



 Department of Public Health,  
Nutrition & Wellness

# MASTER OF PUBLIC HEALTH PROGRAM STUDENT PRACTICUM HANDBOOK

Updated: May 23 2016

 Andrews  
University

School of Health  
Professions

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## **Your Field Practicum Experience**

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Your Field Practicum is the time for you to bring everything you have been learning in the classroom out into the world. For some, this may be the first opportunity to help individuals in the community with a health message. For others, this will bring a new experience of interacting with individuals with the strong knowledge base you have gained throughout your time in the MPH program. But whether this is your first or hundredth experience, your Field Practicum is sure to provide you with a rich understanding of what it is like to work as a public health professional.

This experience is set up to allow you to work in an area of interest to you and can provide an opportunity to begin you Capstone Project requirements (**please see the Capstone Research Project Handbook for more information on the requirements**).

We hope that you take full advantage of your field practicum and look forward to working with you during this time.

## **Purpose**

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The purpose of the field practicum is to allow students to develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the student's area of specialization.

Completing the practicum experience on a full-time basis in a concentrated block of time may be ideal, but not always feasible. Therefore, students may begin their practicum experience after MPH Core Courses have been completed. Please refer to your sample schedule in the Student Handbook to know when you will be able to begin your practicum experience.

Students should plan their schedules accordingly and discuss their readiness with their academic advisor prior to registering for Field Practicum.

Practicum requirements must be completed prior to graduation.

## Practicum Requirements

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All MPH students must complete 200 practicum hours, regardless of concentrations

The following are general guidelines for the practicum

- ❖ Each student must complete a total of **200 hours** of field work
- ❖ The practicum must have a public health orientation
- ❖ If a student wants to do the practicum at his/her workplace, the internship project cannot be part of the student's regular job responsibilities
- ❖ The practicum must be supervised by an on-site preceptor who **must** be a qualified professional with expertise/experience in public health and with expertise in the area of the student's specific practicum interests. This requirement can be fulfilled with a secondary preceptor if necessary
- ❖ Before the student begins the practicum, the **Practicum Request Form** must be filled out and approved by the academic advisor.
- ❖ Students are recommended to complete their practicum in one (1) semester; however, extensions may be granted.

## Practicum Goals & Learning Objectives

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The general goal of the practicum is to strengthen the understanding, knowledge, critical analysis, and professional skills needed to address a particular area of public health as well as develop the student's general professional skills and abilities. These are achieved by familiarizing the student with:

- ❖ The practice of public health in order to help the student identify with the profession
- ❖ Organizational and administrative dimensions of public health
- ❖ Activities involving a specialty area of public health
- ❖ Professional behavior and expectations

General skills and competencies to be developed in the practicum include:

- ❖ Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing nutrition, wellness, and vegetarian nutrition
- ❖ Plan, develop, implement and evaluate a health and wellness education initiative/program to inform, educate, and motivate people about health
- ❖ Find and use appropriate professional practice information from public health and scientific literatures and other public health sources
- ❖ Identify and solve public health problems
- ❖ Function on multi-disciplinary teams
- ❖ Reflect on the practicum experience

The practicum experience helps prepare the student for achieving these goals and developing these competencies by offering the student the opportunity to apply knowledge and skills through field work.

The practicum provides an opportunity to:

- ❖ Apply knowledge and skills learned in the classroom to real-world settings
- ❖ Identify, assess, and/or address specific public health issues
- ❖ Help conduct applied public health research in non-academic settings
- ❖ Collect and analyze information about public health issues
- ❖ Develop an understanding of applicable practices in the work setting

Each student will complete a **Practicum Learning Contract form with his/her preceptor**. This form specifies the learning objectives for their practicum based on the activities that the student will be working on during their practicum.

# Responsibilities of the Student, Academic Advisor, and Site Preceptor

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## Responsibilities of the Student

Students are required to complete a total of 200 hours of fieldwork. Students are responsible for completing the **Practicum Learning Contract** outlining the responsibilities and objectives for their practicum with the aid of their preceptor. Students will meet regularly with their preceptor to discuss progress and raise any questions or problems regarding the work. Students are expected to treat the practicum as a job and meet all commitments to the agency. Following the practicum, students may begin preparing their Capstone Research Project or Capstone Program Project based on the work completed at their practicum.

