MPH Practicum Guidelines

Student, Faculty Mentor, and Organizational Preceptor Handbook*

Master of Public Health Program
The University of Memphis
901-678-2982

January 2017

* Adapted from Internship Handbooks developed by the Division of Public and Nonprofit Administration and the Graduate Program in Health Administration at The University of Memphis

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Purpose of the Public Health Practicum

The purpose of the Master of Public Health (MPH) Program is to provide students with a breadth of knowledge of public health issues and to prepare them for careers in public health. The practicum experience is an important component of the MPH degree program. A practicum placement provides the opportunity for the student to apply concepts and skills learned in the classroom in a real-world work setting and to build a work history of relevant experience that will assist the student begin their public health career.

The Practicum primarily is designed to provide a learning experience for the student. Secondarily, the Practicum provides a valuable community service to the agencies where students are placed in offering assistance on needed and valued projects and bringing new ideas to practitioners.

General Guidelines for Practicum Experience

The MPH practicum experience enables the student to gain first-hand knowledge about the practice of public health. Therefore, the practicum experience should be carefully integrated into the student’s overall academic program, building not only conceptual and practical knowledge but also testing skills and attitudes developed in the classroom.

The practicum is a joint responsibility of the student, the MPH faculty mentor, and the organizational practicum preceptor. Organizational practicum preceptors should come from the arena of public health practice where policies and programs are formulated, developed, and implemented. Although preceptors need not have advanced degrees, they should have relevant and substantial experience, be decision-makers, have access to the organization’s top level managers, and have the time and desire to work with students. Careful planning and coordination throughout the practicum is necessary to ensure a successful practicum experience. Monitoring of the student’s progress will be accomplished by meetings between the student, faculty mentor, and organizational preceptor.

If problems or concerns cannot be resolved with the faculty mentor, they should be referred to the MPH Graduate Coordinator.

The student should become familiar with the overall mission of the organization and how their practicum assignment or project(s) relates to that mission. One effective method of familiarizing the student to the overall organization is to provide departmental or divisional rotations where students spend an extended period meeting with each manager to learn how that unit fits into the organization as a whole. Additionally, exposure can be gained through assigning a comprehensive project which involves contact with the main areas of the organization. Ideally, a combined rotation-project method allows students to
benefit from the advantages of both approaches. Assignment to a major project, however, is a mandatory component of the practicum.

It is intended that the Practicum experience will incorporate the content of the MPH Master’s Project or Thesis. Within the first 30 hours of the Practicum, students must identify the topic area for their Master’s Project.

Requirements

MPH students are required to complete 240 hours of public health experience. This is accomplished through the Public Health Practicum (PUBH 7985).

Field of Study/Experience: The Public Health practicum experience should be in the student’s area of concentration and further the student’s academic and career goals.

Timing: The practicum placement should not occur before the student has completed at least 18 hours of graduate course work.

Schedule: The actual field experience, project, and report on the project will be completed according to the student’s individually developed plan. Students will need to notify the Coordinator of Graduate Studies no later than one semester prior to the planned practicum to assure that the practicum can be coordinated with the organizational preceptor and the faculty mentor. A permit will also have to be issued to allow the student to register for PUBH 7985. The practicum experience should be completed when the student can devote considerable attention to the practicum and be able to concentrate on the field experience.

Hours: A three credit hour practicum approximates 20 hours of work each week for no less than 10 weeks. The weekly work schedule can be adjusted to fit the needs of working students but the total hour requirements must be satisfied, that is a minimum of 240 hours for three credits, and the practicum must last a minimum of 10 weeks and a maximum of six months. Of the 240 hours, 200 must be obtained at the organization; 40 hours are allotted for Portfolio development and literature reviews.

Practicum Portfolio: Students will complete a Portfolio that documents their learning experiences during the practicum. Deadlines for completion of the Portfolio will be negotiated with the faculty mentor. Refer to the section, “Practicum Portfolio,” for an explanation of the required components that will need to be completed. The portfolio requirements will be discussed between the student and their faculty mentor prior to acceptance of a practicum.
Special Consideration: The MPH Program is aware that working students may need a certain degree of flexibility in satisfying the field experience requirements. Requests for special consideration of any of the requirements should be submitted in writing to the faculty mentor with a brief explanation justifying the request. Approval will require consultation with an agreement by the MPH Director.

