



# PRACTICE EXPERIENCE HANDBOOK 2014-2015

PUBH 6800 PRACTICE EXPERIENCE

August 8, 2014

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# LSUHSC SCHOOL OF PUBLIC HEALTH

## MISSION

The mission of the LSUHSC School of Public Health is to advance the public's health and well-being through education, research, and service with a focus on issues affecting Louisiana.

## VISION

To become nationally recognized as an inter-disciplinary community of outstanding teaching and research scholars and professionals who educate, innovate, and improve the public's health and well-being.

## CORE PURPOSES

- High quality public health education
- Innovative high impact research
- Community service through public health advocacy, collaboration, and practice

## VALUES

- Engaging in professional behavior that incorporates honesty, integrity, fairness, respect, and resilience
- Reducing health disparities and optimizing health and well-being for all
- Demonstrating an enduring commitment and drive to be the best, including creativity and innovation
- Embracing the contributions of diverse cultures, backgrounds, experiences, and perspectives
- Responding to community needs through collaboration

## OVERVIEW OF PRACTICE EXPERIENCE

The MPH Practice Experience is a project or activity that immerses the student in one of more aspects of public health operations under the guidance of a preceptor. It gives the students an opportunity to apply what they are learning in a professional public health setting, while building skills, abilities and relationships. In addition, students' experiences may inform their future academic and professional plans.

This fieldwork may include, but is not limited to, community education, health promotion, program planning, program organization or management and/or grant writing. The practice site criteria include organizations, centers or programs (governmental and non-governmental organizations) devoted to the health of populations through the delivery of health services, prevention of disease, promotion of health education, and/or advocacy for health care programs and service delivery.

Students earn 3 credit hours for their practice experiences by registering for PUBH 6800 Practice Experience during the semester in which they do their fieldwork. Students must meet the requirements in the course syllabus, including at least 200 hours of fieldwork, to successfully complete the practice experience.

Students should discuss their practice experience plans with their advisors in advance, including the timing of their experiences. Before a student begins his/her practice experience, he/she must successfully complete at least 10 credit hours including BIOS core, EPID core and his/her program-specific core. Students also must have successfully completed HIPAA and CITI training, as well as the SPH Code of Conduct.

The deadline for completing the practice experience proposal and related forms is generally in the middle of the semester before the practice experience takes place. The course director of PUBH 6800 will provide specific proposal due dates when they become available.

**This handbook, as well as approved practice sites and forms are available at <http://sph.lsuhsu.edu/practice-experience>.** Students should read this handbook before talking with their advisors. In addition to their advisors, students are encouraged to contact the course director or academic affairs coordinator if they have any questions.

### **Course Director**

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### **Coordinator**

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## LSUHSC SCHOOL OF PUBLIC HEALTH MPH COMPETENCIES

Students are required to meet at least three competencies during their practice experiences. These competencies will be included on the student's *Practice Experience Proposal* form, the planning document for the practice experience.

### SCHOOL-WIDE MPH CORE COMPETENCIES

Upon completion of the five MPH core courses, Biologic Basis of Health (EPID 6216) and Research Ethics (PUBH 6221), students should be able to:

- Examine social, developmental and behavioral theories of health, health behavior and illness, and their applicability to different types of health problems. (BCHS)
- Design social and behavioral change interventions based on these theories that are appropriate and responsive to the social and cultural context. (BCHS)
- Apply exploratory data analysis and descriptive statistics to summarize public health data. (BIOS)
- Apply common statistical methods for estimation and inference appropriately according to underlying assumptions and study design principles. (BIOS)
- Examine public health problems in terms of magnitude, person, time and place, and calculate basic epidemiologic measures. (EPID)
- Propose valid and efficient epidemiologic studies to address public health problems, including understanding the strengths and limitations of descriptive, observational and experimental studies. (EPID)
- Appraise the human health effects, both acute and chronic, of major environmental and occupational hazards such as air pollution, metals, organic pollutants, microbial contamination of drinking water, and physical hazards. (ENHS)
- Assess the mechanisms and the degree to which environmental and occupational exposures impact public health and welfare. (ENHS)
- Examine the main components and policy issues regarding the organization, financing and delivery of health services and public health systems in the United States. (HPSM)
- Illustrate the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives. (HPSM)
- Apply biological principles toward the development and implementation of disease prevention, control, or management programs. (BBH)
- Analyze issues of public health practice and policy based upon basic principles of ethics (e.g. the Public Health Code of Ethics, human rights framework, other moral theories). (Ethics)

## PROGRAM-SPECIFIC COMPETENCIES FOR THE MPH DEGREE

In addition to the required school competencies, students must also satisfy program-specific competencies for their chosen program.

