Public Health Practicum Overview

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

A Portfolio Approach

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

<u>Portfolio product examples</u>

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

- x   A written report or white paper on a public health issue relevant to the host organization
- x   Educational materials targeted toward a population of interest to be used by the host organization
- x   A training or manual for the host organization to provide to its employees, volunteers, or other populations of interest
- x   A spreadsheet or dataset complied by the student to be used by the host organization for quality

Expected End- of- Practicum Portfolio Products (Deliverables)

Additional Competencies to be Addressed: If fewer than <u>five</u> competencies were indicated above, please add additional concentration and/or custom competencies in the space(s) below. See the pages that follow this form for a list of concentration-specific competencies. If additional space is needed, please attach them as a separate page.
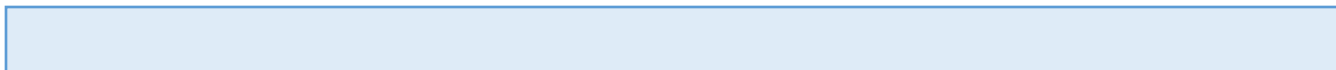
1.

2.

3.

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

Student: _____   Date: _____

Preceptor: _____   Date: _____

Practicum Competency Requirements

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

Foundational Competencies

Evidence- based Approaches to Public Health

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

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promot   e Health

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Concentration-Specific Competencies

Global Health

1. Describe the relationships among agencies focused on colonial health, tropical medicine, international health and global health in a historical context
2. Prioritize diseases of global health importance and their epidemiological context
3. Apply methods for strengthening and focusing existing capacities and resources for health program sustainability and enhancement
4. Contrast application of technology to impact priority diseases with addressing the underlying social and economic determinants of global health linked to health care delivery systems
5. Apply the fundamental international 8d2 0 T6 0 Td [((t)4.2 (r)-5.9 (f)6 (y)8.8 (wh)13.Td 0(Td)t0.(t)-6.6 (ai)2.6(

Practicum Hours Log
Case Western Reserve University Master of Public Health Program

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

Student's Name: _____

Agency/Site:

Date	Start Time	End Time	Hours	Project	Location
TOTAL HOURS					

Student's Signature: _____   Date: _____

Preceptor's Signature: _____   Date: _____

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

FOR MPH PROGRAM USE ONLY

Date received: _____   Approved by: _____

Practicum Poster Requirement

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

Poster Session Logistics:

1.

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

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

Be sure to attend the CHRP session(s) that focus on poster design and logistics. Examples of past posters will be provided. Students will also have the opportunity to practice presenting their posters at

Evaluation of the Practicum Experience

The student will be evaluated by their Preceptor and the MPH Director of Community Based Education at the conclusion of the Practicum Experience. Students will be evaluated on several aspects of the Practicum. The MPH Di ofCommunity Based Edu-2.9 (at)-6.6 (i)2.6 n a (n( )11 (t)-6.6   o)10.5e p (r)-5.9 (e

Practicum Preceptor Evaluation of Student

<u>Cross- Cutting Domains:</u> Please evaluate the student on each of the following items.

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

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

Identified Competencies	Portfolio item(s) <u>Please list</u>	Insufficient	Approaching Sufficiency	Sufficient	Advanced	Unable to Evaluate
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	

For the following questions, please rate your experience on a scale of 1 (lowest) to 5 (highest)	Lowest 1	2	3	4	Highest 5

Overall, how would you rate the learning experience you received?