



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

FLORIDA INTERNATIONAL UNIVERSITY



Student Guidelines and Procedures

Master of Public Health (MPH) Practicum

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Florida International University and the Stempel College of Public Health & Social Work policies, procedures, requirements, and regulations are continually subject to review in order to serve the needs of the University/College and to respond to the mandates of the Council on Education for Public Health, other accrediting agencies, Florida Board of Education, Board of Governors, the Legislature and Practicum sites. Changes in programs, policies, requirements, and regulations may be made without advance notice.

Some agencies used as MPH Practicum sites require the disclosure of conviction records for misdemeanors and/or felonies. MPH students may be required to submit to federal background checks prior to the initiation of the Practicum. The MPH student is solely responsible for the financial costs of screenings and background checks. Findings in background checks may affect an MPH student's ability to participate in the Practicum and their ability to complete the MPH Program.

Master of Public Health (MPH) Degree Requirements

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 the degree of Master of Public Health, MPH 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 MPH students to concentrate in one of nine (9) areas:
 - Biostatistics
 - Epidemiology
 - Infectious Disease Epidemiology
 - Environmental Health Sciences
 - Brain, Behavior, and 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. Eligibility to begin the Practicum is determined by the Practicum Coordinator. MPH students meet with the Practicum Coordinator at least **TWO SEMESTERS** prior to enrollment in PHC 6945 – Practicum in Public Health. Prior to this meeting, MPH students should complete the **Pre-Practicum Advising Form** and identify potential Practicum sites (those that have been approved for the student's concentration area).

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

MPH STUDENTS SHOULD BEGIN THIS PROCESS TWO SEMESTERS BEFORE BEGINNING THE PRACTICUM.

Criteria for Practicum Exemption

MPH students who have worked in public health for at least three years may request an exemption from the Practicum requirement. MPH students who meet this criterion submit a formal request, along with a Practicum Exemption Portfolio, that is processed by the Practicum Coordinator and submitted for approval to the student's Department Chair and the MPH Program Director. The exemption request is completed using a [Practicum Exemption Student Request Form](#). This form requires the MPH student to provide previous employers' contact information for verification by the Practicum Coordinator. The Department Chair and MPH Program Director ascertain the public health relevancy of the work experience with the attainment of Foundational and Concentration MPH Competencies through the Practicum Exemption Portfolio. MPH students who are exempt from PHC 6945 – Practicum in Public Health are required to substitute the 3 credit hours with an elective or another approved course. All MPH students who are granted a Practicum Exemption are required to enroll in PHC 6930C – Integrative Seminar in Public Health.

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. Please contact the Practicum Coordinator for Practicum sites with valid Affiliation Agreements. Of note, organizations that provide MPH students with learning opportunities through an Internship may be considered as a Practicum site for an applied practice experience where requirements for the Practicum must be adhered to for the MPH student to obtain academic credit for PHC 6945 – Practicum in Public Health.

Onboarding Requirements

MPH students may need to undergo a background check for their Practicum placement, and possibly a drug screening. Immunization records may also be required. In addition, there may be other onboarding requirements deemed necessary by the Practicum site.

Registration

In order to register for PHC 6945 – Practicum in Public Health, MPH students must have their Faculty Advisor, Department Chair, and Practicum Coordinator sign their [Pre-Registration Form](#). MPH students must pre-register with the Practicum Coordinator at least two weeks prior to the beginning of the semester in which they plan to register for PHC 6945.



Roles and Responsibilities

MPH Student Responsibilities:

- Meet with the Practicum Coordinator to begin the process and to facilitate the Practicum placement
 - **NOTE:** International MPH students must complete a Curricular Practical Training (CPT) Form
- 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 (see [Portfolio Template](#)) and poster or PowerPoint presentation
- Complete the **Student Self-Evaluation Form**

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

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 and supervision
- 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
- Provide ongoing feedback to MPH students
- Review Portfolio (Portfolio guidelines can be made available by the Practicum Coordinator)
- Complete the **Preceptor Evaluation Form**
- Review results of the **Preceptor Evaluation Form** 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.

