DPH Practicum Learning Agreement

**STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EMPL ID #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ACADEMIC DEPARTMENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:**

This Learning Agreement is to be completed by the student in consultation with the practicum site preceptor. Once completed and signed by student, the practicum preceptor, and the faculty advisor, please submit the Learning Agreement to the Office of Experiential Learning (OEL) for approval to register, at oel@sph.cuny.edu. Please keep a copy of all documents for personal records.

This learning experience/practicum is in partial fulfillment of requirements for the Doctor in Public Health degree, conferred by the CUNY Graduate School of Public Health & Health Policy (CUNY-SPH).

**Student Practicum Options**

CUNY –SPH doctoral students have three (3) options to choose from to complete the practicum. Prior to initiating the practicum, students must have identified and met with practicum site preceptor to develop the Learning Agreement. The Agreement must be approved by the student’s academic advisor, and submitted to the Office of Experiential Learning (OEL) before registration is approved.

Students will have chosen one of the three (3) options to complete the Practicum Learning Agreement. Please indicate the option selected by placing a check in the blank.

**\_\_\_\_OPTION 1 – Pre-2nd Exam Exploration: Explore an area of interest in consideration for the dissertation topic**

Implementation:

1. Beyond the requisite literature search, this might be achieved by devoting a dedicated amount of time (not necessarily all 180 hours) within an organization that addresses topics/problems of interest to probe and identify issues in need of further inquiry. This might include the identification of a research question. The remaining hours could be devoted to organizing the findings/observations to produce a report of a well explored area for dissertation research, or an identified research question.
2. The deliverable will be a report of a well explored area, submitted with the justification of how it would be relevant for dissertation research, or toward an identified research question/hypothesis.

**\_\_\_\_\_ OPTION 2 – Pre-2nd Exam Exploration: Identify a public health problem or issue of special interest and pursue an in-depth inquiry to find answers or explanations.**

Implementation:

1. This would require research in the form of: literature review of the topic; review and analysis of media and news outlets’ reporting; interviews with members of the “public” to assess their understanding of the problem/issue; interviews with key experts, and others. This requires that a student begin this process with an identified problem/issue and corresponding question.
2. The deliverable will be an article written for a journal, or a relevant magazine that reaches the public with accurate information. In the process the student could also be pursuing topics of interest for a dissertation.

**\_\_\_\_\_ OPTONS 3 - Participate in a traditional student practicum project. With the assistance of OEL, student identifies a practicum site to conduct a project or study of interest to the host organization, and produce a defined deliverable at the end of the experience.**

Implementation:

1. Conventionally, this is accomplished under the supervision and guidance of an experienced preceptor. Field-based hours are complemented with course assignments.
2. In addition to the deliverable required by the preceptor, the student is responsible for several assignments, including the reflection paper, a site evaluation, and a preceptor evaluation.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student Name)**, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(Preceptor Name)** and the Office of Experiential Learning of the CUNY Graduate School of Public Health & Health Policy agree to the following stipulations for the Practicum Experience and Project:

I. TIME FRAME

* Start date of Practicum:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* End date of Practicum:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Approximate # of hours per week (for 180 total hours of service):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. CONTACT DETAILS

|  |
| --- |
| **Site/Agency Name:**  |
| Address |  |
| Site **Preceptor Name** and credentials |  |
| Preceptor Title |  |
| Department |  |
| Contact Information (email address, phone#) |  |
| **Faculty Advisor Name:**  |
| Academic Department  |  |
| Contact Information |  |

III. ACADEMIC COMPETENCIES

Each student must select at least 5 competencies (see Appendix) from the core (must be at least 3) and departmental competencies that will be applied during this practicum.

* 3 Core Competencies: (Insert below)
* Departmental Competencies: (Insert below)

IV. PRACTICUM PROJECT (approx. 250-500 words)

Topic/Title:

1. Describe the background and significance of the problem you intend to address through this learning experience.
2. Identify project goal(s).
3. Describe the methodology and the skills to be employed or learned to achieve the project goals and competencies.
4. Identify project deliverable(s) resulting from the practicum project. If Option 1 or 2 has been selected, discuss and describe how the outcome of the practicum will contribute to your preparation for the 2nd Exam.

V. STUDENT RESPONSIBILITIES

* Comply with the instructions of the site Preceptor regarding assignments, expectations, and deadlines.
* Inform Preceptor and/or OEL Student Support Coordinator in a timely manner of any issues or concerns that arise related to the placement or ability to carry out the project.
* Follow organization’s regulations regarding personnel expectations, arrival/departure times, absences, change in schedule, etc., unless otherwise agreed to by Preceptor.

* Carry out responsibilities in an ethical and professional manner.

VI. PRECEPTOR RESPONSIBILITIES

The Preceptor agrees to provide the student guidance, training (as necessary), and supervision through the practicum experience to facilitate completion of project. This includes:

* orientation at the start of the placement;
* regularly scheduled meetings with the student (bi-weekly preferred) or at such times when student needs assistance with project;
* feedback on performance and progress toward achieving competencies and project goals;
* communicates with the OEL regarding questions, student issues, or any other matter and needs;
* completion of an evaluation of the student’s performance at the conclusion of practicum; and,
* assure that the student has a suitable workspace with computer, and phone if the project entails contact with outside sectors.

 VII. HRPP REVIEW/IRB REVIEW

All practicum projects must receive appropriate CUNY HRPP/IRB review before students begins their projects, including receipt of a Human Subjects Research (HSR) determination by the SPH HRPP Office and subsequent completion of a CUNY IRB application, if necessary.

