

Department of Behavioral and Community  
Health Sciences (BCHS)  
Graduate School of Public Health  
University of Pittsburgh

Master of Public Health

Community Practicum Student Handbook  
BCHS 2503

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For more information about the master's program in Behavioral and Community Health Sciences, the program requirements, and the practicum, please visit our department's website:

[www.bchs.pitt.edu](http://www.bchs.pitt.edu)

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About this manual:

This handbook is intended to be a guide for students in planning for and completing their community practicum experience in BCHS at Pitt. Content may change without notification, so it is incumbent on the student to be in contact with the Practicum Co-Coordinator.

To clarify several terms that are used in this handbook:

**Academic Advisor** refers to the BCHS faculty member to whom the student has been assigned for academic advising and registration. In most cases, the Academic Advisor will also be responsible for overseeing the student's practicum plans and activities and approving the student's poster presentation.

**Community Practicum** refers to a required, supervised practical public health experience of at least 200 hours that BCHS students undertake in (usually) a community-based agency or organization.

**Essay/Thesis Advisor** refers to the BCHS faculty member who represents the department on the student's essay/thesis committee and serves as the main reader of that manuscript. In most cases, this will be the student's academic advisor.

**Practicum Co-Coordinator** refers to the BCHS faculty who are responsible for overseeing the practicum program

**Preceptor** refers to the person at the community agency or organization who agrees to oversee the student's work at that site.

## OVERVIEW OF THE COMMUNITY PRACTICUM

The supervised community practicum (BCHS 2503) provides the student with a practical public health field placement experience. Students apply skills they have acquired in their studies and learn by doing. The field placement fills gaps in the student's experience and may augment and enrich a developing field of interest on the part of the student. The practicum gives the student an opportunity to understand how agencies interact with other entities in their communities and develop a full appreciation of how public health practitioners interact in community settings with families, health and social service organizations, policy and governmental institutions and coalitions. In addition, the practicum introduces students to public health professionals who may play an important role in career development. During the course of the practicum, the student may find an interesting area that can lead to an essay or thesis topic.

Each semester the Practicum Coordinator schedules a community practicum workshop for master's students. At this time students will be asked to complete an Internship Interest Form (see Appendix) if they have not already done so. This is also the opportunity for master's students to get general information about the practicum and to ask questions. In addition, students should meet individually with the practicum co-coordinator and their faculty advisor to discuss their specific choice of site and to plan the practicum activities in conjunction with a person from the agency.

## COMMUNITY PRACTICUM OBJECTIVES

Each MPH student (see exceptions below) is required to complete at least two credits of practicum for graduation, with **a minimum of 200 hours of work**. Because this practical experience significantly contributes to students' experiences and integration of classroom learning, we encourage students to participate in more than the required 200 hours. The community practicum provides the student with the opportunity to:

- 1) Apply knowledge and skills acquired in community and behavioral coursework to the real world of public health practice;
- 2) Experience the reality of community-based public health work from a provider's and community's perspective;
- 3) Develop as a public health professional in community and behavioral health;
- 4) Benefit the host agency or organization; and
- 5) Network with other public health professionals.

## JOINT DEGREE PROGRAM STUDENTS

Students in the joint BCHS/GSPIA degree program complete the 300 hours of practical experience expected for GSPIA. Students register for BCHS 2503 to receive credits for their experience. Students in the joint BCHS/Social Work degree program are **exempted** from taking BCHS 2503 (the required social work fieldwork is assumed to meet the spirit of the practicum). Students in the joint BCHS/Anthropology program are

**exempted** from taking BCHS 2503 (the requirement to conduct fieldwork is assumed to meet the spirit of the practicum).

## COMMUNITY PRACTICUM TIMING

There are no prerequisites for the practicum. However, students are strongly urged to have taken the equivalent of two full terms of credits (a minimum of 18 credits) in public health before undertaking their practicum.

The community practicum is usually completed in the term following two terms of coursework. Under some circumstances, the practicum requirement can be met with work that is extended over two terms or more. Students are expected, in the end, to complete at least 200 hours of work for the practicum. Students will receive two to three credits for practicum, the number to be determined by the responsibilities and tasks assumed.

