

**FIU**

**Robert Stempel College  
of Public Health  
& Social Work**

FLORIDA INTERNATIONAL UNIVERSITY



**Preceptor Guidelines and Procedures  
Master of Public Health (MPH) Practicum**

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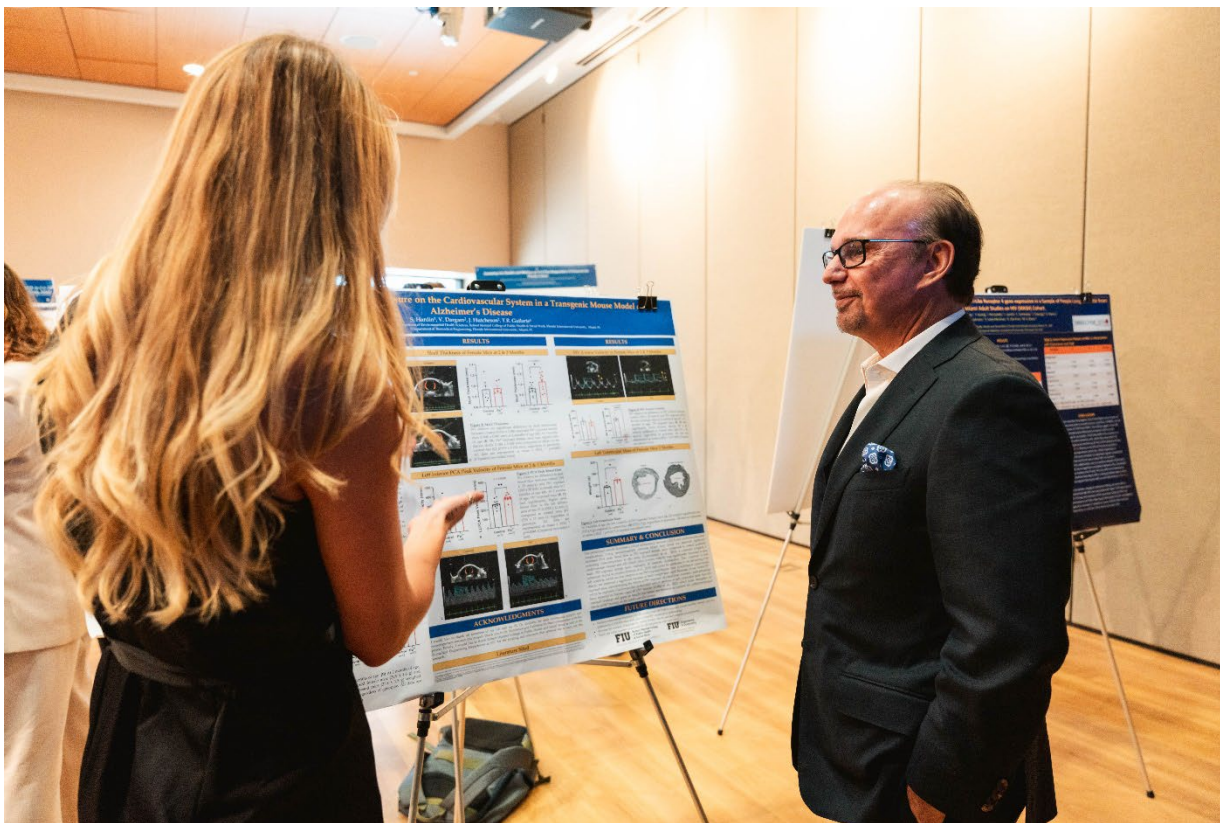
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## Robert Stempel College of Public Health & Social Work (RSCPHSW)

The Robert Stempel College of Public Health & Social Work offers programs of study leading to a Master's degree in Public Health with concentrations in Biostatistics, Epidemiology, Infectious Disease, Environmental Health Sciences, Brain, Behavior, and the Environment, Global Health, Health Promotion and Disease Prevention, Maternal and Child Health, and Online Generalist. Stempel College prepares the practicing professional for service in diverse fields of community health.