Please be advised that CUNY IRB applications must be submitted for all HSR projects, regardless of whether IRB approval has already been obtained by a student’s practicum host organization (unless an IRB Authorization Agreement has been established). For information on HRPP/IRB-related steps that need to be taken, please visit the SPH HRPPwebsite (https://sphhrpp.commons.gc.cuny.edu/).

I am in agreement with the terms of GSPHHP student & preceptor practicum contract:

Agreed to at Practicum site by:

Student Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Signature on behalf of organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Approved at the SPH by:

Faculty Advisor at GSPHHP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Received by the OEL Student Coordinator and approved for registration on:

DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initialed by OEL Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

APPENDIX

**CORE DPH Competencies**

* Identify, develop, evaluate and recommend policy and programmatic interventions to improve population health at individual, community, government and country levels based on empirical evidence of social, political, cultural, biological, economic, historical, behavioral, environmental, and global factors in health and disease.
* Assess the mechanisms and pathways by which factors influence individual and population health.
* Design and conduct etiological, intervention, policy, implementation science and other empirical studies that contribute to new knowledge about population health
* Synthesize and apply methods, theories and data from multiple disciplines to understand and solve population health issues.
* Generate, translate, communicate, and disseminate population health evidence to diverse audiences
* Demonstrate leadership skills to facilitate the goals of population health research and practice.
* Design and deliver innovative educational experiences that promote learning about population health in academic and practice-based settings
* Implement professional and organizational ethical guidelines in population health research and practice.
* Secure resources to conduct population health research and practice

**DPH in Community, Society and Health Competencies**

* Draw on social science and behavioral theories to analyze the impact of class, race, ethnicity, gender, disability and sexual orientation on the health of individuals and communities
* Assess community needs, assets and capacity to promote health
* Apply quantitative and qualitative or, when appropriate, mixed methods to community health research and evaluation
* Investigate through multidisciplinary methods the potential implications and impact of policies and politics in health, education, justice, housing, welfare, child and family services and other sectors on individual and community health
* Develop and teach educational curricula on community health using theories and methods from the social sciences and public health disciplines

**DPH in Environmental and Occupational Health Competencies**

* Assess and analyze the influence of infrastructure (e.g., transportation, water supply/waste disposal systems and the built environment), global influences (e.g. climate change, energy use), and macro-social trends (e.g., affecting labor practices, immigration, and regulatory oversight) in creating or mitigating environmental and occupational health hazards.
* Identify and quantify the toxicological, physical, behavioral and susceptibility factors contributing to environmentally and occupationally-related illness and anticipate how these factors interact within the environment
* Design research to identify, monitor, evaluate, or ameliorate occupational environmental hazards and/or their health effects using the appropriate methods and tools, which may include epidemiology, GIS mapping and spatial analysis, contaminant analysis, and developing community partnerships
* Critically analyze environmental health risks within the current scientific, political, economic, social, cultural and regulatory contexts and use this analysis to develop management strategies that incorporate public participation, sustainable development, environmental justice and cumulative and competing hazards
* Plan, direct, implement and evaluate occupational and environmental health programs appropriate for a variety of contexts including educational, government, and advocacy settings
* Explain the impact of occupational and environmental hazards in a manner appropriate for the target audience including students, professionals, community, and advocacy
* Demonstrate the leadership and teamwork skills appropriate for working with students, communities, organizations, health professionals and regulators in developing strategies for controlling occupational and environmental hazards

**DPH in Epidemiology Competencies**

* Determine the influence of social, cultural, historical, behavioral and biological factors in population health.
* Operationalize studies of the complex interactions between multiple determinants of population health in a variety of settings, exploiting the differences between settings as a source of insight
* Design and implement research projects that:
* Quantify health and the burden of disease in populations
* Perform surveys and risk factor analyses
* Apply causal inference to study design, study implementation and data analysis
* Identify vulnerable populations and their attributes; apply rigorous methods to examine and monitor health disparities
* Identify effective interventions to improve population health equitably
* Evaluate the effectiveness of interventions designed to improve population health
* Give appropriate attention to the potential for bias, as well as exposure and outcome measurement issues
* Conduct public health surveillance of diseases, events, and health states, as well as their risk factors and drivers
* Demonstrate mastery of causal inference and apply these techniques to scientific questions relevant to at least two current public health issues or population groups that are relevant to the student’s substantive content interests.
* Identify and apply appropriate biostatistical approaches to analyses that address epidemiological questions in public health research and practice.
* Present empiric findings persuasively to a wide array of audiences (oral and written)
* Work with colleagues to translate epidemiologic findings into practicable interventions
* Teaching epidemiologic methods to students, more junior colleagues or to others in public health (optional)

**DPH in Health Policy & Management Competencies**

* Assess and analyze the impact of public policy interventions within the various domains of public health, the theoretical motivations for undertaking them, the influence of the political, bureaucratic, and social environmental in which policy decisions are made, the consequences of such decisions
* Understand and analyze the policy environment for healthcare organizations
* For healthcare and public health organizations, discuss how each of the following affect organizational behavior and service delivery: organizational structure, motivation and incentives, individual and group behavior, group decision making, quality measurement and improvement, and organizational relations with their environments. Develop interventions to change at least 3 of the above to improve health care and public health service delivery and health outcomes
* Understand organizational behavior and organization theory as frameworks for examining relationships between diversity and disparities in healthcare quality
* Understand and appropriately apply analytical strategies used in health policy research, such as costing analysis, cost effectiveness and cost benefit analysis
* Develop familiarity with and critically analyze federal, state, and municipal laws/regulations and their historical context as relevant to public health management and policy decisions
* Formulate alternative options for resolving problems in health policy or management, evaluate their economic, practical, ethical, legal, administrative, and technical feasibility and recommend preferred options based on and supported by your analysis