

Master of Public Health

Practicum Resource Guide

HLTH 698

Liberty University
Department of Public & Community
Health
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Dear Student,

Welcome to HLTH 698, the final component of your Master of Public Health degree. This marks a major milestone in your academic journey. If you have not already done so, in preparation for your practicum you will need to complete a background check using the following link:

<https://portal.castlebranch.com/LM71/spif/LM94/LM94abg>

At this point, you should have a practicum site and site supervisor/preceptor in mind or be in the process of securing one. The field practicum is an integral component of professional training in public health and is required of all MPH students. A practicum provides the hands-on opportunity to integrate and apply classroom learning in a public health work environment, enabling students to observe and learn from professionals in the field. The student contributes to a community's resources and to the solution of public health problems while developing practical skills and personal confidence as a public health professional. The practicum experience must be outcome focused and include deliverables that lead to a future impact for populations or the field of public health.

Local, state, federal, private, and international agencies and organizations that address significant public health problems and can provide the student with a designated, master's level site supervisor are able to qualify. Practicum experiences must include a minimum of 3 areas of foundational competency in public health and 2 areas of concentration competency for each student experience. The concentration competencies must be aligned with each student's degree. Examples might include the local or state Department of Health, the hospital community outreach program, product safety department of a food processing company, or a consumer advocacy organization. Many students ask to complete their practicum at their current place of employment. You may do so, however, you will need to demonstrate that you are expanding your knowledge and applying health theory in a manner outside of your normal job duties. This needs to be a *new* learning experience. Finally, you should have a hands-on community component, mere research is not sufficient to receive credit.

Each student will have a different experience. The goal of the practicum is for the student to practice the public health competencies by working on-site in an approved public health setting as part of the organization's team to address a critical public health issue. Your preceptor should have an MPH or a higher-level degree with experience in public health. He or she may be a seasoned public health professional in lieu of the degree, if approved by the Program Director of the MPH program or her designee.

Sincerely,

Director of Practicum
MPH Program

Prerequisites

In order to sign up for a practicum experience, students must do the following:

- 1) Successfully complete the core MPH course and your area of specialization.
ALL core and specialization courses must be successfully completed prior to applying to the practicum course. NO EXCEPTIONS.
 - No more than two Cs
 - If needed, you may only take elective courses during the practicum
 - A grade point average (GPA) of 3.0 is necessary to *enroll* in the practicum
 - If you are in the 2022-2023 or newer Degree Completion Plan (DCP), then successful completion **ALL** the gate courses (PHGT 510, 512, 513, 514) is also required.
 - Students enrolled in DCP's between Fall 2018- Fall 2022 must successfully complete HLTH 600. Students enrolled in DCP's older than Fall 2018 will need to contact their gate coordinators to be manually added to HLTH 600. All students must successfully pass the Competency Exam and complete the Electronic Portfolio before being able to move to the Practicum, regardless of DCP.
- 2) Completion of your background check through [Castlebranch](#)
- 3) Complete the MPH Practicum Agreement Application
 - For students registered in DCPs **prior to** Fall 2022, submit the practicum application found in APEX form which will go to the Director of Practicum for approval.
 - For students in DCPs in, or after, Fall 2022, the application process is found in PHGT 514 and InPlace.

HLTH 698 Practicum Requirements

- 120 hours (minimum) for the duration of the project (not to include classwork)
- A pre-defined project, aligned with the student's concentration, that assists an organization in addressing unmet needs, leading towards population impact, which allows for demonstration of foundational and concentration competencies by the student, that includes a minimum of 2 deliverables.
- Preceptor site approval from the Director of Practicum.

Practicum Course Structure

- Residential and Online Student Timeframes: All students signed up for the practicum must complete 120 hours minimum in a public health setting over a 16-week period/one semester, as well as the practicum course and requirements. All students will participate in a weekly Canvas course HLTH 698 to submit their assignments. All students will engage in Instructor contacts throughout the program to connect student learning and opportunity for cross discussion.
- During the HLTH 698 course, students will complete a Project paper aligned with their 120 minimum field hours that describes and presents the components of the project to include:
 1. Public Health Problem,
 2. Population
 3. SMART Objectives, Intended Interim Impact, Long-term Impact
- Final assignments for this Course will include a 20-page Project Paper and Video Presentation.

