
Information and forms available at:
http://success.une.edu/public-health/practicum/
Practicum Overview

The Integrated Public Health Practicum is a required component of the Master of Public Health (MPH) program. The Council on Education for Public Health (CEPH) requires that “all graduate professional public health degree students develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to student’s areas of specialization.” As such, the practicum is an opportunity for students to: 1) integrate and apply knowledge and skills from coursework to a practical setting to strengthen public health competencies 2) work with experienced public health practitioners to expand professional networks and 3) provide a comprehensive review of a public health issue and potential or real solutions in the form of an extensive term paper and an oral presentation.

Students complete a minimum of 120 hours at a practice site under the supervision of a preceptor who has extensive knowledge and experience in the field of public health. To complement the field work, students also complete a comprehensive paper and presentation on a related topic. The paper is of the quality suitable for publication in a public health journal.

Credit Hours and Prerequisites

GPH 747 is a 4-credit course that spans the entire semester (16 weeks). All coursework must be completed prior to beginning the practicum. Students who wish to begin the practicum prior to completion of all coursework (including concurrently with remaining coursework) must submit an academic petition and demonstrate adequate preparation for beginning the practicum.

Waivers

The practicum is an integral part of the Master of Public Health program and required for accreditation; therefore, no waivers will be granted.

Registration

All the required paperwork must be completed before registration. Students who are registered but have not completed all the forms by the end of the “add” period will be asked to drop the class.

Practicum Coordinator

The Practicum Coordinator can be reached at tbalogun@une.edu.
Practicum Policies

Beginning the Practicum Before All Coursework Is Completed

Students must submit a petition and describe how they are adequately prepared to begin the practicum early. In general, students with more than two classes left are not granted permission to begin the practicum.

Practicum Hours

Students must complete a minimum of 120 hours within a semester (16 weeks).

Place of Employment

Students may complete their practicum hours at their placement of employment if: 1) the practicum project is different from regular work 2) work hours are not counted towards the practicum 3) the project is in a different department with a different supervisor.

Financial Compensation

Students may receive a fellowship or merit-based stipend for practicum work; part-time jobs cannot be counted toward the practicum hours.

Starting the Practicum before the Class Begins

Students may begin counting their practicum hours up to one month prior to the first day of class. For example, if a student is taking GPH 747 for the summer and the class begins on May 4, s/he may begin the practicum on April 4. Students must submit a petition describing the reason(s) for beginning the practicum early.

Preceptor’s Credentials

The preceptors should have:

1) An MPH or higher (similar degrees to MPH will be considered)
2) A BA/BS with 5+ years of public health experience

Complying with the Site’s Regulation

Students must comply with all the regulations established by the sites, including any immunization requirements. Speak with your preceptor prior to your start date to ensure compliance.
Planning Your Practicum

In order to begin the practicum, students must have:

- Completed all required coursework or submitted a petition
- A practicum site, which has been identified by the student and approved by the UNE Practicum Coordinator
- A well-defined project and a qualified preceptor
- A fully-executed affiliation agreement between UNE and the practicum site
- Submitted the three course-specific forms:
  - Site and Preceptor Information Form
  - Goals, Objectives and Competencies Form
  - A Capstone Proposal

Students are responsible for finding their practicum site and capstone topic. The Practicum Coordinator is available for assistance during the planning process.

Suggested Planning Timeline

> 6 MONTHS BEFORE PLANNED START DATE

- Find a Site/Preceptor
  - Contact your Practicum Coordinator
  - Update your resume/cover letter
  - Find and contact potential sites in your area
  - Apply and follow up
  - Contact your Practicum Coordinator with any questions or progress.

> 3 MONTHS

- Complete Paperwork
  - Begin Affiliation Agreement
  - Discuss potential projects with site
  - Brainstorm capstone topics
  - *Intensify efforts if a site has not been confirmed.