Grading: Upon completion of the Public Health practicum and required documentation, the MPH Director is responsible for assigning the student a grade of “satisfactory” or “unsatisfactory.” The student will receive a grade of “I” (Incomplete) for the practicum until the practicum has been successfully completed. It is recommended that students register for the course in the semester in which it will be completed.

Student Responsibilities

Planning for the Practicum Experience

1. As students work on various course assignments and make contacts in the community, they are encouraged to identify potential areas of interest and locations for practicum opportunities. The student should focus on areas that will build depth in the student’s concentration area.

2. Students’ faculty advisors will assist them in the practicum process and serve as faculty mentors for the experience.

3. Students should meet with the faculty mentor early in the semester preceding the practicum semester to discuss general practicum needs, areas of interest, and possible practicum sites/projects.

4. As planning becomes more concrete, the student should discuss with the faculty mentor the type of experience that is sought, a prioritized list of proposed practicum sites/projects, and how the proposed experience meets the student’s interests and career goals. This should be completed no later than the second week of the semester preceding the practicum semester and should be in a format that can be shared with potential organizational preceptors for review. Agreement should be reached with the faculty mentor on the most appropriate selection(s) to pursue.

5. Students are required to attend one Practicum Orientation Session, conducted by the MPH Director each January, usually on a Friday afternoon. At this session, the MPH Director will discuss responsibilities and deliverables for the Practicum. Students will bring a prioritized listing of their choices for a practicum location and topic. Following this meeting, the MPH Director contacts the practicum locations and arranges a subsequent meeting with the student, Practicum Preceptor, Faculty Advisor, and MPH Director.
6. The responsibility for identifying appropriate placement sites is shared jointly by the student, faculty mentor, and MPH Director. The student, however, is responsible for taking an active and lead role in this identification and decision process to assure the best fit with the student’s career goals.

**Implementation Requirements**

1. Upon the student’s selection of an practicum site/project and agreement by the organization, the student should submit to the faculty mentor a draft Practicum Contract (see attached form) describing practicum goals and summary outline of the proposed experience.

2. The student should register for PUBH 7985, Practicum in Public Health, during the semester that the practicum experience will be completed.

3. During the practicum, the student should formally meet at least twice with the organizational preceptor to discuss progress and to resolve problems.
   a. The first meeting should be held at the beginning of the practicum. The “Contract for PUBH 7985 – Practicum” form should be completed, signed by all parties and retained by the student for inclusion in the Practicum Portfolio. The schedule of meetings between the student and faculty mentor will be listed in the Contract. Supervision is intended to assure that the practicum is a true learning experience.
   b. At the second meeting, which should be held approximately 100 hours into the practicum and at the site of the practicum, the “100-Hour Review of Practicum Experience” form should be completed, signed by all parties, and placed in the student’s file. At this meeting, the learning goals and evaluation criteria should be reviewed and revised as necessary.
   c. The student should communicate regularly with his faculty mentor (via phone, e-mail, etc.) after completion of approximately 100, 200, and 240 hours (completion) regarding assignments, questions, and learning progress.

4. Upon completion of the Practicum, the student should request that the organizational preceptor complete the “Organizational Preceptor Evaluation of Student Practicum Performance” form. The student should also complete the “Student Evaluation of the Practicum Experience.” Both completed forms should be included in the Practicum Portfolio.

5. Students are responsible for completing all required documents. Students should assure that a signed and completed “Practicum Checklist” of all required documents is included in their Portfolio.
6. The student should write and submit the final practicum report in the form of a professional portfolio. Refer to the guidelines described in the section entitled “Practicum Portfolio.” Students may be requested to describe their practicum experience to entering MPH students.

7. Students must read, sign, and adhere to statements of policies, practices, and codes of conduct required by the host organization. Failure to do so may result in termination of their practicum.

**MPH Director Responsibilities**

1. Facilitate placement opportunities, soliciting placements and informing potential preceptors about the practicum policies and requirements. Develop arrangements with practicum sites and preceptors to build a set of formal practicum opportunities. Obtain affiliation agreements that have been approved by the University of Memphis’ Office of Legal Affairs.

2. Organize and conduct yearly MPH Practicum Orientation Sessions.

3. When placement agreement has been reached, notify both the preceptor and student confirming placement.

4. Retain copy of students’ portfolios.

5. Keep the MPH faculty informed about issues related to the practicum requirements, program implementation, and program assessment by students and organizational preceptors.