**The 120-hour requirement does *not* include technical aspects of the practicum requirements, such as completing paperwork with the site supervisor, obtaining the required signatures, and gaining approval

Student Checklist for Completion of Practicum

Pre-requisites:

- Step 1: Complete the prerequisite course requirements which include the core and concentration courses (Core: HLTH 501, 503, 505, 507, 509, and 511 plus your area of specialization). If you are in the 2022-2023 or newer DCP, then you should also successfully complete the gate courses (PHGT 510, 512, 513, 514)
- Step 2: Complete HLTH 600 or PHGT 510, 512, 513, 514.
- Step 3: If not yet completed, click the link to purchase your background check:
<https://portal.castlebranch.com/LM71/spif/LM94/LM94abg>

Site Selection and Approval Process:

- Step 4: Identify an area of interest and begin a practicum site search. Create a list of sites that match your interests and that align with your concentration. The sooner you begin, the easier it will be to pinpoint a site for your practicum.
- Step 5: Contact the Director of Practicum with any questions/concerns at email MPHpracticum@liberty.edu
- Step 6: Communicate with potential practicum site and site supervisor/preceptor to discuss interests and opportunities. If a site requires an Affiliation Agreement or Memorandum of Agreement (MOA or MOU) contact the Director of Practicum for assistance.
- Step 7: Complete the practicum application and attach all necessary documents, which consist of the practicum agreement, preceptor resume, and student resume. This will be submitted into Apex if you are in a DCP prior to Fall 2022, and in PHGT 514 if during or after 2022/2023.
- Step 8: Receive email notification of approval and instructions for enrollment into HLTH 698 course.
- Step 9: Enroll and complete financial check-in for HLTH 698.
- Step 10: Apply for graduation.

While enrolled in the practicum course:

- Step 11a: Complete and record a minimum of 120 hours of experience. You will submit these hours cumulatively throughout HLTH 698 using the Practicum Log form and then in a final version within your InPlace portfolio.
- Step 11b: Complete assignments in the HLTH 698 course that include the development of drafts and final delivery of a scholarly paper documenting the Practicum outcomes, a video project providing a professional reflection of the practicum experience, and the inclusion of two deliverables from the project showing mastery of competencies for the Inplace Portfolio.
- Step 12: After the site work is complete, the site supervisor will complete the preceptor evaluation via an email link or through the InPlace website providing a final assessment of the work and competency mastery for the student.

***Be mindful:** The HLTH 698 course is happening concurrently with your practical hours. Plan accordingly to have sufficient time to complete both.

Reporting Requirements

Absences: If for any reason, you find it necessary to be absent from your field experience (e.g. due to sickness) you must let your preceptor and/or supervisor know immediately and when possible, in advance. Failure to do so is unprofessional and unacceptable and may negatively affect your performance evaluation.

Change in address, phone number or name: Immediately notify your preceptor, professor, and Director of Practicum if you have a contact or name change. It is imperative that we are able to contact you without undue delay should the need arise.

Other issues and problems: Contact your preceptor and/or professor.

Tips for Success

Always remember you are representing Liberty University and conduct yourself accordingly. Be mindful that you are a guest of the affiliate organization and must abide by all their personnel policies (e.g. drug testing, dress code, absenteeism). If you have any questions or concerns, please discuss the situation with your preceptor first. You can and should always follow with any concerns by contacting the Director of Practicum, PHpracticum@liberty.edu.

If you are tasked with any assignments that are in addition to your agreed upon Practicum experience that are relevant to public health or training in the general field, you should accept them graciously and complete each of them in a professional, efficient, and timely manner. It is important to recognize when you have been trusted with additional opportunities and responsibility. Pursue opportunities to display initiative and to contribute beyond basic expectations. These are critical, transferable skills that help candidates stand out as nominees for future opportunities. This will prove to be a great benefit to you and to the affiliate organization.