~ 1 MONTH

- Submit Paperwork
  - 3 forms with signatures
  - Register via U-online
  - *Contact your Support Specialist if a leave of absence is needed.
Planning Steps

Step 1: Identify a Potential Practicum Project
Towards the end of the MPH coursework, students should start thinking about where and which type of practicum to complete. Keep in mind that the practicum is meant to be a meaningful experience with authentic student participation within a team of public health professionals. It is also an opportunity for students to explore potential employment agencies upon graduation.

Students may work in a variety of public health agencies that fit their skill sets and career goals. Potential practicum sites include community-based organizations or clinics, local or state health departments, hospitals, schools, assisted living facilities, universities and research centers. The practicum project must be distinct from the students’ employment (i.e., outside of normal work hours, in a different department with a different supervisor).

Generally, a Practical Experience entails one or more of the following roles:

- Assessing, monitoring or analyzing data to ensure equity and quality of public health services
- Planning, designing, implementing, and evaluating public health interventions
- Developing disease prevention and health promotion, media advocacy, or risk communication materials
- Developing, implementing, and evaluating public health laws, regulations, and policy.
- Participating in administrative/management activities, which could include quality improvement, organizational analysis, and/or strategic planning
- Supporting the development and goals of public health coalitions through community organizing and advocacy efforts, needs assessments, strategic and participatory community planning
- Participating in the development and/or execution of applied public health research, including translational, evaluation, and epidemiological research efforts that contribute to the evidence-base and efficacy of public health practice

The Practicum Coordinator is available to assist with identification of potential practicum sites and projects in your area. A list of places at which students have completed their work can be found online at: http://success.une.edu/wp/wp-content/uploads/2016/02/Practicum-Site-Information-2.8.16.pdf

The following questions may be helpful in identifying a practicum project:

a. What skills would I like to develop/enhance? (e.g. quantitative skills, communication and facilitation skills)
b. What strengths and expertise would I bring to the organization?
c. Which type of setting would I like to explore? (e.g., a state health department or a small community-based organization, working domestically or abroad).
d. How much flexibility would I need to complete a project? (i.e. consider whether your schedule and availability would be compatible with those of the organization)
Step 2: Secure a Practicum Site
At least six months before the practicum begins, students should reach out to potential practicum sites in their areas and start the application process. Students should prepare an updated resume and cover letter describing their interests, skill sets, a brief description of practicum requirements (a minimum of 120 hours over a semester, a defined project with a preceptor, etc.), and the types of opportunities (unpaid, evening hours, etc.).

Tips for Applying:

- Have a colleague or a career service professional look over the resume/cover letter.
- Local job postings can be a good resource to identify potential sites. Even though students may not be looking for a full-time job, job postings can be helpful in identifying available public health organizations in your area.
- Many agencies post internship/volunteer opportunities on their website.
- Although e-mail is a good way to make an initial inquiry/contact, seek out opportunities to meet with potential colleagues and preceptors in person. (e.g., requesting informational interviews, attending and volunteering at outreach events/seminars).
- Keep a spreadsheet to keep track of organizations/date of initial contact/follow up.
- When meeting with potential preceptors, it is important to discuss interests and career goals while open and flexible to learn more about the organization and available projects.
- Follow up; remember to always be courteous and professional.

Step 3: Complete Paperwork
At least three months before the practicum begins, students should start filling out the necessary paperwork. The following forms, all of which should be returned via email or fax to the Practicum Coordinator, are required:

1. An affiliation agreement between UNE and the practicum site
2. An IRB review of human subjects research, if applicable
3. Practicum site and preceptor information form
4. Practicum goals, objectives and competencies form
5. Capstone paper proposal

1. **Affiliation Agreement** – **Must be finalized before students begin practicum work**
   This is a legal document between UNE and the practicum site. The UNE template can be downloaded on the practicum planning webpage ([http://success.une.edu/public-health/practicum/](http://success.une.edu/public-health/practicum/)) and sent to the site for review. The site may suggest edits/modifications using “track changes” for the UNE legal department to review and sign. If the site wishes to use its own template, send the document to the Practicum Coordinator for review and submission to UNE. UNE works with the site to develop a fully executed agreement and a final copy will be provided to the site as well as the student. The affiliation agreement must be in place before students start their practicum hours.