Stempel College also offers Bachelor, Master's, and Doctor of Philosophy degrees in Dietetics and Nutrition and Social Work, Bachelor and Master's degrees in Disaster Management, and a Doctor of Philosophy in Public Health with concentrations in Biostatistics and Data Analytics, Brain, Behavior, and the Environment, Epidemiology, Environmental Toxicology, Health Promotion and Disease Prevention, and Health Disparities.

## Master of Public Health Degree

The Master of Public Health (MPH) degree is designed to provide fundamental skills in the core areas of public health to persons seeking a career in public health and to practicing health professionals involved in the planning and implementation of community health programs. In addition, the MPH program serves those seeking a broader base of knowledge to improve environmental and personal health services for the community.

To be awarded a Master of Public Health degree, students must complete at least 45 semester hours of approved course work. Courses for the MPH degree are divided into three major categories:

- *Required public health core curriculum* (15 credits): Gives MPH students a foundation in all areas of public health
- *Required concentration courses* (15 credits): Allows students to concentrate in one of nine (9) areas
  - Biostatistics
  - Epidemiology
  - Infectious Disease
  - Environmental Health Sciences
  - Brain, Behavior, and the Environment
  - Global Health
  - Health Promotion and Disease Prevention
  - Maternal and Child Health
  - Online Generalist
- *Elective courses in concentration area* (9 credits)

**In addition to course work, each MPH student is required to complete PHC 6945 – Practicum in Public Health (3 credits), and PHC 6930C – Integrative Seminar in Public Health (3 credits). The Practicum consists of a minimum of 200 hours in an approved public health setting, under the guidance of a qualified Preceptor.**



## Purpose of the Public Health Practicum

The purpose of the Practicum is to provide MPH students with an opportunity to apply public health academic theory and acquired skills to community health problems. Further, the Practicum provides the opportunity for MPH students to integrate theory and practice. Thus, the Practicum is conducted towards the end of the MPH student's Program, when at least 30 credits (including five core courses) have been completed.

The Practicum should provide the MPH student with:

- An orientation to the Practicum site
- An understanding of the Practicum site's administrative and management functions
- Exposure to the Preceptor's leadership qualities
- Participation in program activities
- Integration of theory with practice
- An opportunity to work on a project agreed upon by the MPH student, Preceptor, Practicum Coordinator, and the Department Chair, Faculty Advisor, or other designated faculty
- An opportunity to demonstrate competence in basic public health concepts and proficiency in their specific concentration as applied practice experience for the attainment of Foundational and Concentration MPH Competencies
- An opportunity to achieve the stated learning objectives
- Demonstration of professional and academic skills

## Affiliation Agreements with Practicum Sites

An Affiliation Agreement between the Practicum site (referred to as "Institution") and Florida International University (referred to as "University") is a legal document outlining the responsibilities of and between the Practicum site, the University, and the MPH student. The Affiliation Agreement is essentially a risk management document which protects all parties should difficulties arise during the course of a Practicum and must be signed by appropriate parties between the Institution and University.

## Roles and Responsibilities

### Preceptor Responsibilities:

Preceptors are selected and approved based on their experience in public health practice and their willingness to provide mentorship, guidance, and oversight of the MPH student's Practicum.

- Determine activities that the Practicum site can offer
- Sign the [Preceptor Agreement Form](#)
- Assist in the development of the [Practicum Educational Plan](#)
- Make necessary arrangements for MPH student's experiences
- Schedule a meeting for the MPH student's orientation to Practicum site
- Provide professional guidance, supervision, and ongoing feedback to MPH students
- Ensure that the MPH student is involved with activities at the Practicum site
- Monitor progress of the MPH student's activities/tasks
- Attend Practicum site visit meeting with the MPH student and Practicum Coordinator
- Communicate with the Practicum Coordinator and Faculty Advisor, as needed
- Review Portfolio (Portfolio guidelines can be made available by the Practicum Coordinator)
- Complete the appropriate [Preceptor Evaluation Form](#) and review the results with the MPH student
- Attend annual Preceptor orientation \*
  - *\* If unable to attend, a separate meeting will be held to discuss expectations*

Preceptors are encouraged to attend the MPH student's PowerPoint/poster presentation at the end of the Practicum.

