



SOURCE Preceptor Information for the MPH Practicum

2015-2016

SOURCE Preceptor Information for the MPH Practicum Johns Hopkins Bloomberg School of Public Health (JHSPH)

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Introduction

Thank you for your interest in hosting a MPH student practicum. This information packet provides guidelines for you regarding the practicum process, including application procedure and the roles and responsibilities of the preceptor.

Please feel free to contact us at any point with any questions or concerns.

Note: The following materials are specific to the MPH practicum requirement. All professional degree students (MPH, MSPH, DrPH) will need to complete a practicum to comply with the Council on Education for Public Health (CEPH) school of public health accreditation requirements¹. If you are interested in practicum with the other graduate degree programs, please contact SOURCE@jhu.edu for more information.

What is a MPH (Master of Public Health) practicum?

A practicum is an opportunity for graduate-level public health students at the Johns Hopkins Bloomberg School of Public Health (JHSPH) to apply public health competencies in a real-world setting. The practicum, a graduation requirement¹, aims for student to develop skills/competencies and demonstrate the application of these through a practice experience relevant to the student's areas of interest. A practicum is coordinated between a preceptor (a public health professional working at a public health organization in the field), JHSPH, and a student. The practicum meets the needs of the participating organization or agency, while the student learns to apply public health skills and competencies. A practicum must have realistic expectations and objectives that can be delivered within a specific amount of time (typically on a part-time basis), and must focus on at least one of the core competencies for the public health workforce. **Competency-based Learning Objectives for the MPH Practicum**² are listed in Appendix A on page 8. Practicum projects can be completed by one student or a group of students as warranted.

Practicum Requirements

The following criteria reflect the minimum practicum requirements:

A practicum experience ...

- 1) **Applies public health skills and competencies**^{2,3} relevant to the student's area of interest.
- 2) Is framed and carried out **within a public health practice context** (includes population-level activities at an established organization or agency).
- 3) **Is supervised** by a qualified preceptor who has experience and knowledge in the subject matter.
- 4) **Is a significant** experience (minimum 100 hours).
- 5) **Is an evaluated experience**: preceptors evaluate students based on achievement of defined learning objectives and deliverables; students reflect on and evaluate their overall practicum experiences.

¹ <http://ceph.org/assets/SPH-Criteria-2011.pdf>

² Competency-based Learning Objectives for the MPH Practicum: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/documents/MPH-Practicum-Learning-Objectives.pdf>

³ Core competencies for the public health workforce are here: http://www.phf.org/resourcestools/Documents/Core_Compencies_for_Public_Health_Professionals_2010May.pdf.

Qualifications of Johns Hopkins Bloomberg School of Public Health MPH Students

Johns Hopkins Bloomberg School of Public Health (JHSPH) Master of Public Health (MPH) students come with a variety of skills and experiences. A requirement for admission to the MPH program is at least two years of full-time, post-baccalaureate, health-related work experience or a doctoral degree in a field underlying public health. There is a diversity of professions in the MPH student body – approximately 40 percent of full-time MPH students are physicians, 14 percent are in medical school, and 9 percent are nurses, with the remaining 40 percent from a variety of professions such as policy analysts, pharmacists, engineers, research assistants, lawyers, teachers, Peace Corps volunteers, case managers, computer system specialists, etc. Students come into the program highly motivated to protect the public's health and are required to complete core coursework in the areas of biostatistics, epidemiology, social and behavioral determinants of health, management sciences, practice/problem-solving, environmental health, and biological sciences.

Organizations and Preceptors qualified to host a student

Practicum placements can be in a variety of organizations, including local and state public health agencies, community-based organizations, private corporations, as well as international non-governmental agencies and organizations. Host sites must be an established organization with at least one full-time staff member and a physical, public office location. A qualified preceptor must commit time to supervising a student throughout the experience and providing feedback on the student's work. The preceptor should have knowledge of the project area and work with the student to develop the practicum project in order to guide the student throughout the process. As part of the Council on Education for Public Health accreditation requirements, JHSPH is required to assess preceptor qualifications⁴. A preceptor who does not have a JHSPH faculty appointment must *submit a resume or CV* to JHSPH along with their practicum project submission. These materials can be uploaded through the **Practicum Opportunity Site** at <https://pos.jhsph.edu/>. Alternatively, the resume/CV may be e-mailed to SOURCE@jhu.edu.