### *MPH IN BEHAVIORAL AND COMMUNITY HEALTH SCIENCES PROGRAM COMPETENCIES*

- Prioritize individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions and policy change.
- Design, implement and evaluate public health programs, policies and interventions.
- Analyze the role of individual, social and community factors in both the onset and solution of public health problems through intervention or policy change.
- Evaluate evidence-based approaches in the development and evaluation of social and behavioral science interventions, studies and programs.
- Examine the cultural, social, and behavioral determinants of health and health disparities.
- Prepare approaches to health promotion issues that take into account cultural differences.

### *MPH IN BIostatISTICS PROGRAM COMPETENCIES*

- Explain the role that probability and statistical distributions play in inferential statistics and decision-making.
- Advise researchers and public health professionals on translating research questions into testable hypotheses to advance public health.
- Prepare appropriate analytic approaches for public health research questions, use corresponding statistics method to test the null hypotheses, and draw conclusions based on the testing results.
- Selectively apply hypothesis tests for comparing treatment strategies and exposure groups appropriate to the type of response measurement (e.g., binary, ordinal, continuous).
- Perform power analysis and sample size calculations to aid in the planning of public health studies.
- Communicate to colleagues and clients the assumptions, limitations, and (dis)advantages of commonly used statistical methods and describe preferred methodological alternatives when assumptions are not met.
- Use computer software for acquisition, management and analysis of data and presentation of results.
- Create and present oral and written reports of the methods, results and interpretations of statistical analyses to both statisticians and non-statisticians.

### *MPH IN ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES PROGRAM COMPETENCIES*

- Collect, analyze, and interpret environmental and occupational health outcomes data.
- Examine the direct and indirect human, ecological, and safety effects of environmental and occupational exposures in order to protect the health of workers and the public.
- Evaluate biological, genetic, physiological, and psychological factors that affect human susceptibility to adverse health outcomes following exposures to environmental and occupational health hazards.
- Select appropriate human health risk assessment methods for a variety of environmental and occupational data.
- Recommend corrective strategies for mitigating and preventing environmental and occupational exposures that pose human health and safety risks.
- Exhibit knowledge of federal and state regulatory programs, guidelines, and authorities appropriate to environmental and occupational health and safety.
- Apply risk management and risk communication methodologies to address issues of environmental justice, equity, and policy.
- Propose environmental and occupational health promotion and injury prevention strategies for communities and workplaces.

### *MPH IN EPIDEMIOLOGY PROGRAM COMPETENCIES*

- Estimate advanced epidemiologic measures for descriptive and etiologic studies.
- Examine basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- Inspect the processes involved in the design, analysis and evaluation of an epidemiologic study.
- Appraise the direction and magnitude of bias on measures of association and draw appropriate inferences from epidemiologic data.
- Apply biological principles to development and implementation of disease prevention, control, or management programs.
- Identify the principles and limitations of public health screening programs.
- Employ statistical computer packages to calculate and display descriptive statistics.
- Analyze categorical data for case control and cohort studies and perform multiple logistic regression analysis and describe the essential elements of survival analysis.
- Examine data for confounding and effect modification, and handle appropriately.
- Evaluate the strengths and limitations of epidemiologic reports and be able to communicate epidemiologic information to lay and professional audiences.

*MPH IN HEALTH POLICY AND SYSTEMS MANAGEMENT PROGRAM COMPETENCIES*

- Apply quality and performance improvement concepts to address organizational and systems performance issues and use "systems thinking" for solving organizational problems.
- Demonstrate leadership skills in public health and communicate health policy and management issues, using appropriate channels and technologies.
- Appraise the current issues in planning, resources allocation, and financing and their effects on consumers, providers, and payers in a health system.
- Analyze the impact of political, social, and economic policies on health systems at the local, state, national, and international levels and formulate solutions to key problems.
- Select evidence-based principles, law and ethics to critical evaluation and decision-making in health care delivery.
- Propose policy development, analysis, and evaluation processes for improving the health status of populations.



## PUBH 6800 PRACTICE EXPERIENCE - SYLLABUS

Students register for PUBH 6800 (3 credit hours) during the semester in which they complete their practice experience.

### COURSE DIRECTOR

Randi Kaufman, DrPH

Assistant Professor, HPSM

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### COURSE DESCRIPTION

Every MPH student is required to demonstrate competency in public health knowledge, principles and skills acquired through previous public health coursework in actual efforts to improve health, and reduce morbidity and mortality of a population.

