



The University of New Mexico ♦ Health Sciences Center

School Of Medicine

Masters in Public Health Program

UNIVERSITY OF NEW MEXICO | DEPARTMENT OF FAMILY & COMMUNITY MEDICINE

Master of Public Health Practicum Handbook January 2009

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Chapter 1

Practicum Guidelines for MPH Students

Section 1: Executive Summary:

Purpose of Practicum:

As result of the Practicum, students will have direct, hands-on work experience comparable to that in a career position suitable to an MPH graduate. The following are goals of the practicum:

1. To experience the practice of public health in a real world setting.
2. To understand the role of a public health professional in solving public health problems.
3. To practice applying one of the three core functions of public health and how they are applied in a public health setting.

Pre-Requisites:

- Theory & Practice I
- Practicum Proposal
- Signed Learning Contract (by preceptor, advisor and practicum director)
- A minimum of 21 MPH course credits

All of these must be complete before the student can sign-up for credits for practicum.

Work setting experiences undertaken before these pre-requisites have been met will not be counted toward practicum.

Credit Hours:

- 2 credit hours per semester (2 credit hours = 10 hours/week X 16 week or 160 total hours)
- Can be taken in one semester or spread over two semesters (1 credit each)
- Recommendation to not sign up for credits until student is able to complete practicum in that semester.

Practicum Sites:

The practicum is intended to be a broadening experience for the student, not something the student already knows. The student should seek a practicum site that is different from their usual professional experiences. **Example:** Student has worked in a state or local health department; their placement should be in a community-based non-profit or private sector organization. Practicum Director will assist students to find a suitable practicum placement. See Appendix A for Suggested Practicum Sites.

Required Practicum Products:

- Weekly Journal
- A Summary Paper
- Evaluation forms
- Practicum presentation

Practicum & Professional Paper:

The practicum focuses on the actual process of how public health problems are solved in the organizational contexts in which they are solved and the roles that public health professionals play in real world settings. Your practicum experience may also be useful to the development of your

Practicum Director:

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Section 2: Introduction to MPH Practicum

The public health practicum will provide Masters in Public Health students with the opportunity to experience public health in a real world setting. Students will be able to refine their professional public health skills, as well as test concepts acquired through the academic program.

Goals of the Practicum Experience:

To assist the MPH student to:

1. Utilize problem-solving skills for assessing and analyzing a public health problem.
2. Propose and co-implement interventions to address problems which are culturally and geographically appropriate.
3. Gain experience in public health settings and understand the importance of interdisciplinary team work to address public health problems.
4. Practice applying at least one of the three core functions of public health (assessment, assurance/intervention, or policy), and to reflect on how the two other functions would be incorporated.
5. Gain self-reflection and observation skills about public health organization/agency activities/effectiveness and the various roles public health practitioners play in those contexts.
6. Understand and reflect on one's own role as a public health professional and practice applying this role in a real public health work setting.
7. Strengthen public health practice competencies in areas identified through self- assessment. Expand personal public health networks in the state and region.

The training of public health specialists is not possible without the existence of cooperating community agencies, and the participation of skilled practitioners who are willing to oversee the professional development of students. A signed learning contract between the student and a community agency staff person formally establishes the site and conditions under which field learning occurs.

Students are assisted in the selection of field assignments by the Practicum Director. Academic advisors are also consulted for advice on learning objectives and field sites. Previous professional experiences, course work readings and discussions, critical self-assessment, and the Theory and Practice Seminars provide the foundation for field work selection and learning.

Section 3: Practicum Requirements

All students **must** complete Theory and Practice I before beginning their practicum. Most students enroll in their practicum after completing Theory and Practice I and II. All students must complete a minimum of two credit hours (160 hours) for their practicum. Students have two options to choose from in completing their practicum experience.

Practicum Option 1 is for students who have little public health experience (less than five years) or whose practicum placement necessitates taking the full number of hours.

Practicum Option 2 is for those students who have five or more years of full time public health experience. Under this option, a student can waive 80 hours of the 160 practicum hours (See, Guidelines - Practicum Option 2).

GUIDELINES

Practicum Option 1:

1. Students must complete a minimum of two credit hours field work in a site approved by the Practicum Director. Each credit hour is equal to 80 hours in the field. For two credits, this could equal 10 hours/week over a 16 week semester; 2 months of 20 hours/week, five hours a week over two semesters (enrolling for 1 credit each semester) or two credits during the semester in which the practicum will be completed; or another configuration.
2. The scope of the project or work to be accomplished during the practicum should be realistic and accomplished within the time period allotted for the Practicum.
3. The practicum can take place in a variety of public health agencies such as governmental public health agencies at the international, federal, state, local or tribal level; non-governmental organizations; community-based organizations, public interest/research/public policy/advocacy groups, university or other academic or public health settings. A practicum not tied to a specific public health agency or organization needs to be justified in relation to the role the placement site plays in advancing public health practice.
4. The student needs to select a preceptor who will oversee their practicum. The preceptor should possess an MPH or an advanced degree from a School of Public Health or other academic graduate public health training program in fields such as epidemiology, environmental health, health services, or maternal and child health, etc. OR at least five (5) years demonstrated experience in public health planning, policy development, epidemiology, research or administration. The preceptor needs to be available to meet at least three times with the student and have sufficient authority over the practicum site that they can provide the necessary resources to the student to ensure a successful practicum experience.
A field supervisor may be selected in addition to a preceptor who provides the on-site supervision for the student. This person does not need to have a degree in public health but should have working knowledge of all aspects of the agency in which the practicum is located and responsibility for one of the core public health functions at the site. If the preceptor provides on-site supervision of the student, then a field supervisor is not necessary.

Practicum Option 2:

Students who meet certain criteria may opt to write a paper and complete 80 hours of the field training requirement. Prerequisites to waive 80 of the 160 hours include:

- (a) Five or more years of full-time public health experience;
- (b) A sufficient understanding of their work experience in the context of the core functions of assessment, assurance, and policy development, and;
- (c) Completion of *Theory and Practice I & II before starting the process for this option.*

If the student chooses this option, they must:

1. Seek approval from the Practicum and Program Director. The student will draft a short memo to the Practicum **and** Program Director, detailing the full time public health work experience that qualifies them for this option.
2. Once notification of acceptance into this track is approved, the student must:
 - a) Identify a preceptor
 - b) Fill out a Learning Contract
 - c) Develop the practicum paper using the following guidelines and content:
 - Minimum of 10-15 pages in length.
 - Double spaced
 - 12 fonts
 - Include references in the text and a reference page
 - Use one of your work experiences to describe the public health issue you were working on, and provide a literature and epidemiological overview of the extent of the problem.
 - Discuss theoretical frameworks that apply to the selected work experience.
 - Describe in detail the activities and roles you performed in your work on this issue.
 - Describe in detail, how your work fit within the core functions framework, and if appropriate, describe how your work informed and influenced any of the core functions.
 - Describe the evaluation process used in your work.