Student responsibilities for the practicum may include:

- ❖ Following the policies, rules, and regulations of the field agency or organization
- ❖ Maintaining the agreed upon working hours
- ❖ Maintaining a professional attitude and conduct
- ❖ Seeking and accepting the preceptor's guidance and appraisal of performance throughout the practicum semester
- ❖ Planning for conferences with the preceptor
- ❖ Attending requested meetings and workshops
- ❖ Maintaining a daily log
- ❖ Submitting to the practicum site any agreed upon deliverables within the time frames indicated by the preceptor
- ❖ Submitting an evaluation of the practicum to your academic advisor

## Student Logs Form

Each student is required to keep a daily log of their assignments in the **Daily Activity Log**. Each student is to email their daily logs to their academic advisor on a monthly basis. The MPH Program Director and academic advisor will review the student logs on a weekly basis to ensure appropriate fieldwork experience and progression toward completing each competency.

## Responsibilities of the Academic Advisor

Each student is assigned to an academic advisor during their graduate studies. This academic advisor will also serve as the advisor for practicum. The preceptor is responsible for overall direction and supervision of the student's practicum project. The academic advisor provides technical expertise related to the student's practicum experience and serves as a mentor. The academic advisor will assist with the following:

- ❖ Preparation for the **Practicum Learning Contract**, along with input from the preceptor
- ❖ Provide methodological and/or content-based guidance to the student
- ❖ If appropriate, guide the student in resolving work-related problems at the agency
- ❖ Regularly meet/communicate with the student regarding their practicum experience
- ❖ Communicate with the preceptor on an as needed basis

- ❖ Provide guidance and feedback to the student
- ❖ Provide the Records Office with final grade for practicum

## **Responsibilities of the Practicum Site**

Participating agencies and organizations agree to provide the students with a suitable practicum experience and assist in the professional development of that student. The agency identifies an appropriate preceptor who has public health experience and expertise in the area of the student's practicum work. The agency is responsible for providing all materials, space, and equipment needed to perform the work. Every effort should be made to integrate students into the agency.

The preceptor is key to a successful practicum and serves as both supervisor and mentor. Preceptors are expected to provide students with an orientation to the organization and work, meet with students regularly, and provide guidance and feedback. Preceptors sign a written agreement specifying the expectations for the student's work and complete an evaluation of the student's performance at mid-term and end of the semester. The preceptor's role includes:

- ❖ Assist the student in determining specific, mutually agreeable, written practicum objectives and deliverables to the agency
- ❖ Orient the student to the organization's mission, programs, policies, protocols
- ❖ Commit time for instructional interaction and dialogue with the student
- ❖ Provide supervision of the student's activities
- ❖ If necessary, resolve conflicts with agency or organization policy
- ❖ Conduct a mid-term discussion with the student to provide feedback on the student's work and performance
- ❖ Submit mid-term and final evaluation of the student to the student's academic advisor
- ❖ Share any relevant comments and/or suggestions with the student's academic advisor or the MPH Program Director

## Field Practicum Sites

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A field practicum is a planned, supervised and evaluated practice experience. Field practicums can take place in a variety of agencies and organizations and which could include: local and state public health agencies, local, state, national, and international non-governmental (NGO) agencies, and private organizations engaged in improving activities for the purpose of bettering the health of the communities they serve.

**It is the student's responsibility to find a practicum site in the area in which they live.** IF the student is local to the Andrews' main campus, they may be able to come and speak with MPH faculty about potential local practicum sites.

## Previous Nutrition and Wellness Practicum Sites

Site	Location
St. Helena Hospital	St. Helena, CA
Jim Meyer Comprehensive Health Care	Longview, TX
University of the Southern Caribbean Department of Family & Consumer Science	Port of Spain, Trinidad W.I.
Health Ministries Department Inter-European Division of Seventh-day Church	Bern, Switzerland
LifeStyle TV/Sunnhetsbladet	Sweden
Walla Walla County Department of Community Health	Walla Walla, WA

## Field Practicum Preceptor

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Since the field Practicum is a supervised practice experience, a qualified preceptor is required to evaluate the professional competence of the student. A secondary preceptor may be necessary for cases where the primary preceptor's presence on-site is limited.

