


Field Practice Placement Preceptor Guidebook



2007-2008

Practice Education and Career Services
320 West 10th Avenue
Room M-006 Starling Loving Hall
Columbus, OH 43210-1240
Phone: (614) 293-9747



Ohio State Public Health: Advancing Knowledge. Improving Life.

To Our Preceptors:

The Faculty and Staff of The Ohio State University College of Public Health wish to extend our warmest appreciation to each professional who serves as a preceptor for our students. Hosting a student is both a challenging and rewarding experience. The challenge lies in providing a worthwhile and meaningful Field Practice Placement where the student can practice the skills he or she has learned in the classroom. The rewards lie in having a student complete a project that your organization can really use. Students often bring new ideas to an organization and will plan and implement new programs. Additionally, you will have the opportunity to guide developing professionals through one of the most important experiences of their education. The personal satisfaction from this can be very worthwhile.

Many public health practitioners feel a professional responsibility to share their knowledge and experience with students entering the field. It is from your guidance and expertise that our students gain their knowledge, confidence, dedication, and leadership skills to go out into the field of public health. You are a role model. You are a mentor. You are a teacher. For this, we thank you!

This Preceptor Guidebook has been developed to assist you in providing a successful and meaningful field practice placement that meets the academic standards of The Ohio State University College of Public Health. We hope you will find it valuable. Should you have any questions during your experience, please contact Practice Education and Career Services at (614) 293-9747.

Respectfully Yours,

Lori Bolton, M.S.Ed.
Assistant Director
Practice Education and Career Services

Your student's sponsoring faculty advisor: _____
Phone number of advisor: _____
Email address of advisor: _____

Preceptor Guidebook

Table of Contents

This document contains the following topics:

Overview of the MPH Program.....	1
The Field Practice Placement Process	2
Responsibilities of the Preceptor.....	4
Responsibilities of the Student	8
Responsibilities of the Sponsoring Faculty Advisor.....	9
Difficult Situations	10
Appendices	11
Setting Goals and Objectives	12
Learning Objectives by degree program.....	13
Examples of Past Projects.....	25
Strategies for Giving Effective Feedback.....	27
Position Description form.....	29
Field Practice Placement Learning Agreement form	30
Preceptor Evaluation form	32
Student Evaluation form	34
Faculty Evaluation form	36
Campus Map	38
Staff Contacts	39

Overview of the MPH Program

The MPH Program

The College of Public Health currently offers a Master of Public Health (MPH) in seven specializations of public health:

- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Health Behavior and Health Promotion
- Health Services Management and Policy
- Veterinary Public Health and
- Clinical Investigation.

In addition, we offer an MPH Program for Experienced Professionals (PEP). This program emphasizes leadership skills, but does not have a disciplinary specialization.

The MPH Degree

The MPH is a professional or practice-oriented degree that emphasizes the improvement of policy and practice. The Field Practice Placement (also referred to as a “practicum”) is an integral component of professional training in public health and is required of all MPH students.

Degree Requirements

The MPH requires 60 credit hours of graduate course work. Of these, 20 credit hours are used for core courses in the five basic areas and 20 – 30 credit hours are used for the specialization. The remainder are electives, credit for the Field Practice Placement, and a culminating experience (thesis or project). At the time of the Field Practice Placement, most students will already have completed 40 – 48 credit hours in the program and should bring useful skills to the organization. A more detailed description of the curriculum is available online at <http://sph.osu.edu/academicprograms/mph/>, click on the specializations for specific program requirements.

Traditional MPH Students VS. The Experienced Student (PEP)

Many of the students in the traditional program begin the graduate program immediately after undergrad, and therefore have a limited amount of real-world work experience. This makes the practicum an integral part of their education as they begin to apply their knowledge in a practical setting. They may not truly understand the need for structure and may need extra guidance. They learn best while working at the organization with supervision, giving them the opportunity to network with other public health professions and observe the organization in action. The coaching a preceptor provides in establishing expectations and boundaries will help the student develop a strong work ethic.

On the other hand, students attending the Program for Experienced Professionals are doing so because of their work ethic. They have made a commitment to continue a full-time career while attending classes on the weekend. A PEP student may have the initiative to take on more responsibility early in the placement and perhaps take a project further. They may need less guidance. Because of their other commitments, however, they may need more schedule flexibility in completing their project.

The Field Practice Placement Process

Purpose This experience will afford the student a significant opportunity to apply knowledge and skills from the classroom toward the achievement of practical goals and the further refinement of the student's skills. This is done under the supervision of a preceptor (you) and a sponsoring faculty advisor.

Objectives The principal objectives of the experience are for the student to:

- Apply knowledge, techniques, and tools acquired in the classroom;
- Provide practical experience in an applied public health and/or community health setting;
- Develop skills in the field of specialization;
- Learn how one particular organization functions; and
- Explore a possible career path.

Defining Tasks Experience has shown that one of the best ways to accomplish these objectives is for the preceptor and the student, *with faculty consultation*, to define tasks and projects of importance to the organization and of interest to the student. These will assist the student in developing new skills and in gaining technical and managerial competence in selected areas.

Continued on next page

The Field Practice Placement Process

Continued

Prerequisites Students are expected to have completed a *minimum* of the first three quarters of the curriculum prior to enrolling in their Field Practice Placement. They are encouraged to complete a majority of their core courses and begin coursework in their area of specialization. Only students who are in good academic standing are permitted to begin their placement. Core courses include:

- **Biostatistics:** Design and Analysis of Studies in the Health Sciences I
- **Environmental Health Sciences:** Principles of Environmental Health
- **Epidemiology:** Principles of Epidemiology
- **Health Behavior and Health Promotion:** Preventing Disease and Promoting Health through Behavioral Science
- **Health Services Management and Policy:** Health Care Organization I

Summary of Requirements The College of Public Health requires that a student pursuing the MPH degree earn a minimum of 4 credit hours (120 hours) of supervised experience in an organization to apply and reinforce public health principles and concepts. Every 1-hour of Field Practice Placement credit requires 30 hours of participation in a public health related activity under the supervision of an approved public health practitioner (preceptor).

Timeline Often, Field Practice Placements take place during Summer Quarter, although they are offered any of the four quarters during the academic year. Summer Field Practice Placements are generally completed on a full-time basis. During Fall, Winter, and Spring, Field Practice Placements are generally completed on a part-time basis. For example, a 4-credit-hour Field Practice Placement can be completed in 6 weeks at 20 hours per week or in 12 weeks at 10 hours per week, all equaling 120 hours for 4 credit hours.

Additional Credit Besides completing the 120 hours on-site, the student is expected to spend additional time off-site reviewing literature and reports and in the preparation of a paper and additional requirements (depending on the specialization) on the subject and the experience of the Field Practice Placement. If the nature of the Field Practice Placement project requires more time, then the student may, with permission of the advisor and approval of the Assistant Director (Practice Education and Career Services), receive additional credit for a total of no more than 8 hours.

Grading Field Practice Placements are graded satisfactory or unsatisfactory (S/U). The faculty advisor reviews the final report, preceptor progress report and preceptor evaluation and consults with the preceptor before making the grade assignment. Final grades will be reported only when all paperwork, evaluations and required written reports are completed and received by Practice Education and Career Services.