Only students who demonstrate adequate understanding of their work and experience in the context of public health principles, science and theory will be granted one credit for their paper. Students should discuss this alternative with their advisor and the Practicum Director before attempting to opt out of half of the field training requirement.

MPH Epidemiology Concentration (EPI)

Goals of Epidemiology Practicum:

1. To experience epidemiologic practice in an applied public health setting
2. To understand the role of an epidemiologist in solving public health problems
3. To practice applying one of the three core functions of public health and how they are applied in a public health setting.

Preceptor/Field Supervisor:

It is most important that the Preceptor/Field Supervisor have the appropriate skills and experience for overseeing the goals of an epidemiology the practicum. For an Epidemiology practicum focused on assessment, it may be especially important that preceptor and/or field supervisor have relevant training in Epidemiology.

Practicum Presentation: Upon completion of the practicum, students are required to give a 10-minute presentation regarding their practicum to faculty and students.

MPH- Community Health Concentration (CHC)

Goals of Community Health Practicum:

1. To experience community health planning, implementation, and evaluation in an applied public health setting
2. To understand the role of working within a community context to address public health problems
3. To practice applying one of the three core functions of public health and how they are applied in a public health setting.

Preceptor/Field Supervisor:

It is most important that the Preceptor/Field Supervisor have the appropriate skills and experience to oversee the goals of a Community Health practicum. For a Community Health practicum focused on assurance and/or policy development, it may be especially important that the preceptor and/or field supervisor have relevant training in community health interventions.

Section 4: Setting up the Practicum Experience

Students typically gain assistance in setting up their practicum experiences during the Theory and Practice II Seminars and from the Practicum Director.

Students will become oriented to the public health system in New Mexico during Theory and Practice I and may gain ideas for practicum placements. During Theory and Practice II competency level related to public health theory and practice will be assessed. This self assessment can serve as a guide when students begin to investigate potential practicum sites. Students will be asked to meet with the Practicum Director once during Theory and Practice II in order to ensure that students understand all of the practicum requirements, to review the student's self-assessment, to identify areas for further academic enhancement, and to assist with practicum placement.

Student Self Assessment

During Theory and Practice II or prior to developing the practicum proposal and learning contract, the student completes the self-assessment survey. This survey will help the student and Practicum Director to identify students' strengths and competencies which need to be enhanced. The practicum site and project should be selected which will help the student to gain further experience in areas they want to enhance as identified by the self assessment and their interests (See Appendix B).

Role of Academic Advisor

Each student is assigned a faculty member who functions as the primary academic advisor. In this role, faculty advises and recommends areas of academic experience for the student, including practicum field training. Student learning objectives and tasks for the practicum should be approved by the academic advisor first and then by the Practicum Director. The learning objectives and tasks are considered in relation to how well they meet expected levels of competence and student interest in specific areas of professional development.

Finding a Practicum Site

Once the student identifies competencies to be strengthened and areas of interest, they should identify which programs or agencies might best match their learning needs. A practicum experience is intended to be a broadening experience for the student. The placement **should not** take place in a setting **or with skills** that the student already has. The student should seek a practicum placement/experience different from their usual work or professional experience.

Examples:

Student has worked in a state or local health department; their placement could be in a community-based non-profit or private sector organization. Student is a clinician in a primary care setting; their placement could be in a health care policy or financing setting. The Practicum Director can provide guidance to the student. Agencies contact the Practicum Director routinely to ask for the assistance of MPH students in completing projects, assessments, interventions or research.

The Practicum Director notifies students of these opportunities through the student listserv or by placing these notices in student's mailbox. There are regularly established Practicum sites with the Department of Health Office of Epidemiology in Santa Fe or the Office of Epidemiology, Indian Health Services Headquarters West in Albuquerque. Students also may find national or international practicum opportunities in the form of graduate public health student internships. While the Practicum Director will assist the students to identify placement sites, it is the student's responsibility to make the necessary contacts. A chart is provided for students to use in recording the contacts they have made to develop their placement sites.

Identifying a Preceptor/Field Supervisor

Once the practicum site has been selected, it will be important for the student to identify their preceptor. The preceptor plays a key role in determining what a student learns. Many public health professionals wish to work with MPH students to complete projects, but actually do not have the time to mentor the student during the practicum. Aside from public health credentials, positive professional identity and desire to work with a student, the most important qualification of a preceptor is that they can commit time for regular interaction with the student, to provide consultation and feedback about the student's work. Once the site has been selected for the practicum, the student will need to identify the most likely preceptor and meet with them by phone or in person to determine if they can support the learning needs

of the student and if they have time. At that time, the preceptor should identify a field supervisor for the student to provide on-site supervision. Frequently the preceptor can serve both roles and therefore a field supervisor may not be necessary.

Sometimes a student will identify a site and a field supervisor first, and then select a preceptor who has the appropriate qualifications and can provide public health mentorship. In this circumstance, the preceptor does not have to be located in the practicum agency.

Record of Contacts to Explore Practicum Sites

Date	Agency Name, Address, Phone Number	Person, Title, Degree	Projects Discussed

Practicum Proposal and Learning Contract:

A practicum proposal and learning contract must be in place prior to beginning the practicum. As part of Theory and Practice II Seminar, the student develops a mock practicum proposal. In many cases, students who develop this proposal for Theory and Practice II are not yet ready to begin their practicum. For the students who are ready to begin their practicum in subsequent semesters, this proposal can count toward the practicum proposal requirement, if the student ends up at the practicum site outlined in the proposal. The following guidelines are for the Practicum proposal for Theory and Practice II.