Under the guidance of a preceptor, the student provides 200 hours to the placement site in one or more aspects of public health operations: community health education/health promotion; program planning, organization or management; surveillance; database development; statistical analysis; environmental or occupational health; and/or grant writing. The practice experience may be a small project or a segment of a larger project as long as it benefits both the student and the organization.

The placement site (organization, center or program) must be devoted to the health of populations through the prevention of disease, promotion of health, and/or advocacy for healthcare programs and delivery of services. Clinical positions are not allowed.

The fieldwork is to be taken in its entirety within one semester. Exceptions to the one-semester rule may be made with prior approval in writing by the course director for students with the following circumstances: a formal internship that crosses semesters; dual degree seeking students; and students working full-time.

Upon successful completion, the student earns three academic credits toward their MPH degree. The student may enroll during fall, spring or summer terms. The deadline for paperwork varies per semester so check with the coordinator for the exact date.

### PREREQUISITES

As a minimum requirement, all MPH students must successfully complete at least 10 credit hours including the BIOS core, EPID core and his/her program's core before beginning their

practice experience. Students are strongly recommended to take more courses before engaging in their practice experience.

Students also must have successfully completed HIPAA and CITI training, as well as the SPH Code of Conduct.

Students on academic probation are not allowed to conduct their practice experience. If the student wishes a review, he/she must meet with the Associate Dean for Academic Affairs.

### LEARNING OBJECTIVES

Students successfully completing the practice experience will be able to:

- Apply public health theory, knowledge and skills in a public health practice setting.
- Complete a defined project(s) in an area of public health practice including the functions of core public health: assessment, policy development, and assurance.
- Demonstrate proficiency in a public health practice area(s).
- Demonstrate leadership, teamwork, and communication skills in the development of a public health practice activity.

### COURSE COMPETENCIES

The practice experience broadly addresses one or more of the school-wide or program-wide MPH competencies. Each individual practice experience will differ in the specific competencies achieved based on the nature of the experience as documented on the individual proposal.

### EVALUATION AND GRADING

DUE DATE	ASSIGNMENT	VALUE (%)
Mid-semester See Moodle site for specific date.	<i>Practice Experience Progress Report*</i> <i>Work Log* (to date)</i>	5
Near end of semester See Moodle site for specific date.	<i>Work Log* (final)</i> <i>Evaluation of Practice Experience*</i>	5
Near end of semester See Moodle site for specific date.	<i>Evaluation of Student*</i>	50
Near end of semester See Moodle site for specific date.	Final Paper**	40

\*Form available on [practice experience](#) webpage.

\*\*Guidance available [practice experience](#) webpage.

This is a Pass/Fail course. Students must complete 200 hours and earn 70% or higher to pass the course.

### LATE ASSIGNMENT POLICY

The student will receive **NO POINTS FOR ANYTHING** submitted past the deadline. Exceptions must be approved in writing by the Practice Experience Course Director before any delays.

### POLICIES AND EXPECTATIONS

Students are expected to acquaint themselves with school policies and procedures on *Grade Appeal, Student Academic Misconduct, Chancellor's Memorandum 56, Technical Standards and Professional Standards* in the LSUHSC School of Public Health Student Handbook.

Students who violate any of the above when involved in any school or school-related activity/function, whether on or off campus, will be subject to disciplinary action.

### SPH POLICY FOR STUDENTS WITH DISABILITIES

A student who qualifies for special academic accommodations under the Americans with Disabilities Act must notify the course director so that appropriate arrangements may be made. The student must complete the Notification of Disability Form and email it to the course director within one week of the course start date.

### SUGGESTED READING

National Research Council. *Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century*. Washington, DC: The National Academies Press, 2003.

ISBN-13: 978-0309085427

\$42.95 (hardback)

Free download <http://www.nap.edu/openbook.php?isbn=030908542X>

Institute of Medicine. *The Future of the Public's Health in the 21st Century*. Washington, DC: The National Academies Press, 2003.

ISBN-13: 978-0-309-08704-9

\$29.99 (paperback)

Free download [http://www.nap.edu/catalog.php?record\\_id=10548](http://www.nap.edu/catalog.php?record_id=10548)

## PRACTICE EXPERIENCE PLANNING

Each fall and spring semester, the school will offer an informational meeting to review the purpose and process of the practice experience to assist the student. Students are required to attend the meeting the semester before they intend to enroll in the practice experience. Students who are planning for a practice experience in the fall should attend the spring meeting. Details about the meeting will be emailed to MPH students.