**Faculty Mentor Responsibilities**

1. Assist the student to establish realistic goals and objectives for the practicum.

2. Review and comment on the student’s final practicum portfolio.

3. Ensure the quality of the practicum experience by maintaining frequent contact with the student and resolving any problems that may arise.

4. Serve as a resource to the student in developing the Master’s Project or Thesis that emanates from the Practicum work.
Organizational Preceptor Responsibilities

1. Provide the student an overview of the organization and the setting of the practicum. The overview and orientation should include:
   a. Organizational Chart
   b. Organizational goals, objectives, and activities
   c. Key stakeholders
   d. Copies of important reports/materials about the organization
   e. Listing of pertinent background reading.

2. Explain work rules and procedures.

3. Meet regularly with the student.

4. At the first meeting, which should be held at the very beginning of the practicum placement, the Practicum Contract form should be completed, signed by all parties, and a copy provided to the Faculty Mentor. At another meeting, which should be held approximately 100 hours into the practicum, the “Review of Practicum Placement” form should be completed, signed by all parties, and a copy provided to the Faculty Mentor.

5. Introduce student to colleagues and organizational executives

6. Include student in both organizational and outside meetings where possible.

7. Allow student to accompany the preceptor whenever possible.

8. Complete the “Organizational Preceptor Evaluation of Student Practicum Performance” form upon completion of the Practicum and review with student.

Maintain communication with Faculty Mentor as needed.

Practicum Portfolio

The standard practicum Portfolio should consist of the following components:

- Cover sheet
- Student Practicum Checklist
- Public Health Practicum Contract
- Student’s Resume
- Review of Practicum Placement Form
• Practicum Report (4-5 double space pages in total)
  o Describe the Organization (overview) and the nature of your practicum;
  o Describe the Experience (types of activities); and
  o Assess the Experience (how it helped you gain perspective of public health practice and will influence your future career direction in public health)

• Additional Material Related to the Practicum Experience including Literature Review
  o Other materials optional

• Daily Log of Activities Form

• Evaluation Forms
  o Organizational Preceptor Evaluation of Student Practicum Performance Form
  o Student Evaluation of Practicum Experience Form
  o Student Evaluation of Organizational Preceptor Form

*****The professional Portfolio represents a valuable opportunity to document the application of formal knowledge gained in the workplace. Well-developed practicum reports can be used to show potential employers your knowledge, skills and abilities, and professional acumen. The Portfolio cover sheet must identify your name, organizational placement, and show that this was a practicum in the Master of Public Health Program at The University of Memphis. You should also include the semester and dates of your practicum. (see sample on p. 14)

Two copies of the Portfolio should be prepared. The original is for the MPH program. One copy is for the student to keep.

**Evaluation:** The criteria that will be used by the faculty to assess the student's practicum portfolio include the following:

a. **Relevance:** Students will be assessed on the degree to which they satisfactorily met their learning goals and the logic, organization, and clarity of the assessment of their experience.

b. **Breadth and Depth:** An assessment will be made of the student's ability to integrate the learning from the practicum experience across the curriculum. This will include an assessment of the degree to which the student's conceptual comprehension goes beyond superficial understanding or familiarity with a few theories, concepts, or models.

c. **Application of Concepts:** Students will be assessed on their ability to describe concepts correctly but, most importantly, to demonstrate their practical understanding of how these concepts are illustrated/applied in health service organizations.
Resume

The resume that you create should be one that you believe best represents your experience and achievements. As you network and gain experience in your practicum, you should become more informed about the type of knowledge, skills, and abilities sought by employers/firms where you might want to be hired. Some general suggestions and advice about resume preparation are described below. Advice can also be sought from the University’s Office of Career Services.

A resume **must include** the following information:

- Your name, address, telephone number, and e-mail address
- Educational background
- Work history
- Relevant honors or awards
- Presentations and/or publications

A resume **may include** job objective or career goal, summary of qualifications, foreign language skills, memberships in professional organizations, military service, willingness to travel or relocate, and information on volunteer activities or hobbies if they demonstrate personal success. A resume **should not include** reasons for leaving past jobs, any reference to salary, personal data (such as age, height, marital status, health status), and names and addresses of references.

