a minimum of two, one-hour segments of instruction in collaboration with both the preceptor and faculty advisor.
4. meet with faculty advisor a minimum of every two weeks to plan and analyze learning activities and achievement of objectives--document dates in clinical log.
5. meet with practicum preceptor every week to plan and analyze learning activities and achievement of objectives--document dates in clinical log.
6. complete a clinical log (see log instructions).
7. complete course evaluation, preceptor evaluation, clinical evaluation, and a self-evaluation.
8. arrange for faculty advisor classroom visitation (to observe your instruction).
9. arrange for faculty advisor, preceptor, and student assessment meetings.

Role of Faculty Advisor

The faculty advisor assigned to the student will:
1. determine appropriate preceptor through collaboration with agency personnel.
2. negotiate M.O.U. with agency as necessary when there is no standing contract between CSUS and the agency.
3. assign agency preceptor and assist with preceptor collaboration.
4. meet with the student, preceptor, and other agency personnel at the beginning and end of the semester regarding development and evaluation of student learning objectives.
5. assume primary responsibility for the student's clinical experience.
6. be available to the preceptor for consultation as needed.
7. give feedback as needed to the preceptor and/or agency regarding the appropriateness of student experiences.
8. collaborate with the student in evaluation of student performance.
9. meet with the student on a regular basis to assess and guide learning experiences.
10. make an on-site visit to observe and evaluate student instructional activities. Note, if long distances are involved, the faculty advisor may not make an on-site visit, but will when ever possible view a videotape of the instructional activities and discuss instructional performance with the preceptor by phone conference.
Role of Preceptor

The preceptor working with the student in the agency will:
1. collaborate with the student in developing learning objectives and contract negotiation.
2. provide a professional model of the educator roles and responsibilities.
3. meet on a regular basis with the student to plan and evaluate learning activities.
4. guide and supervise the instructional activities of the student as outlined in the contract.
5. provide feedback to the student regarding learning activities and teaching performance in the course.
6. participate in site visits made by the faculty advisor.
7. participate in evaluation of the student performance.
8. inform faculty advisor of any problems arising from student performance in the agency.
Required Instructional activities
1. Design and implement instruction for a minimum of two segments of instruction (approximately 1 hour long). You may do more, however this is not required.
2. Design and use methods to evaluate learner's achievements and the effectiveness of your instruction.
3. Participate in the roles of an educator in your setting (these will differ with learning environments).

SUGGESTIONS FOR MEETING INSTRUCTIONAL REQUIREMENTS

Activities for Designing and Implementing Instruction

This could be any instructional activity in your practicum setting. Be sure it's appropriate for the learner, the learning environment, and learning objectives.

- Meet with the preceptor to identify topics for instruction, objectives for the class and for your particular segment. Be sure you also understand how your small segment fits into the total curriculum or program.
- Prepare for the instruction, then meet again with the preceptor and faculty advisor, well in advance of the class, to get feedback on your plans. Note you can only count 5 hours of preparation time for every hour of instruction implemented. More than 10 hours must be negotiated with faculty advisor.
- Your preparation should include objectives, sub objectives, activities to achieve objectives, outlines of content (if appropriate), and methods of evaluating achievement.
- Invite your faculty advisor to observe one of the two classes. If your practicum is too far away, your preceptor may have you videotape the instruction. If this is not possible, the faculty advisor may conference with your preceptor. Be sure to clarify your faculty advisor’s preference and your preceptors’ preference. Do this well in advance of your class so that the advisor will be able to attend at least one of your classes if this is desired.
- Well in advance of the class, provide the faculty advisor with an outline of instructional plans including objectives, content outline and learning activity plans, and description of evaluation plans. Include a copy of any test questions developed. Be sure to get feedback from the advisor and preceptor in time to make changes if necessary.
- Meet with your class coach to discuss your planning. If possible the coach should observe you teach.