**It is the student's responsibility to find a qualified preceptor at their practicum site.** Each potential preceptor (and secondary preceptor, if necessary) must submit their curriculum vita to the MPH Program Director. After discussion with the MPH faculty, the MPH Program Director will inform the student and potential preceptor whether the faculty has approved the preceptor.

## Waivers

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Requests for waivers or reduction of practicum hours will be considered on an individual basis. Waivers are considered if previous experience involves public health work which entails organized community-based efforts. Clinical experience involving individual patient care or health facility administration is not considered relevant public health experience.

Consideration will not be given to students possessing a prior professional degree in another field or prior work experience that is not closely related to the academic objective of the student's degree program.



## Special Considerations

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Some students may be able to complete their practicum requirements at the regular place of employment. Therefore, consideration will be given for students to fulfill these requirements providing the following criteria is met:

- ❖ The activities must extend beyond or be something other than his/her regular work duties
- ❖ Activities allow application of knowledge and skills being learned during the course of the program

## Procedures for Field Practicum

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- ❖ Six months or more before you plan to start your practicum, contact 3-4 potential sites to perform your practicum
  - Notify academic advisor
  - Complete **Practicum Request Form**
    - The form includes the name of the institution, the mission and activities of the institution, potential projects that you can assist, potential schedule, geographical location...
- ❖ Academic advisor contacts site and determines site suitability.
- ❖ Obtain site approval from academic advisor.
- ❖ Contact potential site preceptor and have them send their Curriculum Vita to the MPH Program Director.
- ❖ MPH Faculty approve/deny potential site preceptors.
- ❖ Upon approval, fill the **Practicum Learning Contract** with the approved preceptor and secure signature of site preceptor.
- ❖ Upon denial, select another potential preceptor to be reviewed by MPH faculty
- ❖ Forward a copy of the **Practicum Learning Contract** to academic advisor.
- ❖ Site preceptors complete **Preceptor Mid-Term Evaluation Form** which should be forwarded to academic advisor.
- ❖ Site preceptor completes **Preceptor Final Evaluation Form** which should be forwarded to academic advisor.
- ❖ Students complete the **Student Practicum Evaluation Form** and forward to academic advisor.

\*All forms located in the appendices at the end of the **Student Practicum Handbook**.

\*\*Please be sure to use the correct form for your concentration.

### Appendix A – Practicum Request Form

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Andrews  University

MPH Nutrition & Wellness  
Practicum Request Form

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Please fill out this form and return to your Academic Advisor. Your form should be submitted at **least** one semester prior to beginning PBHL 580 Field Practicum.

Please list your potential sites in order of interest (Site 1: High Interest, Site 4: Some Interest)

<b>Student Information</b>	
Student Name:	Student ID:
Phone:	Email:

### Potential Practicum Sites

Site 1 Name:	Preceptor Name:
Address:	
Phone:	Email:

Site 2 Name:	Preceptor Name:
Address:	
Phone:	Email:

Site 3 Name:	Preceptor Name:
Address:	
Phone:	Email:

Site 4 Name:	Preceptor Name:
Address:	
Phone:	Email:

#### Appendix B – Practicum Learning Contract

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#### MPH Nutrition and Wellness Practicum Learning Contract

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Please return signed learning contract to the MPH Practicum Coordinator. Students will not be able to begin their field practicum until the contract has been approved by the MPH faculty and a finalized affiliation agreement is on file in the Department of Public Health, Nutrition, and Wellness. Please email to the Practicum Coordinator if you have any questions about these requirements.

<b>Student Name:</b>	
<b>Agency or Organization:</b>	
<b>Agency's Address:</b>	
<b>Name, contact information, degree &amp; title of person responsible for signing Affiliation Agreement for Agency if <u>not</u> the Site Preceptor:</b>	
<b>Site Preceptor Name, Degree &amp; Title: Phone number: Email address:</b>	
<b>Practicum Coordinator Name and Degrees: Phone number: Email address:</b>	

<b>Semester(s) practicum proposed for:</b>	<b>Number of credits to be earned:</b>	<b>Semester(s) to sign up for credits:</b>

**Project Description**

INSTRUCTIONS: Please describe the nature and scope of the purposed project.

