



MPH Practicum Guidelines

Student, Faculty Advisor, and Organizational Preceptor Handbook*

Master of Public Health Program
The University of Memphis
901-678-4514



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*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. Secondly, 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 advisor, 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 advisor, and organizational preceptor. If problems or concerns cannot be resolved with the faculty advisor, 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 200 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 MPH Coordinator and attend the Practicum orientation, 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 advisor.* A permit will also have to be issued to allow the student to register for PUBH 7985. The practicum experience should be completed during the semester in which the student will be able to complete the practicum portfolio.

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 200 hours for three credits, and the practicum must last a minimum of 10 weeks and a maximum of six months. Of the 200 hours, 180 must be obtained at the organization; 20 hours are allotted for Portfolio development and **literature review**.

Practicum Portfolio: Students will complete a Portfolio that documents their learning experiences during the practicum. Deadlines for completion of the Portfolio will be: late November for Fall registration, late April for Spring registration and mid-August for Summer registration. Specific dates will be announced at the beginning of each semester. Refer to the section, "Practicum Portfolio," for an explanation of the required components that will need to be completed.

Grading: Upon completion of the Public Health practicum and required documentation, the MPH Coordinator 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 advisors for the experience.
3. Students should meet with the faculty advisor early in the semester preceding the practicum semester to discuss general practicum needs, areas of interest, and possible practicum sites/projects.
4. Students are required to attend the Practicum Orientation Session. At this session, responsibilities and deliverables for the Practicum will be discussed. Students will bring a prioritized listing of their choices for a practicum location and topic. Following this meeting, the SPH experiential learning faculty/staff contacts the practicum locations and arranges a subsequent meeting with themselves, the student, Practicum Preceptor, and Faculty Advisor (if applicable).
5. The responsibility for identifying appropriate placement sites is shared jointly by the student, and Experiential Learning Coordinator. 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 a practicum site/project and agreement by the organization, the student should submit to the faculty advisor 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/portfolio 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 advisor 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 retained for inclusion in the Practicum Portfolio. At this meeting, the learning objectives and evaluation criteria should be reviewed and revised as necessary.
 - c. The student should communicate any problems to the Experiential Learning Coordinator as soon as they arise.
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" and "Student Evaluation of Organizational Preceptor." All three 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.

Experiential Learning Coordinator 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 Advisor Responsibilities

1. Assist the student to establish realistic goals and objectives for the practicum.
2. Meet with the student prior to beginning to discuss the objectives and after completing the practicum to review student's progress.
3. 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 Advisor. 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 Advisor.
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.
9. Maintain communication with Faculty Advisor as needed.

Practicum Portfolio

The standard practicum Portfolio should consist of the following components:

1. **Cover sheet**
2. **Student Practicum Checklist**
3. **Public Health Practicum Contract**
4. **Resume**
5. **Practicum Report (approximately 3-page double spaced pages in total)**
 - Describe the Organization (overview) and the nature of your practicum;
 - Describe the Experience (types of activities); and
 - List the three Foundational and two Concentration competencies that were addressed with this project
 - Describe your Two Deliverables (below) and how they address the competencies
6. **Literature Review**
 - 8 to 10 pages that will serve as the literature review/background section of your Master's project/thesis
7. **Two deliverables that provide evidence of your competency attainment**

Deliverables may include:

 - Projects, videos, spreadsheets, websites, posters, photos, curricula, policy briefs, summary of analyses, etc.
8. **Daily Log of Activities Form**
9. **Evaluation Forms**
 1. Organizational Preceptor Evaluation of Student Practicum Performance Form
 2. Student Evaluation of Practicum Experience Form
 3. 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. 19)

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.

Abstracting
Administering
Advising
Analyzing
Budgeting
Calculating
Classifying
Compiling
Corresponding
Creating
Estimating
Evaluating
Designing
Developing
Evaluating
Examining

Facilitating
Identifying
Initiating
Investigating
Monitoring
Observing
Planning
Predicting
Preparing
Programming
Promoting
Protecting
Researching
Reviewing
Translating
Updating

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 advisor'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 section should:

1. Describe the organization and nature of your practicum (*~ 0.5 pages*).
 - a) Discuss mission; structure, including design, purpose, functions, etc.; programs, and clientele. Include an organizational chart. Briefly discuss the nature (focus, goals, etc.) of your practicum.
2. Describe the experience (*1 page*)
 - a) Outline your major accomplishments and during the practicum experience as they relate to the learning goals and selected competencies. Briefly describe your tasks, assignments and deliverables. Explain any adjustments that were made. List any obstacles faced and methods used to overcome them.
 - b) 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.
3. List your three Foundational and two Concentration Competencies and describe your two deliverables (*~2 pages*)
 - a) List the five competencies that the practicum covered
 - b) Describe each deliverable and how they addressed the competencies

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

Preparing the Practicum Contract

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 advisor.

The goals of the practicum should help the student and organizational advisor 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.

