Practicum 2015 Handbook
Master of Public Health Program

The University of Texas at El Paso
College of Health Sciences
Department of Public Health Sciences

SUMMER 2015
For new word

Welcome to the MPH Practicum!

The Council on Education for Public Health (CEPH), the national accrediting agency for schools and programs of public health states that a student in a Master of Public Health Programs (MPH),

“… must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ area of specialization (CEPH Accreditation Criteria Public Health Programs, 2008: p12).

“Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a public health professional degree program. These opportunities can take place in a variety of agencies and organizations, but should include especially local and state public health agencies to the extent possible and appropriate. An essential component of the practice experience is supervision by a qualified preceptor who is a public health professional. Programs must have well-defined learning objectives, procedures, and criteria for evaluation of the practice experience.” (CEPH Accreditation Criteria Public Health Programs, 2008: p12).

In order to meet the CEPH requirement, the UTEP Master of Public Health (MPH) Program curriculum requires students to satisfactorily complete a field training practice experience (practicum) prior to graduation. The practicum is designed to provide an opportunity for students to synthesize, integrate, and apply practical skills, knowledge, and training learned through courses, to gain professional experience in a public health work environment, and to work on a public health practice project or program that is of special interest to them. UTEP’s unique location provides our students with diverse learning experiences at a variety of practicum sites on both sides of the border. Other U.S. and international field experiences are also available.

To help facilitate this experience, the MPH Program has developed this guidebook to give students an overall picture of the practicum and expectations. This document is guided by the requirements and recommendations of the CEPH accrediting agency. It was specifically developed as a guide for MPH students, faculty, staff, and field supervisors to provide an overview of program policies, procedures, and guidelines for the required MPH practicum. Please be aware that this handbook is a work in progress and revisions will be made as required.
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SECTION I. PRACTICUM OVERVIEW AND REQUIREMENTS

Goals and Objectives
The central goal of the Practicum in Public Health (PUBH 5662) is to provide the student with the opportunity to integrate the knowledge and skills developed during their MPH academic program at UTEP in a structured, supervised, real-world professional setting under the direction of a supervisor in a public health agency or other organization.

Students are supported during their practicum by a dedicated team of public health professionals including the Practicum Site Supervisor, Practicum Coordinator, and MPH Program Director. The practicum is a partnership that provides mutual benefits to the MPH student, the university, and the participating agency or organization (as represented by the Practicum Site Supervisor). All partners are charged with a specific set of professional responsibilities, duties, and benefits.

The practicum is designed to help develop and enhance public health practice skills and personal confidence for those MPH students who are new to public health while gaining the practical experience that is critical to becoming an effective professional in this rewarding field. Students with previous public health work experience will enjoy new opportunities to further enhance their skills or gain new experience in a different specialty area. In any case, both new and experienced students will make an important contribution to the resources of Hispanic/border and other communities by helping them find solutions to common public health challenges.

Practicum placements are made on an individual basis. They depend on the career and professional interests, goals, and objectives of each student and are subject to the availability of openings in participating public health agencies/organizations. The specific foci, duties, and approach of each practicum assignment is expected to vary as a result of the diverse nature of public health agencies and organizations. However, the major learning objectives of each practicum assignment are required to be consistent with the general educational objectives of the MPH program, the Department of Public Health Sciences, the College of Health Sciences, the university, and our national accrediting agency, the Council on Education for Public Health (CEPH).

Students will work under the direct supervision of the Practicum Site Supervisor during their field experience. All decisions on the practicum site, major objectives, and activities are to be mutually agreed upon in advance and put in writing by the parties involved including the student, Practicum Site Supervisor, and the Practicum Coordinator, and MPH Program Director. The specific roles and responsibilities of the practicum partners are outlined in this handbook.

Major Learning Objectives
The practicum field experience is intended to provide students with:

1. Hands-on opportunities to test and integrate public health theory, concepts, knowledge, and skills in a real-world practice setting.
2. An introduction to the critical roles and responsibilities of public health and social service agencies including those serving Hispanic and border communities.
3. Increased understanding and awareness of public health practice as it relates to administrative, organizational, and policy issues, funding mechanisms, community relationships, program coordination, and challenges faced by agencies and organizations in addressing critical public health issues in communities.
4. Opportunities to develop written, oral communication and other technical skills through on-the-job training experiences.
5. Opportunities to develop leadership and management skills, group process skills and professional confidence by giving them the opportunity to assume responsibility for program planning, implementation, evaluation and other essential public health functions.
6. Opportunities to contribute to the critical analysis of public health problems and their solutions.

7. Complete defined project(s) in core public health functions and defined areas of public health practice (e.g., health needs assessment, policy development, social marketing or educational campaigns).

8. Gain/expand/develop skills and knowledge in an area of interest not covered in depth elsewhere in the student’s educational plan.

9. Demonstrate competence and leadership, teamwork, communication skills and creativity during the performance of public health practice activities in a professional setting.

**Academic Requirements and Grading**

Students usually take the summer practicum at the end of year 2 after they have successfully completed all MPH core and concentration courses with a GPA of 3.0 or above, and no more than two C’s. Students will need to enroll for 6 units of PUBH 5662 prior to starting the practicum. They are required to complete a minimum of 240 clock hours/6 credits (40 clock hours = 1 credit) of practical fieldwork in a public health practice setting. The 240 hours does not include technical aspects of practicum requirements such as completing required forms, getting required signatures, and other work that students may be required to do to create their reflective journals and electronic portfolio. Practicum performance is assigned on a letter grade basis. The unsatisfactory completion of the practicum experience and/or failure to complete the specified course requirements outlined in the handbook will result in grade of “F” being assigned for PUBH 5662.

**Practicum Approval and Enrollment**

Students are required to arrange an individual appointment with the Practicum Coordinator during the spring semester prior to enrollment in PUBH 5662 for the long summer semester. Two weeks prior to the meeting, they will submit a “PUBH 5662 Practicum Interest Form” on which they will indicate their career/professional goals, internship preferences, and any agencies of interest. Students must also submit a current resume or CV.

During their face-to-face meeting with the Practicum Coordinator, students will discuss their future professional and career goals, professional strengths and weaknesses, specific areas of public health interest, preference for any specific public health organization or agency placement, and a time table for completing field training hours. Students will complete additional paperwork at this meeting. The Coordinator will explain the specific requirements to the student and answer any questions that the student might have.