Students should share this handbook with their preceptors to orient them to the practice experience. Checklists for preceptors and students to use for planning and conducting the practice experience are included in this handbook as Appendix A and B.

### PRACTICE SITE

Students should select a practice experience based on their academic program, previous work and academic experience, and career interests. Their advisors can offer insight on potential sites, as well as preceptors and available projects. When identifying the best semester for the student's practice experience, the advisor and student should also keep course load, personal needs, and other interests of the student in mind. Students can begin discussions with their advisors about the practice experience as early as their first semester; however, they must submit the paperwork by the deadline in the semester prior to registration.

A practice experiences must take place at an approved practice site. The student should consult the SPH-approved practice sites list on the [practice experience](#) webpage, and meet with his/her advisor for assistance. The course director also is available for guidance on choosing site, and may be able to locate additional sites that meet students' interests. Contacts on the placement list will be familiar with the practice experience, and students should contact them directly to see if the site has any current openings or needs. In general, a student may not use their current work position as their practice experience. A student considering a practice experience at their current employment must consult the course director.

International sites provide a rewarding experience and are encouraged. However, it is the student's responsibility to work closely with the course director throughout the process to explore if the site and preceptor can be approved. Political security and health status of the country and air/ground travel itself are examined during the process. Additional paperwork may be required. *For all of these reasons, it is pertinent that the student make initial contact early.*

If the student decides on a site has not been previously approved, the student should contact the course director so they can work together on placement site and preceptor approval, including the *New Practice Site Approval* form.

Practice placements should be outside the LSUHSC School of Public Health, as required by the Council on Education for Public Health (CEPH). This policy promotes the exposure of students

to new working environments, organizations, programs, and projects, as well as helps them form relationships with professionals in their fields of interest.

## PRECEPTOR

Once the site is approved, the preceptor must be identified. The preceptor mentors the student and oversees the practice experience. He/she also will be responsible for assessing the student's progress and performance. The student's work style and interests should be complementary to his/her preceptor's, and fit with the site's work environment.

The preceptor must be a practicing public health professional who meets the following educational/professional criteria:

- MPH (or equivalent degree) plus three years professional public health experience, or at least five years of professional public health experience
- Approachable, competent in mentoring, interested in the student's academic career goals
- Close family members or friends of the student may not serve as the student's preceptor.

Preceptors that have not been previously approved must be approved by the course director. The preceptor must have expertise in the selected public health area and meet the above qualifications in order to serve as mentor and supervisor. Approval is a simple process. The practice experience director reviews the resume/CV of each potential preceptor to assess his/her qualifications. Should someone not meet the above criteria, the practice experience director can grant an exception based upon their academic and professional background.

Students should share this handbook with preceptors to orient them to the practice experience. Checklists for preceptors and students to use for planning and conducting the practice experience are included in this handbook as Appendix A and B.

## PROPOSAL DEVELOPMENT

Once the preceptor is approved, the student then schedules a meeting with the preceptor to outline the practice experience project, including competencies, learning objectives, work activities, start and end dates and work schedule, which will be documented on the *Practice Experience Proposal* form.

*Placements that are clerical, clinical, or mostly observation or shadowing are not allowed.*

Preceptors should review their organizations' policies and expectations applicable to the student. In addition, the preceptor should review this handbook in its entirety and consult with the practice experience course director or coordinator for additional details, as needed.

### *THE PROPOSAL FORM*

The *Practice Experience Proposal* form has several sections that must be completed. In order to prevent having to redo the form, the course director recommends that students submit a draft of the form before asking for their preceptors' signatures.

### *COMPETENCIES*

The proposal includes a minimum of three competencies that the student will meet by the end of the practice experience. Students must choose among the competencies listed in the *LSUHSC School of Public Health MPH Competencies* section of this handbook.

### *LEARNING OBJECTIVES*

For each competency, the student writes at least one learning objective. Guidance on how to write learning objectives is available in Appendix C and D, and [online](#).

### *WORK ACTIVITIES*

For each competency, list the specific activities and tasks that the student will undertake during the practice experience.

### *START AND FINISH DATES*

Practice experiences must be completed within the semester the student is registered for PUBH 6800; semester-specific start and end dates will be provided by the course director. Only students who meet one of the following criteria may opt to complete their practice experiences over two semesters.

- Work full-time;
- In a joint degree program (e.g. MD/MPH); or
- Practice experience is part of a formal internship that crosses semesters.

