KENT STATE UNIVERSITY

College of Public Health

Master of Public Health

Practicum Guidelines

Updated November 2019

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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 EXPERIENCE

Students should discuss with their academic advisor about the timing of course work. It is encouraged to start no later than **3 semesters** before intended graduation date. After approval has been received, students will enroll in their department's Practicum Experience course (i.e., BST, EHS, EPI, HPM, or SBS 60192) and will work with the Practicum Instructor 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. It is suggested that the student contact the practicum course instructor to review the concept, discuss placement sites and a preceptor, and further develop the learning objectives. After the Practicum Instructor approves the Practicum Agreement Form, it is signed by the student, preceptor and academic advisor. The student will upload the form to Blackboard and keep the original for their files.

Completion of the practicum requires a **minimum of 150 contact hours for the 3 credit course or 300 contact hours for the 6 credit hour course**, along with the development and presentation of a portfolio. Ordinarily, this means that students will need at least two to three 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 SITE 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 Instructor. Additional levels of approval may also be required.

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 Instructor. 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 Instructor.
- Obtaining the approval of the Practicum Instructor before contacting potential field preceptors or community sites to negotiate a practicum project. The Instructor 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 Instructor 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" (HPM/SBS) or the "Biomedical Research" course (BST/EHS/EPI). 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 Instructor.
- 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 attire, 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 Instructor 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 Instructor.

Final Phase

- Obtaining approval from the Practicum Instructor of a draft for the report/document that becomes the final practicum work product or narrative.
- Preparing the portfolio (see requirements).
- Obtaining approval from the Practicum Instructor 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 Instructor.

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 instructor.
- Reviewing and signing the final Practicum Agreement Form (see Appendix).
- Submitting a resume/CV to the practicum instructor 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 Instructor.

Final Phase

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

PORTFOLIO REQUIREMENTS

Each student must complete several items as part of the final portfolio which summarizes the practicum experience. After completion, the portfolio will become 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 Instructor on the development of the portfolio, including submitting drafts by the stated due dates.

The Practicum Final Work Product, Technical Report or Research Narrative

A student has the choice of either selecting a research narrative, work product such as a manual, handbook etc. or a technical report. The Practicum final product requirements may vary by MPH specialization.

The research narrative is a scholarly description of the Practicum project. If your Practicum entails a final work product or technical report for your organization, you are welcome to use that product instead of writing a separate narrative. It is your choice. For example, if you are doing analysis of a particular policy, collecting data, then actually revising existing policy or creating a new policy manual, that that policy document can be submitted instead of writing a narrative. See syllabus for more information.

Formatting Requirements of the Practicum Final Work Product

The practicum final work product must adhere to the following formatting requirements:

Requirement	*Description*
References	The citations and references must follow requirements stated in the "Publication Manual of the American Psychological Association" (sometimes referred to as the "APA Manual")
Type Face & Spacing	12-point Times New Roman (unmodified) double-spaced
Margins	1" margins all the way around (top, bottom, left, and right)
Header and Footer	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).
Tables & Figures	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"

Practicum Project Overview

The self-evaluation component of the Practicum portfolio is a short video where the student gives an overview of the Practicum experience with prior coursework and with the "next steps" in their careers. Sample questions to address in the overview include, but are not limited to:

- Give an abstract/overview of the practicum project and site organization
- 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” in regards to leadership style would you share with future MPH students?

PRESENTATION REQUIREMENTS

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 15-20 minutes. Students should be prepared to answer questions from the Practicum Instructor and audience for 5-10 minutes.

Students must receive approval from the Practicum Instructor 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 Instructor. The Practicum Instructor will secure the meeting location (online students will use Blackboard Collaborate Ultra, 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 Instructor.

The PowerPoint presentation must be approved by the Practicum Instructor 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

Student's Name			
Practicum Title			
Dates of Practicum			
Hours Per Week		Total Hours	

Preceptor/Site Information

Name of Site			
Site Address			
Preceptor Name		Phone	
Preceptor Title		Email	

Are you employed by this organization/agency? Yes* No

If yes, please complete this section ADDED

Employment Information

Job Title	
Supervisor	
Job Description and principal duties*	

* 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.

Practicum Overview

Provide an overview of your proposed practicum project. 1) Include background information on the agency in which you will be placed. 2) Where specifically you will be practicing within the agency? 3) What roles and responsibilities will you undertake*? 4) Describe the final, written product that you intend to submit in partial completion of the practicum requirements (i.e. a work product such as a program/policy manual or handbook, or a research narrative)*

Professional Competencies

*Students must identify at least 5 professional competencies that align with the practicum project. At least 3 competencies must be from the **MPH Foundational Competency List** (see Practicum Guidelines Appendix or MPH Competency sheet Module2).*

Competency #	Description
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	.

