Master of Public Health
Preceptor Guidebook

The College of Public Health
Office of Academic Programs and Student Services
100 D Cunz Hall, 1841 Neil Ave
Columbus, Ohio 43210

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH
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 practicum Experience 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!

The Preceptor Guidebook has been developed to assist you in providing a successful and meaningful practicum Experience 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 feel free to contact me.

Respectfully Yours,

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Overview of the MPH Program

The MPH Program
The College of Public Health currently offers a Master of Public Health (MPH) in eight specializations:

- Biostatistics
- Biomedical Informatics
- Clinical Translational Science
- Environmental Health Sciences
- Epidemiology
- Health Behavior and Health Promotion
- Health Services Management and Policy
- Veterinary Public Health

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 practicum is an integral component of professional training in public health and is required of all MPH students.

Degree Requirements
The MPH requires 45-48 credit hours of graduate course work. Of these, core courses and specialization courses make up a majority of the hours. The remaining hours are electives, credit for the practicum, and a culminating experience (thesis or project). At the time of the practicum, most students will already have completed 20 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://cph.osu.edu/students/graduate/curriculum-guides. Click on each specialization for specific program requirements.
Many students in the traditional MPH program begin the graduate program immediately after undergraduate, and therefore have a limited amount of real-world 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 professionals and to 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 in the Program for Experienced Professionals (PEP) are doing so because of their strong 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 practicum and perhaps take a project further. Because of their other commitments, however, they may need more flexibility in completing their tasks.

**The Practicum Placement Process**

<table>
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<tr>
<th>Purpose</th>
<th>The Practicum affords 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 the student’s faculty advisor.</th>
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<td>Objectives</td>
<td>The principal objectives of the practicum is for the student to:</td>
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<td>• Apply knowledge, techniques, and tools acquired in the classroom;</td>
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<td>• Provide students with practice experience in an applied public health and/or community health setting;</td>
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<td>• Develop skills in the field of study;</td>
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<td>• Provide students with an opportunity to learn how one particular organization functions;</td>
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<td>• Allow students to test drive and explore a career choice in Public Health</td>
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<td>Defining Tasks</td>
<td>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. This will assist the student in developing new skills and in gaining technical and managerial competence in selected areas.</td>
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The Practicum Placement Process

**Prerequisites**

Students are expected to have completed a *minimum* of the first two full-time semesters of the curriculum (or approximately 20 hours) prior to enrolling in their practicum. 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 practicum. Core courses include:

- **Biostatistics:** Design and Analysis of Studies in the Health Sciences I
- **Environmental Health Sciences:** Principles of Environmental Health Sciences
- **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 2 credit hours (120 hours) of supervised experience in a Public Health organization to apply and reinforce public health principles and concepts. Every 1-hour of Practicum credit requires 60 hours of participation in a public health related activity under the supervision of an approved public health practitioner (preceptor).

**Timeline**

Often, the practicum placement takes place during Summer Term, although it’s offered any semester during the academic year. Summer practicum placements are sometimes completed on a full-time basis. During Autumn and Spring semesters, practicum placements are generally completed on a part-time basis. For example, a 2 credit hour practicum 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 2 credit hours. Students and preceptors should work out a suitable schedule that works for both parties.

**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 on the subject and the experience of the practicum.
Grading

The Practicum is graded satisfactory or unsatisfactory (S/U). The faculty advisor reviews the final report and preceptor evaluation, and consults with the preceptor as needed before making the grade assignment. Final grades will be reported only when all paperwork, evaluations, and required written reports are completed and received in the Office of Academic Programs and Student Services (OAPSS).

Responsibilities of the Preceptor

Overview

The following provides the preceptor with a good idea of their responsibilities prior to practicum, during practicum, and after the students practicum has ended.

Qualifications

Necessary

The following characteristics are encouraged in all Ohio State 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
- An interest in helping a graduate student.
- Ability to provide constructive feedback to a student in a tactful way
- Provides support to the student’s growth and development
- Model appropriate behaviors and attitudes
Responsibilities of the Preceptor

Prior to Placement

The Preceptor initiates a project and requests a student by

• Identifying a project within the organization that the student can complete that will address MPH Competencies. A list of competencies can be found in the appendix of this handbook.