## CHOOSING A SITE

Students often ask, “How do I find a practicum site?” For a new student, finding a site to perform the practicum in may seem like a daunting task. In truth, there are many ways that students come to settle on a practicum. Many students self-source their practicum site. Students may identify practicum experiences on their own, in the area or outside of Pittsburgh, either domestically or internationally. In these cases the student should consult with their Academic Advisors to verify that the opportunity qualifies for practicum credit. Practicum sites can be places the student already volunteers, works with, interns at, or is simply interested in learning more about. If you don’t already have an idea for a practicum, the next step is to speak to your academic advisor to help identify community agencies that would be appropriate to approach. Consider summer internship or fellowship programs such as Bridging the Gaps or the Schweitzer Fellowship. If your advisor is not able to help you find an appropriate venue, the Practicum Co-Coordinator for BCHS maintain a compendium of community agencies and organizations with which the department has formal agreements and other practicum opportunities. An option is for students to assume **additional unpaid** responsibilities at their place of employment, with the permission of their employer. This work must extend beyond or be something other than his/her regular work duties and allow application of the knowledge and skill being learning in the classroom.

*Ultimately, it is the responsibility of the student to find an appropriate practicum.*

Choice of site must be discussed with the Academic Advisor, who is responsible for keeping all records pertaining to the practicum for all students and for verifying that all the necessary paperwork is completed.

Some questions to think about when choosing a site are the following:

- 1) Is this the kind of workplace you want to be in (corporate, non-profit, etc.)?

- 2) Will working with this agency offer you the kind of experience you want to gain?
- 3) Will doing your practicum with this agency give you an opportunity to apply what you have learned in coursework?
- 4) Is this practicum placement in line with your academic and career goals?

BCHS does not prohibit students from pursuing paid practica. In most cases, however, students should not expect to receive a stipend for the practicum. In all cases the student will meet agency requirements, such as background checks and the like.

### COMMUNITY PRACTICUM CONTENT

In general, the community practicum experience should involve several of the core public health functions (see Appendix). Students are encouraged to seek out practicum experiences that parallel their research and/or career interests. For instance, a student interested in women's health might choose to do a community practicum at Planned Parenthood.

The content of the community practicum is determined by several factors:

- 1) the student's interest;
- 2) the agency's focus;
- 3) the agency's need.

As noted above, decisions about the exact nature of the practicum work will be made by the student, the Faculty Advisor, and the agency preceptor. Practicum work may involve design of evaluations, development of surveys, implementation of an evaluation plan, administration of surveys, critical literature reviews, design/implementation of health promotion initiatives, community based participatory health planning or an assessment of a community's strengths and needs.

Actual practicum work undertaken by BCHS students includes the following:

- 1) design and implement a telephone survey of clients of western Pennsylvania well-baby clinics, to determine where clients were seeking health care subsequent to the clinics' closing;
- 2) develop and implement an educational STD/HIV prevention curriculum for homeless women;
- 3) develop and implement an educational nutrition/exercise program for pregnant teens;
- 4) evaluate an HIV/AIDS prevention and treatment program in rural Tanzania using ethnography;
- 5) conduct a literature review on childhood obesity;
- 6) plan and coordinate a conference on schizophrenia for rural mental health care providers;
- 7) design, facilitate and analyze focus groups evaluating an internship program;

- 8) prepare an educational CD on community health assessment;
- 9) interview Haitians about their use of traditional healers and assess barriers to accessing hospital services;
- 10) develop progress and outcome measures for clients of a program that provides housing and support services to homeless women; and
- 11) design and conduct a process evaluation plan for an intervention program for pregnant women with developmental or mental disabilities.

The practicum introduces students to public health professionals who may play an important role in career development. During the course of the practicum, the student may find a substantive area that can lead to an essay or thesis topic.