Roles and Responsibilities

The site preceptor will supervise the student, along with general oversight from the JHSPH MPH practicum team. In some cases, the student's faculty advisor may also provide oversight. The preceptor will develop the practicum activities, learning objectives, and deliverables. Specific preceptor responsibilities are listed below.

Preceptor Responsibilities

1. Develop and agree to facilitate the practicum experience
2. Inform your organization's leadership about the practicum, and identify an alternate preceptor
3. If looking to identify a student, submit a practicum project through the **Practicum Opportunity Site** at <https://pos.jhsph.edu/> (including submission of CV or resume, if not JHSPH faculty)
4. From interested candidates, select a student to complete the project
5. Assist the student with their **Practicum Learning Plan**, which outlines the roles and responsibilities of the student, preceptor, and JHSPH, as well as the practicum project description, specific goals and objectives, and proposed timeline. A template for the **Practicum Learning Plan** is located in Appendix B on page 10.

⁴ <http://ceph.org/assets/PHP-Criteria-2011.pdf>, page 15

6. Provide adequate working space for the student as needed (e.g. computer, Internet, desk)
7. Review the organization's policies and rules, as well as mission and goals with the student
8. Provide the student with any necessary background information and materials as warranted
9. Meet with the student regularly to provide necessary guidance and supervision, as well as establish and maintain project goals, objectives and timeline
10. Identify other experiences, outside of the practicum, that will expose the student to the "flavor" of working at the practicum site (e.g. staff meetings, conference calls, etc.) if available
11. Complete evaluations of the student (JHSPH will contact you when it is time to complete these forms):
 - a. Progress Report (at the mid-point of experience)
 - Preceptor: <http://tinyurl.com/progress-preceptor-complete>
 - Student: <http://tinyurl.com/progress-student-complete>
 - b. Evaluation of student (at the end of experience)
 - Preceptor: <http://tinyurl.com/final-preceptor-complete>
 - Student: <http://tinyurl.com/final-student-complete>
12. Communicate with JHSPH in regards to any issues or concerns throughout the practicum

Financial Compensation

The practicum is NOT required to be a paid experience, but it is allowed. If payment is involved, the preceptor and student must negotiate the terms on their own. JHSPH will not be involved in arranging or dispersing any form of payment.

Practicum Process

****IMPORTANT NOTE****: If you have already been in contact with a student and have defined a practicum opportunity for that student, please skip to Step 4.

Step 1: Develop a Practicum Opportunity

Once you have decided that you are willing to serve as a preceptor and that your organization is able to offer a student practicum project, the next step is to develop a practicum opportunity. Consider the needs of your organization and how a project could fulfill that need. The best projects are those that are well-defined, specific, and can be completed in a specified time period. A practicum must have realistic expectations and objectives and must be competency-based (see the ***Competency-based Learning Objectives for the MPH Practicum*** in Appendix A on page 8). It is important to clearly state any skills or knowledge required to complete the project (e.g., familiarity with computer statistical software or foreign language fluency).

Below is the general information that is required to submit a practicum opportunity:

1. Brief Practicum Description & Proposed Approach
2. Practicum Goals
3. Examples of work the student could accomplish during the practicum
4. Skills required by the student to complete the practicum (e.g., data analysis, writing, etc.)
5. Number of students requested for the project (can be one student or group of students)
6. Anticipated time commitment needed for one student (e.g., hours per week, start/end date of practicum)

7. Location where student will complete work (on-site, remotely, or both). For on-site projects, include the organization's hours of operation and if accessible by public transportation
8. Description of what the team/organization offers that would make a significant educational experience for the student (e.g., opportunity to work directly with communities, engage in program implementation and evaluation, etc.)
9. Possible challenges for a successful student experience (e.g., tight timeline, large organization, etc.)
10. Application process (e.g., application deadline, interview process)

Example practicum projects are in Appendix C on page 15.

If you would like assistance developing your practicum project, please contact us at SOURCE@jhu.edu, 410-955-3880. Either Elizabeth Doerr (Associate Director of SOURCE) or Mindi Levin (Director of SOURCE) would be able to walk you through the process and answer any questions.