## Roles and Responsibilities (cont.)

### MPH Student Responsibilities:

- Meet with the Practicum Coordinator to begin the process and to facilitate the Practicum placement
- Review, select, and contact Practicum sites and Preceptors
- Meet with Faculty Advisor to discuss the Practicum
- Develop Learning Objectives and Activities
- Complete [Preceptor Agreement Form](#) with the Preceptor where the Practicum site has been approved by the Practicum Coordinator, Faculty Advisor, and Department Chair
- Schedule the Practicum, document a minimum of 200 total hours
- Follow policies/rules of the Practicum site
- Coordinate Practicum site visit with the Preceptor and the Practicum Coordinator
- Complete activities/tasks detailed in the [Practicum Educational Plan](#). Plans must include at minimum of five (5) MPH Competencies where three (3) must be Foundational Competencies
- Review results of the [Preceptor Evaluation Form](#) with the Preceptor
- Prepare a Portfolio and poster or PowerPoint presentation
- Complete the Student Self-Evaluation Form

### **STUDENTS MUST SUBMIT TWO (2) WORK PRODUCTS FOR THEIR PRACTICUM.**

### Practicum Coordinator Responsibilities:

- Serve as the Instructor of Record for two three (3) credit hour courses: PHC 6945 – Practicum in Public Health and PHC 6930C – Integrative Seminar in Public Health
- Build rapport with Practicum sites and establish strong academic and practice relationships to assure MPH students are well-trained public health professionals
- Organize and conduct MPH preceptor trainings
- Work with MPH student and/or Preceptor to complete required onboarding requirements of Practicum sites that accept MPH students
- Initiate, review, and process Affiliation Agreements with Practicum sites
- Communicate with the MPH student, Preceptor, the Department Chair, Faculty Advisor, and other designated faculty, as needed
- Evaluate MPH student Practicum assignments and projects

### Department Chair/Faculty Advisor Responsibilities:

- Assist with ongoing list of Practicum sites and Preceptors
- Meet with MPH students to discuss Practicum options
- Assist MPH students in developing Learning Objectives for the [Practicum Educational Plan](#)
- Approve Practicum Educational Plans and sign Pre-Registration Forms

## Practicum Site Visits

A Practicum site visit by the Practicum Coordinator may occur during the first or second month of the Practicum or earlier if beneficial to the MPH student or the Preceptor. The planned visit can be scheduled by the MPH student, Preceptor, or Practicum Coordinator and is conducted to appraise the applied practice experience, assess the MPH student's progress, and resolve any concerns about the Practicum. At the end of the visit, the Practicum Coordinator will complete a report on the MPH student's experience, the Practicum site, and the Preceptor's feedback regarding the MPH student's performance.

## Evaluation of the Practicum

An evaluation of the MPH student's work will be coordinated by the Preceptor and the Practicum Coordinator. The Preceptor is responsible for completing the Preceptor Evaluation Form and reviewing the results with the MPH student. The Practicum Coordinator is responsible for the MPH student's progress during Practicum site visits, through course assignments, and with evaluation of the final Portfolio. The Practicum Coordinator will submit final grades to the University.

Evaluation of the Practicum will be based on:

- ✓ The Preceptor's Evaluation
- ✓ Student Evaluation
- ✓ Final Report: Portfolio and Poster presentation
- ✓ Practicum Coordinator's assessment of Portfolio and Poster presentation



**MPH Competencies****MPH Foundational Competencies**

MPH students must select at least five (5) MPH Competencies where at least three (3) Foundational Competencies align with their Practicum project(s).

**Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to 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, implementation, or critique 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 the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify relevant communities and individuals 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 and/or management to address a relevant issue
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 to a non-academic, non-peer audience with attention to factors such as literacy and health literacy
20. Describe the importance of cultural humility in communicating public health content

**Interprofessional Practice**

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

**Systems Thinking**

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

**MPH Competencies (cont.)****MPH Concentration Area Competencies****Biostatistics (BIO)**

1. Master key concepts of statistical probability and sampling distributions, such as standard normal, t, F, binomial, Poisson, multinomial and chi-square.
2. Apply common statistical methods for inference, including estimation, confidence intervals, and univariate or multivariate hypothesis testing.
3. Apply and interpret various multivariable regression methods such as linear, logistic and survival models.
4. Develop practical skills for use of statistical software such as SAS/R in data management, integration, analysis, and interpretation for public health studies.
5. Develop written and oral presentations of statistical data analysis related to public health issues with a given research question, and the ability to communicate these to practitioners with the use of less technical terminology.