### *WORK SCHEDULE*

The student's weekly work schedule should be documented on the form. It should allow for sufficient time for the student to complete the required 200 hours and complete all work activities.

### *MEMORANDUM OF UNDERSTANDING*

The *Memorandum of Understanding* form is signed by both the student and preceptor. It defines the roles and responsibilities of both parties and is submitted along with the student's proposal.

### *SUBMITTING THE FORMS*

The student must submit completed and signed *Practice Experience Proposal* and *Memorandum of Understanding* forms to the course director by the announced deadline for proposals, which is generally in the middle of the semester before the practice experience takes place. The course director of PUBH 6800 will provide specific proposal due dates when they become available.

Students whose practice experiences placement sites and/or preceptors have not been previously approved must also submit the appropriate forms for new sites and preceptors.

#### RESEARCH APPROVAL

Since practice experiences are by nature practice-based, Institutional Review Board (IRB) is generally not needed. However, should a student need IRB approval for a component of their practice experience, the student must see to it that they follow the [LSUHSC Institutional Review Board's](#) procedures. While securing the site, the student must initiate conversation with the practice experience course director and proceed with the correct course of action for approval through the LSUHSC SPH Research Office. In some cases, the student will need to obtain IRB approval from both LSUHSC and the organization where the student is placed. Should the topic of research surface in any way during the practice experience, it is the student's responsibility to contact the practice experience course director immediately and provide details before proceeding.

#### REGISTRATION

A copy of all required, approved *Practice Experience Proposal* and *Memorandum of Understanding* forms must be on file with the course director by the proposal deadline before a student is allowed to register for PUBH 6800 Practice Experience. In addition, if the student's practice site and/or preceptor are new and have not been previously approved, the student, also must submit a *New Site Approval* form, and/or preceptor's CV/resume. Deadlines for completing those forms are generally in the middle of the semester before the practice experience takes place, and specific deadlines are announced as they become available.

Since PUBH 6800 is a restricted course, students will need permission codes to pre-register online. After the course director approves all of a student's practice experience forms, she will send him/her a permission code.

**If the student does not register, no credit will be granted, regardless of whether an experience occurred.**

#### PUBLICATION APPROVAL

Information on publication is included in [LSUHSC Chancellor Memorandum 33 \[CM 33\]- Policies and Procedures Governing the Supervisory Role of the Institution over Student Activities Including Student Publications](#), which addresses the rights, responsibilities and limitations of students who wish to publish material while at LSU Health Sciences Center.

#### QUESTIONS/FURTHER ASSISTANCE

A list of Frequently Asked Questions (FAQ) is included as Appendix E. If you need additional assistance at any time please contact Dr. Kaufman, the course director, or Ms. Cuccia, SPH Coordinator of Academic Affairs.

## COMPLETING THE PRACTICE EXPERIENCE

Please see the syllabus for PUBH 6800 presented earlier in this handbook for detailed information on requirements.

### PRECEPTOR'S ROLE AND RESPONSIBILITIES

The preceptor will strive to:

- Orient the student to the organization's goals, structure, internal communication and partners.
- Make him/herself available to student.
- Provide oversight, guidance, and adequate resources to facilitate completion of the agreed upon activities. Invite and encourage the student to learn new skills, and attend meetings, trainings, and other events that will enhance the learning experience.
- Integrate the student with regular staff and introduce the student to others who can assist with career opportunities.
- Provide direction to supplemental resources.
- Provide opportunities for networking and career advancement.
- Provide periodic feedback and guidance to the student in writing and/or through meetings, and through the progress report and final evaluation.
- Contact the Office of Practice Experience, as needed.
- Work with the student to complete their progress report after 100 hours have been completed.
- Assess the student's performance and complete the Evaluation of Student form and submit it to the SPH in a timely fashion at the end of the practice experience.

See Preceptor Checklist (Appendix A) for additional guidance.

### EVALUATING THE EXPERIENCE

The student must submit the following to the course director by the semester deadlines posted on the course's Moodle site. Student may email them or drop off hard copies in the course director's mailbox. Review them with preceptor before submitting and get required signatures.

Any time the student and/or preceptor have problems or questions during the practice experience, they should contact the course director. If the course director is not available, they should contact the SPH's Coordinator of Academic Affairs.

### *MID-SEMESTER PROGRESS*

The student submits the *Practice Experience Progress Report* and *Student Work Log* of hours to date. If the student's practice experience has changed from the approved proposal, the student should document these changes on the Practice Experience Progress Report. If these changes



vary greatly from the original approved proposal, the course director may ask the student and his/preceptor to complete a revised proposal form.