Checklist and Schedule

Two (2) semesters prior to beginning the Practicum semester:

- ✓ Prepare updated résumé
- ✓ Complete and submit Pre-Practicum Advising Form
- ✓ Meet with the Practicum Coordinator to discuss area of specialization, career interest, academic and work background, and Practicum options
- ✓ Explore potential Practicum opportunities
- ✓ Contact potential Practicum sites to discuss opportunities with prospective Preceptors
- ✓ Facilitate procedures for Affiliation Agreement and onboarding requirements, if needed
- ✓ Discuss the Practicum with Faculty Advisor, Department Chair, and Practicum Coordinator

Two (2) weeks prior to beginning the Practicum semester:

- ✓ Have the Preceptor Agreement Form signed by the Preceptor and Practicum Coordinator
- ✓ Develop Practicum Educational Plan with the Preceptor and Faculty Advisor
- ✓ Complete Pre-Registration Form for PHC 6945 – Practicum in Public Health with Practicum Coordinator

First week of classes:

- ✓ Attend Practicum Orientation
- ✓ Schedule work hours, beginning date, and days at Practicum site
- ✓ Begin the Practicum

Throughout the Practicum semester:

- ✓ Document hours, Learning Objectives, and Activities in Daily Journal
- ✓ Complete a minimum of 200 hours of placement, assigned activities, responsibilities, and Learning Objectives
- ✓ Schedule Practicum site visit with the Practicum Coordinator, if necessary
- ✓ Mid-semester review/revision of Learning Objectives and Activities with Preceptor
- ✓ Create Portfolio to demonstrate two (2) Practicum products
- ✓ Prepare poster or PowerPoint presentation

Three (3) weeks prior to the last day of classes:

- ✓ Schedule evaluation with the Preceptor
- ✓ Complete the Student Self-Evaluation Form
- ✓ Include Preceptor Evaluation Form, Student Self-Evaluation Form, and other supporting documents in Portfolio

On the last day of classes:

- ✓ Present poster or PowerPoint presentation

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.

Portfolio Template

The written sections of the Portfolio are to be double spaced, 12-point font, and APA style. The Portfolio is submitted electronically. At a minimum, your portfolio should be 50 pages long.

The outline of the Portfolio is as follows (Tabs should be used to designate each major heading, shown in **bold text**):

Title Page: Project Title; Your Name; Concentration Area; Course Name; Name of Practicum Site [including division, if applicable]; Name and Professional Title of Preceptor; Dates of Placement

Table of Contents (Include the actual page numbers in your Portfolio)	Suggested # of Pages
I. Practicum Educational Plan	2
II. Introduction	
Introduction to the Practicum Site	2
Description of Project(s).....	1
Overview of Responsibilities	1
III. Public Health Benefit/Impact: Why is it necessary for the program/project to exist?	
What is the Public Health problem? (Include a Literature Review).....	3
Synthesis of MPH Core/Concentration Area Competencies	5 – 6
(Explain and describe attainment of MPH competencies; provide examples. Each description of a competency should be a MINIMUM of ONE page)	
Lessons Learned.....	2
Recommendations	2
IV. Outcomes/Results	Varies
V. Work/Evidence Samples (Products of Practicum)	Varies
Include a copy of your resume including your duties during your Practicum. Work/Evidence may include PowerPoint presentations, papers written for the Practicum site, brochures developed, surveys, meeting agendas, emails, training certificates, photos (be careful when photographing clients due to confidentiality concerns), and sample forms utilized during the Practicum. TWO MAJOR PRACTICUM PRODUCTS ARE EXPECTED.	
VI. Overall Evaluation of the Practicum Experience	
Preceptor Agreement and Evaluation	5
Student Self-Evaluation.....	2
VII. Appendices	
Daily Journal (Include the date, time period (e.g., 9am – 2pm), number of hours per day, activities, and TOTAL hours completed for the practicum.....	Varies
Supporting Documents (Self-Discovery Exercise and other relevant materials).....	Varies
VIII. References	
References should be in APA style.....	Varies

**PLEASE DO NOT SUBMIT AN INCOMPLETE PORTFOLIO.
PRACTICUM HOURS AND EACH SECTION OF THE PORTFOLIO MUST BE COMPLETED IN ENTIRETY.
In addition, MPH students are required to submit their Practicum Portfolio through Turnitin.**

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 a checklist of items and a written evaluation related to competencies required for an MPH degree. Upon completion of the evaluation, s/he will review and discuss the results with the MPH student. The Practicum Coordinator is responsible for monitoring 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 final Portfolio will be based on:

