

PH STUDENT PRACTICUM AGREEMENT

This Practicum Agreement ("Agreement") is entered into this _____ day of _____, 20____ between _____ (the "Student") and the site where they complete practicum.

WHEREAS, the Student is enrolled in a course of study at Liberty leading to a graduate degree in the field of public health; and

WHEREAS, as part of said course of study, the Student desires to partake in a practicum with the Organization designated in the Addendum to this Agreement (the "Organization") for academic credit,

THEREFORE, in consideration of the foregoing and the mutual covenants, conditions, and terms stated in this Agreement, Liberty and Student agree as follows:

I. Obligations of the Student

- a. **Student Duties and Obligations.** The Student shall at all times conduct themselves with excellence and in a professional manner. At all times during the practicum, the Student shall remain in good standing with the University.
- b. **Conduct.** During the duration of the practicum, the Student assumes the role of student intern, which is a cross between a student and an employee. As such, the Student is required to:
 - i. Abide by the Liberty Way at all times during the practicum;
 - ii. Adhere to the policies, rules, and regulations and dress code of the Organization;
 - iii. Maintain the confidentiality of the Organization; and
 - iv. Complete all tasks and assignments to the satisfaction of the Preceptor.
- c. **Academic Requirements.** In order to receive academic credit for the practicum, the Student shall satisfactorily complete the academic assignments, academic tasks, and other academic projects associated with the practicum as established by the Faculty Advisor. The Student is also required to keep an accurate log of the hours worked during the practicum. ***The hours required to complete the practicum must be started and finished during the semester for which academic credit is sought.*** In order to receive academic credit, the Student must satisfy all requirements of the practicum as delineated in this Agreement, including turning in a record of the hours worked, to the Faculty Advisor no later than the final week of the practicum course. Should the Faculty Advisor require the Student to submit a journal or other document describing the Student's experience during the practicum, the Student must turn it in by this date, as well.
- d. **Transportation.** Students shall provide his/her own transportation to and from the practicum location.
- e. **Early Termination.** In the event Student wishes to terminate the practicum, the Student shall provide the Faculty Advisor and Preceptor with five-day notice of desire to terminate. In the event of such termination, Student will not earn academic credit and will not be entitled to a refund of any money paid to Liberty related to the practicum, including any tuition or internship application fees.
- f. The student agrees that, in the event the practicum is terminated by the Organization for unsatisfactory work or by Liberty for student misconduct, the Student will not earn academic credit and will not be entitled to a refund of any money paid to Liberty related to the practicum, including any tuition or internship application fees.

II. Miscellaneous Provisions

- a. **Effectiveness of Agreement.** This Agreement will only become effective upon Liberty's acceptance of Student's application for the program. Student's application will be deemed accepted when the Faculty Advisor signs this Agreement.

(Signatures on NEXT PAE)

By signing below, the persons signing agree to be bound by the terms and conditions as expressed in this Agreement.

Practicum Student: I have read this Agreement carefully before signing it.

Student Signature

Date

Director of Practicum: I have read this Agreement and approve of the duties and objectives described herein and agree that the duties and objectives are sufficient to fulfill the requirements for academic credit.

Director of Practicum Signature
On behalf of Liberty University, Inc.

Date

Preceptor Agreement

The Preceptor is an integral part of the program and is crucial to the student's experience. The Preceptor is the Student's most important contact during the duration of the practicum. Therefore, there are certain duties required of the Preceptor to ensure the practicum is beneficial both to the Student and the Organization. The Preceptor will:

1. Consult with the Student and Faculty Advisor in planning practicum opportunities that will satisfy the practicum requirements and objectives, meeting the foundational and concentration competencies laid out in the Practicum Guidelines.
2. Brief the Student on the Organization's rules, regulations, policies, and procedures.
3. Make available any equipment, systems, and other supplies to enable the Student to perform any tasks assigned, as well as provide training on the proper use of such equipment, systems, and supplies.
4. Supervise the Student, or delegate other qualified employees to supervise the Student, at all times during the course of the practicum.
5. Verify in writing all hours and dates worked by the Student with a signature on a document for the Student to provide to the Instructor on record (i.e., the log sheet the Student is required to maintain throughout the course of the program);
6. Provide guidance and feedback to the Student throughout the practicum with regular mentoring.
7. Protect the confidentiality of any Student information or academic records obtained during the practicum.
8. In the event of termination by the Organization, provide five days' notice to the Student and Director of Practicum (unless the reason for termination involves performance deficiencies or conduct that make Student's continued presence at the practicum site or continued work in the program inappropriate under the circumstances). For all terminations, a reason for termination should be provided, with detail to the Director of Practicum for appropriate evaluation and debriefing
9. Complete a final evaluation of the Student's performance and forward it to the Director of Practicum within 10 days of the Student's last day of work.
10. As possible, have a debriefing session reviewing the content of such evaluations with the Student prior to the end of the practicum.
11. **Only if discussed and approved prior by the practicum director: If the field preceptor does not possess the required public health background then the field preceptor agrees to work with the PH appointed professor to supervise the student's work.**

If the Preceptor has any questions, comments, or concerns about the Student or the program, he/she should contact the PH Director of Practicum by email at PHpracticum@liberty.edu

Preceptor: I have read and understand the duties and responsibilities of the Student in the MPH Student Practicum Agreement and I concur with the Student's duties/assignments and learning objectives. I have read and understand the duties and responsibilities contained in the Preceptor Agreement regarding the role of the Organization and Preceptor in the program. By signing below, I agree to execute my duties and meet my responsibilities as the Preceptor that are set forth above in order to help the Student satisfy the learning objectives and other requirements of the PH Student Practicum Program.