The Practicum Coordinator is responsible for contacting potential sites to discuss the potential for the practicum field training experience and obtaining university approvals from the Office of the CHS Assistant Dean of Students and the UTEP authorities. The list of approved current affiliations is maintained by the Practicum Coordinator. If the site and field supervisor are suitable, appropriate forms will be forwarded to initiate the official affiliation agreement process. These forms are located in the back of this handbook. Once a site has been secured, and the appropriate affiliation agreement forms have been signed, students may begin their field training hours. UTEP is open to new agencies participating in the program. Qualified local, national and international sites are eligible to apply. Faculty and students are encouraged to contact the Practicum Coordinator to nominate additional sites. No students may undertake a practicum without a signed and current affiliation agreement in place. Please note that the affiliation agreement process is often lengthy and requires a number of months to be finalized between UTEP and the proposed site. IMPORTANT NOTE: Students who wish to have a practicum experience at a site that requires a new affiliation agreement will need to notify the Practicum Coordinator many months in advance to get the process started.
All students are required to complete a Practicum Learning Agreement. This document specifically outlines the scope of work that the student will complete on site during their practicum. It is completed by the student with the assistance of the Field Site Supervisor at the beginning of the field experience and is approved by the Practicum Coordinator and MPH Director. The Practicum Learning Contract specifies the MPH core and Hispanic/border health track competencies that a student wishes to accomplish during their practicum experience. The Practicum Learning Contract must be submitted and approved prior to 60 hours of work completed by the student.

**Required Time Commitment**

The exact schedule (days and times) worked to fulfill the practicum requirements must be negotiated between the student and their Field Site Supervisor. Once registered for PUBH 5662, students have one calendar year to complete field training hours and course requirements. Students will receive an incomplete (I) grade until all practicum requirements have been met. Students are encouraged to complete their practicum hours during the summer semester.

**Practicum Course Progress and Completion**

Course progress and completion will be tracked by the Field Site Supervisor and the Practicum Coordinator. The Field Site Supervisor will contribute to the learning contract and the end-of-semester evaluation. Practicum Field Site Supervisors will be sent an e-mail by the Coordinator every two weeks requesting confirmation of student work hours. Halfway through the 240 hour practicum period (or before if required), the Student and Field Site Supervisor will fill out the Student Midpoint Evaluation Form and submit it to the MPH Practicum Coordinator.

At least once during the practicum experience as well as other times on an “as needed” basis, the Practicum Coordinator will contact and visit the field site. In addition, during the final two weeks of the practicum, the Practicum Coordinator will electronically distribute evaluation forms to the Field Site Supervisor and the student. It is expected that there will be close communication among the Field Site Supervisor, Practicum Coordinator, and student. This open communication process is especially important to address and resolve any questions, issues or problems that may develop. The Practicum Coordinator will advise the MPH Program Director about student progress on a regular basis. In addition, should any urgent issues arise during the course of the student’s practicum experience, the Practicum Coordinator will immediately inform the MPH Program Director and Department Chairperson.

Students are required to submit an electronic reflective journal after the completion of each 60 clock hour period on the job to the Practicum Coordinator. At the end of the 240 hour practicum period, they also will design an electronic portfolio that documents their internship goals and activities. The purpose of these documents is to allow the student to show that they have conducted self-reflection of their practicum experience and to demonstrate their capability as a future public health professional to future employers and other interested parties. These documents also will be used in the evaluation of student performance along with the other required documents at the end of the 240-hour period.

**Documentation**

**Time Entry.** Students are required to keep a time entry reflecting on general practicum, public health objectives, and learning contract goals. These time entries will be submitted electronically on a WEEKLY basis to the Program Coordinator. The practicum worked hours will NOT count towards the 240 required hours and a grade of zero will be given to the student, unless the time sheets are submitted weekly.
Reflective Journal. Students are required to keep a reflective journal that records their weekly practicum experiences. This exercise is designed to be a self-reflection and synthesis of their practicum experiences. It also can help in addressing questions or concerns that may develop during the practicum experience and assist the Practicum Site Supervisor and Practicum Coordinator to refine or adapt the agreed upon learning objectives and outcomes as required. The reflective journal contents will be submitted electronically after the completion of each 60-hour work period to the Practicum Coordinator. The Practicum Coordinator will send electronic copies of these to the Program Director for review at the end of each 60 hour period.

The four reflective journals that students will submit will specifically address the following questions:

1. Describe the specific activities you performed during this period as part of your practicum experience.
2. Analyze the progress that you made regarding the specific project objectives outlined in your practicum field learning contract.
3. Provide reflective observations on your critical evaluation of successes and challenges that you have encountered during the prior 60-hour work period. Your reflective observations must evaluate the following:
   - Theory vs. Public Health Practice. Describe your specific experiences at the agency/organization that are similar to or different from the theoretical concepts that you learned during your MPH coursework. To what extent is the theory that you previously learned during class work actually used or could be used in these types of situations?
   - Critical Examination. Think about what you formerly thought about an issue, concept or problem and compare this with what you have learned or are learning in the practicum.
   - Evidence of Learning/Skill Development. Reflect on what you are learning during your practicum experience. What specific skills and/or competencies have you been learning and/or enhancing during your experience?
   - Professional Development. What situations, if any, have you encountered during your practicum that require ethical consideration and good judgment?
   - Communication and Interpersonal Relations. Please describe your relationship with your Field Site Supervisor and the staff in the agency/organization. Describe and discuss the role of your Field Site Supervisor and manner in which you and the other staff members interact with her or him.
   - Management/Leadership. Discuss the management/leadership styles and skills that you have observed among the various staff in your practicum agency/organization.
   - Comments. Please comment on other concerns or issues that you feel are important to your practicum experience.

Electronic Practicum Portfolio. The electronic portfolio is a collection of materials that all students are required to develop. The e-portfolio is designed to showcase their competence in and commitment to public health and their accomplishments during the practicum. The electronic portfolio site is located on the web at: http://www.epsilen.com.

Please note that the electronic portfolios must contain the following five basic elements:

1. Portfolio Introduction. Provide information on your background, your practicum site, and the types of projects and other activities that you conducted during your practicum training.

2. Statement of Personal and Career Mission and Goals. Compose a paragraph describing who you are in terms of your aspirations, characteristics and guiding principles (e.g., think about what the meaning of public health is to you and your role as a public health
professional – in other words, demonstrate your commitment to the field). List at least three statements concerning what you hope to achieve professionally (e.g., these can be short- or long-term goals).