Step 2: Submit a Practicum Opportunity

When you have developed a practicum opportunity, you will submit the opportunity through the Practicum Opportunity Site at <https://pos.jhsph.edu/>. A step-by-step guide to walk you through the online submission of a project description through the online site is in *Appendix D*.

Once you submit the practicum opportunity, JHSPH will review the opportunity to determine if it meets the practicum criteria. If it meets the criteria, it will then be posted on the ***Practicum Opportunity Site Listing*** site for students review (only JHSPH students are allowed to review the projects). If the proposed project does not meet the practicum criteria, JHSPH will contact you with feedback about how to revise the project to meet the MPH practicum requirements. After making changes, you can resubmit your opportunity.

Step 3: Conduct student interviews/selection

You determine the application procedure, as well as the number of students you choose to interview. To have a better chance of finding the right student, it is suggested to interview several students. In-person interviews are encouraged to better assess the applicants, as well as to allow the student(s) to experience the travel from their location to your organization's office. However, if necessary, phone or videoconference interviews are acceptable. After you have selected a student, please inform SOURCE (SOURCE@jhu.edu) that the position has been filled. JHSPH will then remove your opportunity from the student search site so that students will not continue to contact you about your opportunity.

Step 4: Orient student

After you have selected a student, you will need to orient the student to your organization, (i.e., review the organization's history, mission, goals, vision, work on a day to day basis, etc.). We encourage you to introduce the student to other staff to allow the student to gain an understanding of the workplace culture. It is important to discuss work logistics, including exchange of contact information, work hours, procedures for absences, parking, ID badges, computer log-ins, etc.

We also urge preceptors to have a discussion with the student to ensure that the scope of the project is appropriate for the timeframe and capabilities of the student. In the event that the project scope changes or becomes larger than what the student can handle in the given timeframe, the preceptor and student should re-evaluate the expectations so that both parties mutually benefit from the outcome.

Please notify JHSPH of any changes in the project scope, note also that JHSPH is available to provide assistance with any problems, questions, or concerns.

Step 5: Assist Student with the Practicum Learning Plan

The next step is to assist the student with the ***Practicum Learning Plan***. The ***Practicum Learning Plan*** is an agreement completed by the student in collaboration with the preceptor, outlining what activities are to be undertaken during what time frame, and outlining the roles and responsibilities of the student and preceptor. The purpose of the plan is to ensure that all parties understand and agree upon the practicum activities. **It is VERY IMPORTANT to work with the student to complete and approve this document as soon as possible.** A template of the ***Practicum Learning Plan*** is in Appendix B.

Step 6: Provide Project Information

Provide the student with necessary information, guidance and instruction for them to develop the knowledge, skills, and understanding needed to successfully carry out the project. This may include providing background information, other pertinent project information (reports, memos, fact sheets, etc.), and directing the student to research the topic (e.g., literature review, seek best practices, etc.).

Step 7: Supervise the student

During the course of the practicum, regularly scheduled face-to-face check-ins with the student are strongly encouraged to remain aware of student progress as well as answer questions or address any concerns. It is important to have an alternate preceptor available in your absence. If there are ever any problems at any time, please contact JHSPH as soon as possible.

If available and time permits, identify other opportunities, outside of the practicum, that will enrich the experience by further exposing the student to the “flavor” of working at the practicum site (e.g. staff meetings, conference calls, community meetings, etc.).

Step 8: Evaluate the student

During the course of the practicum experience, there are two required preceptor evaluations. The first is the mid-term ***Progress Report*** (<http://tinyurl.com/progress-preceptor-complete>). The second is the final ***Evaluation of Student*** (<http://tinyurl.com/final-preceptor-complete>). In the ***Practicum Learning Plan***, you will develop a timeline that will include evaluation due dates. The JHSPH practicum team will then send you a reminder in advance of the due dates.