• Complete a position description form and submit it to OAPSS. Staff will review the form to make sure it is an appropriate experience and that it meets MPH Competencies. The preceptor should clearly identify the skills required to fulfill the project requirements as well as what public health competencies that will be addressed. The Position Description form can be found on the CPH Website.

• Preceptors should interview interested student(s) that contact the organization to make sure they are a good fit for the organization and the assigned project or tasks to be accomplished. The Preceptor should make a general assessment of the student’s level of competence to successfully complete the organizations planned project. Reviewing the students resume and discussing previous experience with the student can accomplish this and can be used to design the student’s experience in the organization.

• The student and the preceptor should complete the learning agreement along with guidance from the faculty advisor. All parties must sign the learning agreement. The student should submit the learning agreement to OAPSS before beginning the practicum.

NOTE: A student may initiate contact with a potential preceptor (from personal knowledge, networking, prior postings within the college, at any rate it is the preceptors responsibility to communicate with the student if there is opportunities within the organization.)
Once Placement has been secured

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 the practicum. Use MPH Competencies found on pages 16-18 to define tasks for student to complete.

• Create a mix of long-term and short-term projects; offer some challenging projects and offer support to assist students in completing the projects.

• Give the student an orientation to the site early in the practicum. 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 practicum 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 practicum 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 on page 26.

• 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 the required evaluation at the end of the experience.

• Encourage the student to present on-site about the experience and significant findings. Invite the faculty advisor and/or the Coordinator of Practice Education and Career Services to attend.

• Contact the Faculty Advisor or The Coordinator of Practice Education and Career Services at any time throughout the placement with questions or if problems should arise (for more on this, see section titled Difficult Situations).
Responsibilities of the Preceptor

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 faculty advisor is most involved at the beginning of the practicum. He or she is involved in helping students clarify their goals and in choosing an appropriate site. The preceptor, however, can feel free to call upon the faculty advisor at any time during the practicum as needed.

Evaluations & Feedback

- A formal preceptor evaluation is required and should be completed and returned to the OAPSS at the end of the practicum. OAPSS and the student should make sure that the student’s faculty advisor receives a copy of the preceptor evaluation to assist in the overall evaluation of the practicum experience.
- 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 page 26 of this guidebook on Strategies for Giving Effective Feedback.
Responsibilities of the Preceptor

Keys to a Successful Experience

It is especially important to provide students with 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 practicum of interest and for contacting the potential organization/preceptor. The Office of Academic Programs and Student Services provide resources for students to find practicum opportunities. Students may contact the opportunities in which they are interested and contact the organization directly to inquire about the opportunity.

#### Perform Professionally
The following should be reflected in projects and activities performed by the student as well as relationships with the preceptor, other organization staff, and constituents.

- The Student shall:
  1. Be professional in appearance and conduct.
  2. Adhere to the schedule predetermined with the preceptor.
  3. Be punctual, and notify the preceptor as soon as there is a possibility of being late or absent.
  4. Practice professional courtesy when communicating with clients and other health professionals.
  5. Clearly identify themselves as students 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 practicum 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.
Completes a Final Report  All students are required to complete a final written report that focuses on the practicum experience accompanied by any documents that they may have created for an organization. Documents may include (data analysis, literature review, brochures, PowerPoint slides, etc). The student submits an electronic copy of the report to the preceptor, advisor, and OAPSS.
Responsibilities of the Faculty Advisor

Overview
The faculty advisor serves as the link between the student’s academic specialization and the practicum.

Responsibilities
The faculty advisor:

- Assists the student in selecting potential sites for the practicum.
- Assists the student in clarifying educational goals for the practicum.
- Is responsive to the needs of the student and preceptor during the practicum and provides consultation periodically. The student may if needed, initiate a conversation with, preceptor, and faculty advisor to assess the progress of the practicum mid-way into the practicum. This can be done via email or a conference call.
- Reviews student’s progress, preceptor evaluation, final report and additional requirements expected by the specialization.
- Submits a final grade.