**Environmental Health Sciences (EHS)**

1. Describe biological, chemical, and physical hazards in the environment and their toxicological effect on genetic factors and exposure pathways.
2. Apply health risk assessment principles and practice to interpret fate map of environmental hazards and health outcome.
3. Evaluate environmental health risk management/intervention plans and policies
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.
5. Discuss Health Risk communication instruments specific to one or more environments (home, recreation, schools, or professional environments) to disseminate environmental health risk information.

**Brain, Behavior, and the Environment (BBE)**

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

**Epidemiology (EPI)**

1. Identify key sources of data for use in epidemiologic studies.
2. Determine the potential benefits and limitations of a screening program for a given health problem.
3. Evaluate a surveillance system observing ethical and legal principles pertaining to the collection, use and dissemination of data.
4. Select and implement an appropriate epidemiologic study to address a specific health problem.
5. Examine data for confounding and effect modification and interpret appropriately.

**Infectious Disease (ID)**

1. Conduct an epidemiological investigation of a tropical disease outbreak scenario.
2. Prepare appropriate travel advice for international travelers to tropical countries.
3. Evaluate infectious disease risks for pregnant women in specific resource poor settings.
4. Design an appropriate prevention and control strategy to address an epidemic.
5. Determine host immunologic factors that affect host response for a given infectious disease.



**MPH Competencies (cont.)****Global Health (GH)**

1. Assess the health and well-being of global communities and populations emphasizing the impact of transnational determinants.
2. Articulate the significance of global health diplomacy with respect to its role(s) with international agencies, governmental organizations, and the development agenda.
3. Characterize holistic, integrative, and transdisciplinary approaches toward contemporary health issues, international health systems, and diverse development and governing models.
4. Propose advocacy strategies for global health initiatives that integrate compassion and ethics with efficiency and effectiveness.
5. Compare and contrast the effectiveness of collaborative efforts and communications across global and local settings in the contexts of networks of power, systemic marginalization, and structural inequalities.

**Health Promotion and Disease Prevention (HPDP)**

1. Critically assess and analyze the social, cultural, and behavioral determinants of health and their impact on the health status of populations.
2. Apply social and behavioral science theoretical methods and practical applications to design behavioral interventions and plan a program that addresses the determinants of and aims to solve a public health problem.
3. Plan and conduct program evaluations to assess quality and effectiveness of public health interventions.
4. Apply health promotion theories that most clearly address a research question at the appropriate societal level.
5. Use appropriate social/behavioral research methods to investigate public health priorities and problems.

**Health Promotion and Disease Prevention – Maternal and Child Health (MCH)**

1. Evaluate the services available through major MCH programs recognizing their limitations and gaps.
2. Demonstrate the use of a systems approach to explain the interactions among individual mothers and children, healthcare and other professionals, groups, organizations and socioecological (community, state, national and international) entities.
3. Identify historical and current MCH issues, articulate their implications, and assess programs designed to address them.
4. Interpret vital statistics and other data relevant to MCH to identify issues related to the health status of a particular MCH population group.
5. Design strategies to address health disparities within MCH populations and to monitor/ evaluate progress towards disparity elimination.

**Online Generalist (GEN)**

1. Apply demographic and epidemiologic methods to assess population size, composition, and morbidity and mortality patterns at local and state levels.
2. Apply SAS and SPSS statistical software for basic data management, data analysis and interpretation of public health research.
3. Apply evidence-based planning frameworks to design a comprehensive program for public health.
4. Communicate environmental health risk assessment, management, and prevention plans.
5. Analyze how and why health policies are formulated, implemented, and adapted in the United States.