- Provision of adequate background information and the description of the Practicum site and program
- Description of how the objectives of the Practicum were met (i.e., activities that led to completing the objectives)
- Description of how the objectives/activities fit within the context of MPH Competencies
- Demonstration of how health issues were analyzed and addressed using knowledge and principles gained from instruction within the program in public health
- Assessment of the educational outcomes of the Practicum experience through legible, clear, and concise writing
- Meeting the academic standards for passing the Practicum

Grading Scales

The following assignments will be graded on a two-point scale:

- 0 = Assignment was not completed or did not meet expectations
- 1 = Assignment was completed and met expectations

Assignment	Points Available
Contact Sheet	0 – 1 Point
Practicum Educational Plan	0 – 1 Point
Practicum Portfolio Outline	0 – 1 Point
Practicum PowerPoint or Poster Presentation Outline	0 – 1 Point
Self-Discovery Exercise on Career Goals	0 – 1 Point
Total	0 – 5 Points

The MPH Competencies demonstrated in the following assignments are also graded using a four-point scale:

- 0 = Does not meet expectations (underdeveloped)
- 1 = Partially meets expectations (developing)
- 2 = Meets expectations (adequate)
- 3 = Exceeds expectations (proficient)

Please note that in order to pass PHC 6945 – Practicum in Public Health, MPH students must score AT LEAST two points on the Practicum Portfolio.

Assignment	Points Available
Practicum Portfolio	0 – 3 Points
Preceptor Evaluation Form	0 – 3 Points
Practicum PowerPoint or Poster Presentation	0 – 3 Points
Total	0 – 9 Points

Final grades for PHC 6945 – Practicum in Public Health are determined using a Pass/Fail grading scale:

Fail < 11 Points	Pass 11 – 14 Points
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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 tools 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 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 Epidemiology (IDE)

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.

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.

MPH Competencies (cont.)**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

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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Appendix IIb. [Practicum Educational Plan](#) 15

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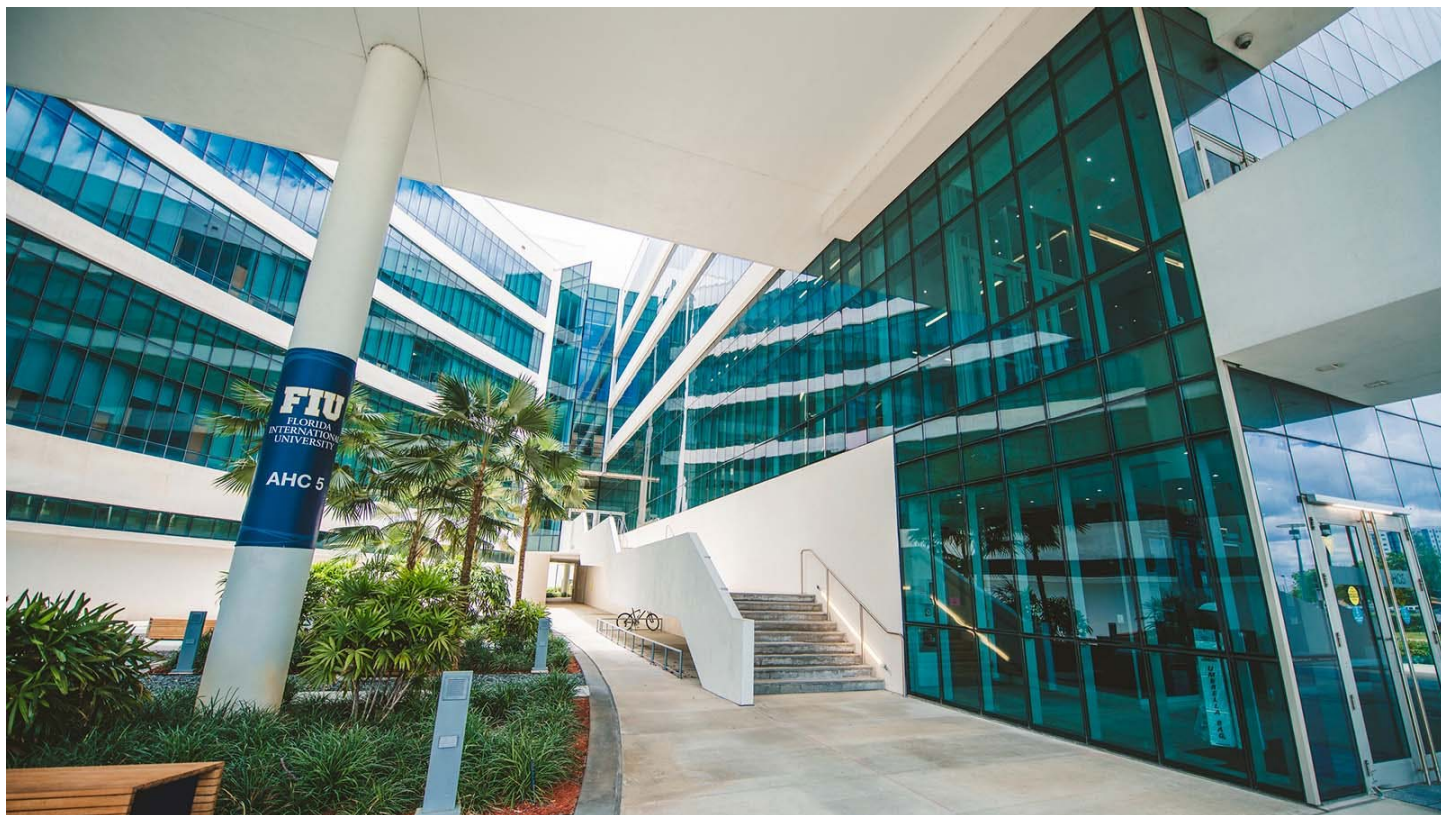
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Appendix IV. [Practicum Exemption Student Request Form](#) 47