#### *FINAL REPORTS*

Near the end of the practice experience, check with the preceptor concerning the *Evaluation of Student* form they are to complete and submit. The form must be completed and emailed directly by the preceptor to the SPH Office of the Practice Experience by the semester deadline posted on Moodle.

The student completes a *Student Work Log* for the second half of the semester and the *Evaluation of Practice Experience* form. In addition, the student submits a final paper in which he/she reports and reflects on his/her experience. Guidance on writing the final paper is available online.

#### *COURSE GRADE*

The practice experience course director issues a grade of Pass or Fail grading based upon completion of 200 hours and the above instruments, as well as submission of the original paperwork. Additional information on course evaluation is included in the PUBH 6800 syllabus.

#### *SITE REVIEW*

At least annually, the SPH's Coordinator of Academic Affairs will assess each site's participation status, available preceptors, and public health disciplines needed. The evaluations by students will be reviewed to monitor the public health suitability, adherence to approved proposals, appropriate supervision, and workplace safety. The school posts the current list of approved practice experience sites on the [practice experience webpage](#).

## APPENDICES

A. PRECEPTOR CHECKLIST

B. STUDENT CHECKLIST

C. BLOOM'S TAXONOMY

D. WRITING LEARNING OBJECTIVES

E. FREQUENTLY ASKED QUESTIONS (FAQS)

## Appendix A

### Preceptor Checklist

- Orient the student to the organization's goals, structure, internal communication and partners.
- The student is expected to show respect and courtesy toward all staff (including the preceptor, other staff and interns), clients/patients and their families, and community partners.
- The student is expected to use discretion in timing questions and discussions with the preceptor. It is often best to have such conversations (express any concerns or disagreements) in private, not in the presence of other staff and/or clients/patients.
- The student is must respect any and all confidences revealed including data on individuals, social information, records, fee systems and professional policies. No mention may be made of confidential or proprietary information to any individual not directly involved.
- Technology Policy – The student is responsible for adhering to all policies for the organization regarding use of electronic devices (texting, tweeting/Facebook, cellphones, surfing the web, playing a videogame, email, etc.).
- Attendance Policy – The student is responsible for adhering to the agreed-upon schedule. He/she should be punctual and should not leave before the agreed-upon time, without first checking for permission from the preceptor.
- Dress Code – The student must exhibit a professional appearance both in manner and dress and must follow the professional standards of behavior expected in the work environment.

Adapted from UNC Chapel Hill School of Pharmacy

## Appendix B.

### Student Checklist

#### Practice Experience Planning


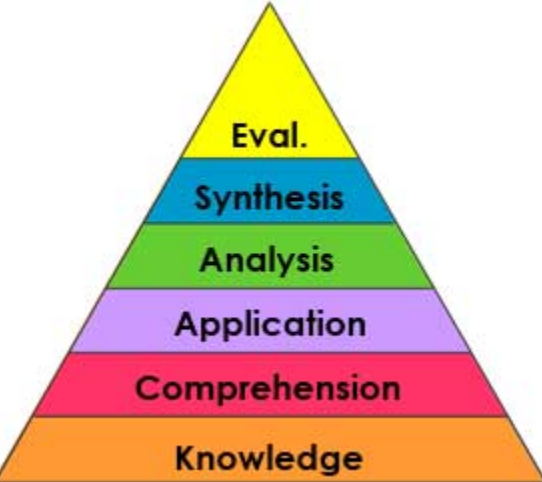
- Confirm all eligibility requirements are met.
  - At least 10 credit hours including BIOS core, EPID core and your program core completed before practice experience begins.
  - Successful completion of HIPAA and CITI training, and the SPH Code of Conduct.
  - Good academic standing.
- One or two semester in before the practice experience takes place, under the guidance of the academic advisor; identify the semester in which to conduct practice experience.
- Identify an agency, program, or organization with a qualified preceptor for your placement.
  - The student's advisor, another faculty member, or the course director may help the student identify a site.
  - The site and preceptor must be approved by the course director.
- Create a proposal that reflects your interests and goals.
  - Meet with the preceptor to develop learning objectives and identify competencies and the activities that will meet your goals and the needs of the site.
  - The student confirms them with the practice experience course director.
- The preceptor and student finalize the plan, and both sign the *Practice Experience Proposal and Memorandum of Understanding* forms.
- Submit the signed *Practice Experience Proposal and Memorandum of Understanding* forms to course director before the proposal deadline.
- Register for PUBH 6800 Practice Experience.