   Depending on the changes needed, this process can take 1 to 6 months to complete.
2. **IRB Review of Human Subjects** - *Must be approved before students begin practicum work*

Students involved in research involving human subjects are required to follow UNE’s Institution Review Board policies, and must contact the Practicum Coordinator if they are conducting human subjects research. Policies and procedures are available at [http://www.une.edu/research/compliance/irb](http://www.une.edu/research/compliance/irb). Students are responsible for IRB applications, which will be reviewed and edited by the Practicum Coordinator before submission. In most cases, the Practicum Coordinator also serves as the faculty advisor on the project requiring IRB approval.

Depending on whether an IRB exemption or a full-review is required, this process can take ~ 2 weeks to 3 months to complete.

3. **Practicum Site and Preceptor Information Form – Due 2 weeks before class begins**

This form is designed to collect more information on the site and the preceptor. The preceptor and/or volunteer coordinator at the site complete the form. The practicum coordinator reviews the form for approval and returns an approved copy to the site and student.

4. **Practicum Goals, Objectives and Competencies Form – Due 2 weeks before class begins**

This form is designed for the student and preceptor to discuss the project in more details and agree on the expectations, tasks, outcomes and timelines. It is recommended that students meet with their preceptor to complete the form.

Tips for filling out the Goals, Objectives and Competencies Form:

**The Goal is the overall purpose of the project that the student undertakes** (e.g. better collaboration among providers for dental services; greater participation by employees in worksite wellness initiatives, etc.). **There should only be one goal for each project.** If there is a second project, a second goal should be added.

For each goal, list 1-3 objectives. **Objectives should be SMART: Specific, Measurable, Achievable, Results-focused, and (realistically) Time-bound.** Objectives may include specific deliverables (e.g. products) that students will be working on as part of the practicum project. Students should describe tasks needed to complete the objective(s) and include the approximate completion date. **Tasks must support each objective and the objectives must support the goal.**

Students also identify 3-5 specific public health competencies they will meet through their practicum work. Students may choose any competencies that relate to their skill sets and career goals. For a list of public health competencies, see the last page of the goals and objective form. This list should be made available to the preceptor.
### Example of a Goals/Objectives/Tasks Form

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
| **Goal 1:** Provide *Let's Go!* Dissemination Partners with regional specific data in a useable format | Objective 1.1: Develop a template to be used for each of the 17 regional reports. | a. Review the template that was utilized in 2014.  
   b. Draft an updated template for 2015 data.  
   c. Seek feedback on the template from *Let's Go!* staff and a sample of *Let's Go!* Dissemination Partners.  
   d. Create a unique template for all 17 regions. | June 1, 2017 |
| | Objective 1.2: Analysis of regional data. | a. Create charts, tables and/or graphs comparing 2017 to 2016 results. | July 30, 2017 |
| | Objective 1.3: Interpret regional data and present key findings. | a. Draft talking points based on charts. | August 15, 2017 |
| **Goal 2:** Develop one or more evidence-based fact sheet that supports the *Let’s Go!* Strategies for Success. | Objective 2.1: Obtain the most recent evidence supporting the *Let’s Go!* strategies. | a. Conduct scientific literature reviews.  
   b. Summarize key findings with citations. | August 22, 2017 |

5. **Capstone Paper Proposal - Due 2 weeks before class begins**  
   Submit a (<1 page, ~300 words) proposal with  
   a. a brief background on the public health issue of interest  
   b. a brief analysis of current programs and interventions, if any  
   c. the research question(s) of the capstone project

The capstone paper is a comprehensive review of a public health issue, and may be likened to a “major term paper” or “small thesis.” This 15-20 paged paper will provide an extensive background of a public health issue, summarize available interventions /programs and discuss recommendations for how to address the issue via all appropriate public health strategies (e.g. public policy, community mobilization, patient or provider education, health communications, etc.).
The capstone paper should be related to your fieldwork. Many practicum projects require students to develop a questionnaire, or evaluate a program, or analyze some data – but no reports. Others require reports.