3. Professional Resume or Curriculum Vita (CV). Post a copy of your current resume or CV which describes your educational and professional experience.

4. Electronic Powerpoint Poster. Students will design a one page electronic powerpoint poster that describes their practicum field training project. The guidelines for the e-poster and poster examples will be posted on the UTEP-MPH practicum website.

5. Work Samples. As applicable and with the permission of your Practicum Site Supervisor, please attach pertinent examples of documents or other materials that you created during your practicum experience such as final reports, grant proposals, health surveys, health or nutrition education materials, etc.

Student Performance Evaluations
In consultation with the MPH Program Director, the MPH Coordinator will determine the final grade for the practicum. This evaluation will be based on the Site Supervisor’s evaluation, the self-student's evaluation, the reflective journal entries, the electronic portfolio, and other relevant information. Final grades will be assigned on a satisfactory/unsatisfactory (S/U) basis. The quality of work must reflect a “B” or better (80%). The unsatisfactory completion of and/or failure to turn in any of the course requirements will result in a grade of "U" being assigned for PUBH 5662. If a students' work is evaluated as unsatisfactory, they may be required to complete an additional practicum experience.

Practicum Equivalent Experience.
Practical, public health-relevant experience is a CEPH requirement for all MPH degree candidates. For that reason, automatic exemptions or waivers of the practicum cannot be granted. However, in rare circumstances, it may be possible to partially substitute (up to a maximum of 120 clock hours) of Practicum Equivalent Experience. In accordance with CEPH rules and policies, this request can only be approved if the student can provide documented evidence of substantial (at least three years) paid, prior public health experience. Different from clinical experience which involves individual patient care or health care facility administration, public health practice has an organized community-based focus. Thus, the former type of work is not eligible for Practicum Equivalent Experience approval.

Students who wish to apply for the Practicum Equivalent Experience will need to file a petition request during your first academic semester in the MPH Program. This requirement is designed to give the student sufficient time to plan for additional practicum hours in the case that their petition is not accepted by the Graduate Program Faculty Committee.

To apply for the Practicum Equivalent Experience, a student will need to submit: (1) the official Practicum Equivalent Experience form (see form located at end of handbook), (2) a curriculum vita or resume, (3) a detailed description of how their prior experience supports the specific competencies required by the practicum, and (4) relevant public health professional references. If a student's petition is granted, they will be required to register for the equivalent amount of substituted hours by taking another course.
SECTION II. PRACTICUM FIELDWORK FACILITY

Field Site Facilities and Experiences
The practicum trains students for public health practice in an appropriate public health setting under the supervision of a qualified field supervisor. Practicum assignments are made in collaboration with the public health agency/organization, MPH program, and a student’s professional and career goals specialty interests in order to maximize the learning experience.

There are a wide range of public health and social service organizations and agencies that are suitable as practicum sites. Generally speaking, any agency or organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. Some examples are listed below:

- City, county, and state public health departments
- Other state and local health and social service agencies
- Public and private schools
- Managed care organizations and insurance companies
- Neighborhood health centers and community clinics
- Hospitals (public, not-for-profit, for-profit, psychiatric, rehabilitation)
- Bi-national and international public health organizations
- Homeless shelters, food banks, migrant farm worker and other community-based organizations
- Environmental, industrial and worksite wellness companies
- Federal agencies: Centers for Disease Control and Prevention (CDC), Department of Health and Human Services, Veterans Administration, Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA)

All MPH practicum sites require an application and approval by the UTEP College of Health Sciences and MPH Program before students can begin their training. The MPH Program already has a number of approved agency and organizations available for the student practicum (please see forms at the end of the handbook). However, in the case that a student’s preferred site is not on the approved list, they should contact the Practicum Coordinator or MPH Program Director to make the necessary approval arrangements.

Students are encouraged to seek out additional information and advice from the MPH Program faculty, former and current MPH students who have completed their practicum, working public health practitioners, and the MPH Practicum Coordinator. Final approval of practicum placements, objectives and activities will be made by the Practicum Site Supervisor, Practicum Coordinator and MPH Program Director.

Some examples of field training activities that students may carry out during the practicum experience include but are not limited to the following:

- Assessment of community health, nutrition, and other needs
- Grant proposal writing for community agencies
- Development, testing, and evaluation of community health and nutrition education materials and/or curricula.
- Primary or secondary data collection, analysis and other research on specific public health issues (e.g., heart disease, cancer, diabetes, HIV/AIDS, air pollution, nutrition, child abuse)
- Health promotion program development, implementation, and/or evaluation
- Community coalition building
- Identification and coordination of community resources
- Public health policy analysis on specific issues (e.g., food insecurity and hunger)
- Public health advocacy for community groups (e.g., migrant and seasonal farm workers)
Requirements of the Field Training Facility
Each public health agency or organization who participates in the program is required to submit a "Field Placement Site Agency Application" form and sign an “Affiliation Agreement” prior to student placement. New supervisors should complete the agency application even if the site is already affiliated with UTEP. The agencies/organizations selected as practicum sites are required to provide:

- A setting where the student trainee and field supervisor can work together to create a positive learning experience for the student and a make a valuable contribution to the field site facility;
- A comprehensive set of public health experiences with exposure to diverse population groups and systems
- Space, equipment and resources that are adequate for practicum students to complete the required work;
- A qualified field supervisor (see specific criteria below)
- Completion of required forms agreeing to comply with the UTEP-CHS and MPH Program policies and procedures

It is important that the field site agencies and supervisors be aware that only those places that offer satisfactory experiences for the MPH practicum students will be retained. The sites will be assessed on a regular basis by evaluation forms submitted by practicum students with additional site visits by the Practicum Coordinator as necessary.

Financial Compensation for Students
Most practicum placements with public health agencies are unpaid because of their limited duration and nature. However, some agencies may offer a small stipend to MPH practicum participants. The possibility of monetary compensation is a direct negotiation between the student and the Field Site Supervisor. Please be aware that the possibility of payment is not a consideration in the approval of a specific practicum. It is the student's responsibility to cover any incidental fees associated with the practicum site such as immunizations (UTEP Student Health Center, El Paso Health Department), local travel, car insurance, and personal protective equipment, etc.