Practicum Placement

The responsibility of creating an exceptional practicum experience ultimately lies with the student. However, the student is not alone in this pursuit. The student will work closely with the Director of Practicum, the HLTH 698 professor, and the MPH Program Director when needed.

To start the placement process a student will:

- Review practicum requirements
- Contact the MPH Director of Practicum to discuss practicum related questions
- Create a profile packet to use for potential preceptor sites (to include a current vitae, a letter of interest, practicum goals, portfolio items and letters of reference).
- To begin, do some research, explore local organizations, and make a list of at least 2-3 places/people to contact.
- Once you have selected an opportunity, fill out the practicum application and keep the Director of Practicum updated on your progress
- Pay attention to deadlines, in order to secure a site by the set application deadlines

and fill out the practicum registration form and student agreement along with any forms required by the location of the practicum. (Keep in mind that it takes time to obtain all the proper signatures within the university, the earlier you can complete your paperwork the better)

The Practicum Site Supervisor/Preceptor Should Have:

- Substantial experience with the organization
- A working knowledge and practical experience in the project areas assigned to you
- An interest in and commitment to helping you
- **An MPH** or be approved by the MPH Program Director with an exception
 - **Note, that an MPH is *highly preferred*, and it is expected that you have documented an *exhaustive* search for an MPH oversight opportunity before other opportunities will be considered.**
 - **Please note:** If your supervisor does not possess the degree requirement, you can submit a rationale for why you believe your Preceptor has a reasonably appropriate working knowledge of Public Health to meet and understand the appropriate 22 foundational competencies and Concentration Competencies for Public Health. If this is determined, then an exception may be considered.
 - In these cases, often your work may be overseen with a Dual Preceptor, in which you *may* be placed with a dual preceptor. A dual preceptor is a faculty member with a background in the concentration/field who will help oversee your project to ensure the Public Health competencies are met adequately. You would still require a Field Site Preceptor/Supervisor to oversee your hours in the field. Understand dual preceptors are for the exception, after all other options have been exhausted and a solid opportunity for population impact has been identified. This placement is **NOT GUARANTEED** and will only be offered *if available* and based on documented circumstance.

Responsibilities of Preceptor and Host Sites

The goal of the practicum is to equip the student with personal and professional skills and training to prepare them for a career in the field of public health. For students new to the field of public health, the practicum serves as an important first step in a public health career, introducing students to the practical skills and experience necessary for a productive and fulfilling career. Students with prior work experience find the practicum provides the opportunity to hone their skills or to gain new experience in a different area of specialization.

All projects should be public health-related and present a challenging environment that ensures students are mastering a minimum of 5 competencies across the foundational and concentration competencies of public health. Practica vary greatly depending on the specific fields represented by participating organizations and agencies. Examples of specific activities include data analysis, program evaluation, and policy development. The most critical part of the practicum is the alignment with the competencies and the concentration.

The University recognizes that this goal needs the support and commitment from community partners that are practicing public health in various settings. Therefore, the primary responsibilities of a host site and preceptor are to:

- Work with students to develop an appropriate planning practicum opportunity that will satisfy the practicum requirements and objectives, meeting the foundational and concentration competencies as laid out in the preceptor agreement.
- Provide the student with a background/ onboarding process related to the organization and project, briefing the Student on the organization's rules, regulations, policies, and procedures.
- Be available to meet with student, provide supervision, mentorship, and feedback
- Provide resources for the student to successfully complete the project (i.e. office space, computer, access to data)

- Provide written feedback for the student and the school by completing an evaluation form at the end of practicum. This assessment is important because it allows us to identify areas for improvement and to provide a grade based on the student's performance.
 - Support students in professional development activities (i.e. include in staff meetings, introduce organizational leaders, invite to professional events).
 - Establish a regular meeting time to set standards for reporting and arrange for a substitute site supervisor during periods of absence from the site.
 - Sign the Practicum Contract Hour Log, which details how the student has allocated their hours for the project. The field hours do not include time spent completing class assignments like the project paper sections. Approvable hours are those allocated to project activities, such as any trainings attended, meetings, research for the site work, etc.
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- **For more specific details on these duties review the Practicum Agreement**

Preceptor and Host Site Benefits

The practicum experience has great value to the student's development. Hosting a student also provides benefits to the organization.

