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 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 administrating 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