Especially for those early in their public health career, a resume should provide the reader with adequate information to have a sense of who you are as well as your work qualifications. Consequently, the student may wish to develop a two-page resume, with the first page summarizing the student’s work experience, while the second page will be devoted to summarizing the student’s life experiences, including more detail of the student’s educational experiences, and/or volunteer or community activities.

The following is recommended to describe work experience:

**Chronological or historical:** presents the information in reverse chronological order, starting with the present or most recent experiences and moving backward in time. This resume type is the most common and recommended for most fields since job titles and organizations are emphasized and job responsibilities are described in sufficient detail to provide the reader with information on your career growth. List most current education first.

When writing your resume:

- Use action words (refer to below for ideas)
- Use available software packages for assistance
- Use quality paper in either white or ivory color (Never send on copy paper)
- Keep your resume concise, but be sure to fill the page
Suggested Action Words for Resumes

Use of action words is essential if you wish to effectively display your job experience and duties and are especially relevant to public health careers. Action words present your work history in a positive manner and more fully describe your functional skills.

<table>
<thead>
<tr>
<th>Abstracting</th>
<th>Facilitating</th>
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<tbody>
<tr>
<td>Administering</td>
<td>Identifying</td>
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<tr>
<td>Advising</td>
<td>Initiating</td>
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<tr>
<td>Analyzing</td>
<td>Investigating</td>
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<tr>
<td>Budgeting</td>
<td>Monitoring</td>
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<tr>
<td>Calculating</td>
<td>Observing</td>
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<tr>
<td>Classifying</td>
<td>Planning</td>
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<tr>
<td>Compiling</td>
<td>Predicting</td>
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<tr>
<td>Corresponding</td>
<td>Preparing</td>
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<td>Creating</td>
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<td>Estimating</td>
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<tr>
<td>Evaluating</td>
<td>Protecting</td>
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<tr>
<td>Designing</td>
<td>Researching</td>
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<td>Developing</td>
<td>Reviewing</td>
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<tr>
<td>Evaluating</td>
<td>Translating</td>
</tr>
<tr>
<td>Examining</td>
<td>Updating</td>
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</tbody>
</table>

Learning Objectives

The purpose of defining learning objectives for the Public Health practicum is to define the specific competencies and knowledge the student hopes to achieve in the practicum. The statements should address the student's professional development goals and academic learning goals. Students should exercise careful attention to this component since it will define the practicum experience. Avoid being too broad or superficial, such as Objective: To improve my communication skills. Think carefully about the environment in which you are working, the mission and structure of the organization, and the relationships the organization has with its key stakeholders. Refining the objectives statements should be an iterative process and regularly discussed with your organizational preceptor and faculty mentor.

The goals of the practicum should help the student and organizational mentor keep track of the student's learning progress. By following the student's plan, the student should be better able to identify specific objectives for each week, questions that need to be researched, readings to complete, people to interview, meetings to attend, etc. The student's plan should specifically address the learning objectives, activities that will be undertaken to meet these objectives, and method of receiving feedback on the student's progress.
Sample Learning Objective Statements:

1. Learn how to clarify and make explicit program objectives; design and develop evaluation strategies related to such objectives.

2. Assess the impact of governmental regulations related to the health agency, giving specific attention to that institution’s policies and procedures, to better understand pressures calling for legislative oversight in public health.

3. Gain skills in grant management through examining and assessing how an organization manages grants.

4. Understand more thoroughly how a health organization analyzes, implements, and manages a health information system.

5. Gain expertise in establishing community health objectives.

6. Further develop analytic skills through assisting on a health intervention project.

7. Study the chronological development of a public health program from inception, to planning, to gaining support and funding, to implementation, to evaluation.
Practicum Report

This document is the student's written defense for receiving graduate credit for the practicum experience and will serve as the basis for the faculty mentor's evaluation and determination of whether the student has satisfied all the requirements outlined in this handbook and can receive a grade of "pass." The 4-5 page essay should:

I. Describe the organization and nature of your practicum (approximately 1 page).
   - Discuss mission; structure, including design, purpose, functions, etc.; programs, and clientele. Include an organizational chart.
   - Describe funding sources. Briefly discuss the nature (focus, goals, etc.) of your practicum.

II. Describe the experience
   - Outline your major accomplishments during the practicum experience as they relate to the learning goals. Briefly describe your tasks and assignments. Explain any adjustments that were made. List any obstacles faced and methods used to overcome them.