If your site requires a written report, you will be writing 2 separate reports, one for the practicum and your capstone paper. The focus of the capstone paper is not so much on large numbers and data analysis as it is on your ability to critically analyze the information, and communicate it effectively.

Example:

A student worked with a local hospital to develop strategies for improving employee participation in work-sponsored wellness programs.
- Developed and administered a survey regarding accessibility of the wellness programs (time, location, incentives)
- Designed and implemented a campaign to increase awareness of wellness programs

**Capstone paper that is directly linked to fieldwork:**

Analyzed survey results to determine main barriers for employee participation in the wellness programs, performed literature research and discussed characteristics of a successful wellness program, compared them against current hospital strategies and provided evidence-based recommendations based on the local context and available resources. This paper is in a “report” format to be submitted to hospital administration.

**Capstone paper that does not use data from fieldwork:**

Completed a policy memo advocating for establishment of employee wellness programs in workplaces. Performed literature research on the benefits and cost-effectiveness of wellness programs and provided a framework for agencies interested in implementing an employee wellness program.

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### Overview of GPH747 Assignments

- **Weekly Discussions** (A new topic each month, original post in the first week and responses in the following three weeks)
- **Quarterly Reports** (Every 30 hours of practicum work)
- **Final Report** (3-5 pages) and preceptor evaluation
- **Capstone paper** (divided into 5 smaller assignments during the semester)
  1. Capstone description
  2. Annotated bibliography and list of references
  3. Introduction/background/rationale
  4. Current efforts with strengths/weaknesses
  5. Proposed interventions and implementation/evaluation plans.
- **Capstone presentation** (45-minute PowerPoint presentation on blackboard collaborate; 35 minutes of talk time+ 10 minutes of Q &A)
Roles and Responsibilities

Student

The student is expected to function as a professional at all times and is responsible for completing all activities and deliverables agreed to in the Goals, Objectives, and Competencies Form.

The student is also expected to:

✓ Contact the Practicum Coordinator at least six months before the practicum start date to start the planning process
✓ Commit to identifying potential practicum sites and capstone topics in a timely manner, and follow up as needed
✓ Provide professional quality work
✓ Comply with the policies and procedures of the host organization including any immunization and health insurance requirements
✓ Maintain regular communication with the preceptor and course instructor
✓ Ensure that all required paperwork is in place before the practicum begins
✓ Complete the required course assignments on-time

Preceptor

The preceptor should be familiar with the student’s project and have appropriate credentials (MPH or higher, other similar degrees or 5+ years of public health experience). During the practicum, the preceptor reviews and signs the student’s quarterly reports and completes the “preceptor’s student evaluation form” at the end of the course. The student provides the preceptor with the evaluation form, which should be returned directly to the Practicum Coordinator via email or fax.

The role of the preceptor is to:

✓ Clarify expectations for students’ practicum work
✓ Ensure that students are adequately introduced to the site, colleagues and project
✓ Ensure the student assists the organization with appropriately challenging and substantive projects
✓ Oversee the student’s activities and provide feedback and expertise as needed
✓ Provide mentoring and exposure to different parts of the organization
✓ Communicate with UNE Practicum Coordinator as needed
✓ Review and sign the student’s quarterly reports
✓ Participate in a final assessment of the student’s work
✓ Complete CITI training if IRB application is required for the student’s project

----------------------------------------End of Manual. Forms to Follow------------------------------------
Practicum Forms

Fillable forms can be downloaded at: http://success.une.edu/public-health/practicum/

Forms should be returned to tbalogun@une.edu
Preceptor and Site Information Form

Student Name: Date:
Practical Experience Site:
Address:

Preceptor Information

Name: Degree:
Title:
Email:

1. Please provide a brief description of the site including its mission, services, and/or programs.

2. Please describe the types of practical public health/population-based experience that a student may have when placed at this site. List any specific potential projects a student may complete (if known).