Competencies

The Experiential Learning coordinator, student and preceptor will agree on at least five competencies, three of which must be Foundational competencies and two must be Concentration competencies that will be addressed during the practicum. The competencies are below:

MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Concentration Competencies

Biostatistics

1. Analyze public health data using linear and logistic regression models
2. Develop multivariable models by statistically assessing confounding and effect modification
3. Evaluate preferred methodological alternatives to commonly used statistical methods when assumptions are not met
4. Distinguish among the different measurement scales and select the appropriate statistical methods to be used based on these distinctions
5. Analyze time-to-event data using univariate and multi-variable statistical modeling

Epidemiology

1. Analyze public health data using appropriate epidemiologic and statistical methods to draw valid inferences
2. Identify the advantages and disadvantages of various study designs in public health and etiologic research
3. Systematically examine a public health problem in terms of magnitude, person, time and place to develop potential responses or interventions
4. Evaluate the strengths and limitations of epidemiologic reports
5. Apply and describe survey research methodology including assessing survey questions, designing surveys in professional software, and methods for testing reliability and validity

Social and Behavioral Sciences

1. Assess the role of social and community factors in both the onset and solution of public health problems.
2. Apply evidence-based approaches in the development, implementation, and evaluation of social and behavioral science interventions in organizational and community settings.
3. Utilize behavior change theory in addressing public health problems and designing social and behavioral science interventions.
4. Plan and write a health program evaluation appropriate for implementation in a community setting
5. Apply communication strategies to enhance adoption of behavioral skills for a student-designed public health intervention

Urban Health

1. Analyze the role of the built environment, socioeconomic status, and environmental exposures in determining the health status of urban populations
2. Integrate the knowledge and experience of multiple disciplines to develop solutions to health problems in urban communities
3. Apply the public health approach – problem identification, identify risk and protective factors, intervention, and implementation – to a specific urban health problem
4. Create and apply a logic model for an urban health program serving vulnerable populations
5. Apply appropriate qualitative and quantitative methods to evaluate an urban health program

Generalist

1. Identify and assess evidence-based strategies to conduct research or develop community and policy actions related to a public health concern.
2. Specify and compile the upstream determinants, such as social and environmental conditions, associated with major causes of disease and disability most prevalent among a particular underserved population.
3. Model communication skills and incorporate strategies that support interprofessional collaboration.
4. Analyze public health data using appropriate epidemiologic and statistical methods to draw valid inferences.
5. Critically evaluate various leadership theories and apply strategic thinking tools to identify a personal leadership style.

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 2024

**Practicum Placement:
Organizational Preceptor:
Date Submitted:**

**Shelby County Health Department
John Smith
August 15, 2024**

Date Approved: _____

Experiential Learning Coordinator's Initials: _____

Student Practicum Checklist
Master of Public Health Program

Student's Name _____

Phone Number _____ Semester and Year _____

Practicum Location _____

Practicum Title _____

Activity	Date Submitted/Completed Comments
Initial meeting with Faculty Advisor to discuss potential practicum placement and activities	
Practicum Contract	
100-Hour Review	
Practicum Portfolio	
Organizational Preceptor Evaluation of Student Practicum Performance	

Public Health Practicum Contract Master of Public Health Program

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

Please provide the following information:

Student Name:	
Student E-mail Address:	
Organization:	
Organization Address:	
Preceptor Telephone:	
Preceptor E-mail:	
Start Date:	
End Date:	
Schedule: (e.g. M-F, 10a- 2p)	

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: _____

Signatures

	Signature	Date
Student*		
Organizational Preceptor		
Faculty Advisor		

*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

Name of Student _____

Practicum Location _____

Practicum Title _____

Describe and explain any changes in the learning goals, competencies, or deliverables 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 Advisor _____ Date _____

Master of Public Health Program Practicum

Daily Log

Name: _____ Organization: _____

Concentration: _____ Preceptor: _____

Date	Hours Worked	Duties	Supervisor (signed)
TOTALS			

Total Hours Worked: _____

Organizational Preceptor Evaluation of Student Practicum Performance

Master of Public Health Program

Student _____ Concentration: _____

Preceptor _____

Organization _____

Please rate the student, using the scale below. Comment if appropriate.

5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor; NA=Not applicable/Unable to evaluate

Ability to Work within the Public Health Organization

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

COMMENTS:

Development of Skills

1. Demonstrated ability to obtain information and could distinguish relevant from irrelevant material	5	4	3	2	1	NA
2. Demonstrated organizational, & planning abilities	5	4	3	2	1	NA
3. Was able to write and summarize reports	5	4	3	2	1	NA
4. Gave oral reports in a clear & confident manner	5	4	3	2	1	NA
5. Could solve problems and make decisions	5	4	3	2	1	NA
6. Substantive contributions to meetings	5	4	3	2	1	NA

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:

Foundational and Concentration Competencies:

Student was able to:

COPY AND PASTE AGREED UPON COMPETENCIES HERE (DELETE THIS ROW ON FINAL COPY)	
Example below: DELETE THIS ROW ON FINAL COPY <u>BEFORE</u> you give to preceptor	
<u>Foundational</u>	
1. Describe the importance of cultural competence in communicating public health content	5 4 3 2 1
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	5 4 3 2 1
4. Interpret results of data analysis for public health research, policy or practice	5 4 3 2 1
<u>Epidemiology Concentration Competencies: (If epidemiology is not your concentration REPLACE with yours! DELETE ON FINAL COPY)</u>	
5. Evaluate the strengths and limitations of epidemiologic reports	5 4 3 2 1
2. Calculate and interpret basic epidemiology measures	5 4 3 2 1

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 Dr. Marian Levy, Associate Dean, at (901) 678-4514. Please submit the completed form to the student for inclusion in their portfolio or send to Dr. Levy at mlevy@memphis.edu or mail to 230 Robison Hall, 3852 Desoto Ave, Memphis, TN 38152.

Student Evaluation of Practicum Experience Master of Public Health Program

Student's Name _____

Semester and Year _____

Practicum Location _____

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

	Rating	Comments
1. My learning goals were met by the practicum experience.		
2. My practicum experience was clearly relevant to my career goals.		
3. I would strongly recommend this organization to other students.		
4. I would strongly recommend this organization preceptor to other students.		
5. The practicum report added value to my practicum experience.		
6. The practicum requirement is worthwhile for MPH students.		

Student Evaluation of Organizational Preceptor Master of Public Health Program

Student's name _____

Semester and Year _____

Practicum Location _____

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

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