International students who plan to receive a stipend or any other form of financial compensation must obtain official permission prior to beginning any fieldwork. Such students are required to contact the UTEP Office of International Programs (OIP) to make sure they follow all required policies and procedures. The contact information for the OIP is as follows:

Address: Office of International Programs, 203 Union East, UTEP Main campus
Telephone: (915) 747-5664
Email: oip@utep.edu
Website: http://studentaffairs.utep.edu/Default.aspx?alias=studentaffairs.utep.edu/oip

Components of the Field Practicum
All practicum placements are required to have a basic set of characteristics even though others may vary depending on the type of placement. It is important that the student, Practicum Site Supervisor, and Practicum Coordinator agree on the overall responsibilities and duties that will be undertaken prior to the start of the practicum. All practicum sites are required to have the following essential characteristics:

- Students should be able to interact on a regular basis with their Practicum Site Supervisor who can guide them and serve as a role model. The Site Supervisor should be an experienced
practicing professional who is in a managerial or other leadership position within a public health agency or organization.

- Students should be assigned responsibility for one or more specific projects during their practicum. These should be designed so the student has principal or shared responsibility to produce a product that gives value to the agency or organization (e.g. needs assessment, grant proposal). The specific number and types of projects performed by the student are left to the discretion of the site supervisor in recognition of the agency’s needs and time constraints, as well as the student’s interests and capabilities.

- The practicum student should be able to carry out other smaller functions within the organization that contribute to an understanding of the complexities that the organization faces. Any reasonable activity in which the student contributes to the organization through assisting other individuals, and which provides a learning experience for the student, are appropriate.

- Students should have opportunities to attend managerial meetings involving a variety of people in the organization, such as the medical staff, administrators, health educators, and other professionals in order to gain a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.

- The student should undertake any other activities that the site supervisor may assign and that are of mutual benefit. This will provide increased student exposure to the organization and the complexities of its working environment.

- The experience should provide the student with an adequate understanding of the political context within which public health activities are conducted.
SECTION III. THE PRACTICUM FIELD SITE SUPERVISOR: SELECTION, ROLE AND REQUIREMENTS

The Practicum Site Supervisor must be a professional with sufficient experience in developing, managing, and/or evaluating public health programs or policies. These persons may be nominated by a public health agency supervisor or director, a faculty member, or they may nominate themselves. To supervise a MPH student, the Practicum Site Supervisor should normally have a graduate or professional degree such as a PhD, MS, DPH or MPH in public health or a closely related field. However, individuals who work in public health and have a related professional or graduate degree (MD, DVM, DPharm, DDS, RN-NP, MSW, MHA, MPA, etc.) and/or the equivalent in terms of public health experience may be acceptable. The application to be a Practicum Site Supervisor is located in the back of this handbook.

The Practicum Site Supervisor will review policies and procedures with the Practicum Coordinator either in person, during a site visit, or by the phone. She/he will meet with the student prior to the start of the practicum field training experience. The student and field supervisor will work together to develop a Practicum Learning Contract which clearly specifies the tasks and activities that correspond to the learning activities. The Field Site Supervisor will complete all required necessary forms in a timely manner and will contact the Practicum Coordinator and/or MPH Director whenever an issue about the practicum or student that requires clarification and/or actions should arise.

The practicum Field Site Supervisor should be available to provide guidance and advice to the student in the program area in which they are assigned. They should try to make regular contact with the student during the whole practicum period during the days and hours that the students are working at the field site. This contact can be accomplished by face-to-face meetings, telephone, pager, or email. Supervisors should meet personally with the student for a minimum of at least one hour per week. The Field Site Supervisor should assign another experienced staff member to supervise the student during those times when the Supervisor is not available. Practicum Field Site Supervisors should be approachable, view mistakes as learning opportunities, provide regular feedback on performance, show appreciation for student’s efforts, help students with networking and career advice. It also is important to try to integrate the student as much as possible with regular agency/organization staff members, give them opportunities to learn new skills, and allow them to take part in projects from inception through completion, whenever possible.
SECTION IV. ROLES AND RESPONSIBILITIES OF THE MPH PRACTICUM COORDINATOR

The MPH Practicum Coordinator is responsible for multiple administrative aspects of the practicum program. The Coordinator is responsible for serving as the contact point for agencies and organizations interested in participating as practicum sites, and the initiation, processing and tracking of affiliation agreements. The Coordinator will assist the MPH practicum student in identifying general and specific professional and career objectives; assisting in the selection of available practicum sites that are appropriate to those objectives; and clarifying practicum learning objectives. In addition, the Practicum Coordinator is responsible for maintaining and tracking all practicum forms, monitoring student progress in the practicum, managing the practicum website, maintenance of practicum records and the database, assigning the practicum grades, and responding to the MPH Program Director, the Department Chairperson, department faculty, and other administrative requests for information.
SECTION V. ROLES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT.

One of the most important components of the practicum is practicing appropriate professional workplace behavior. Practicum students are expected to demonstrate the standard of behavior expected of other employees in the organization, including compliance with the organization’s policies and procedures. This component is evaluated by the Field Site Supervisor and the Practicum Coordinator in consultation with the Program Director. Thus, students are expected to act in a professional manner at all times. The behavior of practicum students should reflect favorably upon the worksite and the university. Students are responsible to their Field Site Supervisor on the job. They are expected to dress professionally and to arrive and depart at agreed upon hours. They also should promptly inform their Field Site Supervisors of any anticipated absences or delays in their arrival times. They are expected to complete all agreed upon activities and work in a timely and professional manner. Students are expected to maintain confidentiality, practice professional courtesy in their interactions with clients and other health professionals, and not engage in idle gossip. It also is very important that students maintain an open line of communication with their Field Site Supervisor. If they encounter any problems which they cannot resolve on their own, they should discuss the matter with their Field Site Supervisor. If the student feels the problem has not been resolved after speaking with their supervisor, then they should contact the Practicum Coordinator and/or MPH Director and Department Chairperson.
SECTION VI. REQUIRED FORMS AND STUDENT CHECK LIST

List of forms to be completed by the Field Site Agency:

- **Agency Application to be a Field Placement Site**: Must be completed prior to student placement.

- **Practicum Affiliation Agreement**: This form is completed by the agency and signed by a designated staff member and the UTEP College of Health Sciences (CHS) Assistant Dean of Community Affairs. This form is completed prior to placing a student in a site.

- **Student Midpoint Evaluation Form**: This form is completed by the agency Field Site Supervisor and the Practicum student once 120 hours of the practicum are completed, or before if required.