Some recent projects include:

- Uganda Village project: Healthy Villages Internship
  - Lived and worked in rural villages within Iganga District for eight weeks in teams of six interns
  - Completed a needs assessment of the village
  - Conducted activities to promote public health
  - Worked with the Village Health Team and the local health center
  - Utilized Village Concept Model (developed by the WHO in 1986)
- Harm Reduction Coalition
  - Raised awareness about drug overdose and naloxone
  - Mobilized the drug using and harm reduction activist community
  - Worked to show the human side of the scientific evidence; making overdose a human rights issue
  - Generated more political support for naloxone and its distribution
- Planned Parenthood of Western Pennsylvania: Community Education and Outreach
  - Increased knowledge of sexual health through leading a series of Lifeskills groups
  - Worked with community agencies: Gwen's Girls Three Rivers Youth and Downtown Outreach Center
  - Represented Planned Parenthood at three community health fairs
- Sojourner House
  - Observed women in their daily groups
  - Initiated informal discussions with the women
  - Brainstormed with supervisors



- Developed and facilitated weekly empowerment groups and a corresponding pamphlet
- Relationship and Depression in Childbearing Lesbian (RADICLE) Moms Study: Minority Stress and Implications for Lesbian Mothers
  - Conduct prior research
  - Determine the prevalence rate of depression in a sample of self-identified lesbian women with a minor child
  - Investigate minority stress to determine if higher levels of social support reduce the effects of gay stress on depression symptoms
- Understanding HIV/AIDS Care Delivery in Ethiopia
  - Spending 4 months in Addis Ababa, Ethiopia
  - Worked with global financing volunteer: Clinton Health Access Initiative
  - Outlier Analysis Data Collection centered around typologies of care for HIV/AIDS care and treatment at Ethiopian MOH ART facilities
  - Designing and costing model for 5 year Ethiopian HIV/AIDS strategic plan
- Gay & Grey
  - Addressed the needs of LGBT seniors in the Portland metro area through
    1. Social events and educational programs:
      - Assisted with weekly LGBT senior lunches
      - Planned and facilitated healthy aging with HIV class
      - Coordinated senior programming at Portland LGBT Pride
      - Attended housing advisory committee meetings
    2. Quarterly newsletters
    3. Aging provider trainings
- SEIU Healthcare PA
  - Training course evaluation by attending the 40-hour training sessions and monitoring attendance and participation
  - Create and conduct a six-month follow-up online survey for the training participants
  - Process analysis by attending team project meetings at the two participating hospitals
  - Conduct analysis of attendance and meeting efficiency
  - Outcome analysis by monitoring the extent to which the team project goals were realized

- Aid in the overall direction of the program by developing a logic model

## REGISTRATION AND ADVISING

Students register for BCHS 2503 with their academic advisor. Students do not have to complete the community practicum in the term for which they have registered for BCHS 2503. However, if work is not completed in that term, students will receive an “I” (incomplete) grade, which remains on the transcript until the work is completed and all required forms and products submitted (see below). At that time, a Change of Grade Form will be completed by the Recruitment and Academic Affairs Administrator and signed by the Academic Advisor, and the “I” will be cleared. No student can graduate with an “I” grade in BCHS 2503.

The Academic Advisor is responsible for verifying that all required paperwork has been submitted. Faculty advisors are urged to keep a practicum file for each student they are overseeing. The Practicum Co-Coordinators are available to assist with advising if it should become necessary.

## COMMUNITY PRACTICUM SUPERVISION AND EVALUATION

An agency or organization preceptor must be identified at the chosen practicum site. This person must agree to be responsible for overseeing the student’s work in the agency and to serve as the contact point for the BCHS Practicum Program. The Academic Advisor and the Practicum Coordinator will work with the student and agency preceptor to define the student’s responsibilities at the agency, and once agreed on, to lay those responsibilities out in written form.

The preceptor acts as the student’s supervisor in the field. In addition to receiving on-site guidance from the preceptor, the student will meet regularly with the Academic Advisor. **Before completion of 100 contact hours, the student is responsible for giving a copy of the “Midpoint Evaluation Report” (see Appendix) to the Agency Preceptor, and this completed form must be submitted to the Academic Advisor before additional (more than 100) contact hours are accrued.**

**Students completing their practicum work are also required complete a midpoint self-evaluation (see Appendix) and meet with their Academic Advisor to discuss their work, issues encountered and other relevant matters.**

If at any time problems with the agency arise, the student should bring these to the attention of the Academic Advisor and the Practicum Co-Coordinators so that they may be addressed in a timely fashion. If at any time problems with the student arise, the agency should contact on of the Practicum Co-Coordinator immediately so that the issues can be resolved.

The placement preceptor completes an evaluation of the student's performance at the conclusion of the practicum. The student completes a self-evaluation of the practicum experience. The required forms are available in the Student Handbook, in the Appendix of this document and from the Practicum Coordinator.