3. Please list the resources/support (e.g. training, office space, computer) that the student will have while at your site. If office space is not possible, please describe how the student will be involved in your organizations (e.g. invited to staff meetings, community meetings, etc.)

4. Please list the qualifications of the preceptor to oversee a student, including the preceptor’s education and training, experience with students in the past, and public health expertise and experience.

5. Please describe the mechanism you will use for student supervision (e.g. weekly meetings, review of work, discussions at staff meetings, etc)

6. In addition to completing this form, the preceptor agrees to either:

   □ provide the statement “I have read the Practicum Manual and am willing to act as a preceptor for (student’s name) from (start date) to (end date)” with a signature on the host organization’s letterhead.

   OR

   □ use a professional email address and return this form with original signature to tbalogun@une.edu

Preceptor Signature: Date:
Practicum Goals, Objectives and Competencies Form

To be completed by the student with guidance from the preceptor.

Return via email to tbalogun@une.edu

Student Name: Date:

Practical Experience Site:

Preceptor:

Section 1: Overview of your project(s)

Briefly describe your project(s) including purpose and expected outcomes. (~200 words)
List your goals for the Practical Experience. Goals should include what you want to achieve by the end of the Practical Experience. There should only be one goal for each project. If you have a second project, please add an additional goal.

For each goal, list 1-3 objectives. Objectives should be measurable and may include specific deliverables that you will be working on as part of your Practical Experience. Include a date for the completion of each objective.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>Objective 1.1</td>
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<td>Objective 1.2</td>
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<td>Objective 1.3</td>
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</table>
Section 3: Data

The Practical Experience is intended to provide students with an opportunity to learn professional responsibility as well as public health skills. To facilitate this, it is important for the preceptor to have a discussion with the student to clarify expectations, rules, and regulations that govern the activities the student will be performing on behalf of the host organization. The following questions should be completed jointly with the preceptor and student.

A. Human Subjects Research ([http://www.une.edu/research/compliance/irb/index.cfm](http://www.une.edu/research/compliance/irb/index.cfm))

Does the project entail research* involving human subjects and/or use of identifiable data?

☐ yes  ☐ no  ☐ not sure (please contact the Course Instructor if you have questions)

If yes, has the project been reviewed and approved by the appropriate Institutional Review Board?

☐ yes  ☐ no

*If yes, the IRB determination letter must accompany this form.

B. Access to and Use of Data

1. Will the student use data supplied by the host organization?

☐ yes  ☐ no

If yes, describe the source and format of the data. Will the student have access to identifiable information? Be specific.

2. Will the student generate data for the host organization?

☐ yes  ☐ no

If yes, what data will be collected? How will it be collected? Be specific.

3. Does the preceptor have authority to grant student use of data?

☐ yes  ☐ no

4. May the student take the data offsite from the agency/organization?

☐ yes  ☐ no

5. Will the student be allowed to report the data or the results of their analysis in a final report or Capstone?

☐ yes  ☐ no

6. Have confidentiality issues and data use restrictions been discussed with the student?

☐ yes  ☐ no

*Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Not everything that involves contact with people is considered research. For example, interviewing participants of an intervention program conducted by an agency in order to evaluate and improve the program would not be considered research, unless the results were going to be used to be generalizable to other programs or agencies.
Section 4: Competencies

Instructions: List the 3 – 5 specific competencies (see next page for a list of program competencies) that you expect to gain from your experience. *Note: Do not include more than 5 competencies. You and your preceptor will be asked to rate how well you were able to meet these competencies so they should be the competencies most relevant to your project(s). Be sure to list specific competencies and not just the general topic area.*

<table>
<thead>
<tr>
<th>Competency</th>
<th>1:</th>
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<td>Competency</td>
<td>2:</td>
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<td>Competency</td>
<td>3:</td>
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<tr>
<td>Competency</td>
<td>4:</td>
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<tr>
<td>Competency</td>
<td>5:</td>
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I have read and approved the project described above.