**Appendices**

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**Robert Stempel College  
of Public Health  
& Social Work**

Master of Public Health Practicum

**Preceptor Agreement**

I, \_\_\_\_\_ (Preceptor's Name), agree to serve as a preceptor to \_\_\_\_\_ (Student's Name), a Master of Public Health candidate at Florida International University. I understand that this entails providing a minimum of 200 hours of supervised experience to begin on \_\_\_\_\_ (Date), that the student will be scheduled to work \_\_\_\_\_ days per week for approximately \_\_\_\_\_ hours per day, and that the Practicum will be finished around \_\_\_\_\_ (Date).

I agree to review the MPH student's objectives and to facilitate his/her accomplishments by assigning tasks and monitoring the MPH student's activities (Practicum Educational Plan), which after being approved becomes the MPH student's Practicum. I further agree to provide an ongoing evaluation of the MPH student's performance and professional skills during the experience and also formally at the conclusion of the Practicum.

I have read the Practicum Guidelines, and I am willing to adhere to the responsibilities outlined therein.

\_\_\_\_\_  
*Preceptor Signature*

\_\_\_\_\_  
*Florence Greer, Practicum Coordinator*

Preceptor Name:
Title:
Site:
Address:
Phone Number:
Email:

\_\_\_\_\_  
Date Approved

\_\_\_\_\_  
**Note:** Learning contracts are not intended to be legal documents and should be modified if conditions change during the Practicum.  
\_\_\_\_\_

Please return all documents to:  
Florence Greer, MPH, MPA  
fgreer@fiu.edu  
AHC-5, Room 408

Master of Public Health Practicum: PHC 6945 (3 Credits)

**Practicum Educational Plan**

Student’s Name: Last

First

M.I.

Project Title:

Practicum Site/Location:

Preceptor’s Name and Title:

Date Updated:

Concentration Area:

<b><u>Student Learning Objectives**</u></b>	<b><u>Activities to Meet Objectives</u></b>
<p>By the completion of the Practicum, the student will be able to:</p>	<p>To accomplish this objective, the student will [e.g., achieve, create, etc.; SMART objectives may be used]:</p>

\*\*Learning objectives should correlate to a minimum of five (5) MPH Competencies where at least three (3) are Foundational Competencies. Label each learning objective with the corresponding Competency (attach extra pages if necessary).

Master of Public Health Practicum: PHC 6945 (3 Credits)

**Practicum Educational Plan**

<b><u>Student Learning Objectives (cont.)**</u></b>	<b><u>Activities to Meet Objectives (cont.)</u></b>

\*\*Learning objectives should correlate to a minimum of five (5) MPH Competencies where at least three (3) are Foundational Competencies. Label each learning objective with the corresponding Competency (attach extra pages if necessary).

## Preceptor Evaluation Form – Biostatistics

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
<b>*A score of 2 or higher is required to meet the competency.</b>

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 – BIOSTATISTICS	Score				
1. Master key concepts of statistical probability and sampling distributions, such as standard normal, t, F, binomial, Poisson, multinomial, and chi-square.	0	1	2	3	NA
2. Apply common statistical methods for inference, including: estimation, confidence intervals, and univariate hypothesis testing.	0	1	2	3	NA
3. Apply and interpret various multivariable regression methods such as linear, logistic, and survival models.	0	1	2	3	NA
4. Develop practical skills for use of statistical software such as SAS/R in advanced data management, integration, analysis, and interpretation for public health studies.	0	1	2	3	NA
5. Develop written and oral presentations of statistical data analysis related to public health issues with a given research question, and the ability to communicate these to practitioners with the use of less technical terminology.	0	1	2	3	NA



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PROFESSIONAL SKILLS	Score				
<b>During the Practicum, the MPH student:</b>					
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.**

<b>Student:</b>	
<b>MPH Student's Strengths</b>	
<b>MPH Student's Weaknesses</b>	
<b>Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession</b>	
<b>Grade Recommendation</b> (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.**

**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.

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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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<b>MPH FOUNDATIONAL COMPETENCIES – PLANNING AND MANAGEMENT TO PROMOTE HEALTH</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – LEADERSHIP</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION</b>	<b>Score</b>				
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

<b>KEY</b>
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<b>*A score of 2 or higher is required to meet the competency.</b>

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

<b>MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING</b>	<b>Score</b>				
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