Institutional Review Board – Human Subjects Research

If your project involves data about individual living people (e.g. personal health information, individual identifiers such as address, birthdate, race/ethnicity), Institutional Review Board (IRB) approval may be required. If you think that your practicum project might require IRB approval, please indicate this in the practicum opportunity description. JHSPH will then follow up with you to discuss further. If your project does need IRB approval, JHSPH will be in touch with you to discuss further (which may delay project approval). If the intent of the project is for public health practice purposes only (i.e., not for research/publications purposes) and does not involve vulnerable populations⁵, then IRB approval may

⁵ A vulnerable population is one that is not competent to provide informed consent or is in a situation that compromises their ability to provide voluntary informed consent. Please contact SOURCE@jhu.edu for more information.

not be necessary. Generally, we discourage pursuing projects that may require IRB approval. IRB approval requires considerable time and efforts, and students are unable to serve as principal investigators (PIs) to bring research projects to the IRB.

Legal Standard for Unpaid Internships

For unpaid practicum, projects need to be in compliance with the following *Fair Labor Standards Act* (<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>) guidelines:

- The student should receive an educational learning experience;
- The experience must be beneficial to student;
- The student should not replace the position of other staff;
- The employer does not receive immediate benefit from the student's work (e.g. employer cannot receive payment from clients/customers for the student's activities) ;
- There is no entitlement to wages during practicum experience;
- There is no entitlement to a job after completion of practicum experience.

We also urge preceptors to have a discussion with students to ensure that the scope of the project is appropriate for the timeframe and capabilities of the students. In the event that the project scope changes or becomes larger than what the student can handle in the given timeframe, the preceptor and student should re-evaluate the expectations so that both parties mutually benefit from the outcome. Please notify JHSPH of any changes in the project scope, note also that JHSPH is available to provide assistance with any problems, questions, or concerns.

Contact Information

Mindi Levin, Founder & Director, SOURCE, mlevin@jhu.edu, 410-955-3880

Elizabeth Doerr, Associate Director, SOURCE, edoerr1@jhu.edu, 410-955-3880

SOURCE (Student Outreach Resource Center), SOURCE@jhu.edu, 410-955-3880

Office of Public Health Practice and Training, practice@jhu.edu

MPH Program Office, mphprog@jhu.edu, 410-955-1291

APPENDIX

Appendix A. Competency-based Learning Objectives for the MPH Practicum

Analytics/Assessment Skills:

- Define a Public Health problem
- Obtain and interpret data to define risks to the community
- Identify the importance of data in shaping public health issues

Policy Development/ Program Planning Skills:

- Collect and prepare information to support policy development
- Develop policy recommendations
- Translate policy information and plans to policy programming
- Monitor and evaluate implemented policy programs

Communication Skills:

- Formulate communication plans through input from stakeholders
- Utilize learned skills to communicate effectively with a variety of stakeholders
- Employ effective strategies of communicating with the media
- Utilize communication skills through a variety of mediums
- Explain scientific information for press and lay audience in appropriate language
- Employ advocacy skills (e.g. advocating for change, public policy, programs, populations, etc.)

Cultural Competency:

- Recognize the importance of culture in Public Health practice and the need for a diverse workforce
- Explain cultural competency and how it applies to public health practice
- Interact regularly with people from diverse backgrounds
- Demonstrate strategies for cultural competency through communication strategies and adapting program and project needs appropriately

Community Dimensions of Practice Skills:

- Create connections and collaborate with key stakeholders to promote health
- Identify the role of government in health promotion
- Develop community public health assessment in collaboration with community partners

Public Health Sciences Skills:

- Utilize public health assessment tools to assess health status
- Apply methods of social sciences, epidemiology, biostatistics, environmental health, infection control and chronic disease prevention
- Identify strengths and limitations of research

Financial Planning and Management Skills:

- Develop a program or project budget
- Prepare a program or project proposal
- Utilize human resource management skills

- Demonstrate information technology and management skills
- Analyze cost-effectiveness of programs

Leadership and Systems Thinking Skills:

- Illustrate how an organization's vision can be created as a shared and collaborate process amongst stakeholders
- Describe how public health operates within a larger system
- Demonstrate how the political system can effect change
- Identify internal and external challenges to carrying out organization's mission
- Create connections and collaborate with key stakeholders to promote health

For more information about the Core Competencies for Public Health Professionals provided by the Public Health Foundation, please visit:

http://www.phf.org/resourcestools/pages/core_public_health_competencies.aspx

Appendix B. Practicum Learning Plan

The following is a template of the Practicum Learning Plan that a student must complete in order to receive approval for the proposed practicum project. We recommend that the student and the preceptor complete the form together. The final submission will be complete online: <http://tinyurl.com/mph-practicum-learning-plan>

Description of the MPH Practicum

The intent of the practicum requirement is to engage students in activities aligned with their career goals, as well as activities that demonstrate application of public health concepts and critical thinking relevant to the student's area of interest. Students will seek out activities that further develop their skill set and add new tools to their professional toolkit. Upon completion of the program, the student will be able to provide evidence of application of these skills to potential employers.

