

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**

**Dawn Williams, Coordinator of Practice Education and Career Services
(614) 247-4380 | williams.3388@osu.edu
Pecs@cph.osu.edu**



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,



Dawn Williams, M.Ed
Coordinator of Practice Education and Career Services
Office of Academic Programs & Student Services
Room 100D Cunz Hall
1841 Neil Ave
Columbus, Ohio 43210
(614)247-4380
dawilliams@cph.osu.edu

Preceptor Guidebook

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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, 15 credit hours are used for core courses in the five core areas and 19-24 credit hours are used for the specialization. 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/prospective-students/mph>. Click on each specialization for specific program requirements.

Traditional MPH Students VS. The Experienced Student (PEP)

Many students in the traditional MPH program begin the graduate program immediately after undergrad, 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

Purpose

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.

Objectives

The principal objectives of the practicum is for the student to:

- Apply knowledge, techniques, and tools acquired in the classroom;
- Provide students with practice experience in an applied public health and/or community health setting;
- Develop skills in the field of study;
- Provide students with an opportunity to learn how one particular organization functions;
- Allow students to test drive and explore a career choice in Public Health

**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. This will assist the student in developing new skills and in gaining technical and managerial competence in selected areas.

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
 - **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 semester 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 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 Fall and Spring Semesters, practicum placements are generally completed on a part-time basis. For example, a 2-semester 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 semester 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.

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 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
- 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 the Office of Academic Programs and Student Services. The Office of Academic Programs and Students Services 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 The Office of Academic Programs and Student Services 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
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 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 Office of Academic Programs and Student Services at the end of the practicum. The Office of Academic Programs and Student Services as well as 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:

- Be professional in appearance and conduct.
 - Adhere to the schedule predetermined with the preceptor.
 - Be punctual, and 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 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 the Office of Academic Programs and Student Services.

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 Office of Academic Programs and Student Services 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 & 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

Core competencies for all MPH degree students, regardless of specialization

Competencies for College of Public Health Graduate Programs

The faculty of the College of Public Health has established competencies for all its graduate degrees (MPH; MHA; MS; PhD) and programs and specializations. The competencies are based on information gathered from applicable professional organizations including the 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.

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 can be found on the college's website at <https://cph.osu.edu/students/competencies>.

Example of Past 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

<u>Specialization</u>	<u>Practice Site</u>	<u>Department</u>	<u>Project Title</u>
<u>Biostatistics</u>	Nationwide Children’s Hospital (Columbus, Ohio)	Center for Perinatal Research	<i>Identifying Biomarkers of Childhood Diseases</i>
	The Ohio State University	Student Wellness Center	<i>Alcohol and Social Norms Marketing Assessment</i>
	The Ohio State University College of Public Health	Biometrics laboratory	<i>Questionnaire Design to Determine Amount & type of Drinking Water for Pregnant Women</i>
<u>Clinical Translational Science</u>	The Ohio State University Medical Center	Department of Surgery	<i>Assessment of Social Security Death Index</i>
	The Ohio State University Medical Center	Department of Emergency Medicine	<i>Advance Directives in ED ECF Patients</i>
	The Ohio State University College of Public Health	Weghorst Lab	<i>The Chemoprevention of Cervical Cancer</i>
<u>Environmental Health Sciences</u>	EPA	Air Pollution Control	<i>Air Toxins Monitoring Regulation & Risk Assessment</i>
	The Franklin County Board of Health	Environmental Health	<i>Food Safety at Farmers Markets</i>
	The Ohio State University Medical Center	Population Health Sciences	<i>PAP Test Follow up Care Among Appalachian Women</i>

Example of Recent Practice Placements by Specialization (cont)

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

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

Staff Contact Information 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: dawilliams@cph.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>. 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,and 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

- 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.
- At the conclusion of the practicum and after the 120 hours have been completed. The preceptor must complete the online preceptor evaluation. The Coordinator of Practice Education and Career Services will provide the link.

First day of Finals by semester (Preceptor Evaluation Due)

Autumn Semester 2016: December 14, 2016

Spring Semester 2017: April 26, 2017

Summer Term 2017: July 31, 2017

Academic Calendar (2016-2017)

Autumn Semester 2016: August 23, 2016- December 7, 2016

Spring Semester 2017: January 9, 2017- April 24, 2017

Summer 2017: May 10, 2017- July 28, 2017

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 Williams.3388@osu.edu