III. Assess the experience and learning that occurred.
   - Briefly assess the overall practicum experience, how it helped you gain perspective of public health practice, and how it will influence your future career direction in public health.

As a suggestion, preparation of a journal or weekly self-assessment will help you complete this component.
MPH Practicum Portfolio

Enhancing Recruitment of Community Volunteers For
Emergency Preparedness Operations

Jane Doe
Master of Public Health Program
The University of Memphis Summer Semester 2017

Practicum Placement: Shelby County Health Department
Organizational Preceptor: John Smith
Date Submitted: August 31, 2017

Date Approved: ______________________  MPH Director’s Initials: _______________
# Student Practicum Checklist Master of Public Health Program

Student’s Name__________________________________________________________

Phone Number______________________ Semester and Year___________________

Practicum Location______________________________________________________

Practicum Title__________________________________________________________

## Practicum Documentation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Submitted/Completed and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial meeting with Faculty Mentor to discuss potential practicum placement and activities</td>
<td></td>
</tr>
<tr>
<td>Practicum Contract</td>
<td></td>
</tr>
<tr>
<td>100-Hour Review</td>
<td></td>
</tr>
<tr>
<td>Practicum Portfolio</td>
<td></td>
</tr>
<tr>
<td>Organizational Preceptor Evaluation of Student Practicum Performance</td>
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</tbody>
</table>
Public Health Practicum Contract

Master of Public Health Program

This is an agreement entered by the student, faculty mentor, and organizational preceptor. The purpose of this contract is to formalize the plan for the practicum experience.

Please provide the following information:

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Student Address:</td>
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</tr>
<tr>
<td>Student Telephone:</td>
<td>Work</td>
</tr>
<tr>
<td>Student E-mail Address:</td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
</tr>
<tr>
<td>Organization Address:</td>
<td></td>
</tr>
<tr>
<td>Organizational Preceptor:</td>
<td></td>
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<tr>
<td>Preceptor Telephone:</td>
<td>Work</td>
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<tr>
<td>Preceptor E-mail:</td>
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<tr>
<td>Beginning Date:</td>
<td></td>
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<tr>
<td>Ending Date:</td>
<td></td>
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<tr>
<td>Schedule of Hours:</td>
<td></td>
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</table>

A. Learning Objectives (What do you expect to learn that you do not now know?)

1. 

2. 

3. 

4.
B. What major activities will be assigned?

C. What resources will be made available?

D. When will meetings be held to discuss the experience?

1. First meeting with Organizational Preceptor:________________________

2. 100- Hour Review Meeting:________________________

3. Schedule of Communication planned with the faculty mentor at 100, 200, and 240 hours (completion). These can be informally accomplished through telephone/electronic mail contacts:

Signatures

<table>
<thead>
<tr>
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<th>Date</th>
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<tbody>
<tr>
<td>Student*</td>
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<tr>
<td>Organizational Preceptor</td>
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<tr>
<td>Faculty Mentor</td>
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*In signing this, the student agrees to adhere to policies, practices, and codes of conduct required by the host organization. Non-adherence may result in termination of the practicum.
100 Hour Review of Practicum Placement

Master of Public Health Program

This form is to be completed by the student; signed by the student, organizational preceptor, and faculty mentor. The faculty mentor will ensure that a copy is placed in the student's file.

Name of Student

Practicum Location

Practicum Title

Describe and explain any changes in the learning goals, activities, or schedules of the practicum.

Describe how the practicum placement has progressed to date, including successes as well as any problems not discussed above.

Describe any changes that need to be made to the experience-specific evaluation criteria.

Student: ____________________________ Date: ______________

Organizational Preceptor: __________________________ Date: ______________

Faculty Mentor: __________________________ Date: ______________
Master of Public Health Program Practicum

Daily Log

Name: ______________________ Organization: _______________________
Concentration: _______________ Preceptor: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Worked</th>
<th>Duties</th>
<th>Supervisor (signed)</th>
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<tbody>
<tr>
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TOTALS

Total Hours Worked: ____________

Comments:
Organizational Preceptor Evaluation of
Student Practicum Performance

Master of Public Health Program

This form is to be completed by the organizational preceptor and submitted to the faculty mentor who will assure that a copy is placed in the student’s file.