**Objectives and Goals of the Practicum Project as it Relates to the Agency**

INSTRUCTIONS: Please write objectives and goals here that are specific, measureable, and acceptable, realistic, and time-bounded.

**Learning Objectives Specific to Student:**

INSTRUCTIONS: List 3-7 objectives specific to the practicum project that relate both to the student's individual learning objectives and to the MPH Learning Competencies

Think carefully about how the learning objectives are stated. They should be definitive description of what the student plans to get out of the project. These should be specific and expressed in such a way that the practicum coordinator and MPH faculty can assess whether the student is meeting the requirements of the practicum.

**Timeline**

INSTRUCTIONS: State the expected dates for involvement in and completion of the activities. Include dates of conference with site preceptor.

**Project Work Site Locations and Resources**

INSTRUCTION: Specify arrangements for student workspace location (and percentage of time spent at each location), student access to information, personnel (who the student will be interacting with), data, data processing, and other materials necessary for completion of the project. If special permission is required for access to data, records or clients, how will such permission be arranged?

**Final Product/Deliverables:**

INSTRUCTIONS: Describe the final deliverable that the student will be responsible for contributing to the organization.

**Student Responsibilities** in carrying out the project:

1. Maintaining a work schedule agreed upon with the site supervisor
2. Completing the specified tasks of the project, including written assignments
3. Meeting with the site supervisor in regular scheduled supervisory sessions to discuss the progress of the project
4. Maintaining contact with MPH faculty adviser regarding progress of the project, as agreed with the faculty adviser
5. Completing project tasks
6. Other (specify):

**Site Supervisor Responsibilities** in supervising the project:

1. Orienting the student to the agency/organization
2. Assisting the student in gaining access to information, personnel, and data required for the project
3. Providing a final report on the student's performance
4. Meeting with the student in regularly scheduled supervisory sessions
5. Other (specify):

**AGREEMENT**

I have participated in the development of the practicum proposal and agree to conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

Student _____	Date _____
Site Preceptor _____	Date _____
MPH Practicum Coordinator _____	Date _____

**Student will submit the finalized contract to the Practicum Coordinator. PLEASE COMPLETE ALL FIELDS AND FINALIZE ALL SIGNATURES BEFORE TURNING IN.**

Appendix C – Preceptor Mid-Term Evaluation Form



MPH Nutrition and Wellness Preceptor Mid-Term Evaluation

Student's Name:
Agency:
Preceptor's Name:
Semester and Year:

Thank you very much for providing a practicum experience for the Andrews University MPH Nutrition and Wellness student. We appreciate you taking time in order to complete this evaluation and for your contributions to our program.

<b>How well the student met the following public health competencies...</b>	<b>Not Applicable</b>	<b>Unmet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Comment</b>
Students is able to apply basic statistical methods to address, analyze and solve problems in public health; develop written and oral presentations based on statistical analyses for the organization.					
Student is able to interpret results of statistical analyses found in the practicum field site.					
Student is able to describe and summarize public health problems in terms of magnitude, person, time and place.					
Student is able to calculate basic epidemiology measures and evaluate the strengths and limitations of epidemiological reports.					
Student is able to create a plan/program to address one or more public health issues by applying basic terminology and definitions of epidemiology to that issue while drawing appropriate inferences from epidemiologic data.					
Student is able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety.					

Student is able to describe genetic, physiologic, psychosocial and chemical factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards in communities.					
Student is able to identify and assess the causes of social and behavioral factors that affect the health of individuals and populations.					
Student is able to apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.					
Student is able to apply the principles of development, budgeting, management, marketing, policy and evaluation in organizational and community initiatives.					
Student is able to demonstrate and compare leadership skills for building partnerships.					
Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing vegetarian nutrition.					
Design and develop a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity.					
Design and develop a wholistic wellness program to prevent lifestyle or infectious-related diseases integrating psychosocial, psychological, educational and spiritual interventions.					
Develop and evaluate research designs using public health methodology, biostatistics, and/or epidemiology to address research questions in public health.					

For each item listed below, circle the number that best describes the performance of the student intern.

