Master of Public Health
Practicum Guidelines

Spring 2016
Effective Date

Updated December 15, 2015
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INTRODUCTION
The mission of Kent State University is to “discover, create, apply and share knowledge; foster ethical humanitarian values; educate students to think critically; expand students’ intellectual horizons; and prepare students for responsible citizenship and productive careers.” To this end, students pursuing a Master of Public Health (MPH) will not only engage with faculty in the classroom but will also apply their knowledge and skills in “real world” settings with support and guidance from community preceptors and the College faculty. These practical experiences are gained throughout the MPH program of study and are particularly emphasized in the practicum. Completion of the practicum is also a requirement of all MPH programs accredited by the Council on Education for Public Health (CEPH).

SUMMARY OF THE PRACTICUM PROCESS
Towards the end of the program of study (usually in the second to last semester), students will register with their department’s Practicum Coordinator to begin the practicum. After approval has been received, students will enroll in their department’s Practicum Experience course (i.e., SBS 60192) and will work with the Practicum Coordinator to begin developing the practicum project. During this process, students reflect on their completed coursework, identify areas of interest for further study, develop a list of possible sites to conduct the practicum, identify MPH professional competencies to address, and generate a preliminary list of learning objectives and activities. In this stage, students are encouraged to think about the “next steps” in their careers and design a practicum project that will help them achieve those professional goals.

After students have developed a preliminary concept about the practicum project they would like to pursue, they will complete the Practicum Agreement Form and meet with the Practicum Coordinator to review the concept, discuss placement sites and a preceptor, and further develop the learning objectives. After the Practicum Coordinator approves the Practicum Agreement Form, it is signed by the student and preceptor and the original is retained by the Practicum Coordinator.

Completion of the practicum requires a minimum of 300 contact hours and the development and presentation of a portfolio. Ordinarily, this means that students will need at least two semesters to complete the required number of contact hours and develop and present a high quality portfolio. Details on the requirements of the portfolio and presentation are contained in this document.

The practicum is graded on a “satisfactory/unsatisfactory” basis and the grade is recorded in the student’s academic record. The grade is based upon the quality of the portfolio, the presentation, preceptor evaluation, student evaluation, and faculty assessment.

PRACTICUM SITES AND APPROVAL PROCESSES
Practicum projects can be completed in a variety of settings outside of the College, including health departments, non-profit organizations, hospitals, and other community-based organizations. Host sites must sign an Affiliation Agreement to host a practicum student and the site must be approved by the Practicum Coordinator. Additional levels of approval may also be required.
International Practicum Projects
Students wishing to conduct their practicum outside of the United States, must obtain additional approval by the Office of Global Education (OGE) and must follow additional guidelines, including immunization and vaccination, additional health insurance, and other requirements. Students should be aware that the University and College reserve the right not to approve practicum projects in foreign countries, especially countries with travel restrictions or advisories. Students wishing to conduct their practicum projects in foreign countries must expect and budget additional time to complete the approval process. See the OGE web site for more information: http://www.kent.edu/globaleducation

Practicum Projects at the Student’s Place of Employment
Students wishing to conduct a practicum project inside their place of employment must also obtain additional approval by the Practicum Coordinator. Practicum projects occurring at the student’s place of employment must have a scope of work that is “above and beyond” the student’s normal job duties. Verification from the student’s supervisor may be requested.

EXAMPLES OF PRACTICUM PROJECTS
A practicum project serves as evidence of the student’s ability to apply knowledge and skills gained in coursework to a public health problem. Practicum projects can take many forms, depending upon the student’s discipline and interests. Examples of practicum projects by discipline include, but are not limited to:

Biostatistics
- Analyze and report complex statistical information to pediatricians at a local hospital on the association between in utero exposure to pesticides and the healthy development of newborns.
- Develop a registry and participate in the enrollment of Iraq and Afghanistan veterans suffering from Post Traumatic Stress Disorder in collaboration with the Veterans Administration.
- Provide biostatistical support to community-based researchers in a range of areas including, but not limited to, sample size calculations and power analysis, research methodology, data management, and data analysis.