- Students complete or conduct projects the organization may not have capacity to do
- Students provide an inquisitive approach and may provide creative ideas and solutions
- Students build professional capacity and may be recruited to become part of the organization's workforce
- Organizations and preceptors have an impact on the field of public health by participating in the education of future professionals.

For the Preceptors and Affiliate Organizations

*Affiliate (host) organizations are pursued and selected because the university and our program believes that the organization can offer LU Public Health students excellent opportunities, activities and expertise necessary for an effective “hands-on” learning experience. We are fortunate to have and are grateful for your commitment.
Thank you!*

To facilitate a smooth and effective field experience it is important the hosting affiliate, and particularly the designated preceptor, begin planning before the student arrives.

The faculty expect students to arrive at their practicum with a drafted set of “learning objectives” but the overall responsibility for designing and facilitating the field experience lies with the affiliate organization. Beginning by asking the student, “What would you like to do while you are here?” will likely not prove effective because as you may expect, at this stage, students often do not know and the experience gets off to an uncertain start.

Please discuss exposures and projects the field experience could include and, equally important, what you will expect of the student. Doing this by letter, or better, through personal contact (e.g. an interview) prior to the student’s arrival is time well spent. This goes a long way for a mutually rewarding experience.

A few things to consider:

1. Are activities included in field experiences relevant to:
 - a. course objectives and student specialization
 - i. the mission, services and activities of the affiliate organization;
 - ii. the student’s interests and capabilities;
 - iii. the amount of time student will spend at the field setting;
 - iv. the student’s post-graduation goals?
2. Orient the student to the organization prior to arrival. This may include literature, internet materials, interviews or an established orientation program.
3. Communication is critical so preceptors/supervisors need to set aside scheduled time to adequately interact with the student.
4. Provide a diverse variety of exposures to broaden the student’s awareness and perspective. This is a time many students begin to form a professional vision.
5. Assist the student in transitioning from an observer to a productive participant as quickly as feasible. The semester will pass by faster than you may realize.

6. Assume the student has the potential to be productive. Provide opportunities for them to “show their stuff”. Students are a valid human resource and they want to contribute.
7. Assign project work that might represent *experience* for the student’s resume when they are seeking subsequent employment.
8. Help student relate field experiences to their previous academic studies.
9. Complete and submit the final evaluation in accordance with the procedure and schedule outlined elsewhere in this handbook.
10. Candidly discuss your evaluations with the student and offer professional advice and recommendations. Our students want and value your feedback.

Finally, should you experience a problem during the semester, do not hesitate to contact the **Director of Practicum**, via email at PHpracticum@liberty.edu.

Some suggestions to help you get started:

1. Orientation to the organization:

- a. Introduce students to key personnel
- b. Provide an acquaintance tour of facilities
- c. Include students in conferences and field visits with selected personnel
- d. Review essential policies and procedures
- e. Review your organizations’ services
- f. Include the student in staff meetings

2. Orientation to the community (area in general):

- a. Visit health related agencies such as hospitals, nursing homes, voluntary health agencies, managed care organizations, customers etc.
- b. Attend open community meetings that are concerned with health education, and community development.
- c. Meet and interact with community leaders, local officials, as well as key ‘players’ in health, education and human service agencies, agriculture, recreation, business, industry, civic and service organizations and media.

3. Involvement in organizational activities:

- a. Participate in appropriate organization orientation
- b. Participate in staff//board meetings.
- c. Assist in planning programs or related components.
- d. Participate in delivering/presenting organizational programs.

