

Practicum Kit

2020-2021



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Master of Public Health Program

Public Health Practicum Overview

The Public Health Practicum is meant to provide students with *community-based* practical field experience that cultivates mentored relationships with public health professionals through meaningful, hands-on work that builds up foundational and concentration-specific competencies. The Practicum is also meant to serve as a bridge between the classroom and public health profession, linking academic training to the core functions of public health practice. The Practicum should be mutually beneficial to both the student and the host organization.

A Portfolio Approach

The Practicum must meet at least 5 competencies, at least 3 of which are foundational (see page 9 of this document). Mastery of the student's chosen competencies is demonstrated and evaluated by a portfolio of concrete products. By the end of the student's practicum experience, the student's portfolio should consist of 2 or more products (deliverables) that demonstrate attainment of the student's 5 chosen competencies and should be productive and useful to the student's host organization.

Portfolio product examples

The following lists various examples of appropriate portfolio products. **This list is not exhaustive** and is meant to provide ideas for portfolio products. Possible portfolio products should be identified and discussed with the student's practicum preceptor and the MPH Program's Director of Community Based Education.

- A written report or white paper on a public health issue relevant to the host organization
- Educational materials targeted toward a population of interest to be used by the host organization
- A training or manual for the host organization to provide to its employees, volunteers, or other populations of interest
- A spreadsheet or dataset compiled by the student to be used by the host organization for quality improvement and/or research initiatives
- A webpage the student has developed for the host organization
- An infographic or other informational material to be displayed or otherwise used by the host organization

Requirements

The successful completion of the Public Health Practicum (MPHP 650) requires:

- Exhibiting professionalism in all work situations (e.g., behavior, dress, oral and written communication, and ethics) as evaluated by the student's practicum preceptor
- A structured, individually arranged **Practicum learning agreement** with a community partner that describes the nature of the Practicum experience, including public health competencies addressed
- Attendance at Community Health Research & Practice (CHRP) meetings
- Completion and documentation of 120 hours dedicated to the Practicum
- Preparation and presentation of a professional poster describing the practicum experience, to be presented at the *Public Health Innovations Conference* hosted by the MPH program near the end of each fall and spring semester
- At least two **portfolio products (deliverables)** that are useful to the host organization and that demonstrate attainment of the identified competencies. Portfolio deliverables can be in electronic or physical form as appropriate. The poster completed for the *Innovations* conference is **not** included as a portfolio product. See the Culminating Experience Guide for more details, including a list of example portfolio products.
- Evaluation of the practicum site and preceptor (completed by the student) and an evaluation of the student and their portfolio products (completed by the preceptor)

Practicum Learning Agreement

Case Western Reserve University Master of Public Health Program

The Practicum Learning Agreement consists of six (6) pages. The student and the preceptor must initial every page where indicated. It is the student's responsibility to submit this form to the MPH Director of Community Based Education before permission will be granted in SIS for the student to register for Practicum credits.

Student Information

Name: _____ CWRU Email Address: _____

Concentration(s): ☐ Population Health Research ☐ Global Health
☐ Health Policy & Management ☐ Health Promotion & Disease Prevention
☐ Health Informatics

Dual degree student? ☐ Yes ☐ No If yes, please list dual degree: _____

Number of semester hours completed in the MPH Program: _____

Emergency Contact

Name: _____ Relationship to student: _____

Phone: _____ Alternate phone: _____

Registration Information

Semester of Practicum (check all that apply) ☐ Fall Year ____ ☐ Spring Year ____ ☐ Summer Year ____

Practicum Site Information

Organization name: _____

Department, if applicable: _____

Mailing address: _____

Preceptor Information

Name: _____ Email address: _____

Phone: _____ Title: _____

Student initials: _____

MPH Program Initials _____

Preceptor initials: _____

MPH Program approval date: _____

Approved by: _____

Schedule of Practicum Experience

Practicum start date: _____

Practicum end date: _____

Approximate number of hours per week: _____

Expected schedule: _____

Please list any special schedule considerations (e.g., on-call, days off, etc.): _____

Practicum Details:

Practicum title: _____

Additional individuals providing supervision, if applicable: _____

Learning Objectives of Practicum (What will you learn? Refer to Bloom's Taxonomy when writing Learning Objectives.)