Project Plan Outline

*Read the Logic Model Article and Template (Module 2 in Blackboard). Outline the plan for your project in sequential steps. Students must identify 5 measurable project plan 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 project plan objectives with the following verbs: **define, describe, discuss, explain, identify, demonstrate, differentiate, compare, design, formulate, evaluate, assess, or analyze.***

Project Plan Objective		Timeline	Method(s) (Tasks to complete objective)	Evidence

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 Instructor 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.*

NOTE: Major deviations such as content, description or objectives from this agreement require the completion and approval of a new form along with approval by the Practicum Instructor.

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 _____

Practicum Instructor _____ Date _____ Academic Advisor _____ Date _____

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APPENDIX B

Foundational and Discipline Competencies in the MPH

FOUNDATIONAL and DISCIPLINE COMPETENCIES- 60192

The practicum project can address a variety of competencies from the MPH degree program. You will work with the Program Instructor on the final selection of MPH degree competencies for your practicum project. The following are the MPH degree competencies.

The Practicum Experience allows each student to indicate **no less than five competencies, of which, at least three must be from the Foundational Competencies list.** The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate (CEPH Accreditation Criteria,2016).

FOUNDATIONAL COMPETENCIES

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional12 Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

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 C

Practicum Time Sheet

Note: This form must be typed. A fillable form is available on Blackboard

PRACTICUM AGREEMENT FORM

Student/Practicum Information

Student's Name			
Practicum Title			
Dates of Practicum			
Hours Per Week		Total Hours	

Preceptor/Site Information

Name of Site			
Site Address			
Preceptor Name		Phone	
Preceptor Title		Email	

Are you employed by this organization/agency? Yes* No

If yes, please complete this section ADDED

Employment Information

Job Title	
Supervisor	
Job Description and principal duties*	

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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.

Practicum Overview

Provide an overview of your proposed practicum project. 1) Include background information on the agency in which you will be placed. 2) Where specifically you will be practicing within the agency? 3) What roles and responsibilities will you undertake*? 4) Describe the final, written product that you intend to submit in partial completion of the practicum requirements (i.e. a work product such as a program/policy manual or handbook, or a research narrative)*

Professional Competencies

Students must identify at least 5 professional competencies that align with the practicum project. At least 3 competencies must be an ***MPH Foundational Competency*** *(see Practicum Guidelines Appendix or MPH Competency sheet Module 2).*

Competency #	Description
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	.

Project Plan Outline

Read the Logic Model Article and Template (Module 2 in Blackboard). Outline the plan for your project in sequential steps. Students must identify 5 measurable project plan 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 project plan objectives with the following verbs: ***define, describe, discuss, explain, identify, demonstrate, differentiate, compare, design, formulate, evaluate, assess, or analyze.***

Project Plan Objective		Timeline	Method(s) (Tasks to complete objective)	Evidence

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 Instructor 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.*

NOTE: Major deviations such as content, description or objectives from this agreement require the completion and approval of a new form along with approval by the Practicum Instructor.

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 _____

Practicum Instructor _____ Date _____ Academic Advisor _____ Date _____

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APPENDIX D

Preceptor Evaluation of Student

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.

#	Rating (circle one)				Comments
	Not Performed	Barely Performed	Adequately Performed	Performed Well	
	Not Performed	Barely Performed	Adequately Performed	Performed Well	
	Not Performed	Barely Performed	Adequately Performed	Performed Well	
	Not Performed	Barely Performed	Adequately Performed	Performed Well	

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.

#	Rating (circle one)				Comments
	Not Achieved	Barely Achieved	Adequately Achieved	Achieved Well	
	Not Achieved	Barely Achieved	Adequately Achieved	Achieved Well	
	Not Achieved	Barely Achieved	Adequately Achieved	Achieved Well	
	Not Achieved	Barely Achieved	Adequately Achieved	Achieved Well	

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.

	Poor	Fair	Average	Good	Excellent	
The scientific basis for public health	1	2	3	4	5	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.

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

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.