	Needs Improvement	Meets Expectations	Excellent
Dependability	1	2	3
Commitment to practicum experience	1	2	3

Professional demeanor and appearance	1	2	3
Appropriate balance of initiative and seeking guidance	1	2	3
Willingness to accept guidance and feedback	1	2	3
Time management and follow through on tasks	1	2	3
Flexibility	1	2	3
Ability to create engaging programming	1	2	3
Critical and strategic thinking	1	2	3
Willingness to interact with people from different backgrounds	1	2	3
Written communication skills	1	2	3
Oral communication skills	1	2	3
Organizational skills	1	2	3
Teamwork and Cooperation	1	2	3
Professional promise in terms of leadership and contribution to public health practice	1	2	3

What would you like to see this student focus on for the rest of the practicum in way for projects, research, or other activities?

Describe new skills the student has acquired or unexpected contributions he/she has made to the organization and its mission during the course of his/her practicum so far.

Describe areas in which the student can strengthen his/her professional skills, and any suggestions you have for how the student might begin to change in those areas.



Additional comments:

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Preceptor Signature

Date

**Appendix D – Preceptor Final Evaluation Form**



**MPH Nutrition and Wellness Preceptor Final Evaluation**

Student's Name:
Agency:
Preceptor's Name:
Semester and Year:

Thank you very much for providing a practicum experience for the Andrews University MPH Nutrition and Wellness student. We appreciate you taking time in order to complete this evaluation and for your contributions to our program.

<b>How well the student met the following public health competencies...</b>	<b>Not Applicable</b>	<b>Unmet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Comment</b>
Students is able to apply basic statistical methods to address, analyze and solve problems in public health; develop written and oral presentations based on statistical analyses for the organization.					
Student is able to interpret results of statistical analyses found in the practicum field site.					
Student is able to describe and summarize public health problems in terms of magnitude, person, time and place.					
Student is able to calculate basic epidemiology measures and evaluate the strengths and limitations of epidemiological reports.					
Student is able to create a plan/program to address one or more public health issues by applying basic terminology and definitions of epidemiology to that issue while drawing appropriate inferences from epidemiologic data.					
Student is able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety.					

Student is able to describe genetic, physiologic, psychosocial and chemical factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards in communities.					
Student is able to identify and assess the causes of social and behavioral factors that affect the health of individuals and populations.					
Student is able to apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.					
Student is able to apply the principles of development, budgeting, management, marketing, policy and evaluation in organizational and community initiatives.					
Student is able to demonstrate and compare leadership skills for building partnerships.					
Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing vegetarian nutrition.					
Design and develop a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity.					
Design and develop a wholistic wellness program to prevent lifestyle or infectious-related diseases integrating psychosocial, psychological, educational and spiritual interventions.					
Develop and evaluate research designs using public health methodology, biostatistics, and/or epidemiology to address research questions in public health.					

For each item listed below, circle the number that best describes the performance of the student intern.

	Needs Improvement	Meets Expectations	Excellent
Dependability	1	2	3
Commitment to practicum experience	1	2	3

Professional demeanor and appearance	1	2	3
Appropriate balance of initiative and seeking guidance	1	2	3
Willingness to accept guidance and feedback	1	2	3
Time management and follow through on tasks	1	2	3
Flexibility	1	2	3
Ability to create engaging programming	1	2	3
Critical and strategic thinking	1	2	3
Willingness to interact with people from different backgrounds	1	2	3
Written communication skills	1	2	3
Oral communication skills	1	2	3
Organizational skills	1	2	3
Teamwork and Cooperation	1	2	3
Professional promise in terms of leadership and contribution to public health practice	1	2	3

In what ways (if any) has this student grown as a health educator over the course of this practicum?

Describe new skills the student has acquired or unexpected contributions he/she has made to the organization and its mission during the course of his/her practicum so far.

Describe areas in which the student can strengthen his/her professional skills, and any suggestions you have for how the student might begin to change in those areas.

What particular strengths does the student have to offer as a health educator?