Responsibilities of the Preceptor

Overview The following provides the preceptor with a good idea of the responsibilities of precepting, prior to placement, during placement, and after placement has ended.

Qualifications Necessary The following characteristics are encouraged in all The OSU College of Public Health preceptors. Preceptors should have:

- A working knowledge in the project areas assigned to the student
 - Experience and respect within the organization
 - A general understanding of the organization
 - Ability to commit time to supervise and instruct the student, and
 - An interest in helping a graduate student.
-

Prior to Placement

A project can be initiated two different ways:

The preceptor initiates a project and requests a student by

- *Identifying a project for the student to complete.* Some examples of past projects are listed later in this guidebook.
- *Completing a Position Description form and filing it with the Practice Education and Career Services.* See Appendices.
- *Interviewing interested student(s) who contact the preceptor (you).* If the student appears to be a match for the organization, confirm placement with him or her.

A student may initiate contact with a potential preceptor (from personal knowledge, networking, prior postings or precepting, etc.)

- *Student contacts preceptor directly.* Students may be looking for a project tailored to specific goals.
- *Initial discussions may determine upcoming or current projects that would benefit the organization and student.*

Student and preceptor complete the learning agreement along with guidance from the sponsoring faculty advisor. All parties must sign the form and the student must submit it to Practice Education and Career Services before beginning the practicum.

Make a general assessment of the student's level of competence to successfully complete the organization's planned project. Discussing previous experience with the student and observing his or her performance early in the Field Practice Placement can accomplish this and can be used to design the student's experience in the organization.

Continued on next page

Responsibilities of the PreceptorContinued

**Once
Placement
Has Been
Made****The preceptor should:**

- Arrange a schedule with the student for completing the necessary hours.
- Make a list of projects and work assignments for which the student will be responsible during this placement. Use the core courses and learning objectives by degree program (found in Appendices) to help define tasks you want the student to complete.
- Give the student an orientation to the site early in the field experience. This will facilitate a smooth transition into the site and optimize the use of available resources.
- Provide appropriate work space and office materials for the student. In order to gain professional work experience, traditional students benefit by working at the field placement site.
- Explain to the student your expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the Field Practice Placement should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions. Guide the student in his or her next steps throughout the project as needed and ask to review work periodically.
- Provide the student with constructive feedback. Some tips for providing feedback are located in the Appendices.
- Instill in the student the principles of professional ethics.
- Afford the student the time and patience needed for an optimal learning experience.
- Keep a record of the student's progress, hours at the site, and copies of his or her work. Involve the student's advisor with any questions or concerns throughout the experience.
- Complete an evaluation at the end of the experience. See Appendices.
- Encourage the student to present onsite about the experience and significant findings. Invite the faculty advisor and the assistant director of Practice education and Career Services to attend as well as colleagues.
- Contact the Practice Education and Career Services staff at any time throughout the placement with questions or if problems should arise (for more on this, see section titled Difficult Situations).

Continued on next page

Responsibilities of the Preceptor

Continued

Paving the Way

It is important to keep in mind that a preceptor paves the way for the student within the organization. Properly introducing the student to his or her role in the organization is crucial to the project's overall success. The preceptor provides the environment in which the student can gain confidence in his or her ability to perform the public health competencies.

Delegating Responsibility

As a preceptor there are two things that you should **NOT** do. The first is to give the student too much responsibility too fast. The second is to withhold job responsibilities from the student that he or she may be able to complete. In order to avoid these potential problems, you must evaluate the student's ability for yourself and decide how much responsibility is acceptable and what is too much. Balancing the two will make for a productive and more enjoyable experience for both the student and preceptor.

Interacting with the Sponsoring Faculty Advisor

The sponsoring faculty advisor is most involved at the beginning of the Field Practice Placement. He or she is involved in helping students clarify their goals and in choosing an appropriate site. There should be a three-way conversation at the mid-way point of the Field Practice Placement among the student, preceptor, and sponsoring faculty advisor. The student should take the initiative to schedule this interaction. The preceptor, however, can feel free to call upon the sponsoring faculty advisor at any time during the placement.

Additional Requirements

Some specializations may require the students to complete an extra assignment related to the practicum such as an oral or poster presentation. Preceptors are invited and encouraged to attend the student's oral presentation and review posters. Parking passes are available for any on campus meetings and presentations. View the map in the appendices for an appropriate garage.

Evaluations & Feedback

- Formal evaluations are required and should be completed and returned to Practice Education and Career Services at mid-point (the Progress Report) and at the end of the field practice (Preceptor Evaluation).
- Additionally, on a regular basis the preceptor should provide constructive feedback privately to the student. This feedback is an essential ingredient for learning.
- Be available for weekly supervision of at least one hour. Include brief conferences as needed from day to day.
- Feedback should be specific and timely, based on observation of behavior and skills.
- Feedback should include descriptions of specific behaviors with both positive statements and constructive critique.

See the Appendices of this guidebook on Strategies for Giving Effective Feedback.

Continued on next page

Responsibilities of the PreceptorContinued

Keys to a Successful Experience

It is especially important to provide students guidance on work expectations and an introduction to the organizational culture. The following can build an effective and rewarding experience for both you and the student.

- *Provide an orientation to the organization.* If the organization's human resource department does not offer one, put together an employee packet that includes an organizational chart, mission statement and handbook. Be sure to address the organization's work policies on proper dress attire, work schedule, code of conduct, and other relevant rules and procedures.
- *Integrate the student into the organization and your department.* Introduce the student to co-workers and have them work on team projects. Encourage the student to attend meetings and become familiar with the overall organizational culture.
- *Allow the student to own at least one project and the opportunity to pursue personal interests.*
- *Have weekly or bi-weekly conferences.* Continue to follow-up on the student's progress and provide on-going constructive feedback.
- *Permit the student to present to key people in the organization at least once during the practicum.*
- *At the end of the practicum, review your evaluation with the student.*

Responsibilities of the Student

Overview The student is responsible for choosing a Field Practice Placement of interest and for contacting the potential organization/preceptor. A notebook of potential agencies/preceptors and a description of available positions is kept at The College of Public Health in the Practice Education and Career Services Office. Students can go through all position descriptions and call the organization of interest directly to set-up an interview.

Functions Professionally This should be reflected in projects and activities performed by the student as well as relationships with the preceptor, other organization staff, etc.

The student shall:

- Be professional in appearance and conduct.
 - Adhere to the schedule predetermined with the preceptor.
 - Be punctual, and is required to notify the preceptor as soon as there is a possibility of being late or absent.
 - Practice professional courtesy when communicating with clients and other health professionals.
 - Clearly identify him or herself as a student when interacting with the public or with other health professionals.
-

Is Responsible to the Preceptor The student is expected to produce a quality project that will be useful to the organization. There may be times when the relationship between the student and the preceptor is more of a student-teacher one, but the student is always accountable for meeting the work expectations of the preceptor and organization. The relationship should be built on mutual respect, trust, communication, and understanding.