**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:

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

**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

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

**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
*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

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 – 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

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 – 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

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.

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.

**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	de e ed
1	De e
2	Ade ae
3	fce
A	a e edd e ac c

***A score of 2 or higher is required to meet the competency.**

MPH FOUNDATIONAL COMPETENCIES – EVIDENCE-BASED APPROACHES TO PUBLIC HEALTH	Score				
1 A e de ca e d e a d a c ea ac ce	0	1	2	3	A
2 eec a a ead a a edaac ec e d a aef a e c ea c e	0	1	2	3	A
3 A a e a a ead a a edaa a c f a c c e a ed a a d f a e a a ae	0	1	2	3	A
4 l e e e fda a a f c ea e eac c ac ce	0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – PUBLIC HEALTH & HEALTH CARE SYSTEMS	Score				
5 ae e a a c e adf c f ea cae c ea a de a e ac a a ad e a a e	0	1	2	3	A
6 D c e ea c c a a ca e e a d ac de e ea a d ceae c ae e ac e ea e a a a a c a d ceae e	0	1	2	3	A

KEY	
0	de e ed
1	De e
2	Ade ae
3	fce
A	a e edd e ac c

***A score of 2 or higher is required to meet the competency.**

MPH FOUNDATIONAL COMPETENCIES – PLANNING AND MANAGEMENT TO PROMOTE HEALTH					Score				
7	A	e	a	eed a e a dca ac e a affec c e ea	0	1	2	3	A
8	A	a ae e fc a a e a d ac ce e de e e a c e f	c ea ce a		0	1	2	3	A
9	De	a	a	a ed c a ec e e	0	1	2	3	A
10	a	a c c e a d f d e a d e ce a a e e			0	1	2	3	A
11	ee c e d e a ae c ea a				0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH					Score				
12	D	c	e	c a ce c d e e fe c a de de ce	0	1	2	3	A
13	e	ae e de f ee a c e a d d d a a d dca a d	a e f f e c c ea c e		0	1	2	3	A
14	Ad	ca ef ca ca ec c ce a d a a e ea d e e	a		0	1	2	3	A
15	a	ae ce f e ac c ea a d ea e			0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – LEADERSHIP					Score				
16	A	c	e	f eade a d a a e e adde a ee a e	0	1	2	3	A
17	A	e	a	a d eda add e a a a c c a e e	0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION					Score				
18	ee c c	ca	a e e f d f e e a d e ce a d ec		0	1	2	3	A
19	e e a a d ea e ac	ca e a de ce a ae c ea c e a d a	ee a de ce a e fac c a e ac		0	1	2	3	A
20	De	c	e e a ce fc a c ca c ea c e		0	1	2	3	A

KEY	
0	de e ed
1	De e
2	Ade ae
3	fce
A	a e edd e ac c

***A score of 2 or higher is required to meet the competency.**

MPH FOUNDATIONAL COMPETENCIES – INTERPROFESSIONAL PRACTICE	Score				
21 l e ae e ec e f e ec a d fe e a d a d a ce a ea	0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING	Score				
22 A a e a e e e a c ea e af a e a a da d a a e	0	1	2	3	A