Preceptor Signature: ____________________________ Date:

Course Instructor: ____________________________ Date:
UNE MPH Program Competencies

Domain 1: Analytical/Assessment Skills
Program Competency #1: Utilize quantitative and qualitative data to identify and analyze factors affecting the health of a community.

Domain 2: Policy Development/Program Planning Skills
Program Competency #2: Analyze policies, programs, and services to evaluate their demonstrated or potential impact on the health of a community.

Domain 3: Communication Skills
Program Competency #3: Utilize effective communication skills to convey public health data and information to professionals and the public.

Domain 4: Cultural Competency Skills
Program Competency #4: Promote policies, programs, and services for diverse populations that demonstrate cultural proficiency and community collaboration.

Domain 5: Community Dimensions of Practice Skills
Program Competency #5: Assess the role of community relationships and diverse perspectives in the development or implementation of public health policies, programs, and services.

Domain 6: Public Health Sciences Skills
Program Competency #6: Utilize evidence to support decision-making in the development and evaluation of public health initiatives.

Domain 7: Financial Planning and Management Skills
Program Competency #7: Evaluate public health programs’ use of financial resources and management techniques to achieve goals and sustainability.

Domain 8: Leadership & Systems Thinking Skills
Program Competency #8: Incorporate ethical standards in professional practice to promote healthy communities.

Program Competency #9: Articulate the role and value of public health in the social, political, and economic development of a community.
Quarterly Report for MPH Practicum

To be completed by the student every 30 hours of Field Work

Each student should plan to meet with their preceptor after completion of 30, 60, 90 and 120 hours of Practical Experience work to review progress and plan future activities. This form should be completed by the student with input from the preceptor.

Scan this form and return to tbalogun@une.edu. Original signatures required.

Student Name: Date:
Practical Experience Site:
Preceptor:

Hours Completed to Date:
Anticipated Date of Next Report*: schedule a time to meet with your preceptor after finishing the next 30 hours.

1. Describe and explain any changes to the goals, objectives, activities, or schedule.

2. Describe the progress made toward your goals and objectives, including successes and challenges. Give specific examples of your activities for each goal, including any products developed. (1 page maximum). Use the table in the next page.
<table>
<thead>
<tr>
<th>Goals addressed this reporting period</th>
<th>Objectives addressed this reporting period</th>
<th>Activities completed this reporting period</th>
<th>Comments/Successes/Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Student's Signature:       Date: 

Preceptor’s Signature:       Date:
Capstone Presentation Release Form

I hereby grant the University of New England (UNE) permission to use, encode, digitize, transmit, and display the text, photography, video, or audio of my participation in the School of Graduate and Professional Studies’ Capstone, as well as to use my name, voice, likeness, biographic information, and ancillary material in connection with such text, photography, video, or audio without further consideration.

I also understand that once my capstone presentation is shared or posted on the UNE website or the world wide web, it can be downloaded by any computer user on or off campus with internet access. I understand and agree that UNE is not responsible for any unauthorized use of my likeness through the distribution of technologies described above and I agree to hold UNE harmless from such uses.

Student Name: [Student Name]
Address: [Address]
Phone Number: [Phone Number]
Signature: [Signature]

Date: [Date]
Preceptor's Student Evaluation Form for MPH Practicum

To be completed by the field placement site preceptor.