Field Preceptor Signature

Date:

PH Supervisor/Preceptor Signature
(if needed)

Date

PH Practicum Agreement Addendum

I. Student Information

Student First Name:_____

Student Last Name:_____

Maiden Name (if applicable):_____

Student ID #: L_____

Mailing Address: _____

City:_____ **State:**_____ **Zip:**_____

Phone:_____

Email:_____@LIBERTY.EDU

Major/Program: PH - _____

International Student (check one): YES ☐ NO ☐

Has Student been convicted of a felony (check one): YES ☐ NO ☐

Graduation Month/Year:_____/_____(e.g., May/2023)

Practicum Semester: _____ **Course:** HLTH 698

Course Credit Hours: 3 Hours – Online Component

Required Work Hours: 120 Hours

II. Organization Information**Organization:** _____**Internships/practicums done with a department/division of Liberty University must include a faculty reference.***Organization's Mailing Address:** _____**City:** _____ **State:** _____ **Zip:** _____**Phone** _____**Website:** _____**Preceptor:** _____**Title:** _____**Phone:** _____**Email:** _____**Start Date:** _____ **End Date:** _____**Total Agreed Upon Work Hours:** _____ *(must be at least 120)***This position is (check one): Unpaid** ☐ **Paid** ☐

If paid, please provide or explain the amount of compensation, gift, stipend, or value of trade: _____

Location Details: Remote ☐ Hybrid ☐ In person ☐

III. Practicum Description & Competencies

Practicum Description: *(Together with the Preceptor, identify the project description, site deliverables and population you are serving) The project should reflect a need in the community/ agency and coincide with student's concentration. Attach an additional sheet if needed.*

Project description: *Identify an evidence-based problem and discuss how the student will address this issue to impact a population.*

Population: *Describe the population that the student will be working with.*

Site deliverables: *Discuss the products the student will deliver for the site. Ex: educational material, a resource guide, workshops, toolkits, etc. **Each complete Practicum must provide a minimum of two final deliverables documenting a demonstration of competency mastery.***

Competencies:

*Together with the preceptor, identify **five** competencies that align with the student's tasks and concentration, these will then be accomplished through the duration of the practicum. **Three** of the competencies will come from the foundational list and **two** of them will come from their concentration competencies. These will be evaluated by the supervisor overseeing the student at the end of the practicum.*

Foundational Competencies:

1. 17
2. 16
3. 17

Concentration Competencies:

4. Environmental 6
5. Nutrition 3

SMART Objectives:

Together with the preceptor, identify 3-5 SMART objectives that align with the student's tasks and concentration. The SMART objectives are aligned with the goals the student will aim to accomplish during the practicum. The SMART Objectives should coincide with the foundational and concentration competencies selected on the previous page. After the student completes their hours, the preceptor/supervisor will evaluate the student's performance and accomplishment of the SMART objectives.

22 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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Concentration Competencies

Global Health Concentration Competencies

1. Create a public health intervention to address a population level need for a country outside the US, based on an analysis of the cultural, social, behavioral, and environmental factors that contribute to the problem.
2. Design population, health, environmental and/or public nutrition programs/projects in the context of national and international policy.
3. Employ evidence-based and culturally appropriate methods to plan, implement, and administer health interventions to address community and population health needs.
4. Evaluate development programs/projects in terms of their quality, effectiveness and efficiency using qualitative and quantitative methods.
5. Summarize program resources of local, national and international organizations engaged in social service activities.
6. Apply the Christian worldview to public health practice in diverse settings and populations.

Community Health Promotion Competencies

1. Use best practices to assess health needs, assets, and resources for poor, underserved, or vulnerable populations.
2. Assess a community health program for cultural appropriateness.
3. Employ best practices of program evaluation and community-based participatory research.
4. Develop media-based health communication methods and materials for diverse audiences.
5. Employ ethical and effective leadership and management skills to build and maintain work teams, organizational relationships, and community collaborations in support of public health efforts.
6. Apply the Christian worldview to public health practice in diverse settings and populations.

Nutrition Competencies

1. Apply principles of nutrition to health promotion and disease prevention.
2. Translate nutrition principles and research findings into intervention strategies for specific populations.
3. Describe effective measures and policies to prevent food-borne illness.
4. Identify the influence of eating behaviors on disease development and prevention.
5. Explain the role of macro and micro nutrients for nutritional health and well-being.
6. Apply the Christian worldview to public health practice in diverse settings and populations.

Epidemiology Competencies

1. Draw appropriate inferences from epidemiologic data.
2. Identify data need and evaluate analytic methods for calculating standard epidemiological measures.
3. Describe effective measures and policies to prevent illness.
4. Analyze populations that require specific intervention approaches using demographic and epidemiologic analysis.
5. Critically analyze the scientific evidence for best practices in prevention of diseases.
6. Apply the Christian worldview to public health practice in diverse settings and populations.

Environmental Health Competencies

1. Communicate relevant information concerning environmental health issues.
2. Identify scientific, cultural, political and ethical practices and decisions that may have adverse effects on at-risk human populations or sensitive ecosystems.
3. Analyze strategies to minimize or alleviate environmental impacts.
4. Identify, and describe noteworthy environmental health laws, regulations, programs, policies, and guidelines and their implications on activities aimed at protecting environmental health.
5. Describe the impact of the environment on disease prevention and health.
6. Apply the Christian worldview to public health environmental practice in diverse settings and populations.