CONCENTRATION SPECIFIC COMPETENCIES – ENVIRONMENTAL HEALTH SCIENCES	Score				
1 De c e ca c e ca a d ca a a d ee e a d e c ca effec e e cfac a de e a a	0	1	2	3	A
2 A ea a e e c e a d ac ce e e fae a fe e a a a d a d ea c e	0	1	2	3	A
3 a a ee e a ea a a e e e e a a d ce	0	1	2	3	A
4 A a ec ca ce fc ea e e a ea fe de c a d ee a c ce ad edc e a a e e a ea ce ce	0	1	2	3	A
5 D c ea c ca e ecfc e ee e e ec ea c fe a e e d e a ee e a ea f a	0	1	2	3	A

CONCENTRATION SPECIFIC COMPETENCIES – BRAIN, BEHAVIOR AND ENVIRONMENT	Score				
1 a e a a ca ce a a d e e e effec fe e a ca e ce a a d e ea e e	0	1	2	3	A
2 De c e ec fea e a dc ec a a e ca d ea e a d e e	0	1	2	3	A
3 A a ea d e e e e e a da af de a ac e e e a e c	0	1	2	3	A
4 l de f ec e ca a c ed ca c e ca a d fe ec ce f e ce f da e a e ca ce e	0	1	2	3	A
5 A e d ed e a ae e ac fe e a ca e a a dc	0	1	2	3	A

KEY	
0	de e ed
1	De e
2	Ade ae
3	fce
A	a e edd e ac c

***A score of 2 or higher is required to meet the competency.**

PROFESSIONAL SKILLS	Score				
During the Practicum, the MPH student:					
De c ed ea e c a a a a e e a d a e ec	0	1	2	3	A
a ed a ed a d e e ed ac e acc ea ec e ee ea ec e ac c d ca a a	0	1	2	3	A
d ced d d a ec a e e e fca e a a e c	0	1	2	3	A
De a ed ea e a a d ec e	0	1	2	3	A
Acc ed ece a a a dc e ed a ed	0	1	2	3	A
a ed a d ed e effce	0	1	2	3	A
Acce ed e a d f f ed c e ea e c	0	1	2	3	A
a ada a ea d ed e a e c aff	0	1	2	3	A
a a e effec e c e ce e ed ea e c	0	1	2	3	A
e e ed a e dea a fe a a e	0	1	2	3	A
De a ed effec e a c ca	0	1	2	3	A
a a e a e ec e d effec e e e e	0	1	2	3	A
ffec e e a a ed e a d acce ed c c e	0	1	2	3	A
Ac ed fe a e a d a a	0	1	2	3	A
a e ec f c e a d ed e ea	0	1	2	3	A
De a ed e e a a ac ce e fed f c ea	0	1	2	3	A

Preceptor Narrative Evaluation

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	

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Da e

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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.

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	A	e	de	ca	e	d	e	a	d	a	c	ea	ac	ce	0	1	2	3	A												
2	e	ec	a	a	e	a	d	a	a	e	a	a	c	ec	e	d	a	a	e	f	a	e	c	ea	c	e	0	1	2	3	A
3	A	a	e	a	a	e	a	d	a	a	e	a	a		a	c	f	a	c	c	e	a	e	d	a		0	1	2	3	A
4	l	e	e	e	f	d	a	a	a	f	c	ea	e	ea	c	c	ac	ce								0	1	2	3	A	

MPH FOUNDATIONAL COMPETENCIES – PUBLIC HEALTH & HEALTH CARE SYSTEMS					Score																										
5		a	e	e	a	a	c	e	a	d	f	c	f	ea	ca	e	c	ea	a	d	e	a				0	1	2	3	A	
6	D	c	e	ea	c	c	a	a	ca	e	e	a	d	ac	de	e	ea	a	d	ce	ae					0	1	2	3	A	
	c	a	e	e	ac	e	ea	e	a	a	a	a	c	a	d	ce	a	e	e												