- **Field Site Supervisor’s Final Evaluation of Practicum Student**: This form is completed by the agency Field Supervisor at the conclusion of the field placement. It describes student progress and rates their overall on the job performance. Field Site Supervisors are encouraged to discuss the evaluation with the student.

Forms/Documents to be completed by the Practicum Student:

- **Practicum Interest Form**: This form must be completed before meeting with Practicum Coordinator at the practicum orientation session. Students must attach a current copy of their resume or CV.

- **Practicum Intern Application**: This form must completed before individual advising with Practicum Coordinator.

- **Practicum Equivalent Experience Petition Form**: The form provides instructions for completing the request. Student must submit documentation and have PEE approved prior to beginning any practicum field training.

- **Practicum Learning Agreement & Scope of Work**: These required documents outline the scope of work that the student will complete on site during their practicum. It is completed by the student with the assistance of the Field Site Supervisor at the beginning of the field experience and is approved by the Practicum Coordinator and MPH Director. This form must include specific MPH Student Competencies that a student wishes to accomplish during their practicum experience within the scope of work matrix. MPH Student Competencies must be drawn from Inventory of UTEP MPH Program Competencies. The form must be submitted and approved prior to 60 hours of work completed by the student.

- **Time Entry and Reflective Journals**: This exercise is designed to be a self-reflection and synthesis of their practicum experiences.

- **Student Midpoint Evaluation Form**: This form is filled out by the student in conjunction with their Field Site Supervisor at the midpoint of their practicum experience (120 hours) or before if required. The form must be submitted to the Practicum Coordinator.

- **Electronic Practicum Portfolio**: The electronic portfolio is a collection of materials that all students are required to develop. The e-portfolio is designed to showcase their competence in and commitment to public health and other accomplishments during the practicum. The electronic portfolio site is located on the web at: http://epsilen.com
Name of agency/organization & division/program: ________________________________
Name of field supervisor: ___________________________________________________
Title: ___________________________________________________________________
Academic Degrees: ________________________________________________________
Agency Address: __________________________________________________________
City: __________________________ State: _______ Zipcode: _____
Phone: ________________________ Fax: ________________________________
E-mail: ________________________ Agency Website: __________________________
Professional specialty area(s): ______________________________________________

How many MPH students can your accept at any one time? ____________
Anticipated start date for an intern: _________________

Is your agency able to offer a student stipend/other compensation? ___ yes ___ no ___ unsure
If affirmative, please give an estimate of monetary or other form of compensation: __________
__________________________________________________________________________

Please rank on a 1-5 scale (5 high) the learning opportunities for MPH practicum students that are available within your agency:

**Assessment**
- Community/individual needs assessment
- Determining program priorities
- Collecting/analyzing data
- Analyses of social, cultural, historical context of problem

**Intervention**
- Program planning/development
- Planning workshops, conferences
- Providing training/public speaking/presentations
- Setting program objectives
- Proposal writing/grantsmanship
- Marketing
- Community organizing
- Health communications
- Evaluation research

**Public Health Policy**
- Policy research
- Advocacy
- Interpreting regulations/programs from policy
**Process Skills**

- Department, agency and community meetings
- Consultation
- Computer proficiency
- Working with diverse cultural and ethnic groups
- Working with interdisciplinary teams/groups
- Other (please describe)

8. Please provide a brief description of the project/assignments in which you envision the student(s) being involved.

9. Please list minimum qualifications (previous experience or skills, languages spoken) you require of a student for each position available. If available, please attach a job description.

10. How would you categorize your agency? Please check all that apply.

- Health Department (state of district)
- Educational Institution
- Indian Health Service
- Other Government Entities (city, county)
- Hospital
- Community Clinic
- Community-based Organization
- Consulting Firm
- Social Services Agency
- Foundation/Research Institutions
- Union/Labor Organization
- Industry/Insurance
- HMO
- Private Voluntary Organization
- Military
- Tribal Agencies
- Ethnic Specific Target Population
- Urban
- Rural
- Other

11. If possible, please enclose the following materials, which will help to introduce your agency/organization to students in the UTEP Masters of Public Health Program.

- A job description for any position similar to what the student may be doing
- A mission statement &/or written statement of objectives for your organization
- An organizational chart of your organization
- Brochures or pamphlets on your organization
- Brochures or pamphlets on your sponsored programs and/or services
- Information about your community (e.g., local newspaper, maps, place of interest, etc).

12. Please attach a copy of your resume (omitting home contact information) for students to review.  
*Note: Field Site Supervisors must possess an advanced degree in public health or related field.*
MPH Practicum Interest Form

Name of Student: _______________________________    UTEP ID Number: __________

1. Agency/Organization. Please identify the public health agency/organization setting (e.g., health department, industry, governmental agency, international health agency, NGO) that you believe that would provide you with the type of educational/professional experience you require.

2. Location. Identify the locations/geographic areas where you prefer to carry out your practicum.

3. Technical Skills. List any special skills you want to use or develop in the practicum:

4. Subject Area/Topics. List the specific public health areas or topics on which you wish to focus your practicum (e.g., border health, health education, diabetes, asthma, HIV/AIDS and other STD’s, nutrition, food insecurity/hunger, health policy, etc).

5. Special Populations. Please identify any special population group with whom you would like to work (e.g., pregnant women, children, the elderly, recent immigrants, persons with disabilities):

6. Personal Needs/Special Circumstances. Please identify any personal needs or special circumstances that might impact your placement at a particular site or location.