Preceptor Responsibilities

- Develop and agree to facilitate the practicum experience
- Provide adequate working space for the student as needed (e.g. computer, internet, desk)
- Review the organization's policies and rules, as well as mission and goals with the student
- Provide the student with any necessary background information and materials as warranted
- Inform your organization's leadership about the practicum, and identify an alternate preceptor
- Meet with the student regularly to provide necessary guidance and supervision, as well as establish and maintain project goals, objectives and timeline, and track student's hours
- Identify other experiences, outside of the practicum, that will expose the student to the "flavor" of working at the practicum site (e.g. staff meetings, conference calls, etc.) if possible
- Complete evaluations of the student (JHSPH will contact you when it is time to complete these forms):
 - [Progress Report](http://tinyurl.com/progress-preceptor-complete) (at the mid-point of experience): <http://tinyurl.com/progress-preceptor-complete>
 - [Evaluation of student](http://tinyurl.com/final-preceptor-complete) (at the end of experience): <http://tinyurl.com/final-preceptor-complete>
- Communicate with JHSPH in regards to any issues or concerns throughout the practicum

Student's Responsibilities

- Comply to the organization's policies and rules
- Provide formal feedback on practicum progress at the mid-point and completion of practicum
- Remain in communication with the preceptor throughout the practicum
- Abide by the JHSPH Academic Ethics Code. Students are required to complete [Academic and Research Ethics at JHSPH \(550.860\)](http://www.jhsph.edu/courses/course/550.860): 0-credit (<http://www.jhsph.edu/courses/course/550.860/82/2013/17218/>). **Must be completed during the first term of matriculation.**
- Do not engage in activities that violate standards for ethical practice or research (concerns about this should be communicated to SOURCE at SOURCE@jhu.edu before an activity is undertaken)
- Communicate with SOURCE in regards to any issues or concerns throughout the practicum
- Complete evaluations of the practicum experience (JHSPH will contact you when it is time to complete these forms):

- [Progress Report](http://tinyurl.com/progress-student-complete) (at the mid-point of experience): <http://tinyurl.com/progress-student-complete>
- [Final Report](http://tinyurl.com/final-student-complete) (at the end of experience): <http://tinyurl.com/final-student-complete>

School's Responsibilities

- Confirm with student and preceptor that proposed experience will meet practicum requirement
- Maintain communication with the student and preceptor throughout the project as warranted, including addressing any concerns or problems
- Work with the student and preceptor to evaluate the formal feedback on the progress of the practicum at the mid-point and completion of the practicum
- Track and evaluate the student's progress and completion of course requirements

I have reviewed and understand the description of the practicum experience, above, and I understand my responsibilities as a student.

- Yes
- No

Student Contact Information

Your first name:

Your last name:

Your phone number (XXX-XXX-XXXX):

Your Email address:

How are you completing the MPH program?

- Full-time (MPH only)
- Part-time/Online MPH
- MPH/MBA
- MPH/MSN
- MPH/MSW
- MPH/JD
- Residency

How did you connect with this practicum opportunity (select best answer)?

****You will select "Connected with practicum through SOURCE (other than BCP course)****

Preceptor Contact Information

CV required if non-JHSPH faculty member. Please upload online, or send to SOURCE@jhu.edu

Primary Preceptor first name:

Primary Preceptor last name:

Preceptor phone (XXX-XXX-XXXX):

Preceptor Email Address:

Primary Department (if JHSPH faculty member, search department here: <http://www.jhsph.edu/faculty/directory/list>):

Alternate Preceptor Contact Information

CV not required, but contact information required below.