<b>CONCENTRATION SPECIFIC COMPETENCIES – ENVIRONMENTAL HEALTH SCIENCES</b>	<b>Score</b>				
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

<b>CONCENTRATION SPECIFIC COMPETENCIES – BRAIN, BEHAVIOR AND ENVIRONMENT</b>	<b>Score</b>				
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				
<b>During the Practicum, the MPH student:</b>					
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.**

<b>Student:</b>	
<b>MPH Student's Strengths</b>	
<b>MPH Student's Weaknesses</b>	
<b>Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession</b>	
<b>Grade Recommendation</b> (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.**

**Preceptor Evaluation Form – Epidemiology  
and Infectious Disease Epidemiology**

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.

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2* = Adequate
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<b>*A score of 2 or higher is required to meet the competency.</b>

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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NA = Not assessed during the Practicum
<b>*A score of 2 or higher is required to meet the competency.</b>

<b>MPH FOUNDATIONAL COMPETENCIES – PLANNING AND MANAGEMENT TO PROMOTE HEALTH</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – LEADERSHIP</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION</b>	<b>Score</b>				
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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<b>*A score of 2 or higher is required to meet the competency.</b>

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

<b>MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING</b>	<b>Score</b>				
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

<b>CONCENTRATION SPECIFIC COMPETENCIES – EPIDEMIOLOGY</b>	<b>Score</b>				
1. Identify key sources of data for use in epidemiologic studies	0	1	2	3	NA
2. Determine the potential benefits and limitations of a screening program for a given health problem.	0	1	2	3	NA
3. Evaluate a surveillance system observing ethical and legal principles pertaining to the collection, use and dissemination of data.	0	1	2	3	NA
4. Select and implement an appropriate epidemiologic study to address a specific health problem.	0	1	2	3	NA
5. Examine data for confounding and effect modification and interpret appropriately.	0	1	2	3	NA

<b>CONCENTRATION SPECIFIC COMPETENCIES – INFECTIOUS DISEASE EPIDEMIOLOGY</b>	<b>Score</b>				
1. Conduct an epidemiological investigation of a tropical disease outbreak scenario	0	1	2	3	NA
2. Prepare appropriate travel advice for international travelers to tropical countries	0	1	2	3	NA
3. Evaluate infectious disease risks for pregnant women in specific resource poor setting	0	1	2	3	NA
4. Design an appropriate prevention and control strategy to address an epidemic	0	1	2	3	NA
5. Determine host immunologic factors that affect host response for a given infectious disease	0	1	2	3	NA

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PROFESSIONAL SKILLS	Score				
<b>During the Practicum, the MPH student:</b>					
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.**

<b>Student:</b>	
<b>MPH Student's Strengths</b>	
<b>MPH Student's Weaknesses</b>	
<b>Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession</b>	
<b>Grade Recommendation</b> (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.**

## Preceptor Evaluation Form – Global Health

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
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<b>*A score of 2 or higher is required to meet the competency.</b>

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

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

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

<b>MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING</b>	<b>Score</b>				
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

<b>CONCENTRATION SPECIFIC COMPETENCIES – GLOBAL HEALTH</b>	<b>Score</b>				
1. Assess the health and well-being of global communities and populations emphasizing the impact of transnational determinants	0	1	2	3	NA
2. Articulate the significance of global health diplomacy with respect to its role(s) with international agencies, governmental organizations, and the development agenda	0	1	2	3	NA
3. Characterize holistic, integrative, and transdisciplinary approaches toward contemporary health issues, international health systems, and diverse development and governing models	0	1	2	3	NA
4. Propose advocacy strategies for global health initiatives that integrate compassion and ethics with efficiency and effectiveness	0	1	2	3	NA
5. Compare and contrast the effectiveness of collaborative efforts and communications across global and local settings in the contexts of networks of power, systemic marginalization, and structural inequalities	0	1	2	3	NA

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PROFESSIONAL SKILLS	Score				
<b>During the Practicum, the MPH student:</b>					
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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
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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

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<b>Student:</b>	
<b>MPH Student's Strengths</b>	
<b>MPH Student's Weaknesses</b>	
<b>Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession</b>	
<b>Grade Recommendation</b> (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.**

**Preceptor Evaluation Form – Health Promotion and Disease Prevention  
and Maternal and Child Health**

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.