Guidelines for Practicum Proposal -Theory and Practice II:

Students in Theory and Practice II Seminar **who are not** ready to begin their practicum should follow these guidelines:

1. Define a public health issue you are interested in and provide a brief 1-2 page literature review of the issue. Define which public health agencies and organizations are involved in addressing this issue at the international, national, tribal, state and local level. Define the target population most affected by this issue.
2. Refer to student self- assessment survey. Define areas of strong student competency and competency areas the survey indicates need to be strengthened. Define which competencies from the self assessment the student wishes to enhance through their practicum experience.
3. Develop a set of learning objectives for this issue. What does the student wish to learn as a result of spending 160 hours in a practicum placement which addresses this issue? Students usually develop 4-6 learning objectives.
4. Using the **Record of Contacts to Explore Practicum Sites** chart, describe the contacts the student made to explore potential practicum experiences. Assess the potential sites according to their viability for a practicum placement. Is there a preceptor with public health credentials who can sponsor a student? Does this person have sufficient time to mentor a student? What projects were discussed as potential for a practicum?

Proposal Guidelines for Practicum:

1. If the student is ready to begin a practicum placement, here are the guidelines & format for the practicum proposal:
Format - double space,
2. 12 font, one inch margin and page numbered.
3. Define a public health issue you are interested in and provide a brief one to two page literature review of the issue.
4. Define the nature and scope of proposed practicum activities to be performed.
5. Develop a set of learning objectives for the practicum.
 - What does the student wish to learn as a result of spending 160 hours in a practicum placement?
 - Which areas of competencies found in the student's self assessment will this practicum address?
 - Students usually develop four to six learning objectives.
6. Describe the agency where the practicum will be conducted.
7. Define the agencies' mission and role and responsibility in addressing the public health issue you will be working on.
8. Identify the preceptor and their public health credentials.
 - What is the Preceptor's role in the organization/agency?

- Describe the field supervisor role and how practicum supervision will be carried out by both the preceptor and field supervisor.
9. Discuss the products/activities to be completed by the end of the practicum.
 10. Define the work schedule and actual locations of your practicum experience.

Learning Contract/Agreement

The Learning Contract is a signed, negotiated agreement between the preceptor/field supervisor, practicum director, academic advisor and student which identifies the important conditions and terms under which the practicum is to be conducted. This contract **must be completed prior to beginning the Practicum**. This contract should include, but is not limited to:

1. Scope of work for the practicum;
2. Identification of tasks to be performed during practicum;
3. The length of practicum, location, resources provided to do the tasks, etc;
4. Other details of placement including amount of pay, if any, preceptor-student meeting schedules, and expected products to be left at the field site upon completion of training.

The student generally follows these steps to prepare a learning contract.

1. Discuss the scope of work, deliverables of the practicum, practicum time schedule and location, start and completion date, practicum hours, pay level (if any) and the student learning objectives with the preceptor. Student discusses this with their advisor.
2. Student fills out the learning contract. See Appendix C for the Learning Contract form.
3. All parties sign the contract.
4. Student turns in the practicum proposal and the learning contract with all of the signatures to the Practicum Director.

Section 5: The Practicum

Practicum Requirements:

1. **Registering for the Practicum:** Students may register for the Practicum during the semester that they begin their practicum. Registration for the practicum is by Practicum Director's permission only. Students must contact Practicum Director prior to registering for their practicum. The student **may not register** for the practicum unless their Practicum proposal has been approved by the Practicum Director and their learning contract has been signed by the preceptor, the field supervisor (if appropriate), and their faculty advisor.
2. **Weekly Practicum Journal:** Students are required to keep track of their personal and professional learning experiences during their practicum by submitting an electronic journal weekly.
 - **Weekly journal writing:** This allows students to document their own responses to the work in their practicum site as well as their observations of the organization, its leadership and the strengths and weaknesses of public health practice at the site. The journal is meant to be a series of personal reflections that communicate the impact of the experience on the formulation of the student's views of effective public health practice. Entries should be made at least once a week and include specific accounts of experiences, interactions, observations and time completed. Submit the weekly journal to the Practicum Director.

3. **Preceptor/Field Supervisor Contacts:** Students must show evidence of weekly contact with Field Supervisor, a minimum of 3 contacts with public health preceptor. Note your contacts in the weekly journal.
4. **Practicum Director Contacts:** The Practicum Director is faculty of record for the Practicum course. Students should contact the Practicum Director if they are experiencing any difficulties with their placement or need assistance in any aspect of their practicum placement.
5. **Practicum Presentation:** Upon completion of the practicum, students are required to give a 10-minute presentation regarding their practicum to staff and students.

Student Responsibilities during Placement

Students are responsible for the following:

1. Meeting all the terms of the Learning Contract within accepted agency standards of quality.
2. Arranging meetings with field supervisor/preceptor to discuss progress of the learning activities or project.
3. Preparing and submitting to the Practicum Director an analytical summary paper on the field experience prior to the deadline for submitting grades for the semester that the student is registered to receive credit for the Practicum.
4. Students are responsible for advising the Practicum Director of any difficulties with the Practicum placement.

Exit Interview with Preceptor

At the completion of placement, student should schedule an appointment with their preceptor to provide feedback on the strengths of their learning experience at the site. For example, the student and preceptor might exchange ideas on how to sharpen the student's skills and increase the agency's capacity in the core public health functions. This experience will enhance the student's abilities to consult with others on program evaluation and provide the student with practice in providing technical assistance.

Section 6: Required Practicum Products

Practicum Evaluations

Students are responsible for completing practicum evaluation forms after placement. These forms include:

1. Student Evaluation of the Practicum
2. Preceptor Evaluation of Student
3. Field Supervisor Evaluation of Student (if appropriate)

If the student's preceptor is serving as field supervisor, then only the preceptor form should be filled out. These forms must be turned in with the Summary Practicum paper. The Practicum Director will not assign a grade for the Practicum until all of the forms and the summary paper have been turned in prior to the deadline for submitting grades for the semester in which the student is registered for the Practicum (See D).

Practicum Presentation: Upon completion of the practicum, students are required to give a 10-minute presentation regarding their practicum to staff and students.

Practicum Paper

To complete practicum units, students must submit a summary paper to the Practicum Director. The paper consists of a description and analysis of the practicum experience and an overview of the practicum related activities and skill building in one core public health function (assessment, policy, or assurance).

The summary paper contains the following sections.