Environmental Health Sciences
- Develop a program that builds the capacity of health department personnel to implement new water monitoring standards.
- Conduct a community awareness program around recycling and use of sustainable materials.
- Apply GIS mapping technology to an environmental health problem that changes how the problem is addressed locally.

Epidemiology
- Develop and test new strategies of presenting complex epidemiologic information to community members.
- Develop and implement a “mixed methods” approach to studying how H1N1 is transmitted in the social networks of homeless youth.
- Perform secondary data analysis of large datasets to answer a public health research question.
Health Policy and Management
- Assess the organizational functioning of a non-profit organization and develop a plan to increase the organization’s efficiency and effectiveness.
- Analyze a healthcare policy and develop and test strategies for its implementation.
- Conduct a community-wide health needs assessment (e.g., for health department accreditation).

Social and Behavioral Sciences
- Develop and test a social marketing campaign that reduces the tobacco use behaviors of college students.
- Plan, implement, and evaluate a school-based health education curriculum that reduces unintentional injuries.
- Develop and administer a survey to measure phenomena related to an important public health problem.

For additional ideas, please refer to the professional competencies of each discipline (see Appendix).

STUDENT RESPONSIBILITIES
The student has the primary responsibility of developing, conducting, and presenting the practicum project and ensuring that all requirements are met. To this end, the student is responsible for:

Development Phase
- Reflecting on completed coursework, identifying areas of interest for further study, developing a list of possible sites to conduct the practicum, and generating a preliminary list of learning objectives and activities to be reviewed and approved by the Practicum Coordinator.
- Obtaining the approval of the Practicum Coordinator before contacting potential field preceptors or community sites to negotiate a practicum project. The Practicum Coordinator must secure a Site Agreement with the community organization before the student can begin the practicum project.
- Completing the Practicum Agreement Form and obtaining all necessary signatures before beginning the practicum project. Time spent before approval of the Practicum Agreement Form will not count toward the minimum contact hour requirement.
- Submission of the Preceptor’s curriculum vitae (CV) or resume along with the signed Practicum Agreement Form.
- Enrolling in the appropriate Practicum Experience course (i.e., SBS 60192).
- Working with the Practicum Coordinator to obtain Institutional Review Board (IRB) approval of projects involving data from human subjects. You must have IRB approval before you can start any project that involves data from human subjects—whether you collected the data or not.

Implementation Phase
- Completing the KSU-approved CITI training entitled, “Social & Behavioral Research – Basic/Refresher.” Please note that this training must be completed before IRB approval can be given. Students that have completed the CITI training in the last three years can waive this requirement by submitting the training certificate to the Practicum Coordinator.
- Completing all required aspects of the practicum project, as described in the Practicum Agreement Form.
• Behaving in a professional manner while completing the practicum project including appropriate
time, language, communication, and general appearance.
• Documenting the time devoted to the practicum project using the approved time sheet (see Appendix).
• Negotiating absences and make-up time directly with the field preceptor. Please note that the
Kent State University holiday schedule does not necessarily coincide with the holiday schedule
of the field site.
• Contacting the Practicum Coordinator when problems arise including if the student is asked to
do anything s/he finds objectionable, sign any documents, perform any clinical functions, or
anything else that falls outside of the scope of the Practicum Agreement Form.
• Completing assignments/tasks given by the Practicum Coordinator.

Final Phase
• Identifying and obtaining approval of a journal article or other approved report/document that
can serve as model for the practicum narrative.
• Preparing the portfolio (see requirements).
• Obtaining approval from the Practicum Coordinator to present the portfolio.
• Satisfactorily presenting the portfolio (see requirements).
• Completing all final requirements, including the Student Evaluation of Preceptor and Site form.
• The Preceptor must complete the Preceptor Evaluation of Student form and submit it directly to
the Practicum Coordinator.

PRECEPTOR RESPONSIBILITIES
The preceptor is located at the host agency and has the primary responsibility for providing a supportive
learning environment for the student and evaluating the student’s work. To this end, the field preceptor
is responsible for:

Development Phase
• Meeting with the student to develop the practicum project.
• Discussing the practicum project with the practicum coordinator.
• Reviewing and signing the final Practicum Agreement Form (see Appendix).
• Submitting a resume/CV to the practicum coordinator that includes professional experience,
education, and certifications or licensures.