1.

2.

3.

Expected Activities & Learning Experiences (What will you do?)

Student initials: _____

MPH Program Initials _____

Preceptor initials: _____

Expected End-of-Practicum Portfolio Products (Deliverables) Please describe at least two (2) products. (see page 1 of this kit for examples.) These products will constitute your practicum portfolio and should consist of concrete deliverables that are of use to your host organization. Your preceptor and the MPH Director of Community Based Education will use these products to assess your attainment of the identified competencies to be met by the Practicum. The poster completed for the *Innovations* conference is **not** included as a portfolio product unless the poster is used to present for other professional purposes as a part of this Practicum.

Describe the physical working space and facilities for the student (e.g., desk, telephone, etc.):

Professional Responsibility

- Will student need to complete a background check to complete practicum at agency/organization? ☐ Yes ☐ No
- If yes, will student need to pay a fee for the background check? (AMOUNT: _____) ☐ Yes ☐ No
- Does the project entail research involving human subjects and/or use of identifiable data? ☐ Yes ☐ No
- If yes, has the project been reviewed and approved by the appropriate Institutional Review Board? ☐ Yes ☐ No
- Will student generate data for the host agency/organization? ☐ Yes ☐ No
- Will student use data supplied by the host agency/organization? ☐ Yes ☐ No
- Does the Preceptor have authority to grant student use of data? ☐ Yes ☐ No
- May the student take the data offsite from the agency/organization? ☐ Yes ☐ No
- Will the student be allowed to report the data/results as part of their final practicum presentation? ☐ Yes ☐ No

Please specify any additional confidentiality issues of which the student should be aware:

Please list any specific training the student must complete at the agency/organization:

Does this practicum experience involve travel outside the United States? ☐ Yes ☐ No

If yes, please complete the following:

Destination: _____ Date of departure: _____ Date of return: _____

Has the student registered their travel with the Office of Education Abroad? ☐ Yes ☐ No

(See MPH travel abroad policy in the Culminating Experience Guide)

Student initials: _____

MPH Program Initials _____

Preceptor initials: _____

Foundational Competencies to be addressed: Students should select a minimum of **five** competencies to be met through the Practicum experience. At least **three** competencies must be from the list of Foundational Competencies below. The remaining competencies can consist of competencies specific to the student's concentration (see the appropriate lists in the pages that follow) or custom competencies written in consultation with the preceptor and/or advisor.

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

- ☐ Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- ☐ 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

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

- ☐ Perform effectively on interprofessional teams

Systems Thinking

- ☐ Apply systems thinking tools to a public health issue

Additional Competencies to be Addressed: If fewer than **five** competencies were indicated above, please add additional concentration and/or custom competencies in the space(s) below. See the pages that follow this form for a list of concentration-specific competencies. If additional space is needed, please attach them as a separate page.

1.

2.

3.

By signing below, the student and Preceptor accept the above responsibilities and the agreed upon activities in this document. Please initial all pages at the bottom where indicated. Once signed, please return to the MPH Director of Community Based Education.

