

**Office of Experiential Learning**

**MPH Practicum Learning Agreement**

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

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

Academic Department \_\_\_\_\_

**INSTRUCTIONS:**

The practicum learning experience is in partial fulfillment of requirements for the Master in Public Health degree, conferred by the CUNY Graduate School of Public Health & Health Policy.

This learning agreement is to be completed by the student in consultation with the Practicum site preceptor. Once completed and signed by you, your preceptor, and your faculty advisor, please submit the Learning Agreement to the Office of Experiential Learning (OEL) at [ael@sph.cuny.edu](mailto:ael@sph.cuny.edu) for approval to register. Please keep a copy of all documents for your personal records.

**PARTICIPANTS IN THIS LEARNING AGREEMENT:**

\_\_\_\_\_ [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 resulting 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 INFORMATION

<b>Agency/Organization Name:</b> _____	
Address: _____ _____	
Department: _____	
<b>Preceptor Name:</b> (name, credentials & title)	
Contact Information (email address, phone#)	
Contact Information (email & cell phone)	

## 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. It is recommended that the deliverable be such that it can be used for the Capstone.

## **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**

As part of their public health training, all Masters and Doctoral students are required to engage with the SPH HRPP Office prior to the start of the Practicum. Students must provide information about their proposed projects via the [SPH Human Subjects Research \(HSR\) Assessment Form](#) ***before they can register for the class and beginning any work.*** The purpose of this form is to enable the HRPP Office to determine whether a student's project constitutes Human Subjects Research (HSR) (and if it requires further HRPP/IRB review in IDEATES), as well as to help students think through if and how their projects involve elements of HSR.

Please be advised that the SPH HSR Assessment Form must be submitted for all practicum projects, even when:

- 1 – Student is not conducting a research practicum project; or,
- 2 - IRB approval has already been obtained by a student's practicum host organization.

Please visit the [Student Practica section](#) of the SPH HRPP website for guidance on fulfilling this requirement and contact the SPH HRPP office at [hrpp@sph.cuny.edu](mailto:hrpp@sph.cuny.edu) with any questions.

## **VIII. LEARNING AGREEMENT SIGNATURES**

I am in accord with the terms of GSPHHP student & preceptor practicum Learning Agreement:

[Agreed to by Practicum site:](#)

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: \_\_\_\_\_  
(continue on next page)

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

DATE \_\_\_\_\_ Initialed by EL Coordinator: \_\_\_\_\_

## APPENDIX

### CORE MPH COMPETENCIES

- Apply the public health core functions of assessment, policy development and assurance
- Apply theories, concepts, models and methods to the design of public health research, policy and practice
- Adhere to ethical and social justice principles and standards
- Interpret and analyze public health literature and apply evidence-based research
- Apply basic statistical and informatics techniques
- Communicate public health information through oral, written, digital and visual presentation
- Explain how social, behavioral, biomedical and environmental determinants affect population health
- Design and evaluate interventions to prevent or control public health problems
- Collect, analyze and interpret public health data
- Engage and collaborate with diverse groups
- Describe the legal foundations of the U.S. public health system and its interrelationships with other systems including health care, education and environmental protection
- Apply a framework for the planning, implementation and evaluation of public health programs, policies and interventions
- Explain the context of public and private health-care systems in which health care and public health policy are made and healthcare is delivered

### DEPARTMENT COMPETENCIES

#### BIOSTATISTICS COMPETENCIES

- Describe assumptions, procedures, strengths and limitations of statistical methods that are used in public health research
- Select statistical methods that are suitable for different purposes of analysis and different types of data
- Apply statistical methods correctly in public health research
- Use information technology and computer software effectively for collection, management, analysis and presentation of public health data
- Accurately describe computer outputs of those analyses and appropriately interpret the statistical results
- Write scientific reports of statistical analyses correctly with tables and figures
- Orally present statistical findings clearly and effectively
- Summarize correctly and critically evaluate statistical analyses in published literature

## COMMUNITY HEALTH AND SOCIAL SCIENCES COMPETENCIES

- Apply social and behavioral theory and evidence to assess, plan, implement and evaluate community health programs, policies and interventions that promote health equality and reduce inequities.
- Demonstrate team building, negotiation, and conflict management skills in community health interventions.
- Use qualitative and quantitative research methods to generate insight into community health issues.
- Apply ethical, socially just, and culturally competent principles and strategies to community organizing, community health assessment, program planning, implementation and evaluation.
- Engage communities to propose solutions to health inequities that recognize the role of power and stratification systems

## EPIDEMIOLOGY COMPETENCIES

- Identify key sources of data for epidemiologic purposes
- Use measures of disease frequency and association to appropriately describe the distribution and determinants of disease, and appropriately characterize statistical uncertainty around such estimates
- Critically read and evaluate the strengths and limitations of epidemiologic literature from a methodological perspective
- Select epidemiologic study designs, data collection techniques, and analytic approaches suitable for different scientific inquiries
- Identify key threats to validity (internal and external) within and across epidemiologic studies
- Use statistical software to collect, retrieve, analyze and summarize epidemiologic data

## ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES COMPETENCIES

- Identify and describe environmental and occupational sources of chemical, biological, physical and/or safety (CBPS) hazards.
- Predict and prevent health, safety and environmental risks from processes, work tasks, the built environment and other economic and/or social activities
- Evaluate the human health risks from CBPS hazards using qualitative, quantitative and/or instrumental assessment methods
- Recommend appropriate engineering, personal protection or administrative controls and policies for CBPS hazards and evaluate their effectiveness.

## HEALTH POLICY & MANAGEMENT COMPETENCIES

- Apply relevant theoretical/conceptual models and leadership principles to developing health policy and administering health programs
- Evaluate public health programs and health policies and apply evaluation results to their improvement

- Identify and discuss the partnership and collaborative skills needed to develop effective public health programs and policies
- Analyze and critically evaluate theoretical and conceptual models used to describe the U.S. health care system and the delivery of health care
- Apply strategies for advocating for effective public health policies and programs
- Identify and analyze the legal, economic, ethical and health bases and implications of public health policies that affect urban populations
- Identify non-public health policies and describe how they can mitigate or exacerbate health disparities and influence the health of urban populations
- Apply economic concepts and theories to the analysis of health care policy and management issues that inform decision-making and policy development

#### PUBLIC HEALTH NUTRITION COMPETENCIES

- Apply research methodology, interpretation of research literature and integration of research principles into evidence-based practice for public health nutrition
- Demonstrate effective oral and written communication and advocacy skills for public health nutrition
- Contribute to the design, planning, implementation or evaluation of community nutrition interventions as a member of an interdisciplinary team
- Identify and prioritize nutritional problems for individuals at various stages of the life cycle and for diverse population groups using appropriate assessment methodologies
- Discuss the role of government and organizational systems and policies that influence accessibility, adequacy and safety of the food supply system (production, processing, distribution, consumption), and the relationship of food, nutrition and lifestyle choices in health promotion and disease prevention
- Use social and behavioral theories to inform public health and nutrition research and practice