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MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH	Score				
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MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION	Score				
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<b>MPH FOUNDATIONAL COMPETENCIES – INTERPROFESSIONAL PRACTICE</b>	<b>Score</b>				
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	0	1	2	3	NA

<b>MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING</b>	<b>Score</b>				
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

<b>CONCENTRATION SPECIFIC COMPETENCIES – HEALTH PROMOTION AND DISEASE PREVENTION</b>	<b>Score</b>				
1. Critically assess and analyze the social, cultural, and behavioral determinants of health and their impact on the health status of populations	0	1	2	3	NA
2. Apply social and behavioral science theoretical methods and practical applications to design behavioral interventions and plan a program that addresses the determinants of and aims to solve a public health problem	0	1	2	3	NA
3. Plan and conduct program evaluations to assess quality and effectiveness of public health interventions	0	1	2	3	NA
4. Apply health promotion theories that most clearly address a research question at the appropriate societal level	0	1	2	3	NA
5. Use appropriate social/behavioral research methods to investigate public health priorities and problems	0	1	2	3	NA

<b>CONCENTRATION SPECIFIC COMPETENCIES – MATERNAL AND CHILD HEALTH</b>	<b>Score</b>				
1. Evaluate the services available through major MCH programs recognizing their limitations and gaps (PHC 6537)	0	1	2	3	NA
2. Demonstrate the use of a systems approach to explain the interactions among individual mothers and children, healthcare and other professionals, groups, organizations and socioecological (community, state, national and international) entities. (PHC 6537)	0	1	2	3	NA
3. Identify historical and current MCH issues, articulate their implications, and assess programs designed to address them. (PHC 6530)	0	1	2	3	NA
4. Interpret vital statistics and other data relevant to MCH to identify issues related to the health status of a particular MCH population group. (PHC 6530)	0	1	2	3	NA
5. Design strategies to address health disparities within MCH populations and to monitor/ evaluate progress towards disparity elimination (PHC 6530)	0	1	2	3	NA

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3 = Proficient
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<b>PROFESSIONAL SKILLS</b>	<b>Score</b>				
<b>During the Practicum, the MPH student:</b>					
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
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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

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<b>Student:</b>	
<b>MPH Student's Strengths</b>	
<b>MPH Student's Weaknesses</b>	
<b>Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession</b>	
<b>Grade Recommendation</b> (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.**

## Preceptor Evaluation Form – Online Generalist

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.

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

<b>MPH FOUNDATIONAL COMPETENCIES – EVIDENCE-BASED APPROACHES TO PUBLIC HEALTH</b>	<b>Score</b>				
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

<b>MPH FOUNDATIONAL COMPETENCIES – PUBLIC HEALTH &amp; HEALTH CARE SYSTEMS</b>	<b>Score</b>				
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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<b>MPH FOUNDATIONAL COMPETENCIES – INTERPROFESSIONAL PRACTICE</b>	<b>Score</b>				
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	0	1	2	3	NA

<b>MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING</b>	<b>Score</b>				
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

<b>CONCENTRATION SPECIFIC COMPETENCIES – ONLINE GENERALIST</b>	<b>Score</b>				
1. Apply demographic and epidemiologic methods to assess population size, composition, and morbidity and mortality patterns at local and state levels	0	1	2	3	NA
2. Apply SAS and SPSS statistical software for basic data management, data analysis and interpretation of public health research	0	1	2	3	NA
3. Apply evidence-based planning frameworks to design a comprehensive program for public health	0	1	2	3	NA
4. Communicate environmental health risk assessment, management and prevention plans	0	1	2	3	NA
5. Identify and analyze major health policy issues and provide evidence-based policy recommendations	0	1	2	3	NA

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PROFESSIONAL SKILLS	Score				
<b>During the Practicum, the MPH student:</b>					
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.**

<b>Student:</b>	
<b>MPH Student's Strengths</b>	
<b>MPH Student's Weaknesses</b>	
<b>Comments Regarding the MPH Student's Academic Preparedness for the Public Health Profession</b>	
<b>Grade Recommendation</b> (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.**