#### During the Practice Experience

- Complete the required mid-semester reports and submit them to the course director by the deadline posted on the PUBH 6800 Moodle site. Review them with preceptor before submitting and get required signatures.
  - *Practice Experience Progress Report*
  - *Work Log* of hours to date.
- Near the end of the practice experience, check with the preceptor concerning the *Evaluation of Student* form they are to complete and submit. The form must be completed and emailed directly by the preceptor to the SPH Office of the Practice Experience by the semester deadline posted on Moodle.
- Complete the following by end of semester deadline posted on Moodle, and submit them to the course director.
  - *Work Log* for the second half of the semester
  - *Evaluation of Practice Experience* form
  - Final paper

Appendix C

Bloom's Taxonomy

 <p style="text-align: center;"><b>New Version</b></p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, led by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the Old to the New version.</p>	 <p style="text-align: center;"><b>Old Version</b></p>
<p><b>Remembering:</b> can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
<p><b>Understanding:</b> can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
<p><b>Applying:</b> can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</p>	
<p><b>Analyzing:</b> can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</p>	
<p><b>Evaluating:</b> can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p><b>Creating:</b> can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write</p>	

[http://sph.lsuhsu.edu/Websites/lupublichealth/images/pdf/Practice\\_Experience\\_Writing\\_Learning\\_Objectives\\_2013.pdf](http://sph.lsuhsu.edu/Websites/lupublichealth/images/pdf/Practice_Experience_Writing_Learning_Objectives_2013.pdf).

### Writing Learning Objectives for the Practice Experience

**LEARNING OBJECTIVES:** Identify what the student is to learn during the practice experience.

#### WHAT IS A LEARNING OBJECTIVE?

“A learning objective should describe what students should know or be able to do at the end of the course that they couldn't do before. Learning objectives should be about student performance. Good learning objectives shouldn't be too abstract ("the students will understand what good literature is"); too narrow ("the students will know what a ground is"); or be restricted to lower-level cognitive skills ("the students will be able to name the countries in Africa.")” From the Teaching Effectiveness Program, Teaching and Learning Center, University of Oregon. *Learning objectives are always measurable.*

Use the **ABCD** approach.

*Audience:* the student

*Behavior:* what should the learner describe or articulate at the end of the experience

*Condition:* timing

*Degree:* level of knowledge or performance. Unless otherwise stated, 100% competence is assumed.

A typical learning objective might be written as, “by the end of practice experience, student will be able to...”

#### Domains of Learning

1. Cognitive: knowledge;
2. Psychomotor: hands-on skill; and
3. Affective: values or attitudes

**Bloom's Taxonomy** is a classification of learning objectives. At the graduate level and in the practice experience, students should be concentrating on the levels of application and analysis or higher in the cognitive domain. See the practice experience handbook for more information.

#### Examples

If, for example, you will be designing a database, collecting data, and then analyzing it, you may have learning objectives like the following:

By the end of the practice experience I will be able to:

- Construct an Access database for recording and management of data for a specific public health issue or program.

- Perform a statistical analysis using SAS on data collected including \_\_\_\_\_.
- Properly interpret and communicate a statistical analysis in a written report and oral presentation.

Writing a policy brief:

- Develop capacity to read, analyze, and synthesize arguments in both primary and secondary sources.
- Articulate findings in writing and conversation for a specific audience.

Working on a health education or outreach program:

- Describe the etiology including the social determinants of \_\_\_\_\_.
- Design an evidence and theory-based intervention to \_\_\_\_\_.

# Guide for Writing Learning Objectives

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Stating intended learning outcomes provides direction for teaching, sets the necessary foundation for assessment of learning, conveys instructional intent to others, and serves as an implicit contract between teacher and student. Learning objectives, found on course syllabi, describe the knowledge and skills that a student is expected to demonstrate upon completion of the course. Ideally, each of these objectives relates, in some discernable way, to the learning objectives for the overall program of study.<sup>2</sup>

All learning objectives should be specific, measurable and written in behavioral terms. All learning objectives have two parts – an action verb and a content area. In selecting action verbs, avoid terms like “appreciate,” “realize,” or “understand” since these terms refer to an internal state that cannot be observed by an outside evaluator. Learning objectives are not statements of topics to be covered, not statements of learning activities, and not statements about the teaching methods. Instead, learning objectives describe what the student will do when they have reached a specific level of competency with a skill or subject.<sup>3</sup>

Learning objectives should be framed in terms of types of learning outcomes and should reflect progressively higher-level functioning. A set of learning objectives that relies primarily on terms such as “list,” “define,” “identify” and “describe” reflects a fairly elementary level of attainment. Public health professionals need to be proficient in critical thinking and problem-solving and this level of functioning should be reflected in the learning objectives. Terms more likely to capture higher-level functioning include, for example, “analyze,” “evaluate,” and “design.”<sup>4</sup> The table below contains examples of illustrative verbs that are useful in stating specific learning outcomes.