## COMMUNITY PRACTICUM REQUIREMENTS

Students are expected to keep a log that includes hours worked, tasks completed and any problems encountered (see example in the Appendix). Keeping a detailed log of your work has several benefits. It allows for clear communication between you and your preceptor about how your time has been spent on the project. It helps you see how you manage time on independent work project. It also can be a surprisingly helpful tool for resume development. Looking back over a detailed log will yield a list of skills you developed and can help provide useful answers to common interview questions such as <sup>3</sup>Tell me about a time when you faced a challenge and overcame it. Consider your log an investment in your career development goals.

Students are required to produce a poster for presentation at a time to be determined by the Director of the master's program. The poster will contain information about activities undertaken in the community practicum. The 16-slide poster must include information from a brief review of the literature (a statement of the problem and some information on previous research), any questions the practicum work addressed and an overview of the general methodology used. Poster presentations usually include a **title page** with all authors listed and any acknowledgements; **abstract** (a paragraph summary of the poster); **results** (the facts); a **discussion** section (an interpretation of the results); **recommendations and conclusions** (future directions, policy implications and the like); and a **reference** page (all the sources used, in proper citation format). Other categories can include: **description of agency**, **description of practicum experiences/duties**, **lessons learned**, and **public health relevance**. The poster is developed in PowerPoint and is submitted to Miriam Fagan, Academic Administrator

The Department is strongly committed to developing students' ability to work closely and respectfully with communities. To that end, this handbook includes a Code of Ethics adapted from the Society of Public Health Educators (SOPHE) (see Appendix), so that students are kept aware of the issues involved in dealing with community agencies, public health practitioners, families and others.

In the event that the student's project involves research with human subjects, the student is required to complete the Research Integrity and Human Subject Modules, and to submit an application for IRB approval. Modules and application information are available on Pitt's Institutional Review Board's web site.

APPENDIX:

COMMUNITY PRACTICUM FORMS

## Community Practicum Interest Form

Student: \_\_\_\_\_

Joint Degree \_\_\_\_\_ Certificate \_\_\_\_\_

Full Time \_\_\_\_\_ Part Time \_\_\_\_\_

**Setting/Type of Agency** (Type of agency or organization, such as hospital, health department, industry, governmental agency, NGO, that would provide you with the kind of educational and professional experience you need):

**Skills** (Any special skills you want to use or develop in the practicum):

**SUBJECT/CONTENT AREA** (Topic on which you might like to work, e.g., health promotion, HIV/AIDS, homeless, diabetes):

**LOCATION** (list in order of preference the geographic areas you would prefer):

**SPECIAL POPULATION** (List any special group you would like to work with such as women, children, people with disabilities):

**PERSONAL NEEDS** (Consider any personal needs that might impact your placement at a particular site):

**TIMING** (Give any preferences for timing, including work schedule constraints and time of year):

**POTENTIAL SITE(S)** (List any agencies or organization you know of where you or others might want to do their practicum):

