

MPH Practicum /Service-Learning Designation Application

Start of Block: Default Question Block

Q1 Course Number

Q2 Course Title

Q3 Instructor(s)

Q4 Select the academic term(s) during which this course is offered:

- 1st Term (1)
 - 2nd Term (2)
 - 3rd Term (3)
 - 4th Term (4)
 - Summer Term (5)
 - Summer Institute (6)
 - Winter Institute (7)
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Q5 Number of Credits

Q6 Enrollment Limit

Q7 Enrollment limit for practicum and/or service-learning component (if different than course enrollment)

Q8 Prerequisites

Q10 Please indicate which designation you are applying for.

- MPH Practicum (1)
- Service-Learning (2)
- Both MPH Practicum and Service-Learning (3)

Q22 Please provide a brief description of the practicum/service-learning component of your course

Q11 What specific MPH competencies (select at least 5 from the list, in alignment with the CEPH accreditation requirements) are developed and applied in your course?

- Apply epidemiological methods to the breadth of settings and situations in public health practice (1)
- Select quantitative and qualitative data collection methods appropriate for a given public health context (2)
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (3)
- Interpret results of data analysis for public health research, policy or practice (4)
- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (5)
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (6)
- Assess population needs, assets and capacities that affect communities' health (7)
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (8)
- Design a population-based policy, program, project or intervention (9)
- Explain basic principles and tools of budget and resource management (10)
- Select methods to evaluate public health programs (11)
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (12)

- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (13)
- Advocate for political, social or economic policies and programs that will improve health in diverse populations (14)
- Evaluate policies for their impact on public health and health equity (15)
- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (16)
- Apply negotiation and mediation skills to address organizational or community challenges (17)
- Select communication strategies for different audiences and sectors (18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (19)
- Describe the importance of cultural competence in communicating public health content (20)
- Apply systems thinking tools to a public health issue (21)
- Perform effectively on interprofessional teams (22)

Q28 How does the practicum/service-learning component of the course link back to students' learning and career development? (include any descriptions of assignments or classroom exercises that make that connection)

Q14 In what outside *organization(s)* will students apply these competencies? Who will serve as the preceptor(s) for the students?

Q15 How does the service-learning component address community-identified concerns? What needs/opportunities have the community organization(s) identified for this course?

Q16 Describe the reflection practices that are incorporated into the course. Use the [4 C's of reflection](#) to guide your answer.

Q17 Briefly describe how your course will prepare students to engage with outside organizations. Consider the history, culture and logistics of this engagement experience in your answer. (ex. SOURCE modules)

Q18 How are the students' practicum/service-learning activities evaluated?

Q27 Are you planning to have students meet regularly, and if so, how often and for how long (e.g. once a week for 2 hours)? If all students in the course are NOT participating in the practicum/service-

learning activity, please describe how your meetings/check-ins will be different with the students who are participating in the practicum/service-learning component.

Q20 Please provide your best estimate for the total number of hours each student will spend (on average) over the course of the entire term for each type of activity listed below:

In-class organizing and preparing for their public health practice project (i.e., in-class exercises that will prepare them for working with the organization, etc.) (1)

Out of class with direct face-to-face time at the partner organization (i.e., meetings with partner organization to discuss project scope, on-site work, etc.) (2)

Out of class working directly on the project (i.e., background research, data analysis, final project write-up, etc.) (3) _____

Reflecting and analyzing their public health practice experience - academic work that is specifically 'about' the experience, but not delivered to the organization where the project took place (i.e. reflections, progress reports, etc,) (4)

Q21 Upload Syllabus

End of Block: Default Question Block