Alt preceptor first name:
Alt preceptor last name:
Alt preceptor phone (XXX-XXX-XXXX):
Alt preceptor email:

Organization Information:

Name of organization where practicum is being completed:

City where organization is located:

State or country where organization is located (e.g. Maryland, Virginia, Washington DC, Brazil, Japan, Uganda):

Brief description of organization

Mission, population focus, organization's URL (if available)

Practicum Project goals and objectives (1 paragraph)

What are the goals and objectives of the project? What is the background on the project? What is the overall public health significance of the work?

Short description of student's contribution to the overall goals and objectives of the project (1-2 sentences)

What is the student's contribution to the overall goals and objectives of the project? What is the student's specific role in the project?

Summary of student's practicum duties (list)

Examples: conduct literature review of surveillance programs for health condition, execute data analysis to identify trends in utilization of medication, write final report to synthesize data, track current health policy trends, review similar programs to adapt for new program

Summary of preceptor's duties (list)

Examples: provide student with background materials, supervise student activities, provide student with feedback on work

Description of deliverables (if applicable)

Final products for the organization.

Will the practicum be linked to the capstone project?

More information about linking practicum and capstone can be found here: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-linked-to-capstone.html>

- Yes – Please explain how the practicum and capstone are distinct.
- No – Move on to next question
- Not sure – Please explain why you are not sure if your practicum will be linked to your capstone project.

Anticipated ***practicum*** start date (mm/dd/yyyy):

Anticipated mid-point **Progress Report** submission date (for non-course practicum) (mm/dd/yyyy):

Anticipated ***practicum*** end date (mm/dd/yyyy):

Final report will be due 2 weeks after end date. If completing practicum in the fourth term, final report is due May 1, 2015.

Will this experience fulfill your entire practicum requirement?

- Yes
- No, I will be combining it with other experiences to fulfill the requirement

Total Estimated Practicum Hours (for non-course practicum):

What specific public health practice competencies relate to your learning objectives for this experience? Please choose at least one, and no more than three.

Example learning objectives based on competencies: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/documents/MPH-Practicum-Learning-Objectives.pdf>

- Analytical/Assessment Skills
- Policy Development/Program Planning Skills
- Communication Skills
- Cultural Competency Skills
- Community Dimensions of Practice Skills
- Public Health Sciences Skills
- Financial Planning and Management Skills
- Leadership and Systems Thinking Skills
- Other

What are your ***specific*** learning objectives for the practicum? Think carefully about what you hope to gain from the practicum experience. Be specific so that your preceptor can evaluate you on how well you met your learning objectives.

Example learning objectives based on competencies: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/documents/MPH-Practicum-Learning-Objectives.pdf>

Example learning objective (from link above): Develop policy recommendations

Specific to practicum learning objective: Develop my policy development skills by working with the health department senior policy analyst to research food security programs in the country to develop policy recommendations specific to Baltimore City.

Example learning objective (from link above): Apply methods of social sciences, epidemiology, biostatistics, environmental health, infection control and chronic disease prevention

Specific to practicum learning objective: *Integrate the skills I am learning in my biostatistics course to further my analytical skills by using Stata to conduct data analysis on people who recently enrolled into the Worcester County Health Department's health insurance program.*

Appendix C. Example Practicum Projects

The following are generalized examples of potential practicum activities:

- Analyze, interpret, and summarize de-identified survey data or public records data
- Analyze barriers to implementing a program and present recommendations
- Assess lab-based surveillance data
- Conduct cost-effectiveness, cost-benefit, and cost utility analyses
- Conduct needs assessments
- Contribute to the measuring, reporting and continuous improvement of organizational performance
- Create an advocacy or advertisement campaign
- Design programs/curriculum on health topics
- Determine the feasibility and expected outcomes of policy options

- Develop and coordinate programs and activities
- Develop and implement quality improvement projects
- Evaluate the effectiveness of existing programs
- Gather information relevant to specific public health policy issues and develop policy recommendations
- Provide support and assistance in funding research and grant writing
- Identify strategies for determining budget priorities based on federal, state, and local financial contributions
- Investigate new partnerships that could also act as client resources
- Organize, analyze, and summarize study data for a report
- Promote public health policies, programs, and resources

The following are examples of practicum projects that were completed by full-time MPH students. Hours per practicum experience varied by project.