1. Brief summary of practicum placement, preceptor, general outline of practicum activities, scope of project and timeline for project.
2. Outline the student learning objectives from your Practicum proposal. Describe in detail what activities you undertook to meet your learning objectives. Evaluate extent to which you were able to meet each learning objective. Include analysis of barriers to reach learning objectives and supply recommendations for how the Practicum could have been structured differently to enable you to meet your objectives. Compare your initial vision of what you wanted to accomplish with what actually happened.
3. Report practicum accomplishments and/or outcomes of any projects. What specific products are you leaving with the agency? What has the agency been able to accomplish with your assistance?
4. Describe the role of your preceptor and field supervisor in the agency. What skills did they bring to your practicum experience? What did you learn from them as public health professionals?
5. Describe the agency's (or your) theoretical framework for approaching the public health issue that was the subject of your practicum. Describe how the agency works with the major stakeholders and constituencies to address the issue. Describe the various professional roles and capabilities needed to address the health problem (process and content knowledge/skill needs); how the agency and health problem are affected by the larger public health and political environment.
6. Describe your practicum experience in terms of a particular core function of public health. Explore how your chosen core function informs and interacts with the other two core public health functions in both theory and practice.
7. Recommendations: What specific recommendations would you provide this agency in furthering their organizational capability? What recommendations would you provide the MPH program in structuring the practicum experience?
8. Appendix: Any products that you would like to share, such as brochures, data entries, or any other relevant material, including PowerPoint presentation.

The entire paper should be between 15-20 pages long. Double spaced, 12 font, page numbered, one inch margin and include reference page.

Chapter 2

Practicum Guidelines for Preceptors/Field Supervisors

Section I: Executive Summary of Preceptor/Field Supervisor

Criteria for Preceptor

MPH or other advanced degree in the public health field or five year demonstrated experience in public health research, planning or administration.

Criteria for Field Supervisor

This person is the on-site supervisor for the student and should have an understanding of public health functions as they are applied in the organization/agency.

Qualities of an Effective Preceptor/Field Supervisor

The preceptor/field supervisor plays a key role in determining what the student learns. The preceptor/field supervisor serves as a mentor for the student.

Learning for the student is enhanced when:

1. Preceptor has positive professional identify
2. Desire to support the learning and work of student
3. Has time to work with student
4. Has the experience to guide the student in whatever project is undertaken

Time Requirements

1. Preceptor meets with student at least three times (within 160 hour time frame) to determine progress and assess support needed.
2. Field supervisor meets with student at least once a week
3. Project or student work undertaken in agency should be able to be completed within 160 or within 10 hours/week for 16 weeks. Other time configurations can be negotiated between student, Practicum Director and Preceptor.

Negotiating the Learning Objectives

Before Practicum begins, the student, advisor, preceptor and field supervisor should discuss and negotiate the learning objectives, define the roles, responsibilities and specific tasks to be undertaken as part of the practicum. The schedule of work and expected products to be left at the field site upon completion of the practicum should also be determined. The student is responsible for preparing the learning contract that the advisor, preceptor, field supervisor, and Practicum Director sign.

Student Responsibilities

Students are responsible for:

1. Meeting all the terms of the Learning Contract within accepted agency standards of quality;
2. Arranging meetings with preceptor, field supervisor and Practicum Director as needed and defined;
3. Fulfilling the terms of the learning contract;
4. Identifying any barriers to completion of negotiated task and arranging meeting to resolve any problems.

5. Evaluating the practicum experience
6. Submitting all required paperwork

Preceptor Responsibilities

Preceptors are responsible for:

1. Meeting with students on a pre-arranged schedule to determine progress;
2. Overseeing the professional growth and development of student in task accomplishment;
3. Communicating problems in placement to student and Practicum Director;
4. Providing the students with needed resources to enable them to accomplish tasks;
5. Evaluating student strengths and weaknesses and providing timely feedback.

Field Supervisor Responsibilities

Field Supervisors are responsible for:

1. Supervision of student during on site practicum.
2. Communicating with preceptor and the student.

Section 2: Introduction to the University of New Mexico Practicum:

On behalf of the UNM MPH Program, we wish to thank all of you who are serving as mentors to our students, either as preceptors or field supervisors. Your willingness to serve in this capacity enables future public health professionals to be better prepared to assume their role as public health workers with a realistic understanding of public health practice.

The practicum is a two credit hour/160 hour requirement which is usually completed in one or two semesters. The purpose of the practicum is to provide direct, hands-on work experience comparable to that in a career position suitable to an MPH graduate, but under the mentorship of a seasoned public health professional.

The following sections of the Practicum Handbook should provide you with more information about your role and responsibilities related to the Practicum.

Section 3: Preceptor/Field Supervisor Qualifications

- **Preceptor:** MPH or other advanced degree from a School of Public Health in a field of Public Health such as epidemiology, environmental health, health services, or maternal and child health. **OR** 5 years demonstrated experience in Public Health research, planning and/or administration.
- **Field Supervisor:** This person functions as the on-site supervisor for the student. He/she should have some knowledge of all aspects of the agency functions and some responsibility for one of the core functions of Public Health at their site.

Section 4: Preceptor/Field Supervisor Requirements

The preceptor/field supervisor plays a key role in determining what a student learns.

The learning is enhanced to the extent that the preceptor/field supervisor possesses these characteristics:

- **Professional competence:** The effective preceptor demonstrates proficiency in the professional competencies relevant to his/her realm of practice.
- **Positive professional identify and ethics:** Enthusiasm about the public health profession, the work setting, and his/her own achievements and ethics help the preceptor serve as a positive role model.

- **Desire to work with an apprentice:** Enthusiasm and a positive attitude toward the preceptor role contribute to a quality experience for both preceptor and student.
- **Time to work with a student:** Effective guidance requires a commitment of time for regular and impromptu planning, consultation, and feedback sessions with a student.
- **Experience:** The preceptor should have at least five years of public health experience; enough to be familiar with his/her work environment and issues of professional practice.
- **Networking:** Knowledge of and access to network of public health professionals working throughout the state and region.

Section 5: Preceptor/Field Supervisor Role and Responsibilities

Before Practicum

1. Preceptors are responsible for negotiating a signed Learning Contract with the student before the internship begins.
2. Preceptors are responsible for providing the student with background information on the organization/agency, and orienting students to anticipated placement tasks, the organizational structure and decision-making processes.
3. Preceptors are responsible for facilitating agency resources to accomplish mutual goals.

During Placement

1. Preceptors are responsible for meeting with the student on the pre-arranged schedule to discuss progress throughout placement.
2. Preceptors are responsible for reviewing and approving the tasks and products developed by the students mid way through their practicum to provide feedback and make adjustments to the student scope of work and tasks.
3. Preceptors are responsible for overseeing the professional growth and development of students in task accomplishment.
4. Preceptors are responsible for communicating problems in the placement to either the student or Practicum Director, as appropriate.
5. Preceptors are responsible for assessing student accomplishments and professional strengths and weaknesses observed during placement, discussing these areas with the student, and completing an evaluation in a timely manner.

