MPH Student Practicum Experience Manual

University of Louisville
School of Public Health and Information Sciences
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INTRODUCTION

The goal of the Practicum Experience is to bridge the gap between academia and practice. The practicum experience serves as a vehicle to introduce future public health professionals to the field during their formal education. Additionally, the practicum allows the student to experience what may be expected of a public health professional after completion of their degree. To achieve this goal, MPH students are required to synthesize conceptual information presented in their core courses and concentration track, and utilize this information in writing the learning agreement, in conducting the work specified in the learning agreement and in evaluating the completed work.

Within the field of public health, there are three core functions: assurance, assessment, and policy development (Institute of Medicine (1988). The Future of Public Health. Washington, DC: National Academy Press). Ten essential services of public health have been developed to aid in interpreting and achieving the three core functions:

Ten Essential Services of Public Health

- Monitor health status to identify community health problems;
- Diagnose and investigate health problems and health hazards in the community;
- Inform, educate and empower people about health issues;
- Mobilize community partnerships to identify and solve health problems;
- Develop policies and plans that support individual and community health efforts;
- Enforce laws and regulations that protect health and ensure safety;
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable;
- Assure a competent public health and personal health care workforce;
- Evaluate effectiveness, accessibility and quality of personal and population-based health services;
- Research new insights and innovative solutions to health problems.

Source: http://www.cdc.gov/od/ocphp/nphpsp/EssentialPHServices.htm

The practicum experience combines didactic learning with practical experience to enable the student to achieve the public health competencies that are necessary to carry out the core functions of public health. It is our vision that relationships garnered through the practicum with our partners and fellow stakeholders in public health be a fruitful, positive opportunity for all involved—our students, our school, and our community.
THE PRACTICUM EXPERIENCE – Definitions, Roles, and Responsibilities

**Student:** The master of public health student that is conducting the practicum at a health or health-related agency or organization. The practicum deadlines are based on a student that enrolled in the fall semester and is attending the program full-time.

**Site Mentor:** The individual within the agency or organization charged with the responsibility of overseeing the student’s duties and experience at the practice site.

The site mentor is responsible for ensuring that the objectives of the learning agreement are in line with the needs of their agency or organization. The site mentor serves as the point of contact for the MPH program. Activities of the site mentor typically include:

- Participation in SPHIS sponsored mentor orientations, meetings, and seminars
- Regularly monitoring the student’s progress towards fulfillment of the learning agreement
- Discussing the student’s performance with the faculty mentor
- Participation in the preparation and review of the student’s final paper, oral presentation, and electronic poster
- Completing the final student evaluation (see Appendix 4)

Additionally, the site mentor is encouraged to facilitate the student’s learning experience by making the student aware of opportunities available within the site organization that are relevant to the practicum, professional interests and development, and overall growth as public health professionals.

**Practicum Mentoring Team:** The practicum mentoring team consists of faculty from each of the Departments in the SPHIS. Each practicum student is assigned to one of the faculty members of the mentoring team. This faculty member is the student’s faculty practicum mentor and leads the student’s practicum experience. The faculty mentor is charged with the responsibility of understanding all requirements of the practicum experience and ensuring, as far as possible, that the student satisfies those requirements. The faculty mentor serves as a section director for PHPH-679 and is responsible for assigning and reporting the grade the student receives for the course.
The Practicum Mentoring Team members are:

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPT</th>
<th>PHONE</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray Austin</td>
<td>Health Management</td>
<td>852-2490</td>
<td><a href="mailto:Reaust01@louisville.edu">Reaust01@louisville.edu</a></td>
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<tr>
<td>Guy Brock</td>
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<tr>
<td>Rose Devasia</td>
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<tr>
<td>Robert Jacobs</td>
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<td>852-0196</td>
<td><a href="mailto:Rrjaco01@louisville.edu">Rrjaco01@louisville.edu</a></td>
</tr>
<tr>
<td>David Tollerud</td>
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<td>852-3007</td>
<td><a href="mailto:Djtoll01@louisville.edu">Djtoll01@louisville.edu</a></td>
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<td><a href="mailto:Rwwils06@louisville.edu">Rwwils06@louisville.edu</a></td>
</tr>
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<td>Dongyan Yang</td>
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</tr>
</tbody>
</table>

**Practice Site:** The location at which the student conducts his or her practicum. Typically, the practice site’s location and agency or organizations are one and the same. If the site and location are different, the physical location of the agency or organization serves as the practicum location for recordkeeping purposes. It is the responsibility of the practice site to ensure that all necessary materials (e.g., work space, work equipment, etc.) are in a location conducive to carrying out the practicum experience. Should the agency or organization be unable to provide needed materials, it should notify the student in consultation with the student’s faculty mentor and the MPH program director prior to accepting a student at the site. A listing of the currently active practice sites is on SharePoint at the following link: [https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/Practice%20Sites/Forms/Active%20sites.aspx](https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/Practice%20Sites/Forms/Active%20sites.aspx)

**Affiliation Agreement: Due by September 1, if applicable.** The affiliation agreement is a legal agreement that addresses all items pertaining to university’s guidelines for student field work. This document is completed by the dean’s office and should have an original signature in triplicate. Once the practice site agrees to host students, the agreement must be in place prior to students beginning any work. Each party maintains a signed copy of the agreement. The process for executing an affiliation agreement can be found on SharePoint at [https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/default.aspx](https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/default.aspx). Questions regarding this should be directed to the Associate Dean of Academic Affairs.

**Student Practice Site and Mentor Information:** Due by September 1. Complete the practicum form in blackboard and submit which lists the name and contact information for your practice site and site mentor.

**Student Practice Site Agreement (legal document): Due by September 1.** This cannot be completed before Site Affiliation Agreement is completed or an approved one is already on file. This agreement, between the student and SPHIS, provides practice guidelines and specifies a code of conduct for the student while at the practice site. Once the practice site and SPHIS agree to the overall terms of the affiliation agreement, each student must sign one practice site
agreement. Submit a signed copy to the MPH Office; you will get it back to make a copy for yourself and give the original to the site. The Student Practice Site Agreement can be found on SharePoint at https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/default.aspx

**Practicum Concept Document: Due by September 1.** This is a one-page description of the proposed location and primary activities for the practicum (see Appendix 1). The purpose of the review is to make sure the student’s practicum is conceived of as onsite field experience at and for a public health-related site. This document is submitted for approval via blackboard to the faculty mentor prior to preparing the learning agreement. Electronic submission constitutes your signature.

**Practice Site Profile: Due by September 1.** Complete the practice site profile form (see Appendix 3) which describes the agency. Electronic submission constitutes your signature.

**Learning Agreement: Due by October 1.** The learning agreement specifies the goals, objectives, and deliverables of the practicum experience (see Appendix 2). The student is expected to achieve or carry out all items contained in the learning agreement. However, the learning agreement can be modified as needed based on agreement by the student, site mentor and faculty mentor. The learning agreement must be approved by the site mentor and the faculty mentor. Electronic submission constitutes your signature. An email from the site mentor to you stating concurrence with the Learning Agreement constitutes his or her concurrence. If substantial changes (determined by the faculty mentor) are made in the learning agreement during the performance of the practicum, an updated practicum agreement should be submitted to the MPH Program Office.

**Time Requirement:** The time commitment for the practicum is a minimum of 336 contact-hours. Students should note that all time spent on any items pertaining to the practicum, preparatory or otherwise, counts towards their time commitment. The time commitment serves as a guide. Successful completion of the objectives and deliverables specified by the learning agreement provides the ultimate framework for the time commitment of the practicum.

**Practicum Funding:** The practice site is responsible for any costs of supplies, printing, postage, and other out-of-pocket costs associated with student assignment, excluding travel costs of the student or university personnel, unless university has agreed in writing to assume all or part of these costs. If the practice site cannot cover costs associated with the assigned responsibilities, the student must either identify resources to cover the cost or select another practicum activity.

**Issues at the Practicum Site:** If for any reason the student experiences difficulty of any kind, personal, professional or otherwise, the student is to communicate those difficulties to their faculty mentor and their site mentor to ensure prompt action. The student should also notify the program director.
Practicum Enrollment: A student generally cannot enroll in the practicum until the core courses have been completed. A total of 6 credit hours of PHPH 679 is required to complete the practicum. Generally, students register for 1 hour the summer after their 1st year in the MPH program then 3 hours in the fall of their 2nd year and 2 hours in the spring of their 2nd year.

Practicum Blackboard Site: A blackboard site has been created which is dedicated to the practicum. Once you log in to blackboard, it is listed under “Organizations in which you are participating” and is called “MPH Practicum”. This site is designed to allow you to communicate regularly with your faculty mentor and submit all of your assignments through. If you have any difficulties, please contact the MPH Program Office.

Practicum Course Syllabus: The practicum course syllabus can be found in Appendix 9.
STEPS TO COMPLETE THE PRACTICUM EXPERIENCE

1. **Assignment of faculty mentor:** In the spring term of the first year of the MPH program, students will be assigned a practicum faculty mentor from the Practicum Mentoring Team. Faculty mentors will be assigned by May 1.

2. **Selection of practice site and site mentor:** Selection of a practice site involves not just finding a site but identifying a site mentor, obtaining the organization’s agreement to both serve as the site and to sponsor the project, working with the MPH program to ensure the affiliation agreement is in place.

3. **Completion of the affiliation agreement and student practice site agreement:** An affiliation agreement must be in place prior to the student beginning work at the practice site. Additionally, the student must sign and submit the student practice site agreement prior to beginning activities at the site. A list of active sites can be found at: https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/Practice%20Sites/Forms/Active%20sites.aspx

4. **Submission and approval of the practicum concept document:** Once a practice site has been identified, the student must develop and submit a one-page description of the proposed site activities to the faculty mentor. The format is given in Appendix 1. The document is reviewed and approved by the faculty mentor and site mentor.

5. **Completion and approval of the practicum experience learning agreement:** The student works with the faculty and site mentors to develop the learning agreement. The learning agreement must be approved by the faculty mentor and the site mentor. An approved learning agreement must be submitted via blackboard. The learning agreement may be modified by submitting a signed revised version that is submitted to the MPH Program Office. A guideline for preparing the learning agreement is provided in Appendix 2.

6. **Completion of the practice site profile:** A guideline for preparing the practice site profile is provided in Appendix 3. The completed profile is reviewed and submitted via blackboard.

7. **Performance of activities specified in learning agreement at the practice site:** See Time Commitment under the section heading: The practicum experience – Definitions, Roles, and Responsibilities.

It is recommended that students keep a written journal while performing their practice activities. Entries may include:

- Brief synopsis of activities for that week
- Specific accomplishments or activities completed
- Problems that occurred, and how they were resolved
- Experiences that provided for learning and professional growth, specifically in reference to the MPH core and concentration specific competencies
This written journal facilitates preparation of the final written report of the practicum.

8. **Preparation of the written report, oral presentation, and electronic poster describing the practicum experience:** Upon completion of the activities at the practice site, the student must prepare a written report, an oral presentation, and an electronic poster on the practicum experience. The student’s faculty mentor and site mentor provide guidance in the preparation and review of the written report, oral presentation, and electronic poster. Guidelines for preparation of these materials are in Appendices 6, 7, and 8, respectively. The MPH program develops and posts an oral presentation schedule which you will have the opportunity to sign up for.

Electronic copies of all deliverables are due to the MPH Program Office by noon on the Thursday before SPHIS Convocation. This is a program requirement in order to meet your degree requirements.

9. **Submission of practicum evaluation forms:**
   - **Student evaluation of practicum experience:** Upon completion of the practicum each student must complete an evaluation of their practicum experience. See Appendix 4. This survey will be completed electronically through a web based survey package. You will receive a notification email and several reminders until you complete the survey.
   - **Site mentor evaluation of student:** Students are to request that each site mentor complete a student evaluation form. See Appendix 5. This survey will be completed electronically through a web based survey package. The site mentor will receive a notification email and several reminders until the survey is completed. It is the student’s responsibility to remind the site mentor to complete the survey.

10. **Grading of Practicum Experience:** A detailed grading rubric is outlined in the practicum syllabus in Appendix 9. Students will receive an “X” grade for each semester they are enrolled in practicum. This will be posted by their faculty mentor. Once the final deliverables are complete and turned in, the mentor will submit a final grade for all practicum hours that received an “X” grade.
The document is reviewed, approved, and signed by the faculty mentor, who delivers it to the MPH Program Student Services office. The MPH program director will then review and sign to make sure the student’s practicum is conceived of as onsite field experience at and for a public health-related site.

**Practice Site Information:**
Practice Site (agency name, department, division, etc.):

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**Proposed Site Activities:**
INSTRUCTIONS: Complete all information on this form. The learning agreement is submitted electronically via blackboard.

Guidelines for completing the learning agreement: The learning agreement is an individualized agreement between the student and practice site, outlining what the learning objectives of the practicum and how they are to be met. The learning agreement requires that the student and practice site mentor identify specific learning activities related to the practice site that assist the student in achieving the overall learning objectives of the practicum. Should the scope of work change, the learning agreement can be augmented to reflect that change. The SPHIS requests that students share the practicum course syllabus with the site mentor. Each agency offers unique opportunities and students and mentors are encouraged to be creative when developing learning activities. An approximate target date for the accomplishment of each activity should also be noted.

Please type:

Student Information:

Name: ____________________________ Student ID #: __________________
Email: ____________________________ Concentration: __________________

Faculty Information:

SPHIS Faculty Mentor Name: ________________________________

Practice Site Information:

Practice Site (agency name, department, division, etc.):
Mailing Address:

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Site Mentor Information:

Name (including credentials): ______________________________

Title: ________________________________________________

Phone: _____________________ Fax:_____________________

Email: ___________________ Website: ____________________________

Estimated day(s) of the week and time scheduled to be at practice site (Note as many as planned): [Estimated hours for each day at site: (ex. 9a-3p, 8a-5p, etc)]

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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- If needed, describe variable schedules (e.g. after-hours events, weekend events, etc.):

Supervision Plan (Please specify days/times of regular supervision sessions and names of those who will be providing supervision, if in addition to the site mentor):
Method of Student Assessment: (e.g. direct observation, report/documentation review, etc.):

Describe the physical working space and facilities for the student (desk, telephone, etc.):

OBJECTIVES

Listing of learning objectives for the practicum. *Examples are given below.* For each objective, include the following information:

<table>
<thead>
<tr>
<th>List Learning Activities:</th>
<th>Deliverables:</th>
<th>Target Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;activity&gt;</td>
<td>&lt;deliverable&gt;</td>
<td>&lt;date&gt;</td>
</tr>
<tr>
<td>…</td>
<td>…</td>
<td>…</td>
</tr>
</tbody>
</table>
The following is offered as an EXAMPLE of the types of learning objectives that may be achieved at the practice site. Mentors and students must develop other objectives and associated activities that are more suitable for the scope of work. Be sure to include target dates for achievement or assessment.

**OBJECTIVE:** Participate In One or More Defined Projects In An Area Of Public Health Practice

a) Demonstrate the knowledge of the three core functions of public health and the 10 Essential Services in their broad applicability to public health programming and interventions

b) Demonstrate the ability to apply appropriate public health theory and/or knowledge to a public health issue or intervention

c) Ability to develop a list of specific deliverables, with anticipated outcomes and timelines

1) Develop a needs assessment or program plan (e.g. develop a logic model)

2) Evaluate an existing program

3) Develop and or implement an educational program

4) Assist in an applied research project

5) Describe specific project related responsibilities and duties
Please write a brief description/narrative for each of the following items. Review it with your faculty and site mentor. This should be submitted electronically via blackboard.

Please type:

Name: ____________________  Student ID #: __________________

Email: ____________________

Please answer the following in brief narrative form on a separate piece of paper. All responses should be typed.

1. When/how was your site began? Discuss your site’s history and evolution.

2. What is your site’ mission, major goals and values?

3. What services are provided by your site? To whom does your site provide services? What are the service demographics?

4. How is the staff of your site comprised? Discuss the leadership structure.

5. Who comprises the stakeholders in your site?

6. Describe and discuss the major funding stream and budget for your site. Grants? Philanthropic donations? Profits?

7. Elaborate on laws and/or policies that impact the operation of your site.
ELECTRONIC VIA E-MAIL DUE LAST DAY OF CLASSES
APPENDIX 4
Student Evaluation of the Practicum Experience

INSTRUCTIONS: This evaluation is completed electronically by the student at the end of the practicum.

Student Name: _________________________________ Date: __________

Practice Site Name: ___________________________________________

Faculty mentor: ______________________________________

******************************************************************************
Please answer each question according to selection of responses.

Guidance by MPH Program:
1. How did you select your practice Site?

2. To what extent did the MPH Program provide adequate information and guidance in preparing for your practicum?

3. MPH Program Student Services was available throughout the practicum to answer questions and help troubleshoot.

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

Guidance by faculty mentor:
4. The Faculty mentor was responsive throughout the practicum to answer questions and help troubleshoot.

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

5. The individual meetings with the Faculty mentor throughout the practicum was useful in the development of learning objectives and monitoring practicum progress

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

Guidance by Other SPHIS Faculty
6. Did you have any help from any other SPHIS faculty to help in the preparation or throughout your practicum? _____Yes _____No

If yes, who were they, and how did they help?

**Guidance by Site Mentor**

7. The Site Mentor was available throughout the practicum to provide guidance and help troubleshoot.

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

8. To what extent did your Site Mentor adequately provide orientation to administrative policies, physical facilities, and standards of practice at the site?

9. How often did you meet with your site mentor? Was this sufficient time to accomplish all your objectives?

10. Would you recommend this particular site mentor for future projects and student work? _____Yes _____No

Why or why not?

**Overall Practicum Experience**

11. The practicum increased my ability to work in and understand public health.

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

12. The Practicum MPH Town Hall Meetings increased my understanding of the practicum and its requirements.

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

13. The Integration course was useful in reflecting on my practicum experience and relating it to the learning objectives of my concentration, and more broadly, public health practice.

___Strongly Agree ___Agree ___Neutral ___Disagree ___Strongly Disagree

14. The Practicum Poster Session was valuable use of time in sharing my practicum experience with my Advisory Committee and the SPHIS community.
__Strongly Agree ___Agree _____Neutral ____Disagree __Strongly Disagree

15. Would you recommend your practice site to other SPHIS students? Why or why not? _______Yes ______No

16. Please list knowledge areas that would have been helpful in preparing you for your practicum. Also, write or attach any additional comments concerning your practicum:
ELECTRONIC VIA E-MAIL DUE LAST DAY OF CLASSES
APPENDIX 5
Site Mentor Evaluation of the Student

INSTRUCTIONS: The site mentor completes this at the end of the practicum and evaluates the student’s performance throughout the entire practicum experience. This evaluation is completed electronically by the site mentor at the end of the practicum.

Site Mentor: ___________________________ Date: ___________

Email____________________________________

Phone____________________________________

Student Name: ________________________________

Use the following scale; please evaluate the student's performance for the full practicum.

5=Outstanding. 4=Very Good, 3=Good, 2=Fair, 1=Poor, N/A=Not Applicable

_____ Reliability (attendance, punctuality, etc.)
_____ Motivation and Initiative
_____ Organizational skills
_____ Contributed innovative ideas to improve project(s)
_____ Completed projects in timely manner
_____ Worked independently when needed
_____ Worked as a part of a team when needed
_____ Exercised own judgment appropriately
_____ Made efforts to develop and improve skills
_____ Accepted feedback and suggestions objectively
_____ Ability to research problems or issues pertaining to their project
_____ Met specified goals and objectives (e.g. those in the learning agreement)
Please describe:

1. How many hours on-site did the student complete?

2. To what extent did the student meet the objectives stipulated in the Learning agreement?

3. To what extent did the student's work contribute to the mission of your agency/organization?

4. What recommendations for professional development do you have for the student?

5. Will you or your agency provide supervised practicum experiences in the future?

ADDITIONAL COMMENTS: You may provide more information about the student, and/or feedback about any aspect of the practicum.
Due Date Determined by Practicum Faculty Mentor

Appendix 6

Practicum Written Report Guidelines

The practicum each master of public health student conducts as part of the practicum experience is summarized in a written report. Following are guidelines for the report.

Report Format:
A number of sections of the original Learning agreement and Practice Activities Proposal are to be included in the final report. However, the accepted format of the final report requires that the tense be changed from the future to the past. This requires a careful reading to assure correct grammar and agreement of subjects/verbs as well as tense.

1. At a minimum, the report should contain the following information and be in APA format:
   - Name of organization and mentor where P.E. was done
   - Introduction (overview of site and specific activities performed by the student)
   - Materials and Methods (How the assigned activities were carried out, what, where, when, how, with whom, etc., i.e. what did the student do)
   - Results (presentation of the data)
   - Discussion of any pertinent literature related to the assigned activities
   - Challenges encountered and how they were addressed and/or successes in carrying out the practicum activities
   - Conclusion and recommendations

2. The report should be no more than 20 double spaced pages of narrative, with additional pages for references, data display, or other appendices, if needed.
Presentation: Each student’s manner of dress and deportment during their presentation must reflect the standards required in any professional forum.

The time allotted for the oral presentation is 15 minutes, including a period for questions. The verbal report should take 10 minutes, and are timed. Brevity is considered a key element in professional platform presentations; consequently, students should practice their presentations aloud to assure they remain within time limits.

The presentation should be made with 12 to 15 PowerPoint slides and include:
• Overview of the practice site and background for assigned activities at the site
• Methodology used to complete the assigned activities
• Results
• Conclusions and recommendations
APPENDIX 8
Electronic Poster Guidelines

Poster Templates: Electronic power point poster templates are made available to students in the second semester of their practicum. These templates are located at https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/Shared%20Documents/Forms/AllItems.aspx

Poster Content: In general, a poster presents the key elements of a study or program in an easy-to-read format. It should summarize the information in enough detail to educate people without overwhelming them with information. The poster should use graphics (photos, figures, charts), tables, and text to describe your work in a logical sequence. Organize the material into sections (for example: Title, Purpose, Methods, Data Analysis, Results, Conclusions, etc.). Use numbers to help sequence the sections of the poster. Arrange the material into columns. The poster should not need your verbal explanation to link together the various portions.

1. **The Title.** The title banner includes the title of the work, the authors’ names, and the institutional affiliations.
   a. The title for the poster should be short, around 10 words if possible.
   b. Use first names for authors to facilitate interactions, but avoid middle initials and titles unless necessary.
   c. To conserve space, city names, states, and countries may be dropped from institutional affiliations, and abbreviations should be used where possible.
   d. The title should lure people closer to see your work.
   e. The print should be bold.

2. **General Guidelines.** Self-explanatory graphics should dominate the poster; a minimal amount of text should supplement the graphic materials. In general, there should be about 20% text, 40% graphics and 40% empty space.
   a. Use active voice when writing the text;
   b. Delete all redundant references and filler phrases, such as *see Figure*...
   c. Use short sentences and avoid jargon, acronyms, and unusual abbreviations
   d. Use bullets to illustrate discrete points.
   e. Graphic materials should be visible from at least 6 feet.
   f. In general, remove all material extraneous to the focal point of the poster.
   g. For graphs and tables, remove any non-essential information not critical to understanding the content of the poster
   h. The poster is not a publication of record, so excessive detail about methods, or vast tables of data are not necessary.

3. **Purpose of the Project.** A brief introduction stating the purpose of the study, project, or program should appear in the upper left portion of the poster below the title.
4. **Methods used during the Practicum.** This section should follow the introduction and include a brief discussion of any methods or data collection processes used in completing identified activities for the practicum.

5. **Results.** The results include the major findings from activities of the practicum.

6. **Conclusions.** This section should appear in the lower right portion of the poster. It’s important to keep in mind that many people read the conclusion first! If they believe the conclusion is valuable and applicable to them, then they tend read the rest of the poster.

7. **Acknowledgements.** If you would like to acknowledge someone or a sponsoring organization, that can be done in this section.
APPENDIX 9
Practicum Syllabus

Course Data

<table>
<thead>
<tr>
<th>Number</th>
<th>PHPH-679</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Public Health Practicum Experience</td>
</tr>
<tr>
<td>Credit-hours</td>
<td>1-6</td>
</tr>
<tr>
<td>Department</td>
<td>Master of Public Health Program</td>
</tr>
<tr>
<td>School/College</td>
<td>School of Public Health and Information Sciences</td>
</tr>
<tr>
<td>Type</td>
<td>Field Work</td>
</tr>
</tbody>
</table>

Catalog Description

Required field experience for MPH degree (total of 6 hours): participation in activities at and for a student-identified public health worksite, and written and oral presentations describing the experience.

Course Description

The practicum experience is designed to bridge the gap between academia and public health practice by providing field experience at a public health worksite. Each MPH student identifies a practice site, develops a learning agreement in consultation with the practice site mentor and faculty mentor, works at the site to address the components of the learning agreement and to gain experience within the organization, prepares a written characterization of the practice site, and prepares written and oral reports describing the practicum experience.

Course Objectives

At the completion of the practicum experience, the successful student is able to:

- Participate in the day-to-day operations of a public health-related worksite, working with practicing public health professionals
- Understand and describe in detail the functions, organization, and operations of a public health-related worksite
- Develop goals, objectives, and execution plans for the field work and its deliverables
- Understand and describe the experience of working at a public health-related site

Prerequisites

Enrolled in MPH program, completion of Year 1 requirements.

Course Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert R. Jacobs, Ph.D.</td>
<td>SPHIS 203</td>
<td>852-0196</td>
<td><a href="mailto:robert.jacobs@louisville.edu">robert.jacobs@louisville.edu</a></td>
</tr>
<tr>
<td>Course Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of SPHIS</td>
<td>See syllabus specific to semester/term and section for section director</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section Directors name and contact information.

The course is divided into sections for each semester or term in which it is offered. Each section is limited to one student and is specific to one instructor who serves as the student’s faculty mentor for the practicum.

The course instructors welcome conversation with students. Students may correspond with instructors by email or set up appointments by contacting Tammi Thomas, Student Services, at 852-3289 or tammi.thomas@louisville.edu.

Students should also contact Ms. Thomas with questions they might have regarding the mechanics or operation of the practicum.

Course Topics and Schedule

The requirements for the practicum are outlined in detail in the Practicum Experience Manual, which is included in this syllabus by reference. The Practicum Experience Manual is handed out to the student by the MPH program at the start of the practicum and is also available online at https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/Shared%20Documents/Forms/AllItems.aspx.

The practicum requirements include:

- **Identification of practice site and site mentor.** Both are done by the student working with the faculty mentor, MPH program personnel, and personnel at prospective sites and the identified site.

- **Blanket affiliation agreement with practice site (legal document).** For many potential sites, this is already done. The list of these is available online under “Affiliated Practice Sites” at https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphe/default.aspx. If an identified site is not listed, an agreement can be initiated using the appropriate one of “Procedures for Executing Agreements Related to MPH Practicum” at the online location cited above.

- **Student practice site agreement (legal document).** This requires an affiliation agreement to be active for the site (i.e., the site is listed under “Affiliated Practice Sites” cited above). The student agreement is filled out by the student using a form at the online location cited above. The student delivers the signed agreement to MPH Program Student Services at SPHS 106. The agreement is signed by the MPH program director and the dean. The dean’s office retains one electronic copy and the original, is given back to the student.

- **Practicum concept document.** This describes, in less than one page, the overall idea for the practicum along with some of the proposed practicum activities. Guidance for preparation of the profile is available in Appendix 1 of the Practicum Experience Manual. The purpose of the review is to make sure the student’s practicum is conceived of as onsite field experience at and for a public health-related site.

- **Practice site profile.** This is prepared by the student and reviewed with and delivered to the faculty mentor. Guidance for preparation of the profile is available in Appendix 3 of the Practicum Experience Manual.

- **Practicum experience learning agreement (non-legal document).** The student works with the faculty mentor and site mentor to develop a learning agreement. A guideline for
preparing the practice site profile is provided in Appendix 2 of the *Practicum Experience Manual*. The student delivers the signed original to the MPH Program Student Services. The learning agreement may be modified by submitting a revised version that is signed and distributed as the initial version.

- **Written report.** The report is prepared by the student and describes the practicum experience, tasks, activities, and projects undertaken or participated in, and their outcomes. Guidelines for preparing the report are provided in Appendix 6 of the *Practicum Experience Manual*. An electronic copy of the report is submitted to the faculty mentor using MPH Practicum Blackboard Site and to MPH Program Student Services at sphisss@louisville.edu.

- **Oral presentation.** The PowerPoint presentation is prepared and presented by the student and describes the practicum experience, tasks, activities, and projects undertaken or participated in, and their outcomes. Guidelines for preparing the presentation are provided in Appendix 7 of the *Practicum Experience Manual*. The final practicum presentation will be submitted electronically to the Faculty mentor who will provide a copy to MPH Program Student Services at sphisss@louisville.edu.

- **Electronic poster.** The poster is prepared and presented by the student on the practicum experience. Guidelines for preparing the report are provided in Appendix 8 of the *Practicum Experience Manual*. A copy of the electronic poster is submitted to the faculty mentor and to MPH Program Student Services at sphisss@louisville.edu.

- **Student’s evaluation of the practicum experience.** The evaluation of the site is prepared by the student using guidelines provided in Appendix 4 of the *Practicum Experience Manual*. This will be submitted electronically via email to the MPH Program Student Services at sphisss@louisville.edu.

- **Site mentor’s evaluation of the student.** The evaluation of the student is prepared by the site mentor using the form provided in Appendix 5 of the *Practicum Experience Manual*. This will be submitted electronically via email to the MPH Program Student Services at sphisss@louisville.edu.

Additional requirements may be developed in the course of the practicum as determined and agreed to by the student, site mentor, and faculty mentor.

The checklist for practicum deliverables is below and in the *Practicum Experience Manual*. 

Practicum Deliverables Submission Check Form

NOTE: Items to are be submitted to Faculty Mentor and MPH Program Student Services as indicated. Credit-hours total must total minimum of six at end of practicum.

<table>
<thead>
<tr>
<th>Practicum Deliverables</th>
<th>Form</th>
<th>Date Due</th>
<th>Date Received by MPH Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Practice site and Site Mentor</td>
<td>n/a</td>
<td>Sept. 1</td>
<td></td>
</tr>
<tr>
<td>Affiliation Agreement with Practice site (as needed)</td>
<td>paper</td>
<td>Sept. 1</td>
<td></td>
</tr>
<tr>
<td>Student Agreement for Practicum</td>
<td>paper</td>
<td>Sept. 1</td>
<td>1 copy</td>
</tr>
<tr>
<td>Practicum Concept Document (see Manual, Appendix 1)</td>
<td>paper</td>
<td>Sept. 1</td>
<td>Delivered by faculty mentor 1 copy</td>
</tr>
<tr>
<td>Practice Site Profile (see Manual, Appendix 3)</td>
<td>paper</td>
<td>Sept. 1</td>
<td>1 copy</td>
</tr>
<tr>
<td>Learning Agreement (see Manual, Appendix 2)</td>
<td>paper</td>
<td>Oct. 1</td>
<td>1 copy</td>
</tr>
<tr>
<td>Student Evaluation of Practicum Experience (see Manual, Appendix 4)</td>
<td>Electronic</td>
<td>Last Day of Classes Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Site Mentor Evaluation of Student (see Manual, Appendix 5)</td>
<td>Electronic</td>
<td>Last Day of Classes Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Written Practicum Report (see Manual, Appendix 6)</td>
<td>Paper and electronic</td>
<td>Determined by Practicum Faculty Mentor</td>
<td>1 paper to faculty mentor 1 electronic to program</td>
</tr>
<tr>
<td>Oral Practicum Presentation (see Manual, Appendix 7)</td>
<td>Oral and electronic</td>
<td>Determined by Practicum Faculty Mentor</td>
<td>1 paper to faculty mentor 1 electronic to program</td>
</tr>
<tr>
<td>Electronic Poster (see Manual, Appendix 8)</td>
<td>Electronic</td>
<td>Determined by Practicum Faculty Mentor</td>
<td>1 paper to faculty mentor 1 electronic to program</td>
</tr>
</tbody>
</table>
Course Policies

Attendance and Site Participation

As a field work course, the public health practicum experience requires the student to be onsite at the practice site for much of the time spent on the course, which averages a minimum of 4 hours per week per credit-hour. Determining the percentage of course time spent onsite is part of the development of the student’s learning agreement, which documents the onsite requirement.

Student Evaluation

The components of student evaluation are:

1. Practicum concept document (Due Date September 1). A concise, typed professional document of less than one page describing the proposed primary activity for the practicum (see Practicum Experience Manual, Appendix 1). The document is reviewed, approved, and signed by the faculty mentor, who delivers it to the MPH program director for review and signature. The purpose of the reviews is to make sure the student’s practicum is conceived of as onsite field experience at and for a public health-related site. (5% of final grade)

2. Practice site profile (Due Date September 1). A concise, typed professional document describing the practice site (see Practicum Experience Manual, Appendix 3). This is prepared by the student and reviewed with and delivered to the faculty mentor. (5% of final grade)

3. Practicum experience learning agreement (Sliding Due Date: For complete credit the learning agreement is due October 1; after this date the following schedule will be used to assess credit: October 15 (0.85); November 1 (0.75), December 1 (0.5). NO CREDIT will be awarded after December 1). A concise, typed professional document presenting the conditions and parameters for the practicum experience (see Practicum Experience Manual, Appendix 2). The learning agreement is signed by the student, site mentor, and faculty mentor. The student delivers the signed original to the MPH Program Student Services office. The learning agreement may be modified by submitting a revised version that is signed and distributed as the initial version. The document is evaluated using the written communication assessment rubric, below. (20% of final grade)

4. Oral presentation (Due Date: as determined by the faculty practicum mentor). A PowerPoint presentation describing the practicum, tasks and projects undertaken or participated in, and results (see Practicum Experience Manual, Appendix 7). The presentation is evaluated using the oral communication assessment rubric, below. (20% of final grade)

5. Electronic poster (Due Date: as determined by the faculty practicum mentor). A PowerPoint poster on the practicum experience (see Practicum Experience Manual, Appendix 8). A copy of the electronic poster is submitted to the faculty mentor and to MPH Program Student Services at sphisss@louisville.edu. The presentation is evaluated using the poster assessment rubric, below. (15% of final grade)
6. Written report (Due Date: as determined by the practicum faculty mentor). A concise, typed professional document presenting the practicum, tasks and projects undertaken or participated in, and results (see Practicum Experience Manual, Appendix 6). An electronic copy of the report is submitted to the faculty mentor using Blackboard and to MPH Program Student Services at sphisss@louisville.edu. The presentation is evaluated using the written communication assessment rubric, below. (20% of final grade)

7. Student evaluation of practicum experience (Due Date: last day of classes spring semester). The electronic form in Appendix 4 of the Practicum Experience Manual is filled out by the student. Full credit is given if the form is filled out and submitted by the student electronically; otherwise the student gets no credit for this component. (5% of final grade)

8. Site mentor evaluation of student (Due Date: last day of classes spring semester). While the student does not have control over whether the site does this or not, the student is in a position to influence the site to do so. Full bonus credit is given if the form (see Practicum Experience Manual, Appendix 5) is completed electronically; otherwise the student gets no bonus credit. (3% bonus if provided by site)
## ORAL COMMUNICATION ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Topic (weight)</th>
<th>Exceptional (range 9.0-10.0)</th>
<th>Acceptable (range 8.0-8.9)</th>
<th>Marginal (range 7.0-7.9)</th>
<th>Unacceptable (range 0-6.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (5.0)</strong></td>
<td>Speaker provides an accurate and complete overview of the practicum experience and relates the public health competencies to the work completed at the practice site.</td>
<td>Provides an overview of the practicum experience relating some of the public health competencies to the work completed at the practice site.</td>
<td>Provides an overview of the practicum experience but does not relate the public health competencies to the work completed at the practice site.</td>
<td>Inadequate description of the practice site experience with no effort to relate the public health competencies to the work completed at the practice site.</td>
</tr>
<tr>
<td><strong>Organization (1.5)</strong></td>
<td>Presentation is clear, logical, and organized. Listener can follow line of reasoning.</td>
<td>Presentation is generally clear and well organized. A few minor points may be confusing.</td>
<td>Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.</td>
<td>Listener unable to follow presentation. Arguments are not clear. No evidence of organization in presentation.</td>
</tr>
<tr>
<td><strong>Level of Presentation (1.5)</strong></td>
<td>Level of presentation is appropriate for the audience. Presentation is paced for audience understanding. It is not a reading of a paper.</td>
<td>Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow.</td>
<td>Aspects of presentation are too elementary or too sophisticated for audience. Much of the information is read.</td>
<td>The entire presentation is too elementary or too sophisticated for audience. The information is read with limited or no eye contact with the audience.</td>
</tr>
<tr>
<td><strong>Contact with audience/Handling questions (2.0)</strong></td>
<td>Consistently clarifies, restates, and responds to questions. Summarizes when needed.</td>
<td>Generally responsive to audience comments, questions, and needs.</td>
<td>Misses some opportunities for interaction. Responds to questions inadequately.</td>
<td>Lack of interaction with audience. No questions are answered. No interpretation made.</td>
</tr>
</tbody>
</table>

### Gross points for evaluation component (sum of Topic Points in rightmost column; maximum of 100)

\[ \sum \]

### Penalty for tardiness (mandatory 10% of gross points) (if any)

\[ - \]

### Points for evaluation component to use in student evaluation rubric (gross points minus penalty)

\[ = \]
## WRITTEN COMMUNICATION ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Topic (weight)</th>
<th>Assessment of Topic</th>
<th>TOPI SCOR WT</th>
<th>TOPIC POINTS (=Topic Score x Wt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization &amp; Style</strong> (1.5)</td>
<td>Information is presented in a logical, interesting way, which is easy to follow. Purpose is clearly stated and explains the structure of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content &amp; Knowledge</strong> (5.0)</td>
<td>Relates the goals of the learning Agreement to the learning experience. Demonstration of full knowledge of the core and cross-cutting public health competencies with explanations and elaboration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format &amp; Aesthetics</strong> (1.5)</td>
<td>Format is consistent throughout including heading styles and captions. Figures and tables are presented logically and reinforce the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling &amp; Grammar</strong> (1.0)</td>
<td>Negligible misspellings and/or grammatical errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References</strong> (1.0)</td>
<td>Reference section complete and comprehensive. Consistent and logical referencing system. All appropriate persons and organizations appropriate acknowledged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exceptional** (range 9.0-10.0)

- Information is presented in a logical manner, which is easily followed.
- Purpose of work is clearly stated assists the structure of work.
- Relates most of the goals of the learning Agreement to the learning experience. Demonstration of full knowledge of the core competencies of public health with explanations and elaboration
- Format is generally consistent including heading styles and captions. Figures and tables are neatly done and provide intended information.
- Negligible misspellings and/or grammatical errors.
- Reference section complete and comprehensive. Consistent and logical referencing system. All appropriate persons and organizations appropriate acknowledged

**Acceptable** (range 8.0-8.9)

- Information is presented in a logical manner, which is easily followed.
- Purpose of work is clearly stated assists the structure of work.
- Relates the goals of the learning Agreement to the learning experience. Demonstration of full knowledge of the core competencies of public health with explanations and elaboration.
- Format is generally consistent including heading styles and captions. Figures and tables are neatly done and provide intended information.
- Minor misspellings and/or grammatical errors.
- Reference section complete and comprehensive. Consistent and logical referencing system. All appropriate persons and organizations appropriate acknowledged

**Marginal** (range 7.0-7.9)

- Work is hard to follow as there is very little continuity.
- Purpose of work is stated, but does not assist in following work.
- Fails to relate the goals of the learning Agreement to the learning experience.
- Mostly consistent format. Figures and tables are legible, but not convincing.
- Several spelling and grammatical errors.
- Minor inadequacies in references.
- Consistent referencing system. Some organizations or persons not acknowledged

**Unacceptable** (range 0-6.9)

- Sequence of information is difficult to follow. No apparent structure or continuity.
- Purpose of work is not clearly stated.
- Fails to demonstrate knowledge of the public health competencies.
- Work is illegible, format changes throughout, e.g. font type, size, etc.
- Figures and tables are sloppy and fail to provide intended information.
- Numerous spelling and grammatical errors.
- Inadequate list of references or references in text.
- Inconsistent or illogical referencing system.
- No acknowledgements given

**Gross points for evaluation component (sum of Topic Points in rightmost column; maximum of 100)**

<table>
<thead>
<tr>
<th><strong>TOPI SCOR E</strong></th>
<th><strong>WT.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.0</td>
<td>x1.5</td>
</tr>
<tr>
<td>9.0</td>
<td>x5.0</td>
</tr>
<tr>
<td>8.0</td>
<td>x1.5</td>
</tr>
</tbody>
</table>

**Penalty for tardiness (mandatory 10% of gross points) (if any)**

- 

**Points for evaluation component to use in student evaluation rubric (gross points minus penalty)**

-
## POSTER ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weight</th>
<th>Assessment of Topic</th>
<th>TOPIC SCORE</th>
<th>WT.</th>
<th>TOPIC POINTS (=Topic Score x Wt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content – Accuracy</strong></td>
<td>4.0</td>
<td>Exceptional (range 9.0-10.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acceptable (range 8.0-8.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marginal (range 7.0-7.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unacceptable (range 0-6.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All content in the poster is accurate. There are no factual errors.</td>
<td></td>
<td></td>
<td></td>
<td>4.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Most of the content is accurate but there is one piece of information that seems inaccurate.</td>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
<td>14.0</td>
</tr>
<tr>
<td>The content is generally accurate, but one piece of information is clearly inaccurate.</td>
<td></td>
<td></td>
<td></td>
<td>2.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Content confusing or contains more than one factual error.</td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Use of Graphics and Tables</strong></td>
<td>2.0</td>
<td>All graphics/tables are attractive (size and colors) and support the topic of the poster.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A few graphics/tables are not attractive but all support the topic of the poster.</td>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
<td>4.0</td>
</tr>
<tr>
<td>All graphics/tables are not attractive but a few do not support the topic of the poster.</td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Several graphics/tables are unattractive AND detract from the content of the poster.</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Text - Font Choice &amp; Formatting</strong></td>
<td>1.0</td>
<td>Font formats (color, bold, italic) have been carefully planned to enhance readability and content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Font formats have been carefully planned to enhance readability.</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Font formatting makes it very difficult to read the material.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>1.0</td>
<td>Poster has no misspellings or grammatical errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster has 1-2 misspellings, but no grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Poster has 1-2 grammatical errors but no misspellings.</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Poster has more than 2 grammatical and/or spelling errors.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Sequencing of Information</strong></td>
<td>1.0</td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the next panel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most information is organized in a clear, logical way. One slide or piece of information seems out of place.</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Some information is logically sequenced. An occasional panel or piece of information seems out of place.</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>There is no clear plan for the organization of information.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>1.0</td>
<td>Reference section complete and comprehensive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent and logical referencing system.</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>All appropriate persons and organizations appropriate acknowledged</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Minor inadequacies in references.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Inadequate list of references or references in text.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Inconsistent or illogical referencing system.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Some organizations or persons not acknowledged</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>No referencing system used.</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>No acknowledgements given</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Gross points for evaluation component (sum of Topic Points in rightmost column; maximum of 100)**

**Penalty for tardiness (mandatory 10% of gross points) (if any)**

**Points for evaluation component to use in student evaluation rubric (gross points minus penalty)**
Grading

The final grade for the practicum is not determined until the full six credit-hours of the practicum have been completed. Students are usually expected to take the practicum as one credit-hour in the summer term, two in the fall semester, and three in the spring semester prior to graduation; or as two three credit-hour in each of the fall and spring semesters prior to graduation. A grade of “X” is assigned for a practicum course completed without achieving a total of 6 credit-hours. After completion of the required six credit-hours, the letter grade earned is assigned to each practicum course.

The components of student evaluation are weighted as follows:

1. Practicum concept document  5%
2. Practice site profile         5%
3. Learning agreement          20%
4. Oral presentation           25%
5. Electronic poster           15%
6. Written report              25%
7. Practice site evaluation by student  5%
8. Practice site evaluation of student  3% BONUS

Grading is on an A, B, C, F basis.

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100+</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

The student’s faculty mentor is responsible for assessing the performance of the practicum experience for MPH students using the attached rubrics. The site mentor’s evaluation (through direct consultation or the site mentor evaluation form) may be considered in determining the student evaluation in one or more components.
<table>
<thead>
<tr>
<th>Component</th>
<th>Component Description</th>
<th>Component Evaluation Methodology</th>
<th>Comp. Points</th>
<th>Due Date</th>
<th>Comp. Wt.</th>
<th>Net Comp. Score (Comp. Points x Comp. Wt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practicum concept document</td>
<td>Concise, professional document of less than one page describing the proposed primary activity for the practicum, as outlined in the Practicum Experience Manual, Appendix 3.</td>
<td>Written communication assessment rubric</td>
<td>See Rubric</td>
<td>100</td>
<td>0</td>
<td>x0.05 =</td>
</tr>
<tr>
<td>2. Practice site profile</td>
<td>Concise, professional document describing the practice site, as outlined in the Practicum Experience Manual, Appendix 3.</td>
<td>Written communication assessment rubric</td>
<td>See Rubric</td>
<td>100</td>
<td>9/1</td>
<td>x0.05 =</td>
</tr>
<tr>
<td>3. Learning agreement</td>
<td>Concise, professional document presenting the conditions and parameters for the practicum experience as outlined in the Practicum Experience Manual, Appendix 2.</td>
<td>Written communication assessment rubric</td>
<td>See Rubric</td>
<td>0-100</td>
<td>Oct. 1</td>
<td>x0.20 =</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oct 15 0.85</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov 1 0.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dec 1 0.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>After Dec 15 0</td>
<td></td>
</tr>
<tr>
<td>4. Oral presentation</td>
<td>PowerPoint presentation describing the practicum, tasks and projects undertaken or participated in, and results, using guidelines in the Practicum Experience Manual, Appendix 7.</td>
<td>Oral communication assessment rubric</td>
<td>See Rubric</td>
<td></td>
<td></td>
<td>x0.25 =</td>
</tr>
<tr>
<td>5. Electronic poster</td>
<td>PowerPoint poster on the practicum experience, using guidelines in the Practicum Experience Manual, Appendix 8.</td>
<td>Poster assessment rubric</td>
<td>See Rubric</td>
<td></td>
<td></td>
<td>x0.15 =</td>
</tr>
<tr>
<td>6. Written report</td>
<td>Concise, professional document presenting the practicum, tasks and projects undertaken or participated in, and results, using guidelines in the Practicum Experience Manual, Appendix 6.</td>
<td>Written communication assessment rubric</td>
<td>See Rubric</td>
<td></td>
<td></td>
<td>x0.25 =</td>
</tr>
<tr>
<td>7. Practice site evaluation by student</td>
<td>Form in the Practicum Experience Manual, Appendix 4 filled out by the student.</td>
<td>Filled out and submitted: 100 points; otherwise, 0 points.</td>
<td>Circle one:</td>
<td>100</td>
<td>Last Day of Classes Spring</td>
<td>x0.05 =</td>
</tr>
<tr>
<td>8. Pract</td>
<td>Form in the Practicum Experience</td>
<td>Filled out and</td>
<td>Circle one:</td>
<td></td>
<td>Last</td>
<td>x0.03 =</td>
</tr>
</tbody>
</table>
STUDENT EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Component</th>
<th>Component Description</th>
<th>Component Evaluation Methodology</th>
<th>Comp. Points</th>
<th>Due Date</th>
<th>Comp. Wt.</th>
<th>Comp. Score (Comp. Points x Comp. Wt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visit</td>
<td>Manual, Appendix 5 filled out by the site mentor.</td>
<td>submitted: 100 points; otherwise, 0 points.</td>
<td>100</td>
<td>Day of Classes</td>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

Total score for practicum experience (sum of Net Comp. Scores in rightmost column)

**Course Materials**

*Blackboard*

The primary mechanism for communication in this course, other than class meetings, is UofL’s Blackboard system at [http://ulink.louisville.edu/](http://ulink.louisville.edu/) or [http://blackboard.louisville.edu/](http://blackboard.louisville.edu/). Instructors use Blackboard to make assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students other aspects of the course. It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently.

*Required Texts*

None.

*Other Required Reading*

As determined by the student’s faculty and site mentors.

*Additional Suggested Reading*

As determined by the student’s academic and site mentors.

*Prepared Materials Used by Instructors*

Not applicable.

*Other Materials*

The student must sign a student agreement that sets forth the terms and conditions under which the student is obligated during his or her assignment to the practice site, as required by the affiliation agreement between the site and the university. If the proposed practice site does not have an affiliation agreement in force, the student, working with his or her faculty mentor and the MPH program staff, must initiate activity leading to an affiliation agreement as described in the document “Procedures for Executing Agreements Related to MPH Practicum,” available
online at https://sharepoint.louisville.edu/sites/sphis/acprogs/mph/mphpe/default.aspx. The list of affiliated practice sites and those with agreements in process are also available at the latter location and in the Practicum Experience Manual.

Additional materials are determined by the student’s academic and site mentors.

**Other Policies**

**Syllabus Revision**

The course director reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

**Inclement Weather**

This course adheres to the University’s policy and decisions regarding cancellation or delayed class schedules. Adjustments are be made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site (www.louisville.edu) and telephone information line (502-852-5555) also broadcast delays or closings.

**Grievances**

Students who have grievances regarding the course should contact the course director. Until a satisfactory resolution is reached, the matter may be referred, in succession, to the chair of the course’s department or program, the associate dean responsible for academic affairs, the school’s Student Academic Grievance Committee, and the university’s Student Academic Grievance Committee.

**Disabilities**

In accordance with the Americans with Disabilities Act, students with bona fide disabilities are afforded reasonable accommodation. The Disability Resource Center certifies a disability and advises faculty members of reasonable accommodations. More information is located at http://www.louisville.edu/student/dev/drc/

**Academic Honesty**

Students are required to comply with the academic honesty policies of the university and School of Public Health and Information Sciences. These policies prohibit plagiarism, cheating, and other violations of academic honesty. More information is located in the SPHIS catalog at https://sharepoint.louisville.edu/sites/sphis/do/aa/catalog/pubcat/SPHIS%20Catalog.pdf

Course instructors use a range of strategies (including plagiarism-prevention software provided by the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works require students to submit electronic copies of their final works to the plagiarism-prevention
service. The service delivers the works to instructors along with originality reports detailing the presence or lack of possible problems. The service retains copies of final works and may request students’ permission to share copies with other universities for the sole and limited purpose of plagiarism prevention and detection.

In addition instructors provide the opportunity for students to submit preliminary drafts of their works to the service to receive reports of possible problems. Such reports are available only to the submitting student. Copies of preliminary drafts are not retained by the service.

*Additional Policy Information*

Consult the UofL Graduate Student Handbook for more about UofL policies. ([http://graduate.louisville.edu/prog_pubs/handbook.pdf](http://graduate.louisville.edu/prog_pubs/handbook.pdf))