Individual Practicum Experience: A student worked with the Baltimore City Health Department's Asthma Friendly Schools program to facilitate the dissemination of asthma knowledge in schools and identify trends in school performance and asthma control. This involved contacting principals to recruit schools into the program, meeting with nurses and health aids to provide asthma technical assistance, disseminating tool kits, and coordinating data collection and analysis to look at performance standards.

Intensive Winter Break Experience: A student completed a course in Tuberculosis Control and Research, and then spent 2 weeks in Ababa, Ethiopia collaborating with various stakeholders to learn about practical TB diagnosis in Ethiopia and epidemiology of disease in the country. The student developed a final report and presented the findings to the Johns Hopkins University-Technical Support for the Ethiopian HIV AIDS Initiative (JHU-TSEHAI) lab groups.

Lab-Based/Research: A student worked with the Maryland Department of Health and Mental Hygiene (DHMH) public health laboratory to assess the importance of continued laboratory surveillance of tick-borne diseases in Maryland. The results and summaries were prepared as manuscripts and presented at a national meeting. The findings from these studies led to recommendations that the Code of Maryland Regulations (COMAR) for tick-borne disease surveillance should be sustained.

Practicum Experience linked with Other Academic Requirement (e.g. Capstone, Masters Thesis): For the practicum experience, the student assisted a non-profit organization to write an Operations Manual. To develop the manual, the student collected information through phone and in-person key leadership interviews. The student then built on the practicum experience for her Capstone paper. The Capstone paper included a literature review about the importance of knowledge management in the non-profit sector, a description of a theoretical framework to implement a knowledge management system, and an explanation of the real-world application of the theoretical framework, including lessons learned and suggestions for the future implementation.

Consultant / Group Project: A group of students worked as consultants with the Baltimore Urban Debate League (BUDL)'s staff, alumni, and adolescent health experts from JHSPH to develop an evaluation plan to measure BUDL's success. The final deliverable comprised of a pre- and post-survey for middle school BUDL participants, an implementation plan, and recommendations about additional indicators to measure success.

Combination of Experiences: The student completed two projects to meet the 100-hour requirement. For one project, the student completed a Consultant project with a local transitional housing organization to develop and disseminate a healthy eating and nutrition educational brochure. For the second project, the student worked with a non-profit organization to develop an evaluation tool for a Fitness and Nutrition program for elementary school students. The student then assisted with implementation of the evaluation tool and analysis of the information collected.

Appendix D. MPH Practicum Preceptor Tips

MPH Practicum Project Criteria

- Is a minimum of 100 hours (6-8 hours per week for 4 months is about 100 hours)
- Is population-health focused, public health *practice* activities
- Is supervised and evaluated by a qualified preceptor
- Applies at least one of the public health competencies are applied (Analytical/Assessment Skills; Policy Development/Program Planning Skills; Communication Skills; Cultural Competency Skills; Community Dimensions of Practice Skills; Public Health Sciences Skills; Financial Planning and Management Skills; Leadership and Systems Thinking Skills.)

MPH Students At a Glance

- At least two years of full-time post-baccalaureate, health-related work experience or doctoral degree in field underlying public health
- 50 percent in medical profession, 50 percent in diversity of fields (e.g. policy, engineering, research assistants, lawyers, peace corps, etc.)
- Core coursework in the areas of biostatistics, epidemiology, social and behavioral determinants of health, management sciences, practice/problem-solving, environmental health, and biological sciences.

MPH Program Offers the Following Concentrations

- Child and Adolescent Health
- Epidemiologic & Biostatistical Methods for Public Health & Clinical Research
- Food, Nutrition, and Health
- Global Environmental Sustainability & Health
- Health in Crisis and Humanitarian Assistance
- Health Leadership and Management
- Health Systems and Policy
- Infectious Diseases
- Social & Behavioral Sciences in Public Health
- Women's and Reproductive Health

Preceptor Responsibilities (brief overview)

- Work with the student to complete a *Practicum Learning Plan*: <http://tinyurl.com/mph-practicum-learning-plan>
- Supervise and guide the student through the project
- Evaluate the student:
 - **Progress Report** at mid-point: <http://tinyurl.com/progress-preceptor-complete>
 - **Final Report** at completion: <http://tinyurl.com/final-preceptor-complete>
- Communicate with JHSPH in regards to any issues/concerns (practice@jhu.edu)
- More information here: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-preceptors/>

Considerations when Developing Practicum Project

- If outside the Baltimore City area, consider allowing some of the work to be completed remotely
- Most students will search for practicum projects around August – October, but students will seek projects all year round. Note that students have to complete a Capstone requirement (i.e.

final paper) by mid-May and tend to be seeking post-graduation employment, so late Spring (March – May) is not a recommended time for practicum projects.