Knowledge <sup>5</sup>	define, describe, diagram, draw, identify, label, list, match, name, outline, recall, record, reproduce, select, state
Comprehension	convert, discuss, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, paraphrase, predict, report, review, rewrite, summarize
Application	apply, change, compute, demonstrate, discover, dramatize, employ illustrate, interpret, make inferences, manipulate, modify, operate, predict, prepare, produce, recognize new instances, relate, show, solve, teach, translate, use
Analysis	analyze, break down, compare, contrast, examine, diagram, differentiate, distinguish, identify, illustrate, infer, outline, point out, predict, relate, select, separate, sub-divide
Synthesis	arrange, assemble, categorize, combine, compile, compose, construct, create, devise, design, formulate, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, setup
Evaluation	appraise, assess, conclude, critique, estimate, justify, interpret, measure, rate, revise

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<sup>2</sup> This text has been abridged from “Writing Clear and Measurable Learning Objectives” with permission from the Council on Education for Public Health

<sup>3</sup> Wolfe, RM. 1990. Educational Objectives chapter in: Evaluation and Education: foundations of competency assessment and program review 3rd edition. Praeger, 1990.

<sup>5</sup> This table is based on “Bloom’s Taxonomy of the Cognitive Domain” originally conceived in Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. 1956. Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: Longman, Green.



## Appendix E

### Frequently Asked Questions (FAQs)

#### 1. When do I begin the practice experience?

As a minimum requirement, all MPH students must successfully complete at least 10 credit hours including BIOS core, EPID core and your program core before beginning their practice experience. Students are strongly recommended to take more courses before engaging in their practice experience. Students also must complete HIPAA, CITI and SPH ethics training, as well as be in good academic standing.

#### 2. Can I waive a prerequisite or complete one at the same time as my practice experience?

Prerequisites are preparation for practice experience and cannot be waived or taken during the practice experience.

#### 3. Can I do my practice experience over two semesters?

Practice experiences must be completed within the semester the student is registered for PUBH 6800. The only exceptions are for students who meet one of the following criteria; these students may opt to complete their practice experiences over two semesters.

- Work full-time;
- In a joint degree program (e.g. MD/MPH); or
- Practice experience is part of a formal internship that crosses semesters.

#### 4. How and where do I start?

Talk with your advisor about when you will be eligible to begin the practice experience.

Discuss with your advisor what options are available to you. (You are responsible for identifying and securing an appropriate project with specific competencies and learning objectives, and project activities.)

#### 5. Is it necessary to get my advisor's approval to begin the practice experience?

Yes, it is absolutely necessary so s/he can continue tracking your progress through your academic degree program. You should talk with your advisor prior to planning your proposal and make sure your advisor is aware of your final plans.

## **6. How do I find a practice placement?**

Review the [online](#) list of school-approved sites. Also, talk with your advisor, other faculty and students who have completed their practice experience requirement, and the course director for help.

## **7. Can I conduct my practice experience out of the country?**

Yes, if the site, preceptor and country are approved. Check with the practice experience office regarding your interest early. Additional paperwork may be requested.

## **8. Can I do my practice experience at the LSUHSC School of Public Health?**

Practice experiences are done at outside of the school to give students exposure to different environments, projects and programs, and public health professionals. Regardless of where the practice experience is done, it must be at a school-approved site with a school-approved preceptor.

## **9. Do I register for the practice experience?**

Yes, register for PUBH 6800 for the semester you are conducting your practice experience hours.

## **10. Can I still graduate if my practice experience isn't completed?**

No, all MPH graduates must have met all requirements with documents completed and approved, before graduating.

## **11. What if I still have questions?**

Contact Dr. Kaufman ([rkauf1@lsuhsc.edu](mailto:rkauf1@lsuhsc.edu)), the course director, or Ms. Cuccia, Coordinator of Academic Affairs, if Dr. Kaufman is unavailable. Their contact information is in the overview section of the handbook.

## **12. Where do I go if I'm not satisfied with my placement/preceptor?**

Contact Dr. Kaufman. You may also want to talk with your advisor.

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