| <i>Core Functions of Public Health*</i>                                       |   |   |   |
|---|---|---|---|
|   | <b>Assessment of Health/Illness and Need for Public Health Programs</b>   | <b>Assurance and Implementation of Quality of Public Health Programs</b>  | <b>Community Health Policy Formation</b>  |
| Public Health Professional Competencies Drawn from Social/Behavioral Sciences | <u>Community Health Assessment</u><br><br>Ability to assess community/population health status and needs, including: <ul style="list-style-type: none"> <li>- identification of social/behavioral factors affecting health status of population</li> <li>- incorporation of input from community groups</li> <li>- assessment of health status of specific community sub-groups</li> <li>- mapping of health resources and community assets</li> <li>- ability to use survey methods, statistical analysis, ethnographic methods, demographic methods</li> <li>- knowledge of primary and secondary data sources of health status and health behavior.</li> </ul> | <u>Program design and Implementation</u><br><br>- Ability to design and implement behavior change program on a community/population level.<br><br>- Ability to fit intervention within cultural context.<br><br>- Population-based communication techniques/social marketing.<br><br>- Ability to develop collaborative efforts.<br><br><u>Program Monitoring and Evaluation</u><br><br>- Monitor and evaluate structure, process, outcome, cost<br><br>- Ability to set up monitoring and assessment systems.<br><br>- Ability to apply modern information technology to public health programs. | Understand legal and political process and procedures related to public health program structure and operation.<br><br>Ability to translate scientific findings into policy recommendations.<br><br>Ability to communicate scientific findings to lay public and politicians.<br><br>Ability to document and communicate needs and resources to lay public and politicians.<br><br>Ability to develop coalitions. |
| Social/Behavioral Knowledge Areas Applied to Public Health                    | <ul style="list-style-type: none"> <li>- role of social/behavioral factors in health and illness</li> <li>- health related behavior of specific community sub-groups.</li> <li>- context of population served (economic, cultural and political).</li> <li>- research methods for planning and assessment</li> <li>- community dynamics and principles of community development.</li> </ul>   | <ul style="list-style-type: none"> <li>- models of health behavior.</li> <li>- group change theory and strategy.</li> <li>- lay/professional communication and interaction.</li> <li>- legal and political processes in public health.</li> <li>- structure of social/organizational networks and processes.</li> <li>- program organization and management behavior.</li> <li>- social/behavioral research design and methods for evaluation and monitoring (survey, ethnographic, etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>- relationships among social structure, culture and health policy.</li> <li>- economic and political factors in health behavior.</li> <li>- cultural and economic barriers to utilization of health programs.</li> <li>- health policy process.</li> </ul>   |

\*Adapted from 1988 Institute of Medicine Report, "The Future of Public Health" and Centers for Disease Control and Prevention definitions of core public health functions.

## Community Practicum Checklist

### Pre-Practicum Planning:

- ☐ No later than the middle of the second semester, students meet with their Faculty Advisor, and, if necessary, a Practicum Co-Coordinator to plan the practicum (at least one month prior to beginning work).
- ☐ The student makes contact with the agency being considered to discuss possible practicum arrangements (at least one month prior to beginning work).
- ☐ The student, Faculty Advisor, and agency preceptor agree upon practicum responsibilities and complete the Practicum Proposal Form, which is then signed by a Practicum Co-Coordinator, and returned to the Faculty Advisor to be put in the student's file (at least two weeks prior to beginning work).
- ☐ If necessary, the student completes the IRB Research Integrity and Human Subjects modules (at least two weeks prior to beginning work) and IRB application (must be approved prior to starting research).
- ☐ Some agencies require that a specific form be signed releasing the agency from any liability. Such forms must be approved by the Dean's Office (at least two weeks prior to beginning work).

### Mid-Point:

- ☐ Student reviews the practicum with the Faculty Advisor (after completing 75 hours of work and prior to completing 100 hours of work). If necessary, the student can meet with a Practicum Co-Coordinator.
- ☐ The student gives the midpoint evaluation form to the preceptor, which must be completed and submitted to the Faculty Advisor before the student can accrue more than 100 hours of work.
- ☐ The student completes the midpoint self-evaluation form, which must be submitted to their Faculty Advisor before the student can accrue more than 100 hours of work.

### Completion:

- ☐ The preceptor completes an Evaluation Form, which is submitted to the Faculty Advisor (within two weeks of completion of work).
- ☐ The student completes a self-evaluation of practicum form and returns it to his or her Faculty Advisor (within two weeks of completion of work).
- ☐ The student completes the final poster presentation and submits it to the Academic Administrator electronically.

## COMMUNITY PRACTICUM PROPOSAL FORM

Student: \_\_\_\_\_ Email: \_\_\_\_\_

Agency: \_\_\_\_\_ Phone: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Preceptor: \_\_\_\_\_

Preceptor's Phone: \_\_\_\_\_

Preceptor's Email: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

Project Title: \_\_\_\_\_

Estimated Time \_\_\_\_\_ Per Week (A minimum of 200 contact hours is required to receive course credit.)

Please attach a 1-2 page description of the practicum work to be completed. Your description should include an overall purpose for the practicum, the goals\* of the project, specific activities involved in meeting those goals, the placement's potential to allow you to apply skills and knowledge gained in coursework and personal learning you want to accomplish during the practicum.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Preceptor Signature Date

\_\_\_\_\_  
Faculty Advisor Signature Date

\_\_\_\_\_  
Practicum Coordinator Signature Date

\* Goals should be written as action statements, using verbs like "develop," "perform," "complete," "conduct," "increase," and "improve." For example, a goal might be "to perform a critical literature review" or "to conduct a telephone survey."