Section 6: Managing the Practicum

Practitioners accept students for many reasons. Some of the reasons include the following: they wish to participate in the professional preparation of those who one day will be colleagues; they wish to provide quality opportunities for application of theory into practice; they wish to involve students in time specific projects that provide an excellent learning opportunity for students while assisting the agency to accomplish specific goals. While graduate-level students can and usually do provide excellent professional work, they are not staff and require periodic assessment of their performance.

1. Before placement begins, or soon thereafter, orient the student to your organization's goal and staff.
2. Consider the student to be a special projects person who will enrich the programs in your organization. Plan to look for the special skill(s) each one possesses and negotiate projects that match his/her abilities and your needs.
3. Create a title for your student, e.g., Staff Associate, Research Assistant. Students generally do not like to be referred to as "students."

4. Require the student to manage his/her time well. Review time-line developed by the first few weeks of placement.
5. Schedule time to confer with the student. Expect the student's presence to add to your workload.
6. Expect the student's capabilities to become clearer over the course of the placement. Build in flexibility to limit or expand responsibilities over time and to allow the student to maximize learning.
7. Provide a supportive environment in which the student can make mistakes and learn from them.
8. Serve as the mentor, role model and coach for your student.
9. Contact the Practicum Director, as necessary, to support you in the precepting role.
10. In all instances, expect the student to justify his/her approach with theoretical considerations. Offer alternative points of view if you believe other approaches would be helpful.

Assessment of Student Needs & Negotiating a Learning Contract

Before you agree to accept a student for a practicum placement, it will be important to make sure that there is a good fit between what the student wants to learn, the student's career goals, and student skill level to perform the activities which form the scope of work for their practicum. Take the time to meet with the student. Use the questions below to help the student clarify what they want to learn and what you want them to do during their practicum placement. Taking the time up front to clarify the terms of the practicum and needs of student will prevent problems from developing later in the practicum.

Negotiating a Scope of Work for Student Learning Contract

The first step in the learning contract process is to review the student's objectives, education and preparation, and professional work experiences.

During the course of the negotiation it will be useful to have the student clarify objectives. Consider whether his/her objectives for the practicum are appropriate and thoughtfully selected. This may be very specific: more often they are vague and general. Discuss the objectives and clarify them by asking:

1. What do you hope to accomplish during this period?
2. How do you see yourself accomplishing that?
3. Are there particular skills you need/want to practice/develop?
4. What are your short-term and long-term goals?

Another approach is to suggest ways to meet the student's objectives:

1. To achieve this objective, I would have you do (describe activity/responsibility).
2. How does this compare to what you have in mind?

Assess the student's grasp of theory and practice approaches by asking these or similar questions:

1. What can you tell me about models of policy development, behavior change methods, social problems theory, etc.? Do you have a particular theory in mind that you would like to explore during the practicum?
2. What are your strengths in professional practice?
3. What skills/areas are you interested in developing or improving?
4. What are your career plans after you graduate and how do you plan to function in the public health field?

Writing samples and personal interactions throughout the negotiation process will help you assess the student's communications skills.

Discuss potential projects and the conditions under which you prefer to have the student work. Include supervision schedule, work hours, stipend (if applicable), travel, access to support staff, etc. The purposes of this discussion are to clarify preceptor and student expectations, capabilities and project demands and to clearly define roles.

Once accord is achieved, formalize it by having the student outline mutual expectations of all involved parties -student, preceptor, faculty advisor-in the Learning Contract. Your student will list his/her objectives along with the major projects and activities to be carried out to achieve the objectives, and will include statements to clarify responsibilities of the preceptor, the student and the University. This agreement forms the basis for working relationships during the practicum. You and the student should sign it.

The Learning Contract is not a legal document and may be modified by agreement between you, the student and the Practicum Director. Your organization specifies arrangements for conducting the practicum including orientation, supervision, and evaluation.

Requirements for Supervision during Practicum

1. Meet with the Field Supervisor in weekly scheduled supervisor sessions to discuss progress of the project.
2. Meet with the public health preceptor at least 3 times during the practicum.
3. Initiate and schedule initial meeting with Practicum Director as needed to address any issues, to clarify the scope of work for student's practicum or concerns with student performance during the practicum.

Guidelines for Providing Feedback to Students during Placement

The ability to provide feedback to students on their performance, skill development, communication style, etc. during their placement is an integral part of how student learning will be accomplished. Skillful feedback is the foundation for a successful student/mentor relationship. In order to provide feedback which is accurate and detailed, keep notes about the student's activities and performance, documenting specifics that you can use to develop and support an appraisal of his/her progress. Record observations on an ongoing basis.

Solicit Feedback during Placement

Being an effective preceptor is a challenge. It requires experience, self-assessment, and practice. Students can provide useful input for you to consider as you refine your skills. Seek and accept the student's feedback on your performance as a preceptor.

Explore his/her answers to questions like these:

- What did you like or dislike about our relationship, the projects, and the way you are being supervised?
- How did you feel about the types of projects you have? Are they challenging? Too easy? Too complicated?
- How clear are your responsibilities? How helpful is the work plan?
- How helpful are instructions for projects and delegated tasks?
- Are they organized? Complete? Clear?
- How comfortable are you with the level of independence you are allowed?

- Do you feel encouraged to practice creative problem-solving?
- What makes you feel that way?
- Is communication with me frequent enough? How useful is it? Is feedback helpful?
- Are your expectations for the practicum being met? If not, what are the reasons?
- What changes can you suggest to benefit you or me?

Reflect on your perceptions and on the student's feedback about the placement experience. Plan specific strategies to refine your style as a preceptor for the next student. Remind students that asking for and giving feedback are skill areas for public health professionals.

Notes on Feedback

"Feedback" is a way of helping another person to consider changing his or her behavior. It is communication which gives information about how a person or group affects others. Feedback helps an individual keep his or her behavior "on target" and thus better achieve his or her goals. The following are some criteria for useful feedback:

It is positive first. It looks at the positive aspects of the situation. A useful approach is to say what you like first, before you say what your concerns are. Being positive gets the person up to hear the other side. All too often feedback is first and only negative.