Site Visits
The faculty advisor is not required or expected by the College of Public Health to make site visits; however, site visits may also be scheduled and carried out by the Coordinator of Practice Education and Career Services. The purpose of the visit is to connect with the preceptor and offer support.
Difficult Situations

Handling a Challenging Situation

Difficulties arising between students and preceptors or others in the practicum 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 OAPSS staff at (614) 247-4380. The Coordinator of Practice Education and Career Services may intervene in situations that seem difficult and offer mediation between the student, the preceptor, and the 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 Coordinator of Practice Education & Career Services before coming to this conclusion.
Setting Goals & Objectives

Setting goals are important to assure that the expectations of the student and the preceptors 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 practicum experience.

- Be written down - writing down these goals and objectives prior to or early on in the practicum will help the student to prepare for the experience.

- Be flexible - as the practicum 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 Competencies

The faculty of the College of Public Health has established competencies for all its degrees (MPH; MHA; MS; PhD) and programs (specializations). The competencies are based on information gathered from applicable professional organizations (i.e. Association of Schools and Programs of Public Health; Institute of Medicine), information from external advisory committees and employers, and, applicable governmental standards or professional guidelines and practices.

The learning objectives for the required core and specialization courses are aligned with these competencies. The assessment process for assuring that successful learners and graduates meet the desired competencies include objective and subjective quizzes and examinations, research papers, problem-sets, specialized practicum, culminating projects, student/graduate surveys, and employer surveys.

The competencies are listed below, organized by the degrees. For the MPH degree, the core competencies for all graduates are listed first, followed by those for the specializations.

**Core competencies for all MPH degree students, regardless of specialization**

**Biostatistics**

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

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.
**Environmental Health Sciences**
Upon graduation a successful student with an MPH degree should be able to:
1. Discuss the significance of the environment to population health.
2. Define and distinguish various environmental agents (i.e., chemical, physical, and biological) and environmental classifications (i.e. natural, anthropogenic, social, and cultural) that influence public health.
3. Summarize the various environmental media and the chemical and physical factors that influence contaminant partitioning, fate, and transport within and between environmental media as relevant to human exposure.
4. Discuss pollutant chemical and physical factors as well as human physiologic factors that influence human exposure and the uptake of environmental contaminants.
5. Identify approaches for assessing and controlling environmental agents and strategies for reducing risks to human health.
6. Explain the fundamental process of risk assessment, its limitations, and application for public health protection.
7. Recognize individual (e.g., genetic, physiologic and psychosocial) and community (poverty, social, built, economic, race) susceptibility factors that influence population health.
8. Discuss environmental justice and its significance as a public health issue.
9. Explain the fundamental principles of metabolism, distribution, and elimination of environmental toxics.
10. Identify federal and state regulatory programs, guidelines and authorities relevant to environmental health.
11. Work within interdisciplinary groups to identify, evaluate, and communicate environmental health concerns.

**Epidemiology**
Upon graduation a successful student with an MPH degree should be able to:
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. Discuss 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.
Health Behavior and Health Promotion (Social and Behavioral Sciences)
Upon graduation a successful student with an MPH degree should be able to:
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. Discuss 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. Defend the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions.
7. Recognize the value of planning, implementation and evaluation of public health programs, policies and interventions.
8. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

Health Services Management and Policy (Health Services Administration)
Upon graduation a successful student with an MPH degree should be able to:
1. Identify the main components of and the principal issues surrounding the organization, financing and delivery of services in the U.S. health care system.
2. Describe the process for enacting policy and regulations relating health care across levels and branches of government.
3. Identify principles of ethical analysis as applied to issues in health services delivery.
4. Analyze the major strengths and weaknesses of the U.S. health care system.
5. Summarize ways of measuring and evaluating the quality and efficiency of health care delivery.
6. Explain how decisions are made by stakeholders in the health care system and how these decisions affect patients and communities.
7. Describe the major problems currently facing health care in America, especially regarding cost, the availability of health insurance, and access to care.
8. Characterize the major settings in which care takes place (e.g., inpatient, outpatient, home-care, long term care, etc.) and the distinctive issues faced in each setting.
9. Specify the major determinants of human health and disease, and explain the contribution of health care services relative to genetics, health behaviors, social factors, and other determinants of human health.
10. Explain how health services management and policy contributes to public health improvement.
Integrative and Interdisciplinary Competencies
Upon graduation a successful student with an MPH degree should be able to:
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.