Student: _____ Date: _____

Preceptor: _____ Date: _____

Student initials: _____

MPH Program Initials _____

Preceptor initials: _____

Practicum Competency Requirements

Students must meet at least **5** competencies through the practicum portion of the Culminating Experience. At least **3** competencies must be foundational competencies. The remaining competencies may be concentration competencies or custom competencies appropriate to the student's education and professional goals. Students should work with their Practicum preceptor, the MPH Director of Community Based Education, and/or their advisor to identify competencies to be met by the Practicum. **Students are required compile a portfolio of deliverables produced during the Practicum experience, through which mastery of the chosen competencies will be demonstrated and assessed.**

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-Specific Competencies

Global Health

1. Describe the relationships among agencies focused on colonial health, tropical medicine, international health and global health in a historical context
2. Prioritize diseases of global health importance and their epidemiological context
3. Apply methods for strengthening and focusing existing capacities and resources for health program sustainability and enhancement
4. Contrast application of technology to impact priority diseases with addressing the underlying social and economic determinants of global health linked to health care delivery systems
5. Apply the fundamental international principles and standards for the protection of human research subjects in diverse cultural settings

Health Informatics

1. Understand the fundamentals of using biomedical ontologies for integration of biomedical and health data
2. Differentiate between standard health data exchange formats and vocabularies
3. Explain how clinical data originating from different systems are collected and coded and how they are normalized, aggregated, and analyzed
4. Describe how biomedical terminological systems are used in natural language processing workflow for unstructured biomedical text
5. Describe the ethical, regulatory, managerial, financial, and practical aspects of data security

Health Policy & Management

1. Apply the principles of program development, planning, budgeting, and resource management in organizational or community initiatives
2. Describe how policy impacts healthcare delivery and outcomes
3. Apply a continuous quality and performance improvement framework to address organizational coordination and performance.
4. Identify methods for decision making using evidence-based, systems thinking, and data-driven approaches to health policy and management
5. Identify how access, quality, and cost are influenced by organizational and financial structures

Health Promotion & Disease Prevention

1. Assess needs for health interventions for the general public as well as at-risk populations
2. Systematically evaluate health promotion strategies across typologies of evidence
3. Apply system complexity concepts in the context of nested individuals, social networks, organizations, and communities (i.e., systems nested within systems) in the analysis of public health problems and solutions
4. Develop health education/health promotion strategies that create an understanding of and respect for the importance of culture in practice and policy.
5. Apply social and behavioral theory and planning models and evidence-based health promotion strategies for a variety of populations in the development of a health education/health promotion plan

Population Health Research

1. Construct a conceptual model and choose an appropriate existing data set, such as electronic health records, Medicare/Medicaid, Medical Expenditure Panel Survey, Health Care Utilization Project, and Health and Retirement Study, to address a population health research question
2. Design and perform a study consisting of a retrospective analysis of an existing data set to address a population health research question of interest
3. Design efficient computer programs for data management and manipulation, statistical analysis, and presentation using R (or another statistical programming language, such as SAS)
4. Apply advanced statistical methods for analyzing count data, categorical data and time to event data: specifically, Poisson regression models, multinomial and ordinal logistic regression models, and Cox proportional hazard models.
5. Perform predictive modeling employing different strategies for model selection (best subsets and shrinkage approaches), imputation of missing values, and splitting data into training and test data sets

Practicum Hours Log

Case Western Reserve University Master of Public Health Program

- All students are required to maintain a log of their hours dedicated to their Practicum experience
- The preceptor (or designated supervisor) must sign each log for the hours to be validated. The preceptor and student should discuss the hours regularly. Do not wait until the end of the experience to verify hours.
- Students may not count travel time to/from the Practicum site, but may count travel associated with day-to-day Practicum activities.
- Students should not count time spent creating the Practicum poster, but may count time spent creating deliverable products to be included in the student's Practicum Portfolio
- All other hours will be negotiated between the student and the Preceptor (as outlined in the Learning Agreement)
- It is the student's responsibility to turn this log into the MPH program. Use additional copies of this form as needed.