Activities for Evaluating Instructional Effectiveness

- Seek feedback on the effectiveness of your instruction from student perception, from faculty advisor perception, from preceptor perception and from observation of student achievement.
- Ask preceptor and faculty advisor for evaluation feedback. There is a form for their use in this syllabus. Provide them with a copy.
- Design a brief evaluation form on which students can offer feedback about the effectiveness of your instruction (if this is acceptable to your preceptor, and appropriate for the situation). The students may even be allowed to take the form home to complete.
- Design a way of evaluating student achievement (consult Gronlund Textbook). This may be any one or combination of:
  - test questions
  - observation of skill acquisition
  - observation of student behavior
  - assessing products prepared by the student
Additional Practicum Activities

If in University/School of Nursing Clinical Setting

If your practicum is in the University setting, part of the practicum should include teaching in the clinical setting, or supervising precepted practica. This should involve:

- regular supervision of a group of students in their clinical setting (with your preceptor) on a weekly or biweekly basis throughout the semester.
- shared teaching responsibility for a number of the selected group of students
- evaluating the students achievements--keeping anecdotal notes
- participating with the preceptor in student evaluation
- participating with the preceptor in student evaluation

Other possible activities:

- Attend class on a regular basis
- Participate with your preceptor as he/she works to achieve in creative or scholarly activity, service to the community or service to the college/university
- Identify a project with your preceptor
- Participate with faculty in any evaluation activities occurring in the setting --BRN, Accreditation, etc.
- Participate in meetings with preceptor.

If your practicum is in the hospital or in a community-based/community-focused setting this may involve:

- supervision of learners' return demonstrations or other demonstrations of achievement
- designing and participating in evaluation of learning.
- designing instruction for staff development
- designing instruction for patient education
- attend meetings with your preceptor
- defining a series of small projects or one larger project

Additional suggested activities for achieving objectives:

- Identify the Roles and Responsibilities of the Educator in Chosen Setting
- Interview your preceptor and/or other educators in your environment
- Analyze all aspects of the management of the roles observed
- Analyze leadership styles and processes as you observe them--Do this from the framework of a chosen leadership theory --e.g. Hersey and Blanchard, Tanenbaum and Schmidt
- Attend meetings involving the leadership and management of the education in your chosen environment.
- Examine and analyze the organizational structure of the setting
- Analyze philosophy and any organizing framework that guides educational experiences in the setting.
- Assess curriculum/program for effectiveness
- Participate in any activity you and your preceptor assess as appropriate for learning the role of the educator in your setting.
LEARNING OBJECTIVES:
The practicum in educational program development will provide the student with an opportunity for self-directed learning as a means to:
1. prepare for a role as an educator in the selected setting.
2. apply teaching-learning theory and principles of education in an educational setting.
3. observe and participate with educators performing the roles and responsibilities required of their position in the selected setting.
4. with preceptor, analyze effectiveness of educator roles in the setting
5. plan and implement, in collaboration with a preceptor and faculty advisor, instruction appropriate for the learner, learning objectives and learning environment (including a minimum of two, one-hour pieces of instruction).
6. plan and implement, in collaboration with a preceptor and faculty advisor, evaluation of student achievement.
7. plan and implement, in collaboration with a preceptor and faculty advisor, evaluation of personal teaching effectiveness.
8. participate in the planning, preparation, and evaluation of an educational program.
9. identify and achieve personal practicum objectives (see attached pages)

Course Requirements:
Achieve course objectives in 135 hours of precepted practicum experiences in a selected setting
Identify personal practicum objectives
Prepare and negotiate a learning contract between the student, the faculty advisor and the preceptor.
Delineate and analyze the effectiveness of implemented educator roles in your selected setting.
Meet with preceptor every week to assess progress and plan objective achievement
Meet with faculty advisor for clinical conferences (time to be arranged)
Prepare and submit a log analyzing clinical activities every two weeks.
Complete a practicum summary (see directions)