7. Potential Practicum Sites. List any public health agencies or organizations that you know of where you or other students might wish to carry out a practicum in the future.
MPH Practicum Intern Application

PUBH 5662- MPH Practicum (Revised 2/24/12)

CHECKLIST:
1) Advising with MPH Practicum Coordinator ______
2) Interest Form ______________
3) CV ______

Applicant’s Name: ___________________________ Student ID #: ____________
Mailing Address: ___________________________ City: ___________ Zip Code: ______
Home Phone: ___________________________ Cell Phone: ___________________________
UTEP E-mail: ___________________________ Alternate E-mail: ___________________________

Have you met the pre-requisite requirements (Biostatistics, Epidemiology, Health Administration/Policy, Social/Behavioral, and Environmental Health) and GPA? Yes ___ No ___

Complete the following section based on the Advising you received from the MPH Practicum Coordinator (see Practicum Interest Form for clarification):
- Proposed Agency/Organization: _________________________________________________
- Subject Area/Topics: ____________________________________________________________
- Special Populations: ____________________________________________________________
- Personal Needs/Special Circumstances: ____________________________________________

Student Signature: ___________________________ Today’s Date: ___________________________
Application Received by: ___________________________ Date Received: ________________
----------------------------------------------------------------------------------------------------------------------------

THIS PORTION TO BE COMPLETED BY MPH PRACTICUM COORDINATOR

Student Assigned Location ___________________________________________________________
Preceptor(s) Names _____________________________________________________________
Agency’s Address __________________________________ E-mail _________________________
Phone __________________ Fax __________________
Other (i.e. DHPE, special needs, etc.) ________________________________________________

MPH Practicum Committee Approval

__________________________________________  ________________________________  __________________________
Department Chair                             MPH Director                             Practicum Coordinator
MPH PROGRAM
(PUBH 5662) PRACTICUM LEARNING CONTRACT

(To be completed by the student with guidance from Field Site Supervisor & Practicum Coordinator)

Student Name:

Agency and Department/Division:

Site Supervisor Name:

Dates of Placement:

PLANNED SCOPE OF WORK

Complete the attached matrix to describe the project(s) in which you will be contributing. Include the following sections:

- Planned overall goal(s) of the MPH practicum experience
- Measurable objectives that relate to the achievement of the goal(s)
- Specific activities that correspond to each of the above objectives
- The proposed start-end dates of the practicum
- Responsible parties involved
- Tracking measures that will be used to evaluate student performance
- MPH Student Competencies. Using the inventory provided, identify the Public Health Core Competency areas you wish to address through the field training experience.

I have participated in development of the practicum proposal and agree to the conditions specified above. If it becomes necessary to alter any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

Practicum Student Signature  Date

Fieldwork Site Supervisor Signature  Date

Practicum Coordinator Signature  Date

MPH Director Signature  Date
SCOPE OF WORK FOR: _____________________________________

MPH Student Name

Use as much space as needed in this format to adequately describe goals, activities, etc.

<table>
<thead>
<tr>
<th>Goal 1:</th>
<th>Your Practicum GOALS go here (i.e. develop a presentation on the statistical analyses of ......)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Core Competencies (be specific) i.e. BIOSTATISTICS- Describe Basic roles of probability, random variation and commonly used statistical probability distributions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Major Objective(s)</th>
<th>Specific Activities</th>
<th>Start/End Date</th>
<th>Responsible Parties</th>
<th>Tracking Measures (Evaluation)</th>
</tr>
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<tbody>
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Goal 2:  

<table>
<thead>
<tr>
<th>Public Health Core Competencies:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Planned Major Objective(s)</th>
<th>Specific Activities</th>
<th>Start/End Date</th>
<th>Responsible Parties</th>
<th>Tracking Measures (Evaluation)</th>
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</table>
SCOPE OF WORK (continued) FOR: ______________________________

MPH Student Name

[Use as much space as needed in this format to adequately describe goals, activities, etc.]

Goal 3:
Public Health Core Competencies:

<table>
<thead>
<tr>
<th>Planned Major Objective(s)</th>
<th>Specific Activities</th>
<th>Start/End Date</th>
<th>Responsible Parties</th>
<th>Tracking Measures (Evaluation)</th>
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Goal 4:
Public Health Core Competencies:

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<tr>
<th>Planned Major Objective(s)</th>
<th>Specific Activities</th>
<th>Start/End Date</th>
<th>Responsible Parties</th>
<th>Tracking Measures (Evaluation)</th>
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</table>
SCOPE OF WORK (continued) FOR: ____________________________  
MPH Student Name  

[Use as much space as needed in this format to adequately describe goals, activities, etc.]  

<table>
<thead>
<tr>
<th>Goal 5:</th>
<th></th>
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<tbody>
<tr>
<td><strong>Public Health Core Competencies:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Planned Major Objective(s)</strong></td>
<td><strong>Specific Activities</strong></td>
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</table>

<table>
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<tr>
<th>Goal 6:</th>
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<tbody>
<tr>
<td><strong>Public Health Core Competencies:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Planned Major Objective(s)</strong></td>
<td><strong>Specific Activities</strong></td>
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</table>
**Student Name:**

**INSTRUCTIONS:** Please complete this form with your Site Supervisor and submit it to the MPH Practicum Coordinator. A revised copy of the Practicum Learning Contract documents should be submitted to the Practicum Coordinator and Practicum Site Supervisor for their approval, when applicable. Please answer all of the questions shown below. Use as much space as needed and attach additional pages as necessary.

1. List the activities that you have accomplished since beginning your practicum and the corresponding learning objectives as shown in your Practicum Learning Contract.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Activities Completed</th>
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<tbody>
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<td>9.</td>
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<td>10.</td>
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</table>

2. Identify and describe any barriers that have positively influenced the progress of your MPH practicum.

3. Identify and describe any barriers that have adversely affected your practicum progress.

4. Please describe what steps have been taken to address the barriers noted above.

5. Based on the amount of time remaining in your practicum, are there any substantial changes that should be made to the Practicum Learning Contract? If so, please revise the Practicum Learning Contract accordingly and submit for approval.

<table>
<thead>
<tr>
<th>Practicum Student Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fieldwork Site Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Practicum Coordinator Signature</td>
<td>Date</td>
</tr>
<tr>
<td>MPH Program Director Signature</td>
<td>Date</td>
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</tbody>
</table>
FIELD SITE SUPERVISOR’S FINAL EVALUATION OF PRACTICUM STUDENT

Student Name: ____________________________________________________________
Agency/Organization Name: ________________________________________________
Site Address: ______________________________________________________________________
Field Site Supervisor Name and Title: ________________________________________________
Contact Information: _____________________________________________________________
Placement dates: ____________________________________________________________________

Evaluator Instructions: We greatly appreciate your participation as a Field Site Supervisor for the UTEP MPH Program. Your participation is valued by the university, MPH Program, and practicum student! The UTEP MPH Program will use the information provided by you as one of our tools to evaluate and provide feedback to practicum students on their public health practice learning and professional job performance. This tool will assist the student in their academic, personal, and professional development. We would appreciate it if you would review and discuss your evaluation with the student.