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 – PLANNING AND MANAGEMENT TO PROMOTE HEALTH					Score				
7	A	e	a	eed a e a dca ac e a affec c e ea	0	1	2	3	A
8	A	a a e e f c a a e a d ac ce e de e e a c e f	c ea ce a		0	1	2	3	A
9	De	a	a	a ed c a ec e e	0	1	2	3	A
10	a	a c c e a d f d e a d e ce a a e e			0	1	2	3	A
11	eec	e d e a a e c ea a			0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH					Score				
12	D	c	e c a ce c d e e f e c a d e de ce		0	1	2	3	A
13	e a e e de f e e a c e a d d d a a d d c a a d	a e f f e c c ea c e			0	1	2	3	A
14	Ad	ca ef ca ca ec c ce a d a a e ea d e e	a		0	1	2	3	A
15	a a e ce f e ac c ea a d ea e				0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – LEADERSHIP					Score				
16	A	c e f eade a d a a e e adde a e e a e			0	1	2	3	A
17	A	e a a d eda add e a a a c c a e e			0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION					Score				
18	eec	c ca a e e f d f e e a d e ce a d ec			0	1	2	3	A
19	e e a a a d ea e ac	ca e a de ce a a e c ea c e a d a	ee a de ce a e fac c a e ac		0	1	2	3	A
20	De	c e e a ce f c a c ca c ea c e			0	1	2	3	A

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 – INTERPROFESSIONAL PRACTICE	Score				
21 e a e e e c e f e e c a d fe e a d a d a c e a e a	0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING	Score				
22 A a e a e e e a c e a e a f a e a a d a a e	0	1	2	3	A

CONCENTRATION SPECIFIC COMPETENCIES – EPIDEMIOLOGY	Score				
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

CONCENTRATION SPECIFIC COMPETENCIES – INFECTIOUS DISEASE EPIDEMIOLOGY	Score				
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

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

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.

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
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

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 – 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

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 – 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 – GLOBAL HEALTH	Score				
1. 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	A
2. Characterize holistic, integrative, and transdisciplinary approaches toward contemporary health issues, international health systems, and diverse development and governing models	0	1	2	3	NA
3. Propose advocacy strategies for global health initiatives that integrate compassion and ethics with efficiency and effectiveness	0	1	2	3	NA
4. 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

KEY	
0	Not demonstrated
1	Developing
2	Adequate
3	Excellent
A grade is required to meet the competency.	

PROFESSIONAL SKILLS	Score				
During the Practicum, the MPH student:					
Developed a plan of action for the agency	0	1	2	3	A
Assisted in the development of the agency's annual plan	0	1	2	3	A
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.

**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.

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	A	e	de	ca	e	d	e	a	d	a	c	ea	ac	ce	0	1	2	3	A												
2	e	ec	a	a	e	a	d	a	a	e	a	a	c	ec	e	d	a	a	e	f	a	e	c	ea	c	e	0	1	2	3	A
3	A	a	e	a	a	e	a	d	a	a	e	a	a		a	c	f	a	c	c	e	a	e	d	a		0	1	2	3	A
4	l	e	e	e	f	d	a	a	a	f	c	ea	e	ea	c	c	ac	ce								0	1	2	3	A	

MPH FOUNDATIONAL COMPETENCIES – PUBLIC HEALTH & HEALTH CARE SYSTEMS					Score																										
5		a	e	e	a	a	c	e	a	d	f	c	f	ea	ca	e	c	ea	a	d	e	a				0	1	2	3	A	
6	D	c	e	ea	c	c	a	a	ca	e	e	a	d	ac	de	e	ea	a	d	ce	ae					0	1	2	3	A	
	c	a	e	e	ac	e	ea	e	a	a	a	a	c	a	d	ce	a	e	e												

KEY	
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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 – PLANNING AND MANAGEMENT TO PROMOTE HEALTH					Score				
7	A	e	a	eed a e a dca ac e a affec c e ea	0	1	2	3	A
8	A	a a e e f c a a e a d ac ce e de e e a c e f	c ea ce a		0	1	2	3	A
9	De	a	a	a ed c a ec e e	0	1	2	3	A
10	a	a c c e a d f d e a d e ce a a e e			0	1	2	3	A
11	eec	e d e a a e c ea a			0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – POLICY IN PUBLIC HEALTH					Score				
12	D	c	e c a ce c d e e fe c a d e de ce		0	1	2	3	A
13	e a e e de f e e a c e a d d d a a d d c a a d	a e f f e c c ea c e			0	1	2	3	A
14	Ad	ca ef ca ca ec c ce a d a a e ea d e e	a		0	1	2	3	A
15	a a e ce f e ac c ea a d ea e				0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – LEADERSHIP					Score				
16	A	c e f eade a d a a e e adde a e e a e			0	1	2	3	A
17	A	e a a d eda add e a a a c c a e e			0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – COMMUNICATION					Score				
18	eec	c ca a e e f dffe e a d e ce a d ec			0	1	2	3	A
19	e e a a a d ea e ac	ca e a de ce a a e c ea c e a d a acade c ee a de ce a e fac c a e ac			0	1	2	3	A
20	De	c e e a ce f c a c ca c ea c e			0	1	2	3	A

