Thank you for supporting our students and the future public health workforce by serving as a preceptor. Our program is strengthened by your support and involvement!
Overview of the Practicum

Each field practicum should have the following components:

1. An opportunity to work with a practicing professional who is functioning as a leader, or in a similar capacity, for a public health institution, private agency, or organization. This professional will be appointed as a preceptor in the College of Public Health.

2. An opportunity to attend as many, and as varied as possible, managerial meetings involving a variety of people in the organization, such as the medical staff, administrators, health educators, epidemiologists, environmentalists and other professionals. In this way, the student gains a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.

3. Other smaller functions within the organization that contribute to an understanding of the complexities that the organization faces. Any reasonable activity in which the student contributes to the organization through assisting other individuals, and that provides a learning experience for the student, is appropriate.

4. Any other activities that the preceptor may assign and which have mutual benefit thus further exposing the student to the organization and the complexities of its working environment.

5. Regular meetings between the student and preceptor. These meetings can be of any length (5 minutes vs. 1 hour) and modality (in person, over the phone, via teleconference), but there must be regularly scheduled and uninterrupted time in which the student and preceptor discuss the progress of the practicum.
Practicum Course Requirements

Before beginning their practicum experience, all MPH students will have completed the following certifications/immunizations:

- HIPAA training
- Sexual harassment training
- Blood borne pathogens training
- CPR certification
- Immunizations
  - Tuberculosis Screening
  - MMR
  - Hepatitis B
  - Varicella (Chicken Pox)
  - Tetanus, Diptheria, Acellular Pertussis (Tdap)

Assignments to be Completed During the Practicum Experience:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum Plan</strong></td>
<td></td>
</tr>
<tr>
<td>- Student and preceptor discuss and sign at the <strong>beginning</strong> of the practicum</td>
<td>X</td>
</tr>
<tr>
<td>- Should include projects, competencies (see Appendix 1), and other learning objectives and/or deliverables</td>
<td></td>
</tr>
<tr>
<td>- Working document that can be reviewed and modified throughout the practicum</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Log Book</strong></th>
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<tbody>
<tr>
<td>- Students must complete 200 practicum hours.</td>
<td>X</td>
</tr>
<tr>
<td>- Students should keep a log of their hours and activities.</td>
<td></td>
</tr>
<tr>
<td>- Students must submit at least 2 logs to the course instructor.</td>
<td></td>
</tr>
<tr>
<td>- Students are prompted to submit logs monthly</td>
<td></td>
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<tr>
<td>- Preceptor may review log before submission if desired.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Final Evaluation of Student</strong></th>
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<tbody>
<tr>
<td>- As students near the end of their practicum, the preceptor will receive a link to an electronic evaluation</td>
<td></td>
</tr>
<tr>
<td>- Preceptor will rate the student on the following:</td>
<td></td>
</tr>
<tr>
<td>- Professional attributes</td>
<td></td>
</tr>
<tr>
<td>- Competencies identified by UKCPH</td>
<td></td>
</tr>
<tr>
<td>- Specific competencies and learning objectives identified by preceptor and student</td>
<td></td>
</tr>
<tr>
<td>- General appraisal of student</td>
<td></td>
</tr>
<tr>
<td>- Student’s performance in comparison to the performance of other students or beginning professionals</td>
<td>X</td>
</tr>
</tbody>
</table>
### Who, What, Where, When, Why Valuable

<table>
<thead>
<tr>
<th>Summary of Practicum Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO:</strong> Student Name</td>
</tr>
<tr>
<td><strong>WHAT:</strong> Role or Project</td>
</tr>
<tr>
<td><strong>WHERE:</strong> Practicum Site and Location</td>
</tr>
<tr>
<td><strong>WHEN:</strong> Timeframe of Practicum Completion</td>
</tr>
</tbody>
</table>
| **WHY Valuable:**
| - Strong points |
| - Weak points and what was learned from them |
| - Would the student recommend the site? |
| - Other brief comments |
| **PHOTO:** students should include a photo of themselves or something of interest from the site. Photo Release *(authorized by preceptor)* must be on file. |

### Final Report

<table>
<thead>
<tr>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Summarize agency functions and goals.</td>
</tr>
<tr>
<td>- Provide an overview of the project(s) worked on, meetings attended, areas observed.</td>
</tr>
<tr>
<td>- Describe how the practicum experience/accomplishments compare to the original practicum plan.</td>
</tr>
<tr>
<td>- Explain which MPH Competencies were developed and how.</td>
</tr>
<tr>
<td>- Discuss how the experience reinforced or changed the student's ideas of public health practice and/or career goals.</td>
</tr>
<tr>
<td>- Students should share a copy of their final report with their preceptor.</td>
</tr>
</tbody>
</table>

### Tips for Preceptors

Thank you for your interest in working with our students to enhance their educational experience and develop the future public health workforce. Our program and our students are strengthened by your support. The following are some tips to you get started with your MPH student.