- Students have a winter break from December 20, 2014 – January 19, 2015 where they are not in classes and may be able to devote more time to practicum activities.
- In the student selection process, request a resume and a cover letter to assess the student's interest and qualifications for the project, as well as their writing skills. We also recommend interviewing the student either in-person or by phone call, or Skype.

Examples of Practicum Project Activities

- Analyze barriers to implementation and present recommendations
- Conduct cost-effectiveness, cost-benefit, and cost utility analyses
- Conduct needs assessments
- Contribute to the measuring, reporting and continuous improvement of organizational performance
- Design health programs/curricula
- Assess the feasibility and expected outcomes of policy options
- Develop and implement quality improvement projects
- Gather information relevant to specific public health policy issues, develop policy recommendations
- Investigate new partnerships and client resources
- Organize, analyze, and summarize study data

2015-2016 Academic School Year

- MPH students start summer term: July 1
- Summer Term: July 1 – August 21
- First Term: September 7 – October 23
- Second Term: October 26 – December 18
- *Winter Break: December 19 – January 18*
- Third Term: January 19 – March 11
- *Spring Break: March 12 – March 20*
- Fourth Term: March 21 – May 13

Project Description Approval Timeline (approximately 3-5 weeks)

- Step 1: Submit project description for review
- Step 2 (1-2 weeks): Initial review by Practicum Coordinator
- Step 3 (1-2 weeks): Practicum Coordinator and Preceptor are in communication to resolve any questions or concerns about the project
- Step 4 (1 week): Once project is approved, the project description is posted for student viewing

How to Submit a Practicum Opportunity Description

- Link to online Practicum Opportunity Site: <https://pos.jhsph.edu/>
- More specific instructions: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/documents/MPH-Practicum-POS-Instructions.pdf>

Contact Information

- SOURCE Practicum Team: 410-955-3880
 - Mindi Levin, mlevin@jhu.edu
 - Elizabeth Doerr, edoerr1@jhu.edu
- MPH Practicum Coordinator, Paulani Mui, pmui1@jhu.edu, 410-502-8952

Appendix E. Tips for a Successful Practicum Experience

- Develop clear expectations at the start of the project (e.g. hours per week, anticipated deliverables, communication method, how to address any issues, etc.)
- Define specific project objectives, goals, and deliverables
- Communication is key (suggest weekly face-to-face student/preceptor meetings)
- Implement method to track student's hours (see example templates here: http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/documents/Example_Timesheet_Template.xlsx)
- Be aware of/consider student's academic schedule (e.g. mid-terms, finals, spring break, winter break)
- Be flexible
- If available and time permits, identify other opportunities, outside of the practicum, to enrich the experience by further exposing the student to the "flavor" of working at the practicum site (e.g. staff meetings, conference calls, community meetings, etc.).
- Inform SOURCE (SOURCE@jhu.edu) of any issues right away!
- Practicum Information for Preceptors: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-preceptors/>
- Practicum Information for Students: <http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/>

Appendix F. References

Portions of this document were adapted from the following:

University of Michigan School of Public Health, Office of Public Health Practice. (2011-2012). *Field Experience Preceptor Handbook*. Ann Arbor, MI. Retrieved from <http://practice.sph.umich.edu/practice/files/pdf/PreceptorHandbook2011-2012Electronic.pdf>

George Washington School of Public Health and Health Services. (August 2012). *GW SPHHS Practicum Site Preceptor Guide*. Washington, DC. Retrieved from <http://sphhs.gwu.edu/studentres/practicum/download/SP%20Guidebook.pdf>

Attachment 1.
**Step-by-Step Guide to Submit a Project Description through the Practicum
Opportunity Site**