Implementation Phase
• Providing a safe and productive work environment for the student including a work area,
computer, office supplies, or other items needed to complete the practicum project.
• Providing access to technical, laboratory, administrative, or other equipment needed to
complete the practicum project.
• Signing time sheets (see Appendix).
• Maintaining an appropriate professional mentor relationship with the student.
• Supporting the student during the practicum project.
• Reporting any problems to the Practicum Coordinator.
Final Phase

- Attending the portfolio presentation, if able.
- Completing the Preceptor Evaluation of Student (see Appendix) and submitting it to the Practicum Coordinator.

PORTFOLIO REQUIREMENTS

Each student must complete a portfolio that documents and summarizes the practicum experience. After completion, the portfolio will be made a public document that resides in the department’s library. The portfolio requirements vary by MPH specialization. See syllabus for more information.

*Students are required to work closely with the Practicum Coordinator on the development of the portfolio, including submitting drafts by the stated due dates.*

The Practicum Narrative

The practicum narrative is a scholarly description of the Practicum project. The Practicum narrative requirements vary by MPH specialization. See syllabus for more information.

Self-Evaluation

The self-evaluation component of the Practicum portfolio is the section where the student links the Practicum experience with prior coursework and with the “next steps” in their careers. Sample questions to address in the self-evaluation include, but are not limited to:

- How did the Practicum help you master the competencies in the MPH program?
- How has your Practicum experience enriched your overall MPH program?
- How has the MPH program better prepared you for your “next step?”
- What “lessons learned” would you share with future MPH students?

The self-evaluation should be no less than 5 pages in length and follow the formatting requirements listed below.

**Formatting Requirements of the Practicum Narrative and Self-Evaluation**

The practicum narrative and self-evaluation must adhere to the following formatting requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>References</td>
<td>The citations and references must follow requirements stated in the “Publication Manual of the American Psychological Association” (sometimes referred to as the “APA Manual”)</td>
</tr>
<tr>
<td>Type Face &amp; Spacing</td>
<td>12 point Times New Roman (unmodified) double-spaced</td>
</tr>
<tr>
<td>Margins</td>
<td>1” margins all the way around (top, bottom, left, and right)</td>
</tr>
<tr>
<td>Header and Footer</td>
<td>No header. Place the page number and total number of pages in the lower right hand corner of the footer (i.e., Page X of Y).</td>
</tr>
<tr>
<td>Tables &amp; Figures</td>
<td>Tables and figures must be titled in a manner consistent with the APA Manual. Table data should be clearly presented using “Presenting Your Findings: A Practical Guide for Creating Tables”</td>
</tr>
</tbody>
</table>
PRESENTATION REQUIREMENT
Students must publicly present and answer questions about their Practicum projects to other students, faculty, staff, their preceptors, and community members. The preceptor is encouraged, but is not required, to attend.

Students should prepare the presentation using Microsoft PowerPoint and include enough slides to fill 30 minutes. Students should be prepared to answer questions from the Practicum Coordinator and audience for 15 minutes.

Students must receive approval from the Practicum Coordinator before they can present their Practicum portfolios.

Date, Time, and Location
Students will establish a date and time to present the Practicum with the Practicum Coordinator. The Practicum Coordinator will secure the meeting location (online students will use Blackboard Collaborate, Skype, or other approved system).

Audio-Visual Equipment
Students are required to use the audio-visual equipment in the presentation room or reserve a laptop and projector from the College. If additional audio-visual equipment is needed, it should be secured by the student with the approval of the Practicum Coordinator.

Handouts
Students must prepare a 1-page handout that summarizes the Practicum project and bring at least 40 copies to the presentation.

The PowerPoint presentation and handout must be approved by the Practicum Coordinator before it is presented.
APPENDIX A

Practicum Agreement Form

Note: This form must be typed. A fillable form is available on the College’s web site.
# PRACTICUM AGREEMENT FORM

## Student/Practicum Information

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Practicum Title</th>
<th>Dates of Practicum</th>
<th>Hours Per Week</th>
<th>Total Hours</th>
</tr>
</thead>
</table>

## Preceptor/Site Information

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Site Address</th>
<th>Preceptor Name</th>
<th>Phone</th>
<th>Preceptor Title</th>
<th>Email</th>
</tr>
</thead>
</table>

Are you employed by this organization/agency?  
- [ ] Yes*  
- [ ] No  
*If yes, you must complete the Practicum at Place of Employment form

## Professional Competencies

Students must identify 3-4 professional competencies that align with the practicum project (see Appendix).