Completes an Evaluation The student fills out an evaluation of the practice placement at the end of the experience. Both the student and preceptor are encouraged to review their evaluations with each other, allowing preceptors to strengthen future practicum assignments and suggesting to students areas of performance to improve. Copies of all the evaluations are available in the Appendices.

Completes a Final Report All students are required to complete a final written report that focuses on the practice placement experience accompanied by any documents created for the organization in the appendix (data analysis, literature review, brochures, PowerPoint slides, etc) and an activity log. The student submits a copy to the preceptor, advisor and Practice Education and Career Services.

Responsibilities of the Sponsoring Faculty Advisor

Overview The sponsoring faculty advisor serves as the link between the student's academic specialization and the practice placement experience.

Responsibilities The sponsoring faculty advisor:

- *Assists the student in selecting potential sites for the field practice.*
 - *Assists the student in clarifying educational goals for the field experience.*
 - *Is responsive to the needs of the student and preceptor during the placement and provides consultation periodically.* The student is encouraged to initiate a three-way conversation among student, preceptor, and sponsoring faculty advisor to assess the progress of the Field Practice Placement mid-way into the Field Practice Placement. This can be done by conference call or meeting.
 - *Reviews student's progress, preceptor evaluation, final report and additional requirements expected by the specialization.*
 - *Submits a final grade.*
-

Site Visits Although the sponsoring faculty advisor is not required or expected by the College of Public Health to make site visits, they may be completed if budget and time permits. Site visits may also be scheduled and carried out by the Assistant Director of Practice Education and Career Services. The purpose of the visit is to connect with the preceptor and offer support, as well as to assess the student's progress.

Difficult Situations

Handling a Challenging Situation

Difficulties arising between students and preceptors or others in the practice setting should first be addressed and if possible, resolved by the parties involved. Preceptors and students are urged to discuss perceived problems early with each other. For major concerns or problems please contact the Practice Education and Career Services staff at 293-9747. The Assistant Director may intervene in situations that seem difficult and offer mediation between the student and the preceptor and organization.

Regardless of the situation the preceptor or the organization has the right to terminate the practicum at any point during the experience. It is expected that the preceptor will involve the faculty advisor and the Assistant Director before coming to this conclusion.

Appendix

Contents

Setting Goals and Objectives	12
Learning Objectives	13
MPH Core Competencies	13
Core Competencies by Specialization	16
Examples of Past Projects.....	25
Strategies for Giving Effective Feedback	27
Position Description form.....	29
Field Practice Placement Learning Agreement form	30
Preceptor Evaluation form	32
Student Evaluation form	34
Faculty Evaluation form	36
Campus Map	38

Setting Goals & Objectives

Setting Goals & Objectives Setting goals are important to assure that the expectations of the student and the preceptor are explicit, shared and agreed upon. Unclear expectations on the part of the stakeholders frequently lead to frustration, misunderstanding, and a less-than optimal experience for all involved. The preceptor and the student should work together to develop goals and objectives for the experience.

Goals should:

- Be appropriate - the setting, the preceptor, and the student's level of learning and previous public health experience should be considered.
- Be specific - the more specific the goals, the easier it is for the preceptor to provide an optimal Field Practice Placement experience.
- Be written down - writing down these goals and objectives prior to or early on in the field experience will help the student to prepare for the experience.
- Be flexible - as the Field Practice Placement proceeds, the goals may be changed or adjusted if necessary.

Source: Goal Setting for Community Preceptorships, Jeffrey A. Stearns, MD, Karla Hemesath, PhD; Richard A. Londo MD (Family Medicine 2000; 32 (3): 161-162.)

MPH Learning Objectives

Overview The faculty of the College of Public Health has established competency-based learning objectives for all its degree programs and specializations. In the MPH, the core competencies for all graduates are listed first, followed by those for the specializations.

It is the goal of the MPH program that students be exposed to as many of the responsibilities/competencies as possible during their Field Practice Placement. The Preceptor should try to include as many of these as feasible into the experience. Let this be a guide for you as you plan projects for the student.

Core competencies for all MPH students, regardless of specialization

Upon graduation a student with an MPH should be able to:

- Biostatistics**
1. Describe the roles biostatistics serves in the discipline of public health.
 2. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
 3. Apply descriptive and graphical techniques commonly used to summarize public health data.
 4. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
 5. Apply common statistical methods for inference and describe the assumptions required for each method.
 6. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
 7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
 8. Interpret results of statistical analyses found in public health studies.
 9. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
 10. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

Continued on next page

MPH Core Competencies**Continued****Environmental
Health
Sciences**

1. Define and distinguish the natural, anthropogenic, social, and cultural environments.
2. Understand and explain the significance of the environment to public health.
3. Distinguish between chemical, physical, and biological environmental agents and their characteristic sources.
4. Describe the various environmental media and how they serve as a pathway for human exposure to contaminants.
5. Have an appreciation for the basic chemical factors that influence partitioning within and between environmental media, their fate and transport, and human uptake.
6. Have an appreciation for the basic physiological factors that influence the uptake of chemical environmental agents.
7. Have an appreciation for the health threat that natural and anthropogenic contaminants in the environment can pose to population health.
8. Specify approaches for assessing and controlling environmental agents and preventing exposures that pose risks to human health.
9. Understand the fundamental elements of risk assessment and how it is used for public health.
10. Recognize individual (e.g., genetic, physiologic and psychosocial) and community (social, built, economic, race) susceptibility factors that influence population health.
11. Know what environmental justice is and its significance as a public health issue.
12. Be generally familiar with the way that xenobiotics are metabolized and eliminated.
13. Be generally familiar with federal and state regulatory programs, guidelines and authorities relevant to environmental health.

Epidemiology

1. Recognize the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
2. Describe a public health problem in terms of magnitude, person, time and place.
3. Utilize the basic terminology and definitions of epidemiology.
4. Identify key sources of data for epidemiologic purposes.
5. Calculate basic epidemiology measures such as odds ratio, relative risk, and standardized mortality ratio.
6. Evaluate the strengths and limitations of epidemiologic studies reported in the literature, including an assessment of the internal validity of the design and the appropriateness of the analysis.
7. Draw appropriate inferences from epidemiologic data.
8. Communicate epidemiologic information to lay and professional audiences.
9. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
10. Recognize the principles and limitations of public health screening programs.

Continued on next page

MPH Core Competencies**Continued****Health
Behavior and
Health
Promotion**

1. Describe the role of social, behavioral, and community factors in both the onset and solution of public health problems.
2. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Identify ethical issues in public health program planning, implementation and evaluation.
4. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
5. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
6. Understand the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions.
7. Describe the merits of social and behavioral science interventions and policies.
8. Recognize the value of planning, implementation and evaluation of public health programs, policies and interventions.
9. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

**Health
Services
Management
and Policy**

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Discuss the policy process for improving the health status of populations.
3. Describe the legal and ethical bases for public health and health services.
4. Apply principles of ethical analysis to issues of resource allocation and tradeoffs in public health.
5. Communicate health policy and management issues using appropriate channels and technologies.
6. Apply the principles of program planning, development, management and evaluation in organizational and community initiatives.
7. Explain methods of ensuring community health safety and preparedness.
8. Apply "systems thinking" for resolving organizational problems.