Student's Name: _____

Agency/Site: _____

Date	Start Time	End Time	Hours	Project	Location
TOTAL HOURS					

Student's Signature: _____ Date: _____

Preceptor's Signature: _____ Date: _____

TIME SHEET # _____ OF _____ (Attach additional sheets if needed)

FOR MPH PROGRAM USE ONLY

Date received: _____

Approved by: _____

Practicum Poster Requirement

A poster presentation is a visual representation of information that is shared at a conference or scientific meeting. A poster should get your main points across effectively and attract people so that you can engage them in discussion. All students are required to design and present a professional poster at the conclusion of the Practicum experience and present it at the poster session of the *Public Health Innovations Conference*.

Poster Session Logistics:

1. Plan to set up your poster on the morning of the *Innovations Conference* prior to the first presentation
2. Four foot by six foot standing boards and push pins will be provided
3. Plan to stand by your poster and answer questions for one hour; the poster session is typically over the lunch hour of *Innovations*
4. Please dress professionally
5. As a presenter, you may eat before or after – but not during – the poster session
6. Plan to introduce yourself and provide a 'tour' of your poster to your audience
7. Plan to leave your poster displayed through the remainder of *Innovations*
8. If you want to distribute handouts, please plan for about 40 copies
9. Recognition will be given to the top poster(s) as judged by faculty, alumni, and friends of the Program

Poster Design Guidelines:

- Your highest priority is a clear message with visual impact
- Limit your text
- Use short, direct sentences, with no more than 5 sentences per text box
- Photographs or graphics are important – if they include people, you'll need a release form
- You must credit your sources for all photos or graphics
- The top row should include a title, your name, your preceptor's name, and their credentials
- Include the School of Medicine logo, the PQHS Department logo, and the logo of your host organization
- If your practicum project was funded in any way, acknowledge the funding source at the bottom of the poster
- Headers should be legible from a distance of 6 feet
- Fonts should be simple and no smaller than 20 point; use bold lettering on a white or light colored background
- Using a PowerPoint poster template provided by the MPH Program is recommended
- Dimensions of the finished product should be at least 36" x 48" with landscape orientation

- The poster should contain the following:
 - Title
 - Student's name and preceptor name, credentials, and organization
 - Name, address, and brief description of the organization or location
 - Description of population served
 - Learning objectives
 - Activities and deliverables
 - Lessons learned
 - Methods and results (if applicable)
 - Public health implications
- Organize the layout to guide the viewer through your poster in a logical fashion

It is the **student's** responsibility to have the poster printed. Places to have the poster printed include on-campus options, Case Printing, FedEx Office (Kinko's), Office Max, etc. Printing costs may vary widely. Printing/turnaround time can also vary, but plan for at least 48 hours. Depending on how close to the annual CWRU-sponsored Research ShowCASE the *Innovations Conference* falls, expect longer turnaround times for spring semesters.

Be sure to attend the CHRP session(s) that focus on poster design and logistics. Examples of past posters will be provided. Students will also have the opportunity to practice presenting their posters at CHRP to get feedback and suggestions from fellow students, faculty, and staff.

Practicum Poster Evaluation Form

Case Western Reserve University Master of Public Health Program

Student's Name: _____ Judge's Name: _____

Poster Title: _____ Poster number: _____

Please evaluate the student's poster and presentation of their Practicum on the following criteria:

Inadequate Adequate Well Done Outstanding

Visual Appeal: Is poster of high quality, professional, and visually appealing (e.g., appropriate use of fonts, graphics, and/or photos, headers are visible at least six feet away, on a white or light colored background, etc.)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Organization: Is the poster well organized?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Clarity: Are the headings and information contained in the poster clear and easily understood?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Identifying Information: Is the student's name, preceptor's name and job title, and community organization name and location clearly stated at the top of the poster?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Population: Is the population served clearly identified?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Learning Objectives: Are learning objectives for the Practicum Experience clearly identified?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Activities: Are the Practicum activities and/or deliverables clearly identified and well-articulated?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Lessons: Did the student clearly identify and articulate lessons learned as a result of the Practicum?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Public Health Implications: Are the public health implications of the practicum appropriate and clearly stated and explained?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Knowledge of Project: Did student respond appropriately and professionally to questions about the project/poster?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Evaluation of the Practicum Experience