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MPH FOUNDATIONAL COMPETENCIES – INTERPROFESSIONAL PRACTICE	Score				
21 e a e e e c e f e e c a d f e e a d a d a c e a e a	0	1	2	3	A

MPH FOUNDATIONAL COMPETENCIES – SYSTEMS THINKING	Score				
22 A a e a d a a e a e e e a c e a e a f a e a	0	1	2	3	A

CONCENTRATION SPECIFIC COMPETENCIES – HEALTH PROMOTION AND DISEASE PREVENTION	Score				
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

CONCENTRATION SPECIFIC COMPETENCIES – MATERNAL AND CHILD HEALTH	Score				
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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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.

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.

KEY
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1 = Developing
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3 = Proficient
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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

KEY					
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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 – 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

KEY	
0	Not demonstrated
1	Developing
2	Adequate
3	Excellent
A score of 2 or higher is required to meet the competency.	

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 – ONLINE GENERALIST	Score				
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				
During the Practicum, the MPH student:					
De c ed ea e c a a a a e e a d a e ec	0	1	2	3	A
a ed a ed a d e e ed ac e acc ea ec e ee ea ec e Practicum d ca a a	0	1	2	3	A
d ced d d a ec a e e e efca e a a e c	0	1	2	3	A
De a ed ea e a a d ec e	0	1	2	3	A
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.

Practicum Exemption Student Request Form

MPH students may be eligible for exemption from PHC 6945 - Practicum in Public Health if they have worked three or more years in the public health field. Qualified MPH students may complete PHC 6907 - Independent Study or extra coursework (TBD) in place of PHC 6945 - Practicum in Public Health. Please complete the following form, provide accurate references and contact information, and attach a resume to be considered for a Practicum Exemption.

All MPH students who are granted a Practicum Exemption are required to enroll in PHC 6930C – Integrative Seminar in Public Health.

1 Student’s Name: Last First M.I.

2 Panther ID:

3 Email: Alternate Email:

4 Specialization:

5 Please submit a **Practicum Exemption Portfolio** describing your public health work experience Experience must add up to at least three (3) years in the public health workforce. For each place of public health-related employment, please provide the following information:

- Name of the e
- Position title
- City/State
- Employment dates
- Supervisor contact information (including name, position title, phone number and email address)
- Detailed job description
- **Highlight and provide evidence** of attaining and applying relevant public health competencies for a minimum of five (5) MPH ompetencies where at least three (3) are Foundational Competencies.

In addition please c de e f e **Practicum Exemption Portfolio**

- Current unofficial FIU transcript
- Public health resume

_____ A e De
 Department Chair’s Signature Date

_____ A e De
 MPH Program Director’s Signature Date

Exemption Proposal

A student who has completed PHC 6907 - Independent Study or extra coursework (TBD) may complete PHC 6907 - Independent Study or extra coursework (TBD) in lieu of PHC 6945 - Integrative Seminar in Public Health. The student must have a minimum cumulative GPA of 3.0 and a minimum grade of C in PHC 6907. The student must also have completed PHC 6930C - Integrative Seminar in Public Health.

All MPH students who are granted a Practicum Exemption are required to enroll in PHC 6930C – Integrative Seminar in Public Health.

A student who has completed PHC 6907 - Independent Study or extra coursework (TBD) in lieu of PHC 6945 - Integrative Seminar in Public Health. The student must have a minimum cumulative GPA of 3.0 and a minimum grade of C in PHC 6907. The student must also have completed PHC 6930C - Integrative Seminar in Public Health. If a student is granted a Practicum Exemption, they must enroll in PHC 6930C - Integrative Seminar in Public Health. The student must have a minimum cumulative GPA of 3.0 and a minimum grade of C in PHC 6907. The student must also have completed PHC 6930C - Integrative Seminar in Public Health.

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