## Student Community Practicum Log

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

[illegible]

| Date             | Hours Worked   | Tasks Accomplished  | # Hours |
|------------------|----------------|---|---------|
| 6/7/2011         | 8:30-4:45      | became familiar with COVNO research project, emailed contacts about speaking in GH obstetrics course, got ID badges           | 8.25    |
| 6/10/2011        | 8:00-5pm       | contacted IRB and began completing modules, continued email correspondence on GH OB/GYN interest group                        | 9       |
| 6/14/2011        | 8:30-12        |   | 3.5     |
| 1/9/2012         | 9:00-12pm      | met with Dr. C and Skyped with Lauren about future tasks  | 3       |
| 1/10/2012        | 9:00-1pm       | read careHPV protocol, became familiar with OSIRIS website  | 4       |
| 1/11/2012        | 8:30-12pm      | started translating acceptability protocol, worked on SPSS for pre/post tests   | 3.5     |
| 1/12/2012        | 8:30-2pm       | completed translating acceptability protocol, worked on SPSS of health promoter data  | 5.5     |
| 1/13/2012        | 8:30-1:30pm    | attempted more SPSS on health promoter data, read and began editing Atkinson Foundation grant                                 | 5       |
| Week Total Hours | 18             |   | 41.75   |
| 1/17/2012        | 8:30-1:30pm    | read Blumenthal article on VLA, worked on Atkinson Grant  | 5       |
| 1/19/2012        | 8:30-3pm       |   | 6.5     |
| 1/20/2012        | 8:30-2pm       |   | 5.5     |
| Total Hours      |                |   | 58.75   |
| 1/23/2012        | 8:30-11        | worked on Atkinson grant  | 2.5     |
| 1/24/2012        | 8-1pm          | worked on Atkinson grant, defined parameters for HP survey  | 5       |
| 1/26/2012        | 9am-2pm        | met with Barb Folb at GSPH to get help with HP survey lit search, Atkinson grant  | 5       |
| 1/27/2012        | 8:30am-1:30pm  | Atkinson grant! preliminary HP survey research  | 5       |
| Week Total Hours |                |   | 17.5    |
| 1/30/2012        | 8:30-1:30pm    | read articles for HP survey project/researched for HP survey  | 5       |
| 1/31/2012        | 8:30am-1:30pm  | started writing HP survey questions, researched survey design   | 5       |
| 2/2/2012         | 9am-2pm        | worked on HP Survey   | 5       |
| 2/3/2012         | 8:30-2pm       | Met with Dr. Musa, worked on HP survey  | 5.5     |
| Week Total Hours |                |   | 20.5    |
| 2/6/2012         | 11-1pm         | HP Survey   | 2       |
| 2/7/2012         | 8:30am-1       | HP Survey   | 4.5     |
| 2/9/2012         | 8:30am-12:30pm | HP Survey   | 4       |
| Week Total Hours |                |   | 10.5    |
| 2/13/2012        | 8:30am-2:30pm  | translated focus group guide, made demographics table, formatted knowledge retention quiz, looked at website for improvements | 6       |
| 2/14/2012        | 8:30am-4pm     |   | 7.5     |
| 2/16/2012        | 8:30am-4pm     | adherence paper background, website improvements  | 7.5     |
|                  |                |   | 31.5    |

## SELF-EVALUATION OF COMMUNITY PRACTICUM (Midpoint)

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Agency Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

|   | Strongly<br>Agree        | Agree                    | Disagree                 | Strongly<br>Disagree     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The amount of work is appropriate for credit assigned           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am encouraged to apply Knowledge and skills from coursework.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was prepared to begin the practicum experience.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The practicum work has been well-organized.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On-site time is used efficiently.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have adequate resources to conduct my project.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The preceptor is available if I have questions.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have developed a good working relationship with my preceptor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am able to work well with others at the practicum site.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am receiving sufficient supervision from my preceptor.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am receiving sufficient supervision from my faculty advisor.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The practicum is helping me clarify my plans for the future.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this practicum site to other BCHS students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## PRECEPTOR COMMUNITY PRACTICUM EVALUATION (Midpoint)