The student will be evaluated by their Preceptor and the MPH Director of Community Based Education at the conclusion of the Practicum Experience. Students will be evaluated on several aspects of the Practicum. The MPH Director of Community Based Education and the preceptor will evaluate the student's Practicum Portfolio products to assess the student's mastery of the identified public health competencies. The preceptor will evaluate the student on professionalism, leadership, communication skills, and any additional objectives identified in the Practicum Learning Agreement. In addition, the preceptor will be asked to identify any issues that they have observed in the student's professionalism and/or conduct.

The student will also be asked to complete an evaluation of the preceptor and Practicum site as well.

It is not necessary to wait to report issues until the end of the experience. Students and preceptors are encouraged to be proactive and contact the MPH Program if an issue cannot be resolved. For both the student and the preceptor, the first step should be to discuss the issue together once it is identified. If it is not resolved after this mutual conversation, the student and preceptor are encouraged to contact the MPH Program for assistance and advice to resolve the situation in a mutually satisfactory manner.

Statement on Professional Conduct

The Case Western Reserve University Master of Public Health is a graduate-level professional degree, focused on preparing students to become experts and leaders in public health. The MPH program aims to provide students with an environment that is supportive and conducive to learning and applying the foundational competencies of public health. We hold our faculty and instructors to high standards to ensure that this learning environment is maintained. Students, too, have a responsibility to ensure that a supportive learning environment is maintained. In addition to the skills and competencies that you will gain in the process of earning your MPH, two important expectations apply to the learning environment, including the Practicum site:

- Promote high standards of personal and organizational integrity, compassion, and respect for all
- Appreciate the importance of working collaboratively with diverse communities and constituencies

Reflective of the high standards of personal integrity, students are expected to behave in a respectful manner that values collaboration and interactive learning. Acting in a way that does not reflect personal integrity, compassion, honesty, and respect for all people can have a negative impact on your learning process and, ultimately, your grades at the discretion of the preceptor, Director of Community Based Education, and/or Capstone Committee.

Professionalism Expectations (Behavior & Conduct)

Appearance:	The student has exhibited personal cleanliness, grooming, and dress appropriate to the organization and position
Attendance:	The student has regularly and consistently reported to the Practicum and/or Capstone site (i.e., arrives on scheduled days)
Promptness:	The student has exhibited promptness in reporting to the Practicum and/or Capstone site (i.e., arrives at scheduled time)
Accuracy:	The student displays accuracy in his or her work (the student is thorough and efficient)
Responsibility:	The student follows direction and remains productive without close supervision
Initiative:	The student displays initiative in his or her work (completes high-quality work without being told or supervised closely)
Relationships:	The student exhibits respect and appropriate relationships with other employees, clients, and students (tact, courtesy, cooperation)
Conduct:	The student displays honesty, integrity, and respectfulness; uses good judgment

Practicum Preceptor Evaluation of Student

Case Western Reserve Master of Public Health Program

TO BE COMPLETED BY PRECEPTOR AT HOST ORGANIZATION AND RETURNED TO MPH DIRECTOR OF COMMUNITY BASED EDUCATION

Student Name: _____

Partner Site: _____

Preceptor's Name: _____ Date: _____

DIRECTIONS: Please evaluate the student on the following characteristics and competencies. Please attach any necessary explanation. Competencies, including concentration-specific and custom competencies are chosen by the individual student. Complete this form and return to the student or the MPH Director of Community Based Education. This form must be received before any grade can be issued. Please feel free to contact the MPH Office if you need additional guidance. **This form consists of three (3) pages.**

Professionalism Expectations: Refer to the above list for a description of these items. **Please explain any issues in the comments section below or attach any explanation on an additional sheet.**

Did the student exhibit appropriate _____ in their Practicum experience? (check all that apply)

☐ Appearance

☐ Attendance

☐ Promptness

☐ Accuracy

☐ Responsibility

☐ Initiative

☐ Relationships

☐ Conduct

☐ Other (specify): _____

Please provide any additional comments in the space provided below. This evaluation continues on the next two pages.

