

Practicum Goals, Objectives and Competencies Form

To be completed by the student with guidance from the preceptor.

Return via email to student's Practicum Coordinator

Student Name:

Date:

Practical Experience Site:

Preceptor:

Section 1: Overview of your project(s)

Briefly describe your project(s) including purpose and expected outcomes. (~200 words)

Section 2. Goals and Objectives
(See the Practicum Manual for an example.)

List your goals for the Practical Experience. Goals should include what you want to achieve by the end of the Practical Experience. There should only be one goal for each project. If you have a second project, please add an additional goal.

For each goal, list 1-3 objectives. Objectives should be measurable and may include specific deliverables that you will be working on as part of your Practical Experience. Include a date for the completion of each objective.

Goal	Objectives	Tasks	Completion Date
	Objective 1.1		
	Objective 1.2		
	Objective 1.3		

Section 3: Data

The Practical Experience is intended to provide students with an opportunity to learn professional responsibility as well as public health skills. To facilitate this, it is important for the preceptor to have a discussion with the student to clarify expectations, rules, and regulations that govern the activities the student will be performing on behalf of the host organization. The following questions should be completed jointly with the preceptor and student.

A. Human Subjects Research (<http://www.une.edu/research/compliance/irb/index.cfm>)

Does the project entail research* involving human subjects and/or use of identifiable data?

yes no not sure (please contact the Course Instructor if you have questions)

If yes, has the project been reviewed and approved by the appropriate Institutional Review Board?

yes no

If yes, the IRB determination letter must accompany this form.

B. Access to and Use of Data

1. Will the student use data supplied by the host organization?

yes no

If yes, describe the source and format of the data. Will the student have access to identifiable information? Be specific.

2. Will the student generate data for the host organization?

yes no

If yes, what data will be collected? How will it be collected? Be specific.

3. Does the preceptor have authority to grant student use of data?

yes no

4. May the student take the data offsite from the agency/organization?

yes no

5. Will the student be allowed to report the data or the results of their analysis in a final report or Capstone?

yes no

6. Have confidentiality issues and data use restrictions been discussed with the student?

yes no

**Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Not everything that involves contact with people is considered research. For example, interviewing participants of an intervention program conducted by an agency in order to evaluate and improve the program would not be considered research, unless the results were going to be used to be generalizable to other programs or agencies.*

Section 4: Competencies

Instructions: List at least four (4) specific competencies (see next page for a list of competencies) that you expect to gain from your experience. You must choose at least **two (2) Foundational Competencies** **and two (2) Program Competencies**. *Note: You and your preceptor will be asked to rate how well you were able to meet these competencies so they should be the competencies most relevant to your project(s). Be sure to list specific competencies and not just the general topic area.*

Competency	1:
Competency	2:
Competency	3:
Competency	4:
Competency	5:

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I have read and approved the project described above.

Preceptor Signature:

Date:

UNE GPPH
Primary Faculty:

Date:

UNE MPH Foundational and Program Competencies

UNE GPPH Program Competencies

1. Synthesize and incorporate scientific evidence into professional writing
2. Search databases and critically analyze peer reviewed literature
3. Develop strategies for qualitative and quantitative data management.
4. Evaluate the use of financial resources and management techniques by public health programs to achieve goals and sustainability.
5. Describe the use of technological applications in health interventions

Council for Education in Public Health (CEPH) MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional^ teams

Systems Thinking

22. Apply systems thinking tools to a public health issue