Agency

Address of Agency

Name of Preceptor

Title of Preceptor Preceptor Phone Number

Faculty Advisor Phone

Student Phone

Signature of Student Date

Signature of Preceptor Date

Signature of Faculty Advisor Date

Each party should receive a copy of the contract
PERSONAL OBJECTIVES

The following personal objectives will be met during the practicum:
(Indicate objectives, all major activities to achieve each of the objectives, and manner in which you will document achievement)
Objectives for Clinical Log
Completion of the clinical log of experiences in the selected learning environment, offers the student an opportunity to use critical thinking in analyzing and applying learning and instructional theory. You should:
1. analyze and demonstrate achievement of course and personal objectives.
2. apply and analyze learning and instructional theories in your selected learning environment.
3. identify and apply research findings to the processes of instruction in the learning environment.
4. apply and analyze personal learning--integrating and applying concepts and theories from 214B and C, proposing future applications.
5. provide rationale for instructional approaches used in the environment.
6. assess and analyze effectiveness of instruction.
7. identify actual and potential ethical and legal concerns occurring in the learning environment.
8. assess theoretical application of leadership and management used in the learning environment.
9. identify and apply research findings to the processes of instruction in the learning environment.

Instructions for Preparation and Use of Clinical Log
Describe and analyze learning activities that occur during your 135 practicum hours. Indicate date, hours, and:

Describe the Activities:
1. Briefly describe the activity or activities.
2. Indicate how the activity relates to the course and personal objectives.

Analyze the Activities:
1. Analyze the application of learning theories--name the theorist/theory, describe how the theory applies in the situation and how it could potentially apply in future situations or activities.
2. Cite education and/or related research that helps to explain effectiveness or provide rationale for your approaches or approaches observed in the environment.
3. Cite strengths in your instructional approaches. Provide rationale for why they are strengths.
4. Cite weaknesses in your instructional approaches. Provide rationale for this and potential methods for improvement.
5. Describe any ethical or legal issues related to the activity.
6. Describe leadership and management approaches used. Identify leadership and management theories that provide rationale for observed approaches.

Include any products of work accomplished or prepared for the activity (outlines, teaching plans, instructional aids etc. If not easy to e-mail then briefly describe).

Submit this log every other week to your faculty advisor.
If you fail to submit your log at the end of a two week period in which you were participating in practicum experiences, stop going to your practicum until you have submitted the log. Do not just continue in your practicum.

D. Log Summary
Submit two copies of a brief typed summary of your practicum experiences to include:
• a description of the roles and responsibilities of the educator in the learning environment.
• analysis of two effective and two ineffective teaching activities, providing rationale that includes learning theories, and development theories.
• analysis of at least three legal and ethical considerations you encountered, one transcultural consideration.
• a brief description of how you have achieved your objectives and the course objectives.

Submit one copy of your log summary to your Faculty Advisor, and one copy to the 214C Faculty.
CLINICAL LOG

Student Name____________________________ Date log last submitted ____________

Date this experience ______ Hours today__________ Total Hours to Date ____________

Note: This is not a diary of activities. Activities should be described in the briefest sense. The major emphasis should be analysis and application.

List activities, provide the number of any related objective, and in one brief sentence describe how it met the objective or group of objectives.

Analysis of Activities: Discuss if activities were effective or ineffective and provide a rationale for same.

Strengths identified today:

Plans for improving/developing strengths or decreasing weaknesses:
Place this form as the first page of your log. Submit all evaluations except the 294C Course evaluation to your Faculty Advisor. This will become a part of your Division of Nursing file.