Additional comments:

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Preceptor Signature

Date

## Appendix E – Daily Activity Log

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### Daily Activity Log: Agency Example

The Daily Activity Log serves as an ongoing record of the practicum experience. A few minutes should be set aside each day to briefly describe the activities in which the student participated and to record the amount of time spent in each activity (to the nearest half-hour). The following serves as a guide to the Daily Activity Log format:

**Week 1**

**Student Name:** \_\_\_\_\_

<b>August 10, 2015</b>	Staff Meeting	1.0 hour
	Research	1.0 hour
	Data Collection	1.0 hour
<b>August 11, 2015</b>	Community Presentation	2.0 hours
	On-Site Preceptor Supervision	1.0 hour
<b>August 12, 2015</b>	Research	1.0 hour
	Data Collection	1.0 hour
<b>August 13, 2015</b>	Group Supervision	2.0 hour
<b>August 14, 2015</b>	Data Analysis	2.0 hour

**Total Hours:** 12 hours

Signature of On-Site Preceptor: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix F – Practicum Summary Form

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The following is an example of how your Practicum Summary Form should be filled out. Please make sure to use your practicum experience to complete the form. **DO NOT JUST COPY THIS EXAMPLE.**

Activity/Objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total for Semester
Orientation	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5
Research	1.0	1.0	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	10.0	10.5	40
Community Presentations	0.0	0.0	0.0	1.0	2.0	2.0	2.0	1.5	1.0	2.0	2.0	1.0	1.5	2.0	2.0	20
Staff Meetings	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15
Data Collection	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0	28
Data Analysis	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	30
Report Filing	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.5	1.0	1.0	1.5	1.0	2.0	1.5	17.5
On-Site Preceptor Supervision	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15
PBHL 580 Group Supervision	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	30
<b>Total Hours</b>	14.5	10.0	10.5	11.5	12.5	12.5	12.5	12.0	12.0	12.5	12.5	12.0	12.0	23.0	13.0	<b>200</b>





Name of Agency: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Signature of On-Site Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

Signature of Academic Advisor: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

**Appendix G – Student Practicum Evaluation Form**



Student Practicum Evaluation Form

Student's Name:
Preceptor's Name:
Agency:
Semester and Year:

For each item identified below, circle the number to the right that best fits your judgment of its quality. Use the rating scale to select the quality number.

	Scale				
	Poor	Good			Excellent
<b>Site Preceptor:</b> Please evaluate your site preceptor using the following scale					
<b>My Site Preceptor</b>					
1. Provided an orientation on policies, procedures, and practices of the site.	1	2	3	4	5
2. Assisted me in achieving my learning objectives.	1	2	3	4	5
3. Initiated communication with me relevant to my project.	1	2	3	4	5
4. Provided feedback throughout the practicum.	1	2	3	4	5
5. Showed a willingness to engage in broader discussion about public health	1	2	3	4	5

Would you recommend your preceptor as a preceptor for future Nutrition and Wellness practicum students?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why or why not?

Practicum Experience: Please evaluate your practicum experience using the following scale	Scale				
	Poor	Good			Excellent
<b>My Practicum Experience</b>					
1. Provided the opportunity to use skills acquired in MPH Nutrition and Wellness classes.	1	2	3	4	5
2. Provided the opportunity to gain new information and/or skills.	1	2	3	4	5
3. Challenged me to work at my highest level.	1	2	3	4	5
4. Contributed to the development of my specific career interests.	1	2	3	4	5

Were there any major organizational or Site Preceptor changes while on site?

Would you recommend this site to other MPH Nutrition and Wellness students?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why or why not?

**Guidance by MPH:**

Did the Practicum Coordinator provide adequate information and guidance throughout the practicum? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, what information or guidance do you wish you would have received?

Was there anyone else who helped you prepare for the practicum? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, who was it and how did they help you?

What additional preparations would you have liked to receive prior to the practicum?

	Scale				
	Poor	Good			Excellent
<b>Website:</b> Please evaluate the Practicum Website using the following scale					
1. Able to access site	1	2	3	4	5
2. Links worked	1	2	3	4	5
3. Ease of navigation	1	2	3	4	5
4. Technical support	1	2	3	4	5

Did you experience any problems completing forms online? Yes \_\_\_\_\_ No \_\_\_\_\_

Did you use any of the additional resources available on the Practicum Website?

Yes \_\_\_\_\_ No \_\_\_\_\_