Continued on next page

MPH Core Competencies**Continued*****Integrative and Interdisciplinary Competencies***

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
 2. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
 3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
 4. Apply basic principles of ethical analysis to issues of public health practice and policy.
 5. Work within multidisciplinary groups (e.g., nurses, physicians, physical and life scientists) to recognize and evaluate public health threats and develop strategies for intervention.
 6. Apply and integrate statistical, behavioral, social, epidemiologic, and physical sciences to the analysis and solution of public health problems.
-

Core Competencies by Specialization**Biostatistics**

Biostatistics is one of the primary fields in the science and practice of public health, relating statistical information to concrete health issues as they affect human populations. Biostatisticians often collaborate with public health and clinical professionals to research and analyze problems in a wide range of health sciences, providing the evidence needed to make critical clinical and policy decisions. MPH students specializing in biostatistics are expected to be able to:

1. Read scientific research articles and assess the appropriateness of statistical applications involved.
 2. Conduct statistical procedures and data analysis methods appropriate for analyzing data obtained from health-related research studies.
 3. Make statistical inferences and prepare reports to communicate them, with limited supervision.
 4. Apply appropriate statistical techniques for analyzing public health-related data with specific characteristics, including:
 5. Continuous data
 6. Categorical data
 7. Time-to event data
 8. Repeated measurements data
 9. Clustered data
 10. Provide statistical consultation to investigators working on public health related research.
 11. Design survey questionnaires and analyze resulting survey data.
 12. Have hands-on experience with one major statistical data analysis package (STATA, SPSS, SAS, R, or Splus).
-

Continued on next page

Core Competencies by Specialization**Continued****Environmental Health Science**

Environmental health science is focused on chemical, physical, and biological agents in the environment that influence human health. Its broad multidisciplinary scope spans the continuum from the agents' source to environmental contamination, human exposure and dose, through to the molecular interactions that result in toxicity. The field examines both individual and population-level susceptibility factors and interventions that can modify the cascade of events ultimately leading to disease and/or its prevention. MPH students specializing in environmental health science are expected to be able to:

1. Explain and justify in detail the significance of the environment to public health.
2. Understand and describe chemical factors that influence partitioning within and between environmental media, their fate and transport, and human uptake.
3. Understand and describe the physiological factors that influence the uptake of chemical environmental agents.
4. Understand and describe in detail the health threat that natural and anthropogenic contaminants in the environment can pose to population health.
5. Critique and conduct a human risk assessment.
6. Identify and explain individual (e.g., genetic, physiologic and psychosocial) and community (social, built, economic, race) susceptibility factors that heighten the risk for populations for adverse health outcomes from environmental hazards.
7. Define, recognize, and explain environmental justice and its significance as a public health issue.
8. Identify various risk management and risk communication approaches for environmental hazards.
9. Describe the underlying mechanisms of toxicity resulting from exposure to environmental agents.
10. Describe federal and state regulatory programs, guidelines and authorities relevant to environmental health.
11. Access state, federal, and local resources for assessing community environmental health.
12. Work with other public health professionals (e.g., nurses, physicians, epidemiologists, biostatisticians) to address community environmental health concerns.

Core Competencies by Specialization**Continued**

Epidemiology Epidemiology focuses on patterns of disease, disability, and injury and applies that information to the control of health problems. The science of epidemiology will allow you to quantify the exposure-disease relationship in humans and offers the possibility of altering that risk through intervention. Epidemiologic research has often provided the basis for significant public health decisions, such as those involving tobacco use or HIV/AIDS risks, well before individual disease mechanisms were understood. MPH students specializing in epidemiology are expected to be able to:

1. Design a survey to examine a public health problem or for use in an epidemiologic investigation.
2. Choose the correct analysis for data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials.
3. Analyze and interpret data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials.
4. Assess confounding and effect modification in data from an epidemiologic investigation.
5. Demonstrate familiarity with the basic content and issues in at least two substantive areas of application in epidemiology (e.g., cardiovascular epidemiology, cancer epidemiology, chronic disease epidemiology, infectious disease epidemiology, injury epidemiology).
6. Identify the natural histories of major types of disease and their relevance to epidemiologic investigations.
7. Use appropriate computer software for the management and analysis of epidemiologic data.

Continued on next page

Core Competencies by Specialization**Continued****Health Behavior
and
Health Promotion**

The goal of students of health behavior and health promotion is to enable people to achieve their optimal level of health. In order to accomplish this, you will work with individuals, organizations, and communities to develop the knowledge and skills needed for making healthy decisions, enacting healthy behaviors and promoting the conditions and resources necessary for healthy living. MPH students specializing in health behavior and health promotion are expected to be able to:

1. Explain the history, scope, and philosophical basis of public health education.
2. Critically assess the evidence linking behavioral and psychosocial factors to health and illness.
3. Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal, and community).
4. Read and critically assess the scientific literature describing health promotion interventions.
5. Assess and summarize the health-related needs and resources of a defined community.
6. Be aware of the mechanisms to secure funding, manage and administer health promotion and disease prevention programs so as to ensure optimal program delivery.
7. Design and carry out process evaluation for the improvement of health promotion programs.
8. In collaboration with others, design and carry out outcome evaluations of health promotion programs.
9. Apply ethical principles to the planning and evaluation of social and behavioral change efforts.
10. Demonstrate cultural competency when planning health promotion and disease prevention activities.
11. Recognize the importance of health literacy in creating and/or evaluating health promotion and disease prevention materials.
12. Explain how health promotion efforts enable communities to influence their own well-being.
13. Anticipate challenges and opportunities in working collaboratively with communities.
14. Advocate for social and behavioral science intervention and policies.

Continued on next page

Core Competencies by Specialization**Continued****Health Services Management and Policy**

The American health care system is growing dramatically and now employs more professionals than any other industry in the United States. Specialization in health services management and policy will prepare you for leadership positions in public and private health organizations, clinical management, health technology assessment, health care quality assurance and many other careers related to protecting and improving health. The MPH students specializing in health services management and policy are expected to be able to:

1. Describe the arrangements for organizing, financing, and delivering health services and public health programs in the U.S. and selected other countries, and their comparative advantages and disadvantages.
2. Employ conceptual and analytical skills to understand and respond appropriately to an evolving health system.
3. Participate effectively in the public and organizational policy process, including the creation and implementation of policy and the political aspects of policy.
4. Manage human and financial resources efficiently and effectively to accomplish goals and objectives.
5. Manage committees, boards, and deliberative processes effectively.
6. Use systems-thinking and analytic methods tools to conduct performance improvement initiatives.
7. Maintain values that are appropriate and relevant to the profession and to the communities and settings in which they work.
8. Communicate effectively with a variety of constituencies, internal and external to the organization or agency, and serve as an advocate for public health.
9. Assess the health status of populations and recommend appropriate programs in response.
10. Engage the community effectively for designing and implementing programs.
11. Collaborate with diverse partners to accomplish organizational and community goals.
12. Build support, negotiate, and resolve conflict among diverse parties in organizations and communities.
13. Communicate accurately and effectively with news media, political bodies, and the public concerning perceived or actual risk or emergency.