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

|   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | Cannot Evaluate          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My goals for this practicum are being met.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The project is being completed in an appropriate amount of time.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student was prepared to begin the practicum experience.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On-site time is being used efficiently.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student is able to carry out assigned tasks.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student is able to utilize supervision constructively.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student is behaving in a mature and professional manner.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have developed a good working relationship with the student.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student interacts well with others at the practicum site.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When needed, there is enough Communication among the Faculty Advisor, student and myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The practicum is requiring an appropriate amount of my time.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had enough input into structuring the practicum experience.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I want to continue working with BCHS as a preceptor.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Please use additional pages, if necessary, to make any further comments.*

## SELF-EVALUATION OF COMMUNITY PRACTICUM (Final)

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Agency Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

|   | Strongly<br>Agree        | Agree                    | Disagree                 | Strongly<br>Disagree     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The amount of work was appropriate for credit earned            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was encouraged to apply knowledge and skills from coursework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was prepared to begin the practicum experience.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The practicum work was well-organized.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On-site time was used efficiently.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had adequate resources to complete my project.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The preceptor was available if I had questions.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I developed a good working relationship with my preceptor.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was able to work well with others at the practicum site.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I received sufficient supervision from my preceptor.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| received sufficient supervision from my faculty advisor.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The practicum helped me clarify my plans for the future.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this practicum site to other BCHS students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 1) What were your goals at the outset of the placement and your progress in meeting them?
- 2) Were your initial goals modified in the placement? If so, please discuss how and why.
- 3) How much initiative were you able to use to shape and implement the project?
- 4) To what extent were you able to understand and use the agency system to complete the project?
- 5) In what areas do you think your performance in the practicum needed some improvement, and how did you intend to address these issues?
- 6) What specific skills, abilities and knowledge did you gain from this experience?

Please use additional pages to answer the following questions:

ADD competencies here, 3-5 sentence summary of your project, anything else you want to say about your practicum site/preceptor.

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Preceptor \_\_\_\_\_

Date: \_\_\_\_\_

|   | Strongly<br>Agree        | Agree                    | Disagree                 | Strongly<br>Disagree     | Cannot<br>Evaluate       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My goals for this practicum were met.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The project was completed in an appropriate amount of time.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student was prepared to begin the practicum experience.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On-site time was used efficiently.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student was able to carry out assigned tasks.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student was able to utilize supervision constructively.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student behaved in a mature and professional manner.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I developed a good working relationship with the student.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The student interacted well with others at the practicum site.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When needed, there is enough Communication among the Faculty Advisor, student and myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The practicum required an appropriate amount of my time.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had enough input into structuring the practicum experience.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I want to continue working with BCHS as a preceptor.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Please use additional pages, if necessary, to make any further comments.*

## **Code of Ethics \***

### **Responsibility to the Public**

The ultimate responsibility of public health professionals is to promote, maintain, and improve individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health professionals consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Public health professionals support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others. They encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties. Public health professionals accurately communicate the potential benefits and consequences of the services and programs with which they are associated and accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.

Public health professionals are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies. They actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Public health professionals respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions. They provide services equitably to all people.

### **Responsibility to the Profession**

Public health professionals are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues

Public health professionals maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public. They model and encourage nondiscriminatory standards of behavior in their interactions with others.

Public health professionals contribute to the development of the profession by sharing the processes and outcomes of their work.

Public health professionals are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others. They give appropriate recognition to others for their professional contributions and achievements.



## **Responsibility to Employers**

Public health professionals recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Public health professionals accurately represent their qualifications and the qualifications of others whom they recommend. They use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Public health professionals accurately represent potential service and program outcomes to employers. They anticipate and disclose competing commitments, conflicts of interest, and endorsement of products. Public health professionals openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics. They maintain competence in their areas of professional practice.

## **Responsibility in Research and Evaluation**

Public health professionals contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, public health professionals do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Public health professionals support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment. They ensure that participation in research is voluntary and is based upon the informed consent of the participants. Public health professionals respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants, including treating all information obtained from participants as confidential unless otherwise required by law.

Public health professionals take credit, including authorship, only for work they have actually performed and give credit to the contributions of others. When public health professionals serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others. They report the results of their research and evaluation objectively, accurately, and in a timely fashion.

\* adapted from SOPHE