Please evaluate student job performance by assigning an appropriate score to each item. Should you assign a score of 1 or 2 to any items, we would appreciate it if you would provide details on this rating in the provided space. Please feel free to comment on any and all items that you believe would help to improve student performance. If a skill category is not pertinent to the work site setting or you have not had the opportunity to observe this area, please mark non-applicable (N/A).

PART 1. STUDENT PERFORMANCE EVALUATION RANKING

<table>
<thead>
<tr>
<th>Consistently exceeds expectations</th>
<th>Sometimes exceeds expectations</th>
<th>Meets expectations (satisfactory)</th>
<th>Sometimes does not meet expectations</th>
<th>Consistently does not meet expectations</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

Your Rating  Your Comments

INTERPERSONAL SKILLS
- Ability to communicate with immediate supervisor
- Ability to communicate with staff
- Ability to communicate with clients
- Ability to work with and for others
- Ability to work in groups

SUPERVISION
- Ability to seek and use help
- Openness to constructive criticism
- Ability to work independently

PERSONAL QUALITIES
- Maturity
- Decision-making ability
- Trust and confidentiality
- Self-initiative
- Creativity
- Dependability
<table>
<thead>
<tr>
<th>Consistently exceeds expectations</th>
<th>Sometimes exceeds expectations</th>
<th>Meets expectations (satisfactory)</th>
<th>Sometimes does not meet expectations</th>
<th>Consistently does not meet expectations</th>
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<td></td>
<td>5</td>
<td>4</td>
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</table>

Your Rating                        Your Comments

PERSONAL QUALITIES (continued)
- Punctuality
- Professional appearance
- Willingness to learn
- Adaptability
- Adherence to agency rules/norms

TECHNICAL SKILLS
- Verbal communication skills
- Written communication skills
- Analytical skills
- Problem-solving skills
- Organizational skills
- Ability to follow-through on assigned work
- Ability to adhere to work deadlines

OVERALL RATING
- Taking all items into consideration, how would you rate this student’s overall performance at your agency?

- Based on their practicum performance, if the student applied for a future job at your agency would you consider supporting their hire?

---

### PART 2. ACHIEVEMENT OF PROJECT OBJECTIVES
In reviewing the project objectives outlined in the MPH Practicum Learning Contract (see scope of work), assess the extent to which you believe that the student under your supervision achieved these objectives. Also, please indicate the methods by which you determined whether or not each project objective was met (e.g., measures of success). Please use a separate sheet of paper if necessary.

<table>
<thead>
<tr>
<th>Project Objectives</th>
<th>Met project objective (Yes, no)</th>
<th>Measures of Success</th>
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PART 3. MASTERY OF MPH COMPETENCY ASSESSMENT

In reviewing the MPH student competencies outlined in the practicum learning contract (see MPH competency inventory), please assess the extent to which you believe the student mastered these competencies during their supervised field training experience. Discuss by what means you determined these were achieved (i.e., measures of success).

<table>
<thead>
<tr>
<th>MPH Student Competency (restate specific competencies specified in learning contract inventory)</th>
<th>Student Level of Mastery (see 5 ranking categories below)</th>
<th>Measures of Success (specify)</th>
</tr>
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<tbody>
<tr>
<td>Core Public Health Competencies</td>
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<tr>
<td>Track Specific Competencies (Border/Hispanic Health)</td>
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Student competency ranking: 5 = Exhibits high level of competence; 4 = Exhibits good level of competence, 3 = Exhibits acceptable level of competence, 2 = Exhibits minimal level of competence; 1 = Exhibits unacceptable level of competence

PART 4. STUDENT PROFESSIONAL GROWTH

1. Please identify the areas of professional growth you have noticed in the student over the course of the internship.

2. What “professional development plan” would you recommend to the student (e.g., additional courses, skills or experience that would strengthen his/her career potential in public health)?
3. In your opinion, how well prepared was the student to undertake the tasks asked of him/her during the course of the internship? Please make a section below and elaborate if appropriate.

- Very well prepared
- Well prepared
- Acceptably prepared
- Somewhat prepared
- Not very well prepared

OTHER COMMENTS

Site Supervisor Signature ________________________________ Date ________
Telephone: ___________________________
Email: ___________________________

Please submit form to:
Ms. Rubi Orozco, MPH Practicum Coordinator
Department of Public Health Sciences
College of Health Sciences
500 West University Avenue
University of Texas at El Paso
El Paso, Texas 79902
Student Self-Evaluation of MPH Practicum Experience

Student Name: ____________________________________________________________
Agency/Organization Name: __________________________________________________
Site Address: ______________________________________________________________________
Field Site Supervisor Name and Title: ____________________________________________
Placement dates: ___________________________________________________________________

Instructions. This self-evaluation is designed to give you the opportunity to critically reflect on the quality of your recently completed practicum experience. Please elaborate in response to all questions posed below. The length of your self-evaluation of practicum experience shall be ≥ 5 pages (double-spaced, 11-12 point font, 1 inch margins). It must include the following:

1. Achievement of Planned Project Objectives. Please discuss the extent to which you achieved the learning objectives specified in your scope of work. Document the criteria by which one can determine whether these planned outcomes were actually achieved.

2. Enhancement of Public Health Core and Hispanic/Border Health Concentration Competencies. Please discuss the extent to which the specified core public health and Hispanic/border concentration competencies were addressed or enhanced through your practicum experience. For each identified competency, discuss specific examples of how the practicum experience gave you the opportunity to address that competency. If this was not accomplished, please explain why. If you were able to address other competencies that were not initially identified in your learning objectives/scope of work, please note these and discuss.

3. Contribution of MPH Coursework to Practicum Experience. Please discuss the extent to which your MPH coursework and other academic experiences adequately prepared you for your practicum assignment. Identify the courses or specific knowledge areas that were especially relevant or useful during your practicum. Were there other courses or content areas not covered in the MPH curriculum that you would have found to be useful in carrying out your practicum functions? Please elaborate.
4. **Rate the Overall Quality of the Practicum Experience.** Please rate your practicum as an educational experience. Were you able to acquire specific knowledge, lessons, or skills that you did not expect prior to beginning your experience in the field agency/organization? Did the practicum give you a better understanding of the general and specific skills that you will need for future public health practice? Please discuss what you liked best and least about the experience and give your recommendations for improving the practicum experience for future students.

5. **Rate the Overall Quality of the Practicum Experience.** Please rate your experience obtained in the practicum by circling the number below.