- e. Work on communication activities, such as:
 - (a) Newspaper articles, press releases.
 - (b) Write radio or TV spot announcements.
 - (c) Develop and deliver oral presentations to groups.
 - (d) Work on quarterly or annual report or newsletters.
 - (e) Design and produce bulletin boards or pamphlets.
 - (f) Assist in planning and conducting a specific activity.
- f. Assemble, interpret and analyze data, records and reports.
- g. Participate in workshops, seminars, in-service training
- h. Conduct focused study and/or research.
- i. Participate in community service activities.

4. Ensure clear communication:

Clear communication is an essential element during the field experience. The following cannot be stressed enough:

- a. Clarify practicum student's role through the formal learning agreement (objectives). Clarify job responsibilities, set goals, set regular work hours, etc.
- b. Schedule regular meetings with the student to discuss new and past assignments, to answer any questions, and discuss dynamics of the organization.
- c. Expose student to meetings (planning, budget, management, board, community or legislative) whenever possible. They have been briefed on confidentiality.
- d. Explain how decisions are made. What are the options? How did the organization develop an operational plan?
- e. When possible, emphasize quality and process improvement initiatives.
- f. Discuss career opportunities in the field, and career paths for public health graduates.
- g. Share opportunities for professional introductions.
- h. Structure supervision more highly in the beginning, and ease off as appropriate.
- i. Reinforce independent creativity and productivity.
- j. Again, students want and need regular, descriptive feedback. Let them know if they are meeting expectations. What they can do better? Do not be reserved about letting them know.
- k. If problems occur, speak directly with the student just as you would an employee.

Recognition

No expectation or policy is defined for this area. Supervisors are, however, encouraged to recognize students and acknowledge their contributions when deemed appropriate.

Some possibilities include:

- Note the student by name on any completed project.
- Include student in professional seminars, workshops within or outside the organization.
- Give the student opportunities to interact with several departments within the organization.
- Provide opportunities to meet and interact with multi-level leadership, constituents, customers and professional contacts.
- Suggest how the student could transfer his/her skills to positions for which they may be qualified.
- Write about them in the company newsletter - or better yet, have them write about themselves.
- Add the student's name to the organization's telephone directory, assign them an e-mail account etc.
- Post the student's picture on the bulletin board.
- Give them a title other than "intern," "student," or "volunteer."
- Provide a designated workstation with appropriate tools.
- Help identify and "mine" contacts for future job hunting.
- Recommend or offer a paid position following the field experience.

Motivation

- Treat the student as a member of the organization's "team".
- Challenge the student – they want to show you what they can do.
- Respect the student's talents and abilities by soliciting and considering their opinions, ideas and suggestions.
- Select/organize assignments such that accomplishment and progress is observable by the student and may represent professional "experience".
- Provide mentoring and training.
- Give constructive praise and criticism.
- Help students recognize how their work effort relates to other areas within your organization or perhaps a broader continuum of public health/health services.

NOTE: Activities listed above are not all-inclusive or specifically required. They relate to the student's academic preparation and are offered as suggestions.

Tips for Making the Best of Your Field Experience

Students, please read and do the following:

1. Learn as much as possible about the affiliate organization before you get there. (*Acquire and read materials, e.g., annual reports, media reports, program literature, strategic plans, Internet search*).
2. Approach the field experience with an open and inquisitive mind:
 - ✓ Seek opportunities to observe and learn.
 - ✓ Participate and make contributions
 - ✓ Enjoy the experience, the organization, and the people
3. Display respect for your preceptor ... she/he will do the same for you.
4. Be prepared and reliable in all situations.
5. Consistently display professionalism and maturity.
6. Be conscientious, prompt and perform to the best of your ability.
7. Be confident -- confidence and poise breed success.
8. Be proactive. Plan ahead. Do not procrastinate. Do not be negligent.
9. Take initiative to "fit in" ... Become a team member.
10. Don't be bashful or afraid to get involved.
11. Be aware that your host organization gains benefit from your presence and participation, but also recognize that they are investing time and resources in support of your learning experience.