<table>
<thead>
<tr>
<th>Competency #</th>
<th>Description</th>
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## Learning Objectives

Students must identify 3-4 learning objectives, the timeline associated with completing the objectives, the method(s) for completing the objectives, and what evidence will document the completion of the objectives. Begin the learning objectives with the following verbs: define, describe, discuss, explain, identify, demonstrate, differentiate, compare, design, formulate, evaluate, assess, or analyze.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Timeline</th>
<th>Method(s)</th>
<th>Evidence</th>
</tr>
</thead>
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Human Subjects Research

Does your project involve collecting or using information from a living individual in any way? This includes, but is not limited to: performing secondary analysis of existing data; reviewing existing records; conducting interviews, focus groups, or surveys; observing participants; and examining biological specimens.  

☐ Yes*  ☐ No

*If yes, you must work with the Practicum Coordinator to complete the appropriate Institutional Review Board (IRB) forms at Kent State University and receive approval before collecting or using human subjects data. IRB approval may also be required from partnering agencies.

Signatures

By signing below, the student and preceptor agree with the policies, procedures, and expectations stated on this document, the Practicum Guidelines document, and any associated syllabi.

Student ___________________________ Date _________ Preceptor ___________________________ Date _________

Coordinator ___________________________ Date _________ College ___________________________ Date _________

*Preceptor CV, Site Agreement
APPENDIX B

Practicum at Place of Employment Form

Note: This form must be typed. A fillable form is available on the College’s web site.
**PRACTICUM AT PLACE OF EMPLOYMENT FORM**

*Practicum projects occurring at the student’s place of employment must have a scope of work that is “above and beyond” the student’s normal job duties.*

### Student/Practicum Information

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Practicum Title</th>
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### Preceptor/Site Information

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Site Address</th>
<th>Preceptor Name</th>
<th>Preceptor Title</th>
<th>Phone</th>
<th>Email</th>
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### Employment Information

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Supervisor</th>
<th>Job Description and principal duties*</th>
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* You may attach a hard-copy of this information, if available

### Differences Between Practicum and Job Duties

*Provide a justification for how the proposed practicum project is “above and beyond” the student’s normal job duties.*

### Signatures

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Preceptor</th>
<th>Date</th>
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<th>Supervisor</th>
<th>Date</th>
<th>Coordinator</th>
<th>Date</th>
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APPENDIX C

Professional Competencies in the MPH Program
CORE COMPETENCIES

1. Conduct descriptive and inferential statistics according to the study design for answering particular research questions.
2. Develop written and oral presentations based on statistical analyses for both public health professionals and lay audiences.
3. Mitigate the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
4. Apply federal and state regulatory guidelines to programs that control environmental health issues.
5. Identify the main issues related to the organization, management, financing and delivery of health services in the United States.
6. Recognize and critically discuss current and emerging public health issues on local, state, national and global levels.
7. Utilize and justify the social ecological approach to health promotion and disease prevention.
8. Design basic quantitative and qualitative research to address public health problems.
9. Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
10. Implement public health programs and strategies responsive to the diverse cultural values and traditions of the communities served.
11. Use collaborative methods and ethical standards for achieving organizational and community health goals.
12. Apply epidemiologic methods to assess the risk of communicable and non-communicable diseases in the community.

DISCIPLINE-SPECIFIC COMPETENCIES

Biostatistics
A1. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
A2. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met
A3. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions
A4. Apply common statistical methods for inference

Environmental Health Sciences
B1. Describe factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
B2. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
B3. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
B4. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
B5. Describe basic biological principles that apply to public health.
Epidemiology
C1. Identify the principles and limitations of public health screening programs.
C2. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
C3. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
C4. Communicate epidemiologic information to lay and professional audiences.
C5. Evaluate the strengths and limitations of epidemiologic reports.