Additional competencies for fields of specialization in the MPH degree
Biostatistics
Upon graduation a successful MPH degree student with a specialization in biostatistics should be able to:
1. Critique 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:
   a. Continuous data
   b. Categorical data
   c. Time-to event data
   d. Repeated measurements data
   e. Clustered data
5. Provide statistical consultation to investigators working on public health related research.
6. Design survey questionnaires and analyze resulting survey data.
7. Use at least one major statistical data analysis package (STATA, SPSS, SAS, R, or Splus)

Biomedical Informatics
Upon graduation a successful MPH degree student with a specialization in biostatistics should be able to:
1. Compare and contrast types of major domestic and international public health issues, including Sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity and mortality.
2. Discuss various approaches/strategies for identification, response and intervention to address and Attempt to resolve common public health issues.
3. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical
Factors and relationships to domestic and international public health issues and determinants of Health.

4. Use basic tools and apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/Promotion) for domestic and international population health issues.

5. Utilize existing knowledge sources (e.g. databases) commonly used for biomedical informatics.

6. Discuss core biomedical informatics theories, methods, and practice areas from individual and population-based perspectives.

7. Interpret applicable research articles

8. Apply principles of ethics for professional practice and responsible conduct of research.

**Environmental Health Sciences**

Upon graduation a successful MPH degree student with a specialization in environmental health sciences should be able to:

1. Explain the significance of the community and workplace environment to public health.
2. Outline the health threat that natural and anthropogenic contaminants in the environment can pose to population health.
3. Compare the fate, transport, and human uptake of chemical and biological agents.
4. Explain the physiological factors that influence human exposure and the uptake of chemical and biological environmental agents.
5. Critique and conduct human risk assessments.
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. Use various risk management and risk communication approaches for environmental hazards.
9. Summarize the underlying mechanisms of toxicity resulting from exposure to environmental agents.
10. Describe federal and state regulatory programs, guidelines and authorities relevant to environmental and occupational health.
11. Access state, federal, and local resources for assessing environmental and occupational health.
12. Work with other public health disciplines (e.g., nurses, physicians, veterinarians, epidemiologists, biostatisticians) to address environmental and occupational health concerns.
13. Compare the principle components and influencing factors in the exposure continuum from source to disease.

**Epidemiology**

Upon graduation a successful MPH degree student with a specialization in epidemiology should 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.

Health Behavior and Health Promotion
Upon graduation a successful MPH degree student with a specialization in health behavior and health promotion should 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. Critically assess the scientific literature describing health promotion interventions.
5. Assess and summarize the health-related needs and resources of a defined community.
6. Identify 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. Collaboratively 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.
14. Advocate for social and behavioral science intervention and policies.

Health Services Management and Policy
Upon graduation a successful MPH degree student with a specialization in health services management and policy should be able to:

1. Summarize public policy processes related to health care, including the creation and implementation of policy and the political aspects of policy.
2. Describe the types of health care financing methods used by state and federal agencies and private organizations and their implications for health services access, quality and cost.
3. Describe the organization, governance, and management structure of typical public and private health care delivery systems in the U.S.
4. Apply techniques of budgeting and financial analysis related to health care delivery and public health programs.
5. Apply organizational theories and management principles appropriate for managing in health care delivery and public health settings.
6. Identify key principles involved in leading and sustaining organizational change.
7. Apply basic principles of ethical analysis to issues related to management and health policy in communities and organizational settings.
8. Use relevant economic principles to analyze the structure, management, and performance of organizations and the health system.
9. Communicate effectively with diverse constituencies, both within and external to health services organizations.
Veterinary Public Health
Upon graduation a successful MPH degree student with a specialization in veterinary public health should 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.

Clinical Translational Science
Upon graduation a successful MPH degree student with a specialization in clinical investigation should 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. Collaboratively 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.

Program for Experienced Professionals
Upon graduation a successful MPH degree student in the Program for Experienced Professionals should 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.