Return via email to tbalogun@une.edu

Student Name: Date:
Practicum Site:
Practicum Term: Choose an item. Year:

Preceptor Information
Preceptor: Title:
Email: Phone:

1. Give a brief description of the experiences provided for the student by you and your organization.

2. What type of project did the student perform? Was it completed to your satisfaction?

3. What were the positive aspects of the Practical Experience for you and/or your organization?

4. What were the challenges of the Practical Experience for you and/or your organization?

5. Are there any areas of the student’s educational background, preparatory skills, and/or professionalism that you feel could be added to, improved, or made more complete? Please describe.
6. Indicate your judgment of the student’s work on a scale of 1 (LOW) to 5 (HIGH). Choose N/A for those items you do not feel qualified to evaluate or for those items that did not apply to this experience.

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th></th>
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<tbody>
<tr>
<td>Ambitious</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>Takes Initiative</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Choose an item.</td>
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<tr>
<td>Dependable/Reliable</td>
<td>Choose an item.</td>
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<tr>
<th>Relationships with Others</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Able to accept suggestions &amp; criticism</td>
<td>Choose an item.</td>
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<tr>
<td>Sensitive to cultural diversity</td>
<td>Choose an item.</td>
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<tr>
<td>Able to work as part of a team</td>
<td>Choose an item.</td>
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<tr>
<td>Respectful of others</td>
<td>Choose an item.</td>
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<table>
<thead>
<tr>
<th>Professional Qualifications &amp; Job Performance</th>
<th></th>
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<tbody>
<tr>
<td>Command of technical subject matter</td>
<td>Choose an item.</td>
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<tr>
<td>Able to organize work/time</td>
<td>Choose an item.</td>
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<tr>
<td>Able to express ideas in writing</td>
<td>Choose an item.</td>
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<tr>
<td>Able to communicate ideas orally</td>
<td>Choose an item.</td>
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<tr>
<td>Knowledge of public health topics</td>
<td>Choose an item.</td>
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<tr>
<td>Able to research problems</td>
<td>Choose an item.</td>
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<tr>
<td>Accepts responsibility</td>
<td>Choose an item.</td>
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<tr>
<td>Potential for professional growth</td>
<td>Choose an item.</td>
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<tr>
<td>Professional Conduct</td>
<td>Choose an item.</td>
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<tr>
<td>Overall quality of work</td>
<td>Choose an item.</td>
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</table>

* Adapted from the University of Oklahoma Health Sciences Center
7. Please rank the student on the achievement of each of these competencies using a scale of 1 (LOW) to 5 (HIGH) or N/A

<table>
<thead>
<tr>
<th>Competency</th>
<th>1=NOT WELL, 5=VERY WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize quantitative and qualitative data to identify and analyze factors affecting the health of a community.</td>
<td>Choose an item.</td>
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<tr>
<td>Analyze policies, programs, and services to evaluate their demonstrated or potential impact on the health of a community.</td>
<td>Choose an item.</td>
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<tr>
<td>Utilize effective communication skills to convey public health data and information to professionals and the public.</td>
<td>Choose an item.</td>
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<tr>
<td>Promote policies, programs, and services for diverse populations that demonstrate cultural proficiency and community collaboration.</td>
<td>Choose an item.</td>
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<tr>
<td>Assess the role of community relationships and diverse perspectives in the development or implementation of public health policies, programs, and services.</td>
<td>Choose an item.</td>
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<tr>
<td>Utilize evidence to support decision-making in the development and evaluation of public health initiatives.</td>
<td>Choose an item.</td>
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<tr>
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<tr>
<td>Evaluate public health programs’ use of financial resources and management techniques to achieve goals and sustainability.</td>
<td>Choose an item.</td>
</tr>
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<tr>
<td>Incorporate ethical standards in professional practice to promote healthy communities.</td>
<td>Choose an item.</td>
</tr>
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<tr>
<td>Articulate the role and value of public health in the social, political, and economic development of a community.</td>
<td>Choose an item.</td>
</tr>
<tr>
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</tbody>
</table>
8. What recommendations do you have regarding our Practicum policies?

9. Would you willing to serve as a preceptor for another University of New England MPH student?

☐ Yes      ☐ No      ☐ Maybe

Other comments/concerns:

Preceptor Signature: ____________________________ Date: _________