What you can expect:

There are a number of potential benefits for you during the field experience. Likewise, there may be some misconceptions about the practicum that students should be aware of from the beginning. .

This is a required academic course (HLTH 698)

Although a field experience is usually pursued outside of the college setting it should not be viewed as "time-out" from school. A field experience is a unique learning opportunity and is a required component for the academic course. Remember, your grade and subsequent credit for this course is based on how proficiently you demonstrate the core knowledge and skills of your foundational and concentration competencies, which you have acquired during your public health coursework and activities. In addition, professional traits such as reliability, initiative, creativity, attitude, interaction with co-workers, analytical and communication skills will be evaluated.

This is a challenging opportunity

Most students report working just as hard, if not harder, during their field experience as they did for on-campus courses. Completion of a field experience while taking additional courses dilutes the value of this unique opportunity. Only in highly unusual circumstances will a student be permitted to take additional courses during the field experience semester. **In these rare cases, advanced permission from the director is required.**

You are not a "Volunteer"

Field study students (interns) typically are not paid. However, this field experience is not to be confused with a volunteer arrangement. You are graded, and earn academic credit, based on what you learn and how you perform. It is important to keep one eye on the learning objectives and the other on "opportunities" to maximize the value of this experience.

You are not an "Expert in Residence"

As a graduate student, you possess specific skills, knowledge, and fresh ideas. It is not appropriate, however, for an organization to expect you to be the "resident expert" or to fill a knowledge gap in an area in which the staff lacks basic skills or expertise. In fact, a professional staff person with expertise in the area in which you are assigned should supervise you. At the same time, it will be to your advantage to share your ideas and suggestions.

Projects and work assignments should be meaningful

Your field experience should not be limited to routine, clerical or unchallenging tasks. The experience is intended to provide meaningful learning. At the same time, reality in the workplace is that most positions and projects involve some mundane tasks and you should be willing to "do whatever it takes" to fulfill assignments and produce desired outcomes. However, it is recommended that administrative or clerical tasks be limited to twenty percent of your time as a student intern. If this appears to be an issue, ask your preceptor for more challenging duties or talk with your academic advisor.

There is no guaranteed employment or compensation

Students are occasionally offered part or full-time employment as a result of their field experience, but this is not guaranteed and should not be expected. Many prospective employers do, however, value even limited relevant work experience so keep in mind that as you compete for a future position your field study project(s) may prove beneficial. One excellent way to gain a valuable career and job seeking benefits during your field study is to nurture professional relationships with people in the affiliate organization. This opportunity to develop an information and professional network can be invaluable. Most importantly, earn a reputation as someone who takes an assignment and runs with it. Again, it is the rare exception that students are financially compensated during the field experience, but many other rewards are available to you.

Frequently Asked Questions

Is the practicum paid?

Agencies and organizations may provide paid or unpaid practicum opportunities. Students should not expect financial support during the practicum.

Can I do the practicum at my current job?

If you are contemplating a practicum at your regular place of employment, the assignment must extend beyond your regular work duties and allow application of knowledge and skills acquired through the MPH course of study.

After I have finished my practicum, what next?

For most students the practicum is the last course within the master's program. Students should plan to meet application deadlines to participate in graduation in May. These deadlines can be found at Liberty University registrar's website. We encourage all students, residential and online, to participate in graduation ceremonies and events.

What is a suggested timeline for the practicum?

HLTH 698 should be taken in the final semester of your program. This will be in the spring semester for students planning to graduate in May. Planning for the practicum should take place the semester prior to taking the course. Since some of our classes are offered year round students may be able to take the practicum in a fall semester. These students need to begin planning in the previous spring.

Do I need an MOA or MOU?

That depends on the site. If your preceptor requests a Memorandum of Agreement (MOA), contact the Director of Practicum to begin this process.