Continued on next page

Core Competencies by Specialization**Continued****Veterinary
Public Health**

The veterinary sciences play an important role in maintaining the health of both humans and animal populations. There are more than 200 infectious diseases transmissible from animals to humans. There is a great societal need for public health professionals with the knowledge and skills to address the problems of animal and food-borne diseases. The College of Public Health and the College of Veterinary Medicine collaborate to offer this critical specialization. MPH students specializing in Veterinary Public Health are expected to be able to:

1. Describe zoonotic and foodborne infectious diseases, especially those that are reportable, bioterrorism threats, or have a major impact on public health.
2. Design epidemiological and field studies to assess prevalence and distribution of zoonotic and foodborne diseases, as well as surveillance and monitoring methods.
3. Coordinate data collection and epidemiological database management, including quality control of data.
4. Tabulate and analyze epidemiological data using standard statistical methods.
5. Evaluate disease prevention, control and/or eradication programs, including pre- and post-harvest intervention programs.
6. Provide technical advice and guidance in surveillance methods, study design, and data collection.
7. Plan, initiate and conduct case and outbreak investigations of zoonotic and foodborne diseases.
8. Determine the appropriate human, animal, arthropod, food product, and/or environmental specimens for lab analysis, as well as the proper tests and the right delivery procedures.
9. Review technical and confidential case reports, scientific publications and different sources of information for accuracy and correctness.
10. Prepare summaries, reports, and presentations for different target audiences.
11. Prepare literature reviews in specific topics.
12. Exhibit teamwork and networking skills in relating with different human resources having different backgrounds, professions and educational levels.

Continued on next page

Core Competencies by Specialization**Continued****Clinical Investigation**

Our newest specialization is intended for clinicians who would like additional training in the methods most applicable for research in applied clinical settings. It draws on the tools of biostatistics and epidemiology along with such important considerations as law and ethics. A combination of classes, seminars, and mentored individual study will help you develop your ability to function as an independent investigator. Students in Clinical Investigation are expected to be able to:

1. Design a clinical investigation relevant to the student's field of clinical specialty, including the definition of study aims and objectives and the creation of an appropriate study design.
2. Identify and employ data collection strategies and instruments appropriate to the student's field of clinical specialty.
3. Select appropriate methods for the analysis of clinical research data.
4. With appropriate collaboration, prepare a grant application to seek funding for a clinical investigation project.
5. Use decision analysis and relevant evaluation methods to examine issues of appropriate implementation of treatments or technologies.
6. Recognize ethical issues that are likely to arise in clinical investigations and the procedures for handling them appropriately.
7. Apply ethical principles to the conduct of clinical investigations, with special emphasis on protection of research subjects.
8. Prepare a manuscript suitable for publication and/or for reporting to a sponsor on the conduct and results of a clinical investigation.

Continued on next page

Core Competencies by Specialization**Continued****MPH Program
for Experienced
Professionals
(PEP)**

Upon completion of their course of study, students in the MPH Program for Experienced Professionals are expected to be able to:

1. Discuss key themes and events in the history and development of public health.
2. Apply basic management concepts to plan, organize, lead, and motivate workers in a public health setting.
3. Demonstrate team-building, negotiation, and conflict management skills.
4. Design and implement process and outcome evaluations of public health interventions.
5. Manage human and financial resources efficiently and effectively to accomplish goals and objectives.
6. Develop and present a budget for a public health program.
7. Participate effectively in the public and organizational policy process, including the creation and implementation of policy and the political aspects of policy.
8. Communicate effectively with a variety of constituencies, internal and external to the organization or agency, and serve as an advocate for public health.
9. Collaborate with diverse partners to accomplish organizational and community goals.
10. Conduct simple analyses with an appropriate statistical data analysis package.
11. Maintain values that are appropriate and relevant to the profession and to the communities and settings in which they work.

Core Competencies by Specialization**Continued****MPH Program
for
Experienced
Professionals
(PEP)**

12. Discuss key themes and events in the history and development of public health.
 13. Apply basic management concepts to plan, organize, lead, and motivate workers in a public health setting.
 14. Demonstrate team-building, negotiation, and conflict management skills.
 15. Design and implement process and outcome evaluations of public health interventions.
 16. Manage human and financial resources efficiently and effectively to accomplish goals and objectives.
 17. Develop and present a budget for a public health program.
 18. Participate effectively in the public and organizational policy process, including the creation and implementation of policy and the political aspects of policy.
 19. Communicate effectively with a variety of constituencies, internal and external to the organization or agency, and serve as an advocate for public health.
 20. Collaborate with diverse partners to accomplish organizational and community goals.
 21. Conduct simple analyses with an appropriate statistical data analysis package.
 22. Maintain values that are appropriate and relevant to the profession and to the communities and settings in which they work.
-

Examples of Recent Practice Placements by Division

Overview

The projects listed in the table below are just a few examples of some past projects in which The OSU College of Public Health students have participated. The projects are categorized by specialty tracks or fields of interest.

<u>PROGRAM AREA</u>	<u>PROJECT TITLE</u>	<u>AGENCY</u>
Biostatistics	<i>Questionnaire Design to Determine Amount & Type of Drinking Water for Pregnant Women</i>	Biometrics Laboratory, OSU College of Public Health
	<i>“Alcohol and Social Norms Marketing Assessment”</i>	OSU Student Wellness Center Columbus, Ohio
	<i>“Analysis of a Kidney Transplant dataset using survival analysis techniques”</i>	OSU Medical Center Columbus, OH
	<i>“Development of an index of comorbidity associated with osteoporotic fracture”</i>	Procter and Gamble Pharmaceuticals Cincinnati, OH
Environmental Health Sciences	<i>“Police and Fire Investigation of Occupational Exposures”</i>	Ohio Police and Fire Pension Fund OSU, College of Public Health
	<i>“Toxic Release Inventory 2002 Data Submission”</i>	Ohio Environmental Protection Agency Columbus, Ohio
	<i>“Assessment of Household Sewage Treatment Systems”</i>	Union County Health Department Marysville, Ohio
	<i>“Commissioned Officer Student Training Extern Program”</i>	US Public Health Service Corps Phoenix Indian Medical Center
Epidemiology	<i>“Rising Unseen Patients”</i>	Physicians Free Clinic Columbus, OH
	<i>“Analysis of Nation-wide Sample of Patients Receiving Oral Antiplatelet Prescription”</i>	Eli Lilly Corporation Indianapolis, IN
	<i>“Prevalence Testing of Livestock in Tanzania”</i>	Christian Veterinary Mission Tanzania
	<i>“Correlations between 24hr Food Recall & Food Frequency Questionnaires”</i>	NCI Rockville, MD
Health Behavior Health Promotion	<i>Access to Benefits and Evaluation of “Commodity Supplemental Food Programs”</i>	Ohio Assoc. of Second Harvest Food Banks Columbus, OH
	<i>Rape Education and Prevention</i>	Sexual Assault Response Network of Central Ohio Columbus, OH
	<i>“Understanding HIV/AIDS in Swaziland and the Nations Response”</i>	National Emergency Response Committee on HIV/AIDS Swaziland, Africa
	<i>“Health Education and Cancer Prevention Materials for Parents of Elementary Students</i>	Road of Life Cancer Prevention Columbus, OH