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<tr>
<th>Check</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
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<td>Submitted evidence of insurance</td>
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<td>Submitted evidence of CPR certification</td>
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<td>Submitted evidence of TB skin test</td>
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<td>Submitted evidence of Hepatitis B Immunity</td>
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<td>Established health clearance</td>
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<td></td>
<td>Met with faculty advisor for initial contract negotiation</td>
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<td></td>
<td></td>
<td>Obtained preceptor resume</td>
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<td></td>
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<td>Met with preceptor for initial contract negotiation</td>
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<td>Finalized contract with faculty advisor no later that third week of the semester</td>
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<td>Finalized contract with faculty advisor and preceptor</td>
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<td>Met with faculty advisor every two weeks Indicate Dates-</td>
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<td></td>
<td>Arranged for on-site visit with faculty advisor or make alternative arrangements</td>
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<td></td>
<td></td>
<td>Completed 135 hours of practicum experiences</td>
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<td></td>
<td>Established dates for 2, 1-hour segments of instruction</td>
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<td></td>
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<td>Met to share plans for instruction with preceptor well before instruction</td>
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<td></td>
<td></td>
<td>Implemented 2, 1-hr. segments of instruction</td>
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<td></td>
<td></td>
<td>Arranged preceptor/faculty advisor meeting for final evaluation</td>
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<td></td>
<td></td>
<td>Completed preceptor evaluation</td>
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<td></td>
<td></td>
<td>Obtained evaluation of your performance from preceptor</td>
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<td></td>
<td>Completed self-evaluation</td>
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<td></td>
<td></td>
<td>Completed course evaluation</td>
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<td></td>
<td></td>
<td>Completed log and log summary</td>
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<td></td>
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<td>Met with faculty advisor for final evaluation</td>
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Faculty meeting dates

Preceptor meeting dates

Submitted log Indicate dates
PRACTICUM EVALUATION FORMS

Feedback Form For Student Instruction------------------------------- 13
Student Evaluation of Preceptor------------------------------------ 15
Preceptor Evaluation of Student----------------------------------- 16
Self Evaluation--------------------------------------------------- 17
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Nursing
N 294C Practicum in Educational Program Development in Nursing

Feedback Form for Student Instruction

Name_________________________Date/Time_________Location_________Evaluator_________

Course and Class Taught______________________________________________________________

Evaluator will use the following scale to score each behavior: (added comments are on the back side)

Suggestions for improvement will should be added for an evaluation on an item of 1 or 2.

   1. Methods of instruction are appropriate for
      ___ learners, ___ learning environment, and ___ learning objectives.

   ___ 2. Uses instructional strategies that are varied appropriately to maintain attention, interest, motivation.

   3. Sequences instruction in a ___ clear, ___ logical progression.

   4. Uses a pace that is appropriate
      ___ for the learner, ___ for content, and for ___ learning environment.

   ___ 5. Interacts appropriately with the learners.

   ___ 6. Explanations to the learners are clear and easily understandable.

   7. Demonstrates effective speech qualities, i.e.,
      ___ volume, ___ enunciation, ___ rate, ___ grammar, ___ tone, ___ inflection.

   ___ 8. Avoids use of distracting mannerisms.

   9. Uses instructional aides/materials to
      ___ enhance interest and ___ concept learning.

   10. Instructional materials are
       ___ clear, and ___ designed to facilitate cognitive information processing.

   ___ 11. Student learning activities are appropriate for the learning environment.
Describe strengths of the instruction

Suggest ways to strengthen the instruction:

Written plans submitted before class includes:
  ___ objectives of lesson and class,
  ___ content outline or activity outline,
  ___ description of evaluation plans
  ___ test question (if appropriate)
Please rate the following items describing qualities of your preceptor. Use the following scale to score each item: 1. Poor, 2. Fair, 3. Good, 4. Very Good, 5. Excellent, 6 Not Applicable