Student__________________________________  Concentration: _______________
Preceptor____________________________________________________________
Organization__________________________________________________________

Please rate the student, using the scale below. Comment if appropriate.
NA=No criteria to evaluate; 1=Poor; 2=Fair; 3=Average; 4=Good; 5=Excellent

### Ability to Work within the Public Health Organization

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<tbody>
<tr>
<td>1. Understood Mission &amp; Philosophy of the Organization</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Understood Policies and Procedures and applied them</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Planned, organized, and used time effectively</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Worked well with all levels of staff</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Self-motivated</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Sought guidance, when appropriate</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Accepted responsibilities, instructions, and constructive criticism</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
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COMMENTS:

### Development of Skills

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>1. Demonstrated ability to obtain information and could distinguish relevant from irrelevant material</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Demonstrated organizational, &amp; planning abilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Was able to write and summarize reports</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Gave oral reports in a clear &amp; confident manner</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Could solve problems and make decisions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Substantive contributions to meetings</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

COMMENTS:
Communication Skills

1. Communicated sufficiently with staff and others  5  4  3  2  1  NA
2. Communicated effectively through written material  5  4  3  2  1  NA
3. Used active listening techniques so that information received in verbal form was understood and he/she adequately communicated their understanding  5  4  3  2  1  NA

COMMENTS:

Professionalism

1. Presented a professional image according to organizational dress code  5  4  3  2  1  NA
2. Demonstrated dependability  5  4  3  2  1  NA
3. Demonstrated promptness  5  4  3  2  1  NA
4. Demonstrated ethical conduct, accountability  5  4  3  2  1  NA

COMMENTS:

Preceptor and Student

1. Met goals and objectives as agreed upon between student and preceptor  5  4  3  2  1  NA
2. Completed assigned projects according to agreed format  5  4  3  2  1  NA
3. Could be relied on to make sound decisions  5  4  3  2  1  NA

COMMENTS:

Core and ConcentrationCompetencies:

Student was able to:

1. Apply basic concepts of probability, random variation and commonly used statistical probability distributions.  5  4  3  2  1  NA
2. Apply descriptive techniques commonly used to summarize public health data.  5  4  3  2  1  NA
3. Interpret results of statistical analyses found in public health studies.  5  4  3  2  1  NA
4. Analyze the direct and indirect human, ecological and safety effects of major environmental and occupational agents. 5 4 3 2 1 NA

5. Apply federal and state regulatory programs, guidelines and authorities that control environmental health issues. 5 4 3 2 1 NA

6. Systematically examine a public health problem in terms of magnitude, person, time and place to develop potential responses or interventions. 5 4 3 2 1 NA

7. Apply the basic terminology and definitions of epidemiology. 5 4 3 2 1 NA

8. Calculate basic epidemiology measures. 5 4 3 2 1 NA

9. Describe interrelationships among the main components and issues of the organization, financing and delivery of health services and public health systems in the US. 5 4 3 2 1 NA

10. Demonstrate use of the policy process for improving the health status of populations. 5 4 3 2 1 NA

11. Apply "systems thinking" for resolving organizational problems. 5 4 3 2 1 NA

12. Demonstrate an understanding of basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. 5 4 3 2 1 NA

13. Explain the causes of social and behavioral factors that affect health of individuals and populations. 5 4 3 2 1 NA

14. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. 5 4 3 2 1 NA

15. Apply the principles of community-based participatory research to develop interventions for diverse populations. 5 4 3 2 1 NA

16. Illustrate the importance of public health programs and strategies responsive to diverse cultural values and traditions of the communities being served. 5 4 3 2 1 NA

17. Commit to the attributes of leadership in public health. 5 4 3 2 1 NA

18. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions. 5 4 3 2 1 NA

19. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice. 5 4 3 2 1 NA
For the following competencies, only evaluate the student on their concentration.