Examples of Recent Practice Placements by Division*continued*

<u>PROGRAM AREA</u>	<u>PROJECT TITLE</u>	<u>AGENCY</u>
Health Services Management & Policy	<i>"Impact of the Medicare Drug Benefit on Ohio's Duals Waiver Participants"</i>	Ohio Health Plans Columbus, OH
	<i>"Analyze the Strategic Plan for the Cancer Expansion Program"</i>	Arthur G. James Cancer Hospital and the Solove Research Institute
	<i>"Evaluation and Modification of a Managed Care Organization's Prescription Prior Authorization System"</i>	OSU Managed Health Care Columbus Ohio
	<i>"Cost Analysis of the Family Planning Services"</i>	Maternal, Child, & Adolescent Program Orange County Health Care Agency Santa Ana, California
	<i>"No Veteran Left Behind: An Analysis of the Civilian Health and Medical Program of Veterans Affairs Inhouse Treatment Initiative Policy"</i>	Cincinnati Veterans Affairs Medical Center
Veterinary Public Health	<i>"Validation of Shigella Method"</i>	Ohio Department of Agriculture Columbus, OH
	<i>"Comparison of Rapid Methods for the Determination of E.Coli in Recreational Water"</i>	Us Geological Survey Columbus, OH
	<i>"Zoonotic Diseases in Humans"</i>	Columbus Public Health
	<i>"Development of ODA's Meat Inspection Food Defense and Bio-Security Program"</i>	Ohio Department of Agriculture Columbus, OH
	Program for Experienced Professionals	<i>"Effective and Empowered Health Care Consumers"</i>
<i>Identifying a Social Marketing Strategy for Colorectal Cancer Prevention and Control</i>		Ohio Department of Health Cancer Program Columbus, OH
<i>"Practice- based Care Coordination for Children with Special Health Care Needs"</i>		Bureau for Children with Medical Handicaps
<i>"Ounce of Prevention: A Guide for Pediatric Residents"</i>		Columbus Children's Hospital
<i>"Smokeless Tobacco Use and Cessation in Rural Appalachia"</i>		Nursing Center for Tobacco Intervention
<i>"Cherokee Landfill Expansion Baseline Water Sampling"</i>		Environmental Health Division Logan County Health District

Strategies for Giving Effective Feedback

Overview

The following contains strategies for giving students feedback on their performance.

Expectations

It is expected that the preceptor should “touch base” with the student on a regular basis during the Field Practice Placement. During these encounters the preceptor can:

1. Check how the activities are progressing.
 2. Determine if the student has any comments or questions.
 3. Provide the student with feedback on:
 - Performance of any specific activities,
 - Overall performance regarding all daily activities, and
 - Any issues relating to attitude, knowledge, or skills.
-

Continued on next page

Strategies for Giving Effective Feedback

Continued

Tips

- *Establish a rapport with the student first.* Individuals respond better to the feedback when the giver starts with some conversation rather than bursting forth with the feedback.
- *Use both positive and negative feedback.* Again, individuals respond to praise, recognition, and encouragement. Coupling some positive feedback with the negative will increase the chances that the negative feedback will be received more positively. When giving praise, however, it must be genuine. Example: "I am very pleased with the way you have settled in here; the clients are responding well to you. I do feel, though, that you need to take a little more time with your paperwork."
- *Be specific and avoid generalizations or general comments* such as "You didn't handle that very well." Instead, tell the person exactly what it was that they did ineffectively.
- *Keep calm.* Try not to let the student know that you are anxious or nervous about giving feedback. Keep your voice steady, give eye contact, and don't let yourself become angry.
- *Give the student a chance to digest what you have just told them.* Everyone has a right to accept or reject feedback. The student will have to decide whether or not to act upon the feedback.
- *Focus on the behavior.* Give feedback about the student's behavior not the person. For example, "I was disappointed when you said that to our client." NOT "You are inconsiderate."
- *Use I statements.* Instead of saying "you are..." try starting your sentence with "I think..." or "In my opinion..." or "I feel that..." This allows you to take ownership for your feedback.
- *Ensure understanding.* Check to see that the other person understood you correctly.
- *Avoid stereotypes.* Don't use statements such as "I would expect that out of a man" or "You're acting like a child."

Source: *Training Games for Assertiveness & Conflict Resolution* by Sue Bishop

FIELD PRACTICE PLACEMENT POSITION DESCRIPTION

The Ohio State University College of Public Health

This document will advertise the practicum to interested students. Specifics of the Field Practice Placement experience are to be negotiated between the agency, the student, and the faculty advisor from The OSU College of Public Health. Please include any literature that describes the work of your agency.

ORGANIZATION INFORMATION

Organization/Agency Name: _____

Department: _____

Preceptor's Name: _____

Title: _____

Preceptor's Address: _____

Phone Number: () _____ x _____

Fax Number: () _____

Preceptor's Email: _____

Contact Person: _____

(other than the Preceptor)

PRACTICUM DETAILS

Site/Location: _____
(if different than address above)

Practicum Dates: _____ to _____ Hours of Work Per Week: _____
month/day/year month/day/year

Salary/Reimbursements/Expenses (If Available): _____

POSITION DESCRIPTION

Project Title: _____

Description of the Project: (Content/Tasks, and Skills, Knowledge and Experience Required) _____

(Feel free to enclose a more detailed statement regarding possible projects that a student may work on as well as any literature about your organization.)

- Request student specializing in (Check all that apply)
- Biostatistics
 - Epidemiology
 - Clinical Investigation
 - Health Behavior & Health Promotion
 - Environmental Health Sciences
 - Veterinary Public Health
 - Health Services Management & Policy

Special Requirements/Comments: _____

Preceptor's Signature: _____ Date: _____

**PLEASE RETURN THIS FORM TO:
Practice Education and Career Services**

Practice Education and Career Services
 College of Public Health
 M-006 Starling Loving Hall
 320 West 10th Avenue
 Columbus, OH 43210-1240

(614) 293-3907
 (614) 293-5412 (fax)
 pecs@cph.osu.edu

FIELD PRACTICE PLACEMENT LEARNING AGREEMENT

The Ohio State University College of Public Health

All parties (faculty advisor, field preceptor and the student) must approve and sign this document. A copy of this agreement should be retained for future reference and monitored by all parties. **Submit the original form to Practice Education and Career Services two weeks prior to the practicum start date.**

PRACTICUM DETAILS

Student's Name: _____

Field Practice Site: _____ Address: _____

Department: _____

Preceptor's Name: _____ Email: _____

Preceptor's Title: _____ Phone: _____

Fax: _____

Project Title: _____

Practicum Dates: _____ to _____ Hours of Work Per Week: _____
month/day/year month/day/year

Salary if Applicable (include description of any benefits, e.g., sick/vacation time, travel, etc.): _____

OBJECTIVES, METHODS & FINAL PRODUCT

Learning Objectives of the Field Placement: _____

Methods and Timetable Necessary to Accomplish Objectives: _____

MPH Competencies Addressed: _____

Final Product(s) or Report(s) to be Delivered to the Preceptor: _____
(besides the required Practicum Final Report) _____

FIELD PRACTICE PLACEMENT LEARNING AGREEMENT

Continued

Student's Signature: _____ Date: _____

Preceptor's Signature: _____ Date: _____

*Sponsoring Faculty
Advisor's Signature: _____ Date: _____

***Please Note:** If the faculty supervising your Field Practice Placement is not your academic advisor, please get signatures of both faculty members.