It is focused on behavior rather than the person. It is important that you refer to what a person does rather than comment on what you imagine he/she is. To focus on behavior implies that you use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus you might say a person "talked considerably in this meeting," rather than that this person "dominated the meeting."

It is specific rather than general. "I liked your body language" is less helpful than "I liked the way you moved forward when we were getting off track, then backed away again as soon as it was clear."

It is focused on description rather than judgment. The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Judgments arise out of a personal frame of reference or value system, whereas description represents neutral (as far as possible) reporting. Describing one's own reaction leaves an individual free to use it or not use it -as he or she sees fit. Avoiding evaluative language reduces the need for the individual to react defensively. For example, to be told that one is "dominating" will probably not be as useful as being told that "just now when we were deciding the issue, you did not listen to what others said."

It is focused on observations rather than inferences. Observations refer to what you can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which you make from what you see or hear. In a sense, inferences or conclusions about a person contaminate your observations, thus, clouding the feedback you may give. When inferences or conclusions are shared, and it may be valuable to do this, it is important that they be so identified.

It is focused on descriptions of behavior which are in terms of “more or less rather than in terms of “either-or”. When you use "more or less" terminology, it implies that the behavior falls in a continuum. This means you are stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus, participation by a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation. If you don't think in terms of "more or less" and use a continuous scale of measurement, you will be trapped into thinking in categories which may then not reflect reality.

It is focused on the sharing of ideas and information rather than on giving advice. By sharing ideas and information, you leave the other person free to decide for him/her, in light of his/her goals, in a particular situation at a particular time, how to use the ideas and the information. Insofar as you tell one what to do, you take away their freedom to determine for themselves what the most appropriate course of action is for them.

It is focused on the exploration of alternatives rather than answers or solution. The more we can focus on a variety of procedures and means for accomplishing a particular goal, the less likely we are to accept premature answers or solutions which may or may not fit a particular problem. Many of us have a collection of answers and solutions without well-defined problems.

It takes into account the needs of both the receiver and the giver of feedback. Feedback can be destructive when it serves only our needs and fails to consider the needs of the person on the receiving end. Help and feedback need to be given and heard as an offer, not as something you force upon another person.

It is focused on the amount of information that the person receiving it can, rather than on the amount that you have which you might like to give. If you overload a person with feedback, it reduces the possibility that they may use what they receive effectively. When you give more than a person can use, you are satisfying some need for yourself rather than helping the other person.

It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming he/she has no control over.

It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what the sender has in mind. When feedback is given in a group, both giver and receiver have the opportunity to check with others in the group on the accuracy of the feedback. Is this one person's impression or an impression shared by others?

It is focused on time and place so that personal data can be shared at appropriate times. Because receiving and using personal feedback involves many possible emotional reactions, it is important for you to be sensitive to when it is appropriate to give feedback. Excellent feedback presented at an inappropriate time may do more harm than good. In short, the giving (and receiving) of feedback requires courage, skill, understanding, and respect for yourself and others.

Section 7: Evaluating the Student and the System

An ongoing, systematic assessment of student progress and professional development enables the preceptor and the student to adjust the placement experience as necessary. Ideally, evaluation involves an open exchange. This provides feedback that the student can use to develop or refine skills and information the preceptor can use to modify student projects or supervisory strategies. A formal, written evaluation at the end of the practicum is required and provides faculty with an appraisal of the student's performance, accomplishments, and needs for continued academic experiences and skill development.

The system involves two evaluation strategies:

1. Preceptor's feedback to the school at the completion of placement.
2. Analytical paper on field learning by the student

Conduct a Summative Evaluation

Conduct a formal evaluation at the completion of the placement to assess the student's progress toward his/her objectives and professional growth and development.

Use the evaluation form included, or one of your own formats, if it addresses the same criteria.

Consider comparing evaluations. Have the student assess his/her performance independently. Compare it to your performance evaluation. Discuss the similarities and the differences. Explore reasons for ratings and explain the rationale for your own.

It is unlikely that any realistic combination of student activities will allow a preceptor to observe all of the professional skills listed on the evaluation form. However, if the interim evaluation has several checks in the "No Opportunity to Observe" column, consider modifying the student's activities to broaden his/her experience.

Evaluate the Practicum System

Practitioner cooperation is integral to assess the strengths of the system and areas of needed improvement. Feedback from the preceptor on the Practicum Director's performance and the system itself will provide useful information on ways to improve the system. You are encouraged to put your feedback in writing to the Practicum Director with a copy to the MPH Program Director.

Appendix

Appendix Contents

Appendix A.....	Suggested Practicum Resources
Appendix B.....	MPH Student Self Assessment Survey
Appendix C.....	Practicum Learning Contract
Appendix D.....	Evaluation Forms Student Evaluation: Field Option 1 Preceptor Evaluation Field Supervisor Evaluation
Appendix E.....	Field Supervisor/Preceptor Application for Field Placement Students

APPENDIX A
SUGGESTED PRACTICUM SITES/RESOURCES

- * NM Dept. of Health <http://www.health.state.us>
- * NM Health Policy Commission <http://www.hpc.state.nm.us>
- * Indian Health Service <http://www.ihs.gov>
- * HRSA <http://www.hrsa.gov>
- * Pan American Health Org <http://www.paho.org>
- * World Health Org. <http://www.who.int.org>
- * MPH-UNM <http://hsc.unm.edu/fcm/mph>
- * CDC <http://www.cdc.gov/train.htm>
- * NM Advocates for Children <http://www.nmadvocates.org>
- * NM Prenatal Care Network <http://cfusion.sph.emory.edu/PHEC/phec.cfm>
- * Bright Futures-NCMCH <http://www.brightfutures.org>
- * Children's Rights Council <http://www.gocrc.com>
- * Public Health Foundation <http://www.phf.org/PHFiobs/index.htm>
- * Division of Government Research <http://www.unm.edu/~dgrint>
- * Epidemiology and Cancer Center <http://hsc.unm.edu/epicccprol>
- * Public Health Employment Connection <http://cfusion.sph.emorv.edu/PHEC/phc.cfm>

APPENDIX B



**University of New Mexico
School of Medicine
Department of Family & Community Medicine
Masters in Public Health Program**

Summer 20_____
Fall 20_____
Spring 20_____

MASTERS IN PUBLIC HEALTH PROGRAM STUDENT SELF-ASSESSMENT SURVEY

Name: _____ Phone: _____

Local Address: _____

1. What are your career goals?
2. What types of public health-related experience have you had and where? Describe your major duty or responsibility in each.
3. In consideration of previous academic and work experiences and current achievements in Public Health, what skills do you offer your preceptor during practicum? Please list at least five skills you are prepared to offer.