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**Example of Recent Practice Placements by Specialization**

The projects listed in the table below are just a few examples of some past practicum projects in which Public Health Students have participated. The Projects are categorized by specialization.
<table>
<thead>
<tr>
<th>Specialization</th>
<th>Practice Site</th>
<th>Department</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>Nationwide Children’s Hospital (Columbus, Ohio)</td>
<td>Center for Perinatal Research</td>
<td>Identifying Biomarkers of Childhood Diseases</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University</td>
<td>Student Wellness Center</td>
<td>Alcohol and Social Norms Marketing Assessment</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University College of Public Health</td>
<td>Biometrics laboratory</td>
<td>Questionnaire Design to Determine Amount &amp; type of Drinking Water for Pregnant Women</td>
</tr>
<tr>
<td>Clinical Translational Science</td>
<td>The Ohio State University Medical Center</td>
<td>Department of Surgery</td>
<td>Assessment of Social Security Death Index</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University Medical Center</td>
<td>Department of Emergency Medicine</td>
<td>Advance Directives in ED ECF Patients</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University College of Public Health</td>
<td>Weghorst Lab</td>
<td>The Chemoprevention of Cervical Cancer</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>EPA</td>
<td>Air Pollution Control</td>
<td>Air Toxins Monitoring Regulation &amp; Risk Assessment</td>
</tr>
<tr>
<td></td>
<td>The Franklin County Board of Health</td>
<td>Environmental Health</td>
<td>Food Safety at Farmers Markets</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University Medical Center</td>
<td>Population Health Sciences</td>
<td>PAP Test Follow up Care Among Appalachian Women</td>
</tr>
</tbody>
</table>

Example of Recent Practice Placements by Specialization (cont)
<table>
<thead>
<tr>
<th>Specialization</th>
<th>Practice Site</th>
<th>Department</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Epidemiology (cont)</strong></td>
<td>CDC- National Institute for Occupational Health and Safety</td>
<td>CDC- National Institute for Occupational Safety and Health</td>
<td>The 2010 Occupational Health Supplement to the National Health Interview Survey</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University Medical Center</td>
<td>Internal Medicine</td>
<td>Diabetes Control, Compliance and Continuity (DCS)</td>
</tr>
<tr>
<td><strong>Health Behavior &amp; Health Promotion</strong></td>
<td>Nationwide Children’s Hospital</td>
<td>Center for Injury Research and Polity</td>
<td>Safe Play Areas for Ross County Kids</td>
</tr>
<tr>
<td></td>
<td>Franklin County Board of Health</td>
<td>Administration</td>
<td>Body Art Education/Social Marketing</td>
</tr>
<tr>
<td></td>
<td>Columbus City Hall</td>
<td>Human Resources</td>
<td>Health Columbus Wellness Program</td>
</tr>
<tr>
<td><strong>Health Services Management &amp; Policy</strong></td>
<td>Allegheny Health Choices, Inc (AHCI)</td>
<td>Information Systems Dept</td>
<td>Health Care Reform Effects on the Mental Health &amp; Substance Abuse Population in Allegheny County Pennsylvania</td>
</tr>
<tr>
<td></td>
<td>Leavitt Partners, LLC</td>
<td>Knowledge Development Team</td>
<td>Healthcare Consulting During the Era of the Affordable Care Act</td>
</tr>
<tr>
<td></td>
<td>Susan G. Komen for the Cure</td>
<td>Community Outreach</td>
<td>Community Outreach and Mission Development</td>
</tr>
<tr>
<td><strong>Veterinary Public Health</strong></td>
<td>Nationwide Children’s Hospital</td>
<td>Center for Perinatal Research</td>
<td>Bacterial Pneumonia Critically Ill Children with Bronchiolitis</td>
</tr>
</tbody>
</table>
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 practicum. 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.