Health Policy & Management
D1. Describe the legal and ethical bases for public health services.
D2. Discuss key elements of the policy processes and apply them to public health issues.
D3. Apply the principles of planning, implementation and evaluation of public health programs and effectively communicate outcomes.
D4. Evaluate the financial performance and management of public health organizations.
D5. Apply "systems thinking" for resolving organizational problems.
D6. Develop and demonstrate leadership skills related to a health policy and/or management concern

Social & Behavioral Sciences
E1. Apply and evaluate basic social and behavioral theories that effect health behaviors.
E2. Analyze the role of social determinants in the onset and solution to public health problems.
E3. Use the principles of ethics, social justice and advocacy in improving the health of diverse populations in a culturally competent manner.
E4. Analyze emerging social and behavioral issues and create evidence-based interventions.
APPENDIX D

Practicum Time Sheet

Note: This form must be typed. A fillable form is available on the College’s web site.
# PRACTICUM TIME SHEET

## Student/Practicum Information

<table>
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<tr>
<th>Student’s Name</th>
<th>Practicum Title</th>
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## Bi-Weekly Log

### For the Week of

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<th>Date</th>
<th># Hours</th>
<th>Activities</th>
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Total: ___________

### For the Week of

<table>
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<tr>
<th>Date</th>
<th># Hours</th>
<th>Activities</th>
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Total: ___________

## Signatures

Student: __________________________ Date: __________________________

Preceptor: ________________________ Date: __________________________
APPENDIX E

Preceptor Evaluation of Student
The student’s grade on the practicum is based upon the quality of the student’s portfolio, the portfolio presentation, an overall assessment by the faculty, and your evaluation as the field preceptor. Please complete this assessment during the midpoint of the practicum project and when the practicum project is completed. Please submit this assessment directly to the Practicum Coordinator.

[☐] Mid-Point Evaluation  [☐] Final Evaluation

**Student/Practicum Information**

Student’s Name: _______________________________________________________________

Practicum Title: __________________________________________________________________

**Preceptor/Site Information**

Name of Site: ___________________________________________________________________

Preceptor Name: _____________________________________ Phone: ______________________

Preceptor Title: ________________________________________ Email: _____________________

**Professional Competencies**

*Please refer to the Practicum Agreement Form to assess the performance of each professional competency. Please note any comments you have on how well the student performed the competency.*

<table>
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<tr>
<th>#</th>
<th>Rating (circle one)</th>
<th>Comments</th>
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<tbody>
<tr>
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<td>Not Performed</td>
<td>Barely Performed</td>
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<td>Not Performed</td>
<td>Barely Performed</td>
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<td>Barely Performed</td>
</tr>
<tr>
<td></td>
<td>Not Performed</td>
<td>Barely Performed</td>
</tr>
</tbody>
</table>
Learning Objectives

Please refer to the Practicum Agreement Form to assess how well each learning objective was achieved. Please note any comments you have on how well the student achieved the learning objective.

<table>
<thead>
<tr>
<th>#</th>
<th>Rating (circle one)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Not Achieved</td>
<td>Barely Achieved</td>
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<td></td>
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<td>Barely Achieved</td>
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<tr>
<td></td>
<td>Not Achieved</td>
<td>Barely Achieved</td>
</tr>
</tbody>
</table>

Knowledge of Effective Public Health Practice

Indicate your assessment of the student’s knowledge of public health practice on a scale of 1-5 (1=Poor 5=Excellent) by circling one number next to each statement below. Circle “NA” if you do not feel qualified to rate the item or if it does not apply.

| The scientific basis for public health | Poor | Fair | Average | Good | Excellent | NA |
| Methods to assess and analyze health needs of the community target population | 1 | 2 | 3 | 4 | 5 | NA |
| Appropriate theories and models of behavior change | 1 | 2 | 3 | 4 | 5 | NA |
| Individual, small, and/or large group public health strategies | 1 | 2 | 3 | 4 | 5 | NA |
| Relevant public health policies and practices at the local, state, and national | 1 | 2 | 3 | 4 | 5 | NA |
| Community resources | 1 | 2 | 3 | 4 | 5 | NA |
| Models for designing and implementing public health programs | 1 | 2 | 3 | 4 | 5 | NA |
| Effective management practices such as planning, budgeting, marketing, and staffing | 1 | 2 | 3 | 4 | 5 | NA |