#### Orient the Student

- **Tour the building**
  - Work space
  - Break areas and accommodations
- **Introduce staff**
  - Who does what?
  - How does student fit into the team?
- **Dress code**
- **Policies and procedures**
- **Discuss schedule**
UKCPH requires that the student keep a log of their hours and activities
Preceptor may choose to implement timesheet
- Discuss method/time to ask questions and provide supervision
  - Regularly occurring
  - By phone or in person
  - Length and frequency appropriate to student assignment

Preceptor Characteristics Related to Teaching Effectiveness
- Approachable and establishes good learning environment
- Available for student interaction/discussion
- Treats student with trust and respect
- Demonstrates interest and enthusiasm
- Explains the decision-making process and asks questions that promote learning
- Stimulates student to learn independently; allows appropriate autonomy
- Regularly provides meaningful feedback
- Is a good role model for the student and inspires confidence in preceptor’s skills
- Aware of the educational goals and objectives and seeks to meet them

Source: Amer J Pharm Ed 2004:68(3) Article S8, pg7

Providing Feedback
- Continuous and formative
- Based on competencies/learning objectives
- Focused on behavior, not personality
- Specific
- Instructive
- Supportive

Contact UKCPH with any questions or concerns:

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Appendix 1: MPH Overall Outcomes & Competencies

The University of Kentucky, College of Public Health has identified competencies for graduates of its Master of Public Health degree program. These competencies were derived through an iterative process with program faculty and administrators, and are based on the MPH core competencies established by the Association of Schools of Public Health. The foundation of the MPH field practicum is to bridge the gap between academia and practice in the development of the MPH core competencies. Therefore, these competencies should guide the entire field practicum experience from planning to evaluation.

Students are not expected to develop skills and knowledge in all domains during their practicum placement. Rather, students should focus on a total of three to five competencies. The overall learning outcomes and the associated competences are listed below:

Overall Outcome 1: Propose solutions for public health problems using sound data analysis and evidence-based decision making.

- Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health.
- Assess population-based health problems from the perspective of multiple public health science disciplines.
- Propose potential solutions to public health problems based on an understanding of systems theory, essential services, and social, behavioral, environmental, and biological factors that contribute to the problem.
- Use basic terminology and definitions of epidemiology.
- Identify key sources of data for epidemiologic purposes.
- Calculate basic epidemiologic measures and draw appropriate inferences.
- Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.
- Apply and interpret common statistical methods for inference.

Overall Outcome 2: Demonstrate culture competency in public health through trans-disciplinary communication and collaboration.

- Collaborate in interprofessional partnerships to implement organizational initiatives at the individual, organizational, and community level.
- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors that affect health of individuals and populations.
• Describe the genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
• Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.

**Overall Outcome 3: Evaluate program planning, ethical and professional strategies in public health.**
• Apply ethical principles to public health program planning, implementation and evaluation.
• Apply the principles of planning, staffing, managing and evaluation in organizational and community initiatives.
• Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
• Explain approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.

**Overall Outcome 4: Create novel approaches to health systems and systems thinking.**
• Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the U.S.
• Apply quality and performance improvement concepts to organizational performance.
• Describe the federal and state regulatory programs, guidelines, and authorities that control public health.

**Overall Outcome 5: Integrate advocacy and public health knowledge within core public health areas.**

*Biostatistics Competencies*
• Apply the basic concepts of probability, random variation, and commonly used probability distributions.
• Apply and interpret common univariate and multivariate statistical methods for inference.
• Recognize the assumptions and limitations of common statistical methods and choose appropriate approaches for analysis.
• Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

*Environmental Health Competencies*
• Prepare small scale studies that evaluate interventions that reduce occupational and environmental risks to targeted populations.
• Critique scientific literature in occupational and environmental health to determine its relevance to advancing practice-based strategies that reduce threats from environmental and occupational hazards.
• Propose engineering, educational, policy and enforcement strategies that reduce occupational and environmental health risks in populations.
• Summarize the role of policy, regulation and enforcement to prevent, modify and remove environmental and occupational hazards and risks.
• Construct working groups and teams from different backgrounds to improve the public’s health when threatened by environmental and occupational health hazards.

Epidemiology Competencies
• Assess public health problems in terms of magnitude, person, time and place.
• Evaluate the strengths and limitations of epidemiologic reports.
• Identify basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
• Identify the principles and limitations of public health screening programs.

Health, Behavior & Society Competencies
• Apply theory to understanding and measuring the multilevel, ecological context of health behavior, focusing on social determinants of behavior and causes of inequities in individual and population health outcomes.
• Determine the needs and assets of communities and understand how to successfully and ethically build and sustain partnerships and collaborations.
• Understand how to identify, plan, adapt, implement, and evaluate sustainable evidence-based health promotion and disease prevention programs, and how to successfully disseminate and communicate program methods and outcomes to scientific, practitioner, and lay communities.
• Critically examine and interpret existing health promotion programs and scientific literature to promote evidence-based public health research and practice.

Population Health Policy and Management Competencies
• Organize and lead population health improvement activities within defined lines of responsibility, authority, communication, and governance.
• Develop productive inter-organizational relationships with key stakeholders in the public and private sectors that influence population health.
• Develop and implement organizational strategic planning and community health improvement processes that take into consideration population health needs, public preferences, political dynamics, and the availability of resources.
• Select appropriate principles of budgeting and financial management to apply to the operation of public health organizations and activities.
• Use principles of evidence-based public health to design and implement policies, programs, and strategies to improve population health.
• Evaluate the health and economic impact of public health strategies in relation to established goals and objectives.