Academic Faculty
Advisor's Signature: _____ Date: _____

Unless otherwise noted, the practicum is assumed to carry 4 credit hours.
If additional credit hours are approved, please state total here (not to exceed 8): _____
Advisor's Recommendation (signature required): _____
Approved by Practice Education & Career Services : _____

INTERNATIONAL PRACTICUM

Students who wish to take advantage of an international project and make use of the Office of International Education funding opportunities must coordinate this with Practice Education & Career Service and obtain the Assistant Director's signature along with their faculty advisor and preceptor.

College of Public Health Liaison with Office of International Education:

Assistant Director for Practice Education & Career Services

Date

PLEASE RETURN THIS FORM TO:
Practice Education and Career Services

Practice Education and Career Services
College of Public Health
M-006 Starling Loving Hall
320 West 10th Avenue
Columbus, OH 43210-1240

(614) 293-9747
(614) 293-5412 (fax)
bolton.38@osu.edu

Preceptor Field Experience Evaluation

Since the field experience is such an important part of the student's academic program, your feedback is essential to their professional development. Please take the time to answer each question as it applies to your experience and observation in working with the student. If an item is not relevant, or you had no opportunity to observe, please mark "not applicable."

STUDENT NAME: _____
PRECEPTOR NAME: _____
ORGANIZATION NAME: _____

DATE: _____
TITLE: _____

Rate the student's abilities in the following areas

**Unsatisfactory
Marginal
Adequate
Very Good
Outstanding
Not Applicable**

CORE ABILITIES

1. Knowledge of public health principles and theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assesses needs of targeted populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses resources in researching relevant public health topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identifies a public health problem or issue in terms of magnitude, person, time, & place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses vital statistics and other public health records in the description of population health characteristics and in research and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognizes the principles and limitations of public health screening programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Recognizes the varied levels of health access among individuals & within communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROBLEM SOLVING & DECISION-MAKING ABILITIES

8. Applies evidence-based concepts in public health decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Interprets results of statistical analyses found in public health studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Skills in planning and implementing public health programs, policies and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Addresses concerns, needs, resources for public health interventions and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Manages and monitors program effectiveness using appropriate evaluation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMUNICATION & PUBLIC RELATION SKILLS

13. Develops written and oral presentations based on analytic work for both public health professionals and for the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Communicates effectively within the organization, both orally and in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Disseminates public health information using community networks, technology, & media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONAL ATTRIBUTES

16. Motivation, dependability, responsibility and initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Develops professional relationships and networks with supervisor and co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Develops working rapport with the public, community and/or the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Seeks and accepts instruction and feedback to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the overall performance and the program

STUDENT'S OVERALL PERFORMANCE

20. Ability and skill level to begin field placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Match of student with organization, position, and projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Meets goals and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Quality of work and final project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Met expectations and objectives of organization and preceptor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RELATIONSHIP WITH COLLEGE OF PUBLIC HEALTH

25. Communication with the faculty advisor and assistant director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Working with College of Public Health to structure and deliver the practice experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Use of preceptor's time in guiding and supervising the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preceptor Field Experience Evaluation

continued

COMMENTS (The most valuable part of your evaluation is including comments and we appreciate the time you take to do this.)

28. Strengths observed in the student during the placement experience:

29. Areas for improvement:

30. Please share what new skills the student developed as a result of the field practice placement:

31. Would this student be recommended for a position in a similar organization? Yes No

32. Does any aspect of the student's performance warrant review? Yes No
If yes, what would you suggest?

33. Would you continue to participate in the field experience program? Yes No

34. Have you discussed this evaluation with the student? Yes No

Preceptor's email address

Preceptor's signature

PLEASE RETURN THIS FORM TO:
Practice Education and Career Services

Practice Education and Career Services
College of Public Health
M-006 Starling Loving Hall
320 West 10th Avenue
Columbus, OH 43210-1240

(614) 293-9747
(614) 293-5412 (fax)
bolton.38@osu.ed

Student Field Experience Evaluation

Since the field experience is such an important part of your academic program, your feedback is essential to your professional development. Please take the time to answer each question as it applies to your practicum experience.

STUDENT: _____ **PRECEPTOR:** _____
FACULTY ADVISOR: _____ **ORGANIZATION:** _____

	Unsatisfactory	Marginal	Adequate	Very Good	Outstanding	Not Applicable
<u>Please rate the degree to which you were able to accomplish the following</u>						
CORE LEARNING						
1. Apply knowledge of public health principles and theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess needs of targeted populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use resources in researching relevant public health topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify a public health problem or issue in terms of magnitude, person, time, & place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognize the varied levels of health access among individuals & within communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM SOLVING & DECISION-MAKING ABILITIES						
6. Apply evidence-based concepts in public health decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Interpret results of statistical analyses found in public health studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Develop skills in planning and implementing public health programs, policies & interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Address concerns, needs and resources for public health interventions and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Manage and monitor program effectiveness using appropriate evaluation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION & PUBLIC RELATION SKILLS						
11. Enhance my ability to communicate my ideas in a real world context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Give oral presentations based on quantitative/qualitative analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Explain methods of ensuring community health safety and preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Disseminate public health information using community networks, technology, & media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the preceptor's support, the program and overall experience

PRECEPTOR EVALUATION						
15. An effective teacher, available for questions, and provided guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Concerned with making the placement a valuable learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The preceptor took time to explain expectations and my responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVALUATION OF PROGRAM & OVERALL EXPERIENCE						
18. Communication with the faculty advisor, preceptor, assistant director and myself ensured that my needs were being met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Faculty advisor provided guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Assistant Director provided guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Practicum goals and objectives were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Curriculum prepared me to begin the field experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Orientation to the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Organization provided adequate resources to complete projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Opportunity to "own" a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Opportunity to pursue special interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Interaction with a variety of professionals in other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Working in the community clarified my career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I took responsibility for my own learning during this experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The project was completed during the time allotted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I met the expectations and objectives of the organization and preceptor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Overall, I believe this experience expanded my public health knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Field Experience Evaluation

continued

COMMENTS (The most valuable part of your evaluation is including comments and we appreciate the time you take to do this.)

- 33. What made this a valuable learning experience for you?

- 34. What skills, abilities, knowledge did you gain form this experience?

- 35. What suggestions do you have for improving this experience?

- 36. How could the College have better prepared you for this experience? In what areas do you feel you need additional preparation?