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 the 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
Staff Contacts

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

Dawn Williams, M. Ed.
Practice Education and Career Services
Office of Academic Programs and Student Services
1841 Neil Ave  Room 100D Cunz Hall  Columbus, OH 43210-1240

Phone: (614) 247-4380   Fax: (614) 247-1846

Email: williams.3388@osu.edu   pecs@cph.osu.edu
# Preceptor Checklist for the Practicum

This checklist will provide Preceptor’s with standard activities and tasks as it relates to being a College of Public Health Preceptor. **Note: To fulfill the Practicum Requirements the Student must complete 120 hours**

| □ Student’s should choose an appropriate practicum with input and approval from their faculty advisor and Preceptor. |
| □ Preceptors should meet with the student to complete the Learning Agreement and to establish the objectives, activities and competencies to be completed during the practicum. **Preceptor’s should be aware of the public health competencies and make sure activities and projects allow at least 3-4 public health competencies to be met.** |
| □ Review and sign the Learning Agreement and make sure at least 3-4 Public Health Competencies are listed on the Learning Agreement. The CPH Competencies can be found on the CPH Website at [http://cph.osu.edu/students/graduate/handbooks/graduate-student-handbook/appendices](http://cph.osu.edu/students/graduate/handbooks/graduate-student-handbook/appendices). Keep a copy of your records. |

## Pre- Arrival of the Practicum Student

| □ Inform your staff of the practicum student |
| □ Prepare work space and supplies |
| □ Develop outcome-based projects and activities and incorporate the public health competencies into the students’ Projects, activities and duties when appropriate. Try to create a mix of long –term and short-term projects. |
| □ Discuss protocol for privacy (e.g. passwords, personal data on desk, accessing entrance to office, locking desk drawers, etc) |
| □ Establish work schedule, call off, and late arrival procedures with the student |
| □ Discuss dress expectations, office protocol, policies and procedures |

## During the Practicum

| □ Provide the student with sufficient supervision and instruction in the form of routine interactions. Guide the student in his or her next steps throughout the practicum or project as needed and ask to review work periodically when appropriate. |
| □ Be available for any questions, issues, concerns the student may have |
| □ Provide student with constructive feedback when appropriate. |
| □ Expose the student to the principles of professional ethics and professional development opportunities (e.g. staff meetings, conferences, trainings) |
| □ 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 Faculty Advisor or Coordinator when appropriate |
| □ Encourage the student to present on-site about the experience and significant findings. Invite the Faculty Advisor and/or Coordinator. |
| □ Contact the Faculty Advisor or the Coordinator if issues or problems arise that cannot be resolved by meeting with the student. |

## As the End of the Semester Approaches

| □ Students completing the practicum are required to register for the Practicum Course (**PUBH 7189**). The student must complete the 120 hours on site at an organization within the semester of registration to get a satisfactory grade for the practicum course. In addition, students will need to |
complete a final report summarizing their experience, as well as satisfactory evaluations from both the Preceptor and the Faculty Advisor.

☐ Preceptors will receive the preceptor evaluation form the Coordinator via email. The preceptor evaluation can also be found on the College of Public Health’s website at http://cph.osu.edu/students/graduate/handbooks/cphpracticum-student-handbook/appendix-e-practicum-forms-web. DOWNLOAD THE EVALUATION.

☐ At the conclusion of the practicum and after the 120 hours have been completed the preceptor must complete the preceptor evaluation and return it to the Coordinator of Practice Education and Career Services at pecs@cph.osu.edu. The preceptor evaluation is due the first day of finals to allow time for the faculty to review and post a grade by the grade posting deadline. The first day of finals and the academic calendar for each semester during the 2014-2015 academic year can be found below.

**First day of Finals by semester (Preceptor Evaluation Due)**

- **Autumn Semester 2014**: December 11, 2014
- **Spring Semester 2015**: April 29, 2015
- **May Session 2015**: June 5, 2015
- **Summer Term 2015**: August 3, 2015

**Academic Calendar (2014-2015)**

- **Autumn Semester 2014**: August 27, 2014- December 11, 2014
- **Spring Semester 2015**: January 12, 2014- April 27, 2015
- **May Session 2015 part of summer term**: May 11, 2015- June 5, 2015
- **Summer Term 2015**: May 11, 2015- July 31, 2015

**After the Semester has ended**

☐ If the student has not completed their hours to complete the practicum allow them to continue. The student will receive an incomplete grade until the hours are completed. Once the required hours are completed and all requirements are met the incomplete grade will be replaced with a satisfactory grade.

☐ Preceptors wishing to host another practicum student from the College of Public Health should contact the Coordinator of Practice Education and Career Services at 614-247-4380 or by emailing at dawilliams@cph.osu.edu.