Cross-Cutting Domains: Please evaluate the student on each of the following items.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Communication: The student demonstrated effective written and oral skills for communicating with different audiences in the context of professional public health activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity and Culture: The student demonstrated the ability to interact with diverse individuals and communities to produce an intended public health outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership: The student demonstrated the ability to create and communicate a shared vision for a changing future, champion solutions to organizational and community challenges, and energize commitment to goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism: The student demonstrated ethical choices, values, and professional practices while considering the effect of choices on community stewardship, equity, social justice, and accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Planning: The student demonstrated the ability, in collaboration with others, to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems Thinking: The student demonstrated the ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection on Experience: Based on my experience with this student, I would welcome another MPH student at my organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Required Competencies – Please read this section carefully and complete in detail: Students are expected to demonstrate at least five (5) competencies, identified by the student and the preceptor on the Practicum Learning Agreement. For the identified competencies below, the student is expected to demonstrate mastery at the Sufficient to Advanced level. **The student's Practicum Portfolio products (deliverables) should serve as the basis for the evaluation of competency attainment.** If you are unable to rate the student as having achieved the required mastery of any of these competencies, please provide detailed feedback below, on an additional sheet, or submit comments directly to the MPH Director of Community Based Education.

Identified Competencies	Portfolio item(s) Please list	Insufficient	Approaching Sufficiency	Sufficient	Advanced	Unable to Evaluate
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments & Explanations

What is your overall impression of this student?

Beyond the competencies outlined above, what strengths did this student develop during the practicum?

In your opinion, are there areas in which the student needs more experience or areas that continue to be challenging?

Additional Comments/Explanations (Please attach additional pages if necessary)

Preceptor's Signature: _____ Date: _____

FOR MPH PROGRAM USE ONLY

Date received: _____

Received by: _____

Student Evaluation of Practicum Preceptor & Site

Case Western Reserve Master of Public Health Program

TO BE COMPLETED BY STUDENT AND RETURNED TO MPH DIRECTOR OF COMMUNITY BASED EDUCATION

Student Name: _____

Practicum Site: _____

Preceptor's Name: _____ Date: _____

DIRECTIONS: This form is intended for you, the student, to evaluate your experience with the host organization during your Practicum. Please reflect on your experience and rate the environment based on the following criteria. **Please attach any explanation that you feel necessary.** It is the student's responsibility to complete this form and return it to the MPH Director of Community Based Education with any other final requirements. No grade can be issued for the Practicum until this form has been received. **This form consists of two pages.**

Number of Semesters Dedicated to the Practicum Experience: _____

<u>Evaluation Criteria</u>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was oriented to the site environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The site created an atmosphere of acceptance, friendliness, and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor clarified my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor assisted in establishing goals and objectives for my Practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor demonstrated effective administrative methods & techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor encouraged me to participate in departmental and/or program meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor allowed me to take initiative and be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor met with me on a regular basis to discuss progress and/or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor provided constructive criticism and guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor served as an effective professional role model for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this site to other students to complete their Practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>For the following questions, please rate your experience on a scale of 1 (lowest) to 5 (highest)</u>	Lowest 1	2	3	4	Highest 5
Overall, how would you rate the learning experience you received?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how would you rate your Practicum site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how would you rate your Practicum preceptor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

May the MPH Program retain and/or share your Practicum Poster and other Practicum materials for the purposes of program accreditation and quality improvement and showcasing outstanding student work?

☐Yes ☐No

Please provide any additional comments in the space provided below.

Student's Signature: _____ Date: _____

FOR MPH PROGRAM USE ONLY

Date received: _____

Received by: _____