	Poor	Fair	Average	Good	Excellent	
Works harmoniously with colleagues	1	2	3	4	5	NA
Works harmoniously with staff	1	2	3	4	5	NA
Works harmoniously with representatives of other agencies	1	2	3	4	5	NA
Participates effectively with group situations	1	2	3	4	5	NA
Communicates effectively with clients	1	2	3	4	5	NA
Communicates effectively with staff	1	2	3	4	5	NA

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.

	Poor	Fair	Average	Good	Excellent	
Possesses emotional stability and maturity	1	2	3	4	5	NA
Is mentally active and attentive	1	2	3	4	5	NA
Shows leadership qualities	1	2	3	4	5	NA
Shows interest and enthusiasm for assigned activities	1	2	3	4	5	NA
Recognizes own strengths and weaknesses	1	2	3	4	5	NA
Responds positively to supervision	1	2	3	4	5	NA

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.

	Poor	Fair	Average	Good	Excellent	
Shows potentialities of becoming an effective site employee	1	2	3	4	5	NA
Has potential for contributing to profession	1	2	3	4	5	NA
Has potential for supervisory and administrative work	1	2	3	4	5	NA

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 Instructor:

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 E

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

Student's Name	
Practicum Site	
Preceptor Name	
Dates of Placement	

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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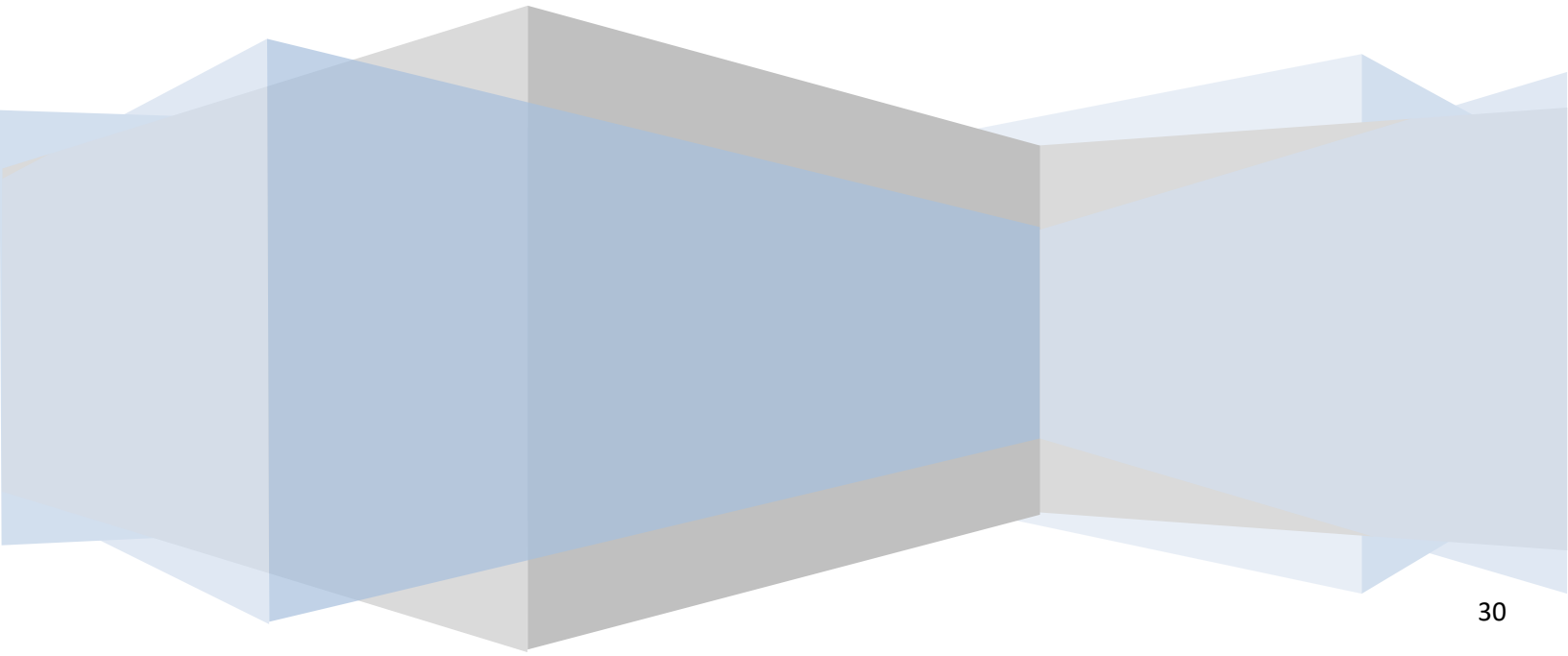
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