- 37. Would you recommend this organization and preceptor to other students? Yes No
- 38. How did you find this field placement experience?
 - Assistance from Practice Education and Career Services
 - Faculty recommendations
 - Through personal networking
 - Other _____
- 39. Did you receive a salary, expense reimbursement or other compensation? Yes No
 If yes please indicate the compensation you received \$_____ per _____
(include additional benefits like mileage, food, housing, etc)

- 41. Have you discussed this evaluation with your preceptor? Yes No

Student's signature

Date

PLEASE RETURN THIS FORM TO:
Practice Education and Career Services

Practice Education and Career Services	(614) 293-9747
College of Public Health	(614) 293-5412 (fax)
M-006 Starling Loving Hall	bolton.38@osu.edu
320 West 10 th Avenue	
Columbus, OH 43210-1240	

Due 2 weeks after final report is due

Faculty Advisor Field Experience Evaluation

Since the field experience is such an important part of the student's academic program, your feedback is essential to their professional development. If an item is not relevant, or you had no opportunity to observe, please mark "not observed." Please complete the evaluation following review of the final report.

STUDENT: _____ **PRECEPTOR:** _____
FACULTY ADVISOR: _____ **ORGANIZATION:** _____

Please rate the degree to which the student met the objectives of the course

Strongly Disagree
Disagree
Agree
Strongly Agree
Not Observed

FINAL REPORT

- 1. The student described the learning objectives and activities performed
- 2. The student explained how the learning objectives were met
- 3. The student presented outcomes, conclusions and recommendations for the project and/or agency

OVERALL EXPERIENCE

- 4. The student kept me updated on the progress of the project throughout the practicum
- 5. Student met the course expectations and practicum objectives

6. How would you rate the overall quality of the final report

- Poor**
- Fair**
- Good**
- Very Good**
- Excellent**

COMMENTS

7. What areas of improvement should the student focus on strengthening?

8. What suggestions do you have for improving this experience?

Faculty Advisor's signature

Date

PLEASE RETURN THIS FORM TO:
Practice Education and Career Services

Office of Academic Programs
College of Public Health
M-006 Starling Loving Hall
320 West 10th Avenue 36
Columbus, OH 43210-1240
(614) 293-9747
(614) 293-5412 (fax)
bolton.38@osu.edu

Faculty Advisor Field Experience Evaluation

continued

COMMENTS (The most valuable part of your evaluation is including comments and we appreciate the time you take to do this.)

28. Please share what new skills the student developed as a result of the field practice placement:

29. What areas of improvement should the student focus on strengthening?

30. What suggestions do you have for improving this experience?

- 31. Was this field experience a good match between the organization and the student? Yes No
- 32. Would you recommend this organization and preceptor to other students? Yes No
- 33. Have you seen and reviewed both the preceptor's initial and final evaluations? Yes No
- 34. Have you discussed this evaluation with the student? Yes No

Faculty Advisor's signature

Date

PLEASE RETURN THIS FORM TO:
Practice Education and Career Services

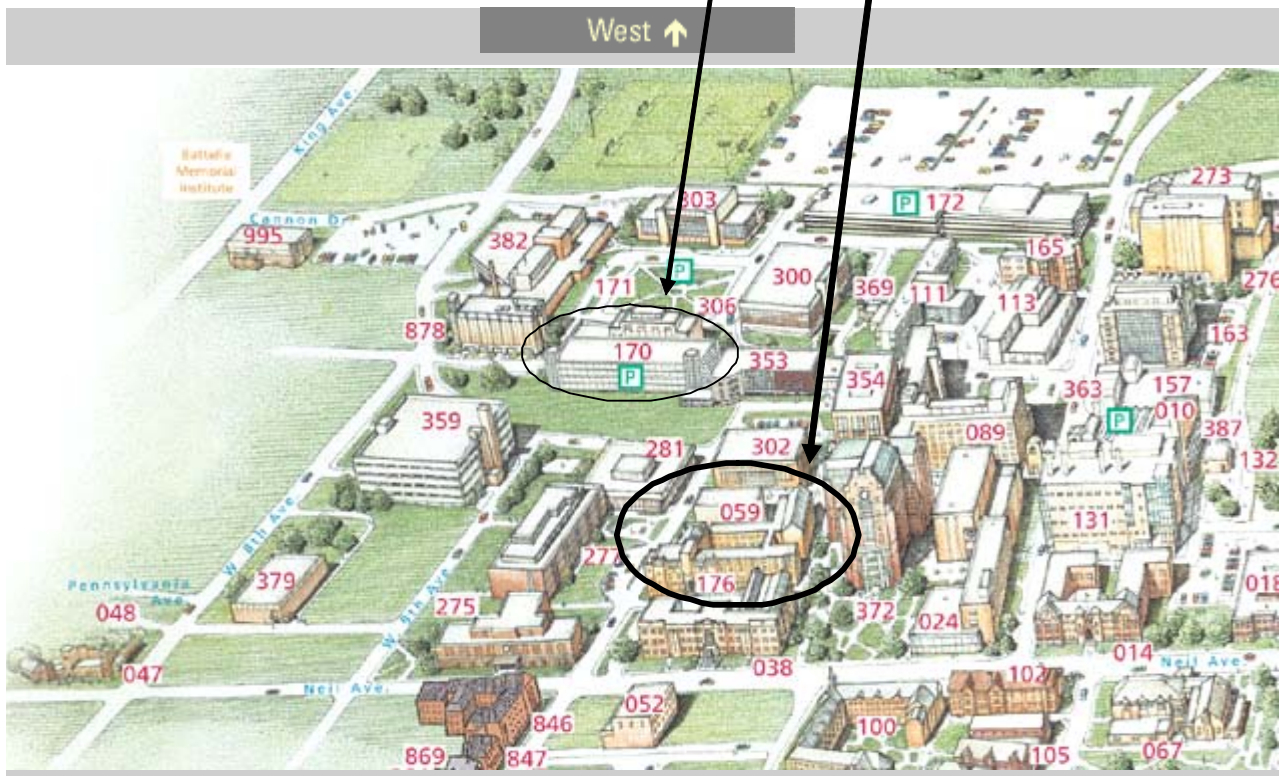
Practice Education and Career Services
 College of Public Health (614) 293-9747
 M-006 Starling Loving Hall (614) 293-5412 (fax)
 320 West 10th Avenue bolton.38@osu.edu
 Columbus, OH 43210-1240

CAMPUS MAP



Starling Loving Hall (SL)
Building 176
320 West 10th Avenue

PARKING



For an Online Map and directions go to <http://www.osu.edu/map/> and type Starling-Loving Hall in *Find a building by name*.

Staff Contacts

Staff Contact Information Below is the contact information for the Practice Education and Career Services Staff.

Lori Bolton, M.S.Ed.
Assistant Director for Practice Education and Career Services
Office of Academic Programs

College of Public Health
320 West 10th Avenue
Room M-006 Starling Loving Hall
Columbus, OH 43210-1240

Phone: (614) 293-9747
Fax: (614) 293-5412

Email: bolton.38@osu.edu