Concentration: _________________________

**Additional competencies for Biostatistics concentration:**

| 1. Evaluate preferred methodological alternatives to commonly used statistical methods when assumptions are not met. | 5 4 3 2 1 NA |
| 2. Distinguish among and apply the different measurement scales and understand the implications for selection of statistical methods to be used based on these distinctions. | 5 4 3 2 1 NA |
| 3. Apply common statistical methods for inference. | 5 4 3 2 1 NA |

**Additional competencies for Environmental Health concentration:**

| 1. Explain genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards. | 5 4 3 2 1 NA |
| 2. Apply current environmental risk assessment methods. | 5 4 3 2 1 NA |
| 3. Propose approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. | 5 4 3 2 1 NA |
| 4. Delve into the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures. | 5 4 3 2 1 NA |
| 5. Develop various risk management and risk communication approaches in consideration of issues of environmental justice and equity. | 5 4 3 2 1 NA |

**Additional competencies for Epidemiology concentration:**

| 1. Integrate epidemiologic concepts to inform scientific, ethical, economic and political discussions of health issues. | 5 4 3 2 1 NA |
| 2. Interpret epidemiologic data and measures. | 5 4 3 2 1 NA |
| 3. Evaluate the strengths and limitations of epidemiologic reports related to infectious, chronic, or genetic diseases. | 5 4 3 2 1 NA |
Additional competencies for Health Systems and Policy concentration:

1. Apply the principles of program planning, development, budgeting, management & evaluation in organizational & community initiatives.  
   5 4 3 2 1 NA

2. Apply principles of strategic planning and marketing to public health.  
   5 4 3 2 1 NA

3. Leverage quality and performance improvement concepts to assess and influence organizational performance issues.  
   5 4 3 2 1 NA

4. Demonstrate leadership skills for building partnerships.  
   5 4 3 2 1 NA

Additional competencies for Social and Behavioral Sciences concentration:

1. Propose steps and procedures for the planning, implementation and evaluation in organizational and community initiatives.  
   5 4 3 2 1 NA

2. Assess the role of social and community factors in both the onset and solution of public health problems.  
   5 4 3 2 1 NA

3. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.  
   5 4 3 2 1 NA

OVERALL COMMENTS:

Identify areas in which student should enhance their skills:

Identify major strengths that student has exhibited:

Preceptor:_____________________________________Date:_______________

Thank you for mentoring this student in your organization. We appreciate your support of the MPH program and The University of Memphis. If you have any questions regarding the practicum program, please contact Vikki Nolan, MPH Director, at (901) 678-1696.

Please submit the completed form to: Director, MPH Program, 228 Robison Hall, The University of Memphis, Memphis, TN 38152.
Student Evaluation of Practicum Experience

Master of Public Health Program

Student’s Name__________________________________________

Semester and Year________________________

Practicum Location_______________________________________

Practicum Title__________________________________________

Organizational Preceptor’s Name and Position____________________

Evaluation of Major Project/Assignments

Please complete the following assessment of your practicum experience. Use a rating scale of 1-5 to rate your experience, 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My learning goals were met by the practicum experience.</td>
<td></td>
</tr>
<tr>
<td>2. My practicum experience was clearly relevant to my career goals.</td>
<td></td>
</tr>
<tr>
<td>3. I would strongly recommend this organization to other students.</td>
<td></td>
</tr>
<tr>
<td>4. I would strongly recommend this organization preceptor to other students.</td>
<td></td>
</tr>
<tr>
<td>5. The practicum report added value to my practicum experience.</td>
<td></td>
</tr>
<tr>
<td>6. The practicum requirement is worthwhile for MPH students.</td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation of Organizational Preceptor  
Master of Public Health Program

Student name: ____________________________

Semester and Year________________________

Practicum Location__________________________________________________________

Organizational Preceptor’s Name and Position____________________________________

Please complete the following assessment of your practicum experience.  
Use a rating scale of 1-3 to rate your experience: 1=Unsatisfactory, Did Not Meet  
Expectations; 2=Satisfactory, Met Expectations; 3=Very Good, Exceeded Expectations

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Evaluation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well did the organizational preceptor provide a good overview of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the objectives, services, and activities of the organization where the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>practicum placement was located?</td>
<td></td>
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<tr>
<td>2. How well did the organizational preceptor assist you in establishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>feasible tasks and assignments to meet your learning goals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How well did the organizational preceptor provide you with the resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>necessary to complete your assignment(s)?</td>
<td></td>
<td></td>
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<tr>
<td>4. Did the organizational preceptor meet with you at frequent enough</td>
<td></td>
<td></td>
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<tr>
<td>intervals to provide teaching and appropriate guidance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. If unforeseen problems arose, did the organizational preceptor help</td>
<td></td>
<td></td>
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<tr>
<td>you revise your goals and objectives?</td>
<td></td>
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<tr>
<td>6. Was the organizational preceptor receptive to your ideas and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viewpoints?</td>
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</tbody>
</table>