<table>
<thead>
<tr>
<th>Score</th>
<th>Preceptor Behaviors</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Assisted in identifying appropriate contract objectives</td>
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<td></td>
<td>Assisted in planning and/or arranging assignments, projects or activities to meet learning objectives and contract objectives</td>
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<td></td>
<td>Met on a regular basis to offer feedback and to assist in designing and planning your instructional experiences</td>
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<td></td>
<td>Served as a role model in the learning environment</td>
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<td></td>
<td>Encouraged your self-direction</td>
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<td></td>
<td>Offers feedback about your instructional behaviors that is positive, effective, and constructive.</td>
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<td></td>
<td>Participated in the on-site visits made by faculty advisor.</td>
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<tr>
<td></td>
<td>Contributed to your learning about instructional strategies</td>
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<td></td>
<td>Contributed to your learning about leadership and management related to teaching roles and learning environment.</td>
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<td></td>
<td>Facilitated your planning and implementation of two, one-hour instructional segments in the learning environment.</td>
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<td></td>
<td>Facilitated your supervision and assessment of learner outcomes</td>
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<tr>
<td></td>
<td>Discussed legal and ethical concerns and issues occurring in the learning environment.</td>
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</table>

Additional remarks:
Would you please evaluate the student's performance during the time you precepted the student's learning. Please use the following scale to rate the student's behavior:


<table>
<thead>
<tr>
<th>Student</th>
<th>Preceptor</th>
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___ 1. Collaborated with you to develop learning objectives which were delineated in a learning contract.
___ 2. Completed projects and activities to fulfill contract terms as delineated in 1 above.
___ 3. Met with you at predetermined intervals to plan instructional activities.
___ 4. Before implementing planned instruction, collaborated with you by meeting with you and by providing you with a written plan of instruction.
___ 5. Collaborated with you to determine the roles and responsibilities of an educator in your learning environment.
___ 6. Collaborated with you to assess and analyze leadership and management of the educator role in the learning environment.
___ 7. Collaborated with you to assess and analyze legal and ethical concerns in the learning environment.
___ 8. Designed and implemented effective instruction for a minimum of two, one-hour segments of instruction or as contracted.
___ 9. Sought feedback from you regarding effectiveness of instructional development and delivery.

10. In teaching roles with students in the learning environment, assess if the preceptee:

___ a. provided exemplary role model for learners
___ b. demonstrated interest in learners
___ c. collaborated with learners in appropriate manner
___ d. assisted learners to apply conceptions
___ e. assisted learners to evaluate their own performance
___ f. allowed appropriate independent functioning
___ g. followed evaluation plans
___ h. incorporated legal and ethical principles in teaching approaches and activities
___ i. prepared complete, descriptive anecdotal records of learners performance
___ j. used appropriate instructional behaviors with learners

___ 11. Functioned independently; seeking assistance when necessary
___ 12. Functioned in a professional manner (dress, actions, communication).
___ 13. Functioned under agency policies and procedures when performing role of educator.

Strengths of the student :

________________________________________________________________________
________________________________________________________________________

Please make additional comments on the back of this form.
Below is the list of course objectives. For each objective, provide a brief summary paragraph describing your achievement of the objective.

Objectives:
The practicum in educational program development will provide the student with an opportunity for self-directed learning as a means to:

1. prepare for an educator role in nursing education, in service settings, or in a community setting.

2. apply teaching-learning theory and principles of education in an educational setting.

3. observe educators performing the roles and responsibilities required of their position.

4. analyze effectiveness of role performances

5. plan and implement, in collaboration with a preceptor and faculty advisor, instruction that is appropriate for the learner, learning objectives and learning environment.
6. plan and implement, in collaboration with a preceptor and faculty advisor, evaluation of learner achievement.

7. plan and implement, in collaboration with a preceptor and faculty advisor, evaluation of personal teaching effectiveness.

8. analyze in a log of practicum experiences, achievement of course and personal objectives.

9. analyze in a log of practicum experiences, application of theory in the practicum setting.

10. analyze in a log of practicum experiences, application of research in the clinical setting.

11. analyze in a log of practicum experiences, personal learning, potential for future use, and integration of learning.

Additional Comments: