

**Preceptor Evaluation Form – Environmental Health Sciences
and Brain, Behavior and the Environment**

Student:

Date:

Preceptor:

Practicum Site:

Please read the following statements and highlight the level that best describes your perception of the MPH student's professional competence and overall performance during this Practicum. Your honest evaluation is greatly appreciated. MPH students must address at least five (5) competencies where three (3) must be Foundational Competencies.

KEY
0 = Undeveloped 1 = Developing 2* = Adequate 3 = Proficient NA = Not assessed during the Practicum
*A score of 2 or higher is required to meet the competency.

MPH FOUNDATIONAL COMPETENCIES – EVIDENCE-BASED APPROACHES TO PUBLIC HEALTH	Score				
1. Apply epidemiological methods to settings and situations in public health practice	0	1	2	3	NA
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	0	1	2	3	NA
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	0	1	2	3	NA
4. Interpret results of data analysis for public health research, policy, or practice	0	1	2	3	NA

MPH FOUNDATIONAL COMPETENCIES – PUBLIC HEALTH & HEALTH CARE SYSTEMS	Score				
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	0	1	2	3	NA
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	0	1	2	3	NA

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MPH FOUNDATIONAL COMPETENCIES – PLANNING AND MANAGEMENT TO PROMOTE HEALTH	Score				
7. Assess population needs, assets, and capacities that affect communities' health	0	1	2	3	NA
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	0	1	2	3	NA
9. Design a population-based policy, program, project, or intervention	0	1	2	3	NA
10. Explain basic principles and tools of budget and resource management	0	1	2	3	NA
11. Select methods to evaluate public health programs	0	1	2	3	NA

MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH	Score				
12. Discuss the policy-making process, including the roles of ethics and evidence	0	1	2	3	NA
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes	0	1	2	3	NA
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	0	1	2	3	NA
15. Evaluate policies for their impact on public health and health equity	0	1	2	3	NA

MPH FOUNDATIONAL COMPETENCIES – LEADERSHIP	Score				
16. Apply principles of leadership and/or management to address a relevant issue	0	1	2	3	NA
17. Apply negotiation and mediation skills to address organizational or community challenges	0	1	2	3	NA

MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION	Score				
18. Select communication strategies for different audiences and sectors	0	1	2	3	NA
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	0	1	2	3	NA
20. Describe the importance of cultural humility in communicating public health content	0	1	2	3	NA

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MPH FOUNDATIONAL COMPETENCIES – INTERPROFESSIONAL PRACTICE	Score				
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	0	1	2	3	NA

MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING	Score				
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	0	1	2	3	NA

CONCENTRATION SPECIFIC COMPETENCIES – ENVIRONMENTAL HEALTH SCIENCES	Score				
1. Describe biological, chemical and physical hazards in the environment and their toxicological effect on genetic factors and exposure pathways	0	1	2	3	NA
2. Apply health risk assessment principles and practice to interpret fate map of environmental hazards and health outcome	0	1	2	3	NA
3. Evaluate environmental health risk management/intervention plans and policies	0	1	2	3	NA
4. Analyze critical scientific literature in the area of epidemiology, toxicology and relevant topics in biology, chemistry and medicine that apply to environmental health sciences	0	1	2	3	NA
5. Discuss Health Risk communication instruments specific to one or more environments (home, recreation, schools or professional environments) to disseminate environmental health risk information	0	1	2	3	NA

CONCENTRATION SPECIFIC COMPETENCIES – BRAIN, BEHAVIOR AND ENVIRONMENT	Score				
1. Explain the anatomical, cellular, and system-level effects of environmental toxicants on the central and peripheral nervous systems.	0	1	2	3	NA
2. Describe the common features and connections among human neurological diseases and toxin exposures.	0	1	2	3	NA
3. Analyze and interpret experimental data from modern approaches in environmental neurotoxicology.	0	1	2	3	NA
4. Identify the chemical basis by which medications, biochemicals, and lifestyle choices influence fundamental neurological processes.	0	1	2	3	NA
5. Apply methods used to evaluate the impact of environmental toxicants on behavior and cognition.	0	1	2	3	NA

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PROFESSIONAL SKILLS					Score				
During the Practicum, the MPH student:									
Described the agency's organization, mission, management, and linkage to the community	0	1	2	3	NA				
Planned, organized, and implemented activities to accomplish learning objectives (See learning objectives in Practicum Educational Plan)	0	1	2	3	NA				
Produced individual projects that were beneficial to the program or agency	0	1	2	3	NA				
Demonstrated the ability to set goals and objectives	0	1	2	3	NA				
Accomplished necessary tasks and completed assigned work	0	1	2	3	NA				
Organized and used time efficiently	0	1	2	3	NA				
Accepted responsibility and fulfilled commitments to the agency	0	1	2	3	NA				
Was adaptable and worked well with agency staff	0	1	2	3	NA				
Was able to work effectively with citizens/clients served by the agency	0	1	2	3	NA				
Presented innovative ideas in a professional manner	0	1	2	3	NA				
Demonstrated effective oral communication skills	0	1	2	3	NA				
Was able to make or recommend solutions to effectively resolve problems	0	1	2	3	NA				
Effectively evaluated their work and accepted criticism well	0	1	2	3	NA				
Acted professionally with integrity and impartiality	0	1	2	3	NA				
Was respectful courteous and promoted positive work relationships	0	1	2	3	NA				
Demonstrated their preparation to practice in the field of Public Health	0	1	2	3	NA				

Preceptor Narrative Evaluation

Please briefly evaluate the strengths and weaknesses of the MPH student below. Also provide comments pertaining to the preparedness of the MPH student for the public health workforce. Upon assessing the MPH student, please share your evaluation with him/her. Thank you for your time and honest responses. **Please limit responses to 400 characters or less.**

Student:	
MPH Student's Strengths	
MPH Student's Weaknesses	
Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession	
Grade Recommendation (Pass or Fail)	

Preceptor's Signature _____ Date _____

Student's Signature _____ Date _____

Students, please include a copy of this completed Preceptor Evaluation Form in your portfolio.