Additional comments on the student’s knowledge of effective public health practice:
### Effective Public Health Practice Skills

*Indicate your assessment of the student’s public health practice skills on a scale of 1-5 (1=Poor 5=Excellent) by circling one number next to each statement below. Circle “NA” if you do not feel qualified to rate the item or if it does not apply.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify problem/assess client interest and need</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Formulate educational/service goals and objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Selects educational or service strategies to the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Delivers service or educational program effectively to clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Makes optimum use of available service/resources</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Develops measures to evaluate program effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Prepares appropriate reports/maintenance records</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Plans and organizes time effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Accomplishes assigned tasks with a minimum amount of supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Makes sound decisions, using good judgment and common sense</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Produces accurate, thorough work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Expresses self well in oral and written work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Follows policies and procedures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Additional comments on the student’s public health practice skills:**

### Relationships with Staff/Clients

*Indicate your assessment of the student’s relationships with staff and clients on a scale of 1-5 (1=Poor 5=Excellent) by circling one number next to each statement below. Circle “NA” if you do not feel qualified to rate the item or if it does not apply.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works harmoniously with colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Works harmoniously with staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Works harmoniously with representatives of other agencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Participates effectively with group situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Communicates effectively with clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Communicates effectively with staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Additional comments on the student’s relationships with staff and clients:**
### Personal Traits and Attitudes

*Indicate your assessment of the student’s personal traits and attitudes on a scale of 1-5 (1=Poor 5=Excellent) by circling one number next to each statement below. Circle “NA” if you do not feel qualified to rate the item or if it does not apply.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possesses emotional stability and maturity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is mentally active and attentive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Shows leadership qualities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Shows interest and enthusiasm for assigned activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Recognizes own strengths and weaknesses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Responds positively to supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Additional comments on the student’s personal traits and attitudes:**

### Potential

*Indicate your assessment of the student’s potential on a scale of 1-5 (1=Poor 5=Excellent) by circling one number next to each statement below. Circle “NA” if you do not feel qualified to rate the item or if it does not apply.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows potentialities of becoming an effective site employee</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has potential for contributing to profession</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has potential for supervisory and administrative work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Additional comments on the student’s potential:**
Overall Evaluation of the Student
Using the space below, please provide your overall evaluation of the student, including commenting on anything not previously mentioned.

What grade would you recommend? A  A-  B+  B  B-  C+  C  C-  D+  D  F

Your Feedback On The Practicum Process
We routinely make changes to the practicum process to improve the experience for the students and our preceptors. Using the space below, please provide your feedback on this experience and note anything we can do better.

Preceptor Signature: ___________________________ Date: ___________________________

Thank you for serving as a field preceptor. Please send this form to the Practicum Coordinator:

Kent State University
College of Public Health
Lowry Hall, 3rd Floor
PO Box 5190
Kent, OH 44240

publichealth@kent.edu
www.kent.edu/publichealth
Fax: 330-672-6505
Tel: 330-672-6500
APPENDIX F

Student Evaluation of Preceptor and Site
STUDENT EVALUATION OF PRECEPTOR & SITE

We also would like feedback from students on the preceptors and practicum sites. Please submit this assessment directly to the Practicum Coordinator. It will not be shared with the preceptor or practicum site.

**Student, Preceptor, and Site Information**

<table>
<thead>
<tr>
<th>Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name</td>
<td></td>
</tr>
<tr>
<td>Practicum Site</td>
<td></td>
</tr>
<tr>
<td>Preceptor Name</td>
<td></td>
</tr>
<tr>
<td>Dates of Placement</td>
<td></td>
</tr>
</tbody>
</table>

**Project Feedback**

Please provide a general description of the duties and responsibilities you had during your practicum.

What experience(s) were most helpful? Why?

What experience(s) were least helpful? Why?
Preceptor and Site Feedback
How would you describe the supervision and guidance you received from your preceptor and the site?

What feedback do you have to improve the practicum experience at this site?

Would you recommend other students use this host site? Why or why not?

Additional Feedback
What additional feedback do you have about how to improve the practicum experience for students?

Thank you for your feedback. Please send this form to the Practicum Coordinator:

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