4. Please list at least three public health problems or issues that interest you. Beside each one, rank your preferred priority for field training assignment.

5. Please rank your preference for field training professional setting from 1-10.

_____ Public Health Department, (location) _____ (location)

_____ Government Health Agency (State) _____ (location)

_____ Government Health Agency (Federal) _____ (location)

_____ Hospital

_____ Community Clinic

_____ Community based organization

_____ Consulting Firm

_____ Social Services Agency

_____ Foundation/Research Institutions

_____ Union/Labor Organization

_____ Industry/Insurance

_____ HMO

_____ Private Voluntary Organization

_____ Indian Health Service

_____ Ethnic Specific Target population

_____ Urban

_____ Rural

_____ Reservation

_____ Other: _____

6. Please list other factors to be considered in your practicum.

APPENDIX C
University of New Mexico
Masters in Public Health Program
Practicum Learning Contract

Student _____

Agency/Organization _____

* Agency Field Supervisor (required) _____

**Public Health Preceptor (if needed) _____

Practicum proposed for _____ Semester 20 _____ for _____ Credits

If practicum will not be completed during this semester, indicate additional semester(s) and credits _____

Project Description

Write a brief proposal that includes: 1) the nature and scope of the proposed project; 2) the goals and objectives to be completed; 3) the expected time frame for the project, including an expected date of completion; 4) the final product(s) anticipated if any. Attach proposal to this agreement. (Send proposal to preceptor and field supervisor.)

Student Learning Objectives (taken from proposal):

Student responsibilities in carrying out the project:

1. Maintain a work schedule agreed upon with the preceptor.
2. Complete the specified tasks of the project, including journal and final paper.
3. Meet with the Field Supervisor in weekly scheduled supervisory sessions to discuss the progress of the project.
4. Meet with the Public Health Preceptor in monthly meetings.
5. Initiate and schedule initial meeting with Practicum Director and second meeting with Practicum Director and the Field Supervisor/Preceptor.

Field Supervisor/Preceptor responsibilities in supervising the project:

1. Orient the student to the agency/organization.
2. Assist the student in gaining access to information and data required for the project.
3. Maintain contact with the MPH faculty as needed, provide a final evaluation on the student's performance, and meet with the MPH Practicum Director and student near the end of the practicum experience.
4. Meet with the student in regularly scheduled supervisory sessions.
5. Other (specify): _____

Expected schedule of student time in the agency/organization (e.g., hours per week).

Expected schedule for supervisory meetings between student and field supervisor (minimum once a week).

Specify arrangements for student work space in agency, if applicable. .

Specify arrangements for student access to information, personnel, data, data processing, and other materials necessary for completion of the project. If special permission is required for access to data, records or clients, how will such permission be arranged?

I have participated in development of the practicum proposal and agree to the conditions specified above. If it becomes necessary to change any of the specified conditions, I agree to make the changes know to each of the persons whose signatures appear below.

Student Signature

Date

Preceptor Signature (if applicable)

Date

Field Supervisor Signature

Date

UM Faculty Advisor Signature

Date

UNM Practicum Director Signature

Date

APPENDIX D



**University of New Mexico
School of Medicine
Department of Family & Community Medicine
Masters in Public Health Program**

Summer 20_____
Fall 20_____
Spring 20_____

STUDENT EVALUATION OF PRACTICUM

STUDENT NAME: _____

PRACTICUM ORGANIZATION _____

NAME AND TITLE OF FIELD SUPERVISOR:

NAME AND TITLE OF PRECEPTOR:

This questionnaire is designed to provide the Program with formal feedback from the student on their practicum experience. Please be open and honest in your replies since this information will help determine the appropriate use of the site in the future as well as provide input for changes in the field program. Your replies will not be shared with your preceptor, field supervisor, or other students without your permission. Attach additional sheets if the space provided is insufficient to answer the questions completely.

1. Preceptor/Field Supervisor Evaluation:

a) Did preceptor/field supervisor adequately provide orientation to administrative policies, physical facilities and standards of practice at the site?

b) Did your preceptor/field supervisor provide opportunities and resources necessary to accomplish the learning objectives outlined in the Practicum learning contract?

c) Did your preceptor/field supervisor have time to meet with you on a regular basis and provide adequate supervision and feedback? If not, how could this have been improved?

d) If unforeseen problems arose, was your preceptor/field supervisor helpful in assisting you to resolve those problems?

e) Did your preceptor/field supervisor communicate new knowledge and skills in ways you could understand?

F) was your preceptor/field supervisor receptive to your ideas and view points?

g) Comments in general about your practicum placement site and field supervisor/preceptors

2. MPH Practicum Program Evaluation:

a) How helpful were the MPH program staff in assisting you with setting up and accomplishing your practicum? Please provide comments on ways the MPH program could improve support to students in this area.

b) Were you able to meet often enough with MPH practicum staff to provide adequate guidance to you during your practicum?

3. Work Objectives:

a) Were most of your pre-arranged goals and objectives met?

b) If not, please explain what happened to prevent you from meeting your goals and objectives

c) List the skills you acquired during the placement that will contribute to your professional growth and development.

d) Would you recommend this site for future students? Please explain.



University of New Mexico
School of Medicine
Department of Family Community Medicine
Masters in Public Health Program

Summer 20 _____
Fall 20 _____
Spring 20 _____

**PUBLIC HEALTH PRACTICUM
 PRECEPTOR EVALUATION OF STUDENT**

Student Name: _____

Agency: _____

Preceptor _____

- It is important to remember that the Practicum is an integral component of the student's professional training in Public Health. This evaluation will help shape the student's course of study during the rest of their program at UNM as well as provide input for the planning of future practicum experiences and curriculum improvement. If you have questions, please call the Practicum Director at (505) 272-9879.

General Evaluation:

Please check the appropriate box. Check the number which best represents your answer. Five (5) represents the highest score, one (1) is the lowest score or NA if not applicable.

	High 5	4	3	2	Low 1	NA
Drive and initiative						
Priority setting: problem solving decision making						
Interpersonal skills: groups and individual						
Ideas and change						
Planning organization/project/program— development, management, evaluation						
Computer techniques-financial, management information systems, etc.						
Problem Analysis and Solution						

Basic research design of methodology, data collection and analysis, literature search						
Communications-conveying ideas persuasively, convincingly and concisely so that others can understand a. Verbal b. Written						
Policy research, drafting legislation, negotiation, implementation						
Assessment skills						

Overall Evaluation:

1. Did the student meet the objectives stipulated in the student's learning contract for the Practicum Placement?

2. To what extent did the student's work contribute to the mission and direction of your organization?

3. On the whole, how would you rate the student's performance?

4. Do you or your program or agency wish to continue to provide supervised field practice placements in the future?

5. Additional comments (you may comment about the student and or feedback on any aspect of the UNM MPH Practicum placement process including the role of the Practicum program and staff at the UNM MPH Program):



University of New Mexico
School of Medicine
Department of Family & Community Medicine
Masters in Public Health Program

Summer 20 _____
 Fall 20 _____
 Spring 20 _____

PUBLIC HEALTH PRACTICUM
FIELD SUPERVISOR EVALUATION OF STUDENT

Student Name: _____

Agency: _____

Field Supervisor: _____

- It is important to remember that the Practicum is an integral component of the student's professional training in Public Health. This evaluation will help shape the student's course of study during the rest of their program at UNM as well as provide input for the planning of future practicum experiences and curriculum improvement. If you have questions, please call the Practicum Director at (505) 272-9879.

General Evaluation:

Please check the appropriate box. Check the number which best represents your answer. Five (5) represents the highest score, one (1) is the lowest score or NA if not applicable.

	High 5	4	3	2	Low 1	NA
Drive and initiative						
Priority setting: problem solving decision making						
Interpersonal skills: groups and individual						
Ideas and change						
Planning organization/project/program— development, management, evaluation						
Computer techniques-financial, management information systems, etc.						
Problem Analysis and Solution						

Basic research design of methodology, data collection and analysis, literature search						
Communications-conveying ideas persuasively, convincingly and concisely so that others can understand c. Verbal d. Written						
Policy research, drafting legislation, negotiation, implementation						
Assessment skills						

Overall Evaluation:

1. Did the student meet the objectives stipulated in the student's learning contract for the Practicum Placement?

2. To what extent did the student's work contribute to the mission and direction of your organization?

3. On the whole, how would you rate the student's performance?

4. Do you or your program or agency wish to continue to provide supervised field practice placements in the future?

5. Additional comments (you may comment about the student and or feedback on any aspect of the UNM MPH Practicum placement process including the role of the Practicum program and staff at the UNM MPH Program):

APPENDIX E
MASTERS IN PUBLIC HEALTH PROGRAM
FIELD SUPERVISOR/PRECEPTOR
APPLICATION FOR PRACTICUM STUDENTS

Your Name: _____

Check one: Field Supervisor _____ Preceptor _____ Both _____

Title: _____

Address: _____

Phone: _____ Fax _____

Academic Degrees: _____

Professional Specialty Areas: _____

Organization Name: _____

Address: _____

Phone: _____ Fax: _____

Organization Head: _____

_____ I would be willing to be a field supervisor.

_____ I would be willing to be a public health preceptor for students serving at other agencies.

_____ No, my agency cannot accommodate a student at this time. *(If no, it would be appreciated if you would still return this application.)*

_____ Please contact us again. We may be able to accommodate a student in the future.

Please rank on a 1-5 scale (5 high) the learning opportunities in your agency:

Assessment:

- _____ Needs Assessment
- _____ Research design and methods
- _____ Qualitative
- _____ Quantitative
- _____ Determining program priorities
- _____ Collecting/analyzing data
- _____ Analysis of social, cultural, historical context of problem

Intervention Assurance:

- _____ Program planning/ development
- _____ Program management
- _____ Planning workshops, conferences
- _____ Providing Training
- _____ Setting program objectives
- _____ Proposal writing/grantsmanship
- _____ Marketing
- _____ Community organizing
- _____ Health Communications
- _____ Evaluation
- _____ Application of behavior change theory to intervention
- _____ Application of social change theory to intervention

Policy:

- _____ Policy research
- _____ Drafting legislation
- _____ Policy negotiation and implementation
- _____ Advocacy
- _____ Interpreting regulations/programs from policy

Administration:

- _____ Personnel and staff development and training
- _____ Budgeting, financial planning
- _____ Accounting, funds development, reimbursement
- _____ Administration/operations

Process Skills:

- _____ Groups and committee work
- _____ Consultation
- _____ Computer proficiency
- _____ Public speaking, presentations
- _____ Working with interdisciplinary teams
- _____ Working with cultural and ethnic groups other than European American,
mainstream society
- _____ Working with community groups

Please give a brief description of the project/assignments in which you envision the student being involved or attach a *job description*.

Please list minimum qualifications related to previous experience of skills you require of a student for each position available or *attach a job description*.

How many students can you accept at anyone time? _____

Our organization is able to support students with:

Stipend _____ Yes _____ No _____ \$ per month

Transportation _____ Yes _____ No

Meals _____ Yes _____ No

Business Expenses _____ Yes _____ No

Other (describe) _____

Please check the resources available for students placed at your agency.

_____ Desk

_____ Administrative assistant

_____ Telephone

_____ Assistance with housing

_____ Other _____

The following information will help students familiarize themselves with your agency.

_____ Please check all that apply.

_____ Health Department (state or district) (location)

_____ Other State Agencies (location)

_____ Indian Health Service

_____ Other Government Entities (city, county)

- _____ Hospital
- _____ Community Clinic
- _____ Community Based Organization
- _____ Consulting Firm
- _____ Social Services Agency
- _____ Foundation Research Institutions
- _____ Union/Labor Organizations
- _____ Industry/Insurance
- _____ HMO: _____
- _____ Private Voluntary Organization
- _____ Military
- _____ Tribal Agencies
- _____ Ethnic Specific Target Population
- _____ Urban
- _____ Rural
- _____ Other _____

If possible, please enclose the following materials which will help to introduce your organization to students in the Masters in Public Health Program.

- _____ A job description _____ in your agency.
(Type of health professional)
- _____ A written statement of objectives for your organization
- _____ An organizational chart of your organization.
- _____ Brochures or pamphlets on your organization.
- _____ Brochures or pamphlets on your sponsored programs and/or services.

_____ Information about your community. (Examples: Local newspaper, maps, place of interest, etc.)

Please attach a copy of your resume.

Thank you.