   1 = Very Poor  
   2 = Poor  
   3 = Adequate  
   4 = Good  
   5 = Very Good

6. **Other Comments**
Practicum Equivalent Experience Petition Form

Practical, public health-relevant experience is a CEPH requirement for all MPH degree candidates. For that reason, automatic exemptions or waivers of the practicum cannot be granted. However, in rare circumstances, it may be possible to partially substitute (up to a maximum of 120 clock hours) of Practicum Equivalent Experience. In accordance with CEPH rules and policies, this request can only be approved if the student can provide documented evidence of substantial (at least three years) of paid, prior public health experience. Different from clinical experience, which involves individual patient care or health care facility administration, public health practice has an organized community-based focus. Thus, the former type of work is not eligible for Practicum Equivalent Experience approval.

Students who wish to apply for the Practicum Equivalent Experience will need to file a petition request during your first academic semester in the MPH Program. This requirement is designed to give the student sufficient time to plan for additional practicum hours in the case that their petition is not accepted by the Graduate Program Faculty Committee. The application must be approved by the MPH Director after consultation with the MPH Program faculty. If a student’s petition is granted, they will be required to register for the equivalent amount of substituted hours by taking another course.

PART I. Student Background Information

Name: _____________________________________________
Mailing address: ___________________________________________________________
E-mail ______________________________
Telephone: ____________________________
Acceptance date into UTEP MPH Program: ___/____/___
Anticipated MPH graduation date: ___/____/___

Description of Experience:
List all degrees completed (degree/date/university or college):

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field of Study</th>
<th>Date degree was granted</th>
<th>University/College</th>
</tr>
</thead>
<tbody>
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</table>

Please list any applicable professional certifications:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
PART II. Qualifying Experience

Please list the total number of years that you worked in a public health organization or one closely related to public health: __________ yrs.

IMPORTANT: Please note that the answer to the above question must be > 3 years of relevant, full-time public health experience. This experience must have been completed prior to beginning the MPH Program at UTEP.

For each qualifying public health agency/organization, please submit the following information:

- Name and address of the agency/organization
- Describe your position or job title in the agency/organization
- Describe how your experience demonstrates application of public health core and Hispanic/border health concentration knowledge.
- Describe your major responsibilities
- Describe the number of months or years of qualifying experience
- Note the name, title, and contact information of your direct supervisor in the agency/organization or one who is very familiar with your work experience

PART III. Current Resume or CV.

Please attach an updated copy of your resume or CV to your application.

PART IV. Student Statement

I request a substitution of _____ practicum hours for the reason that I have had substantial public health practice experience relevant to the practicum core and Hispanic/border health competencies of my MPH program.

Student signature ___________________________________________ Date ______________

Approvals:

MPH Director signature ___________________________________________ Date ______________

Please submit this form with the requested information along with a current copy of your resume or CV c/o the MPH Program Director.
# SAMPLE
## 2015 Practicum Tentative Schedule

<table>
<thead>
<tr>
<th>Submitted to Practicum Coordinator</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation &amp; Practicum Interest Form Due</td>
<td>March 28, 5:30 p.m.</td>
</tr>
<tr>
<td>Practicum Intern Application Form due</td>
<td>April 11</td>
</tr>
<tr>
<td>Individual Advising- By Appointment</td>
<td>April 11</td>
</tr>
<tr>
<td>Meet with Preceptors and discuss possible projects</td>
<td>April 25</td>
</tr>
<tr>
<td>Submit project proposal to Practicum Coordinator</td>
<td>April 30</td>
</tr>
<tr>
<td>Practicum Coordinator reviews project proposal</td>
<td>May 5</td>
</tr>
<tr>
<td>MPH Program Director approves project proposal</td>
<td>May 15</td>
</tr>
<tr>
<td>Learning Contract/Scope of Work/Competency Inventory DRAFT 1 (submit via e-mail to Practicum Coordinator)</td>
<td>May 30</td>
</tr>
<tr>
<td>Classes Begin- Orientation and Syllabus Review – Career Services-Professionalism- Job Etiquette</td>
<td>June 9</td>
</tr>
</tbody>
</table>

|MPH Program Director reviews LC/SW/CI | June 16 |
|Learning Contract/Scope of Work/Competency Inventory DRAFT 2 (intern presents to class) | June 23 |
|Learning Contract/Scope of Work/Competency Inventory FINAL Proposal (via Blackboard) | June 30 |
|MPH Program Director approves or rejects LC/SW/CI. | |

**Weekly Time Logs & Reflective Journals (Submit to rorozco@utep.edu)**

<table>
<thead>
<tr>
<th>Weekly Time Logs</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Time Logs</td>
<td>Fridays 11:59 p.m.</td>
</tr>
<tr>
<td>Reflective Journal 1- 60 hrs</td>
<td>June 20</td>
</tr>
<tr>
<td>Reflective Journal 2- 120 hrs</td>
<td>July 3</td>
</tr>
<tr>
<td>Reflective Journal 3- 180 hrs</td>
<td>July 18</td>
</tr>
<tr>
<td>Reflective Journal 4- 240 hrs</td>
<td>August 1</td>
</tr>
</tbody>
</table>

**Seminar Attendance, Presentations & Blackboard Upload Assignments**

<p>|Professionalism- Job Etiquette- Career Services | TBA |
|MPH Competencies | TBA |
|Learning Contract/Scope of Work/Competency Inventory- Interns Present to Class | TBA |
|Leadership | TBA |
|Professional Preparation- CVs &amp; Resumes | TBA |
|Ethics | TBA |
|Ethics Presentation (Interns present to class) | TBA |
|Power Point Poster &amp; Oral Presentations | TBA |
|E-Portfolio, Power Point Poster &amp; Oral Presentations (1/2 class interns present) | July 21 |
|E-Portfolio, Power Point Poster &amp; Oral Presentation (1/2 class interns present) | July 28 |
|Electronic Power Point Poster Practice Session- Final. All interns present in class. | Final Exam Date TBA |
|Electronic Power Point Poster Final Presentation (oral presentation to DPHS and CHS faculty, site preceptors, and other students) | TBA: Fall 2015 |</p>
<table>
<thead>
<tr>
<th><strong>E-Portfolio Up to Date</strong></th>
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</thead>
<tbody>
<tr>
<td>Welcome Message</td>
<td>July 28</td>
</tr>
<tr>
<td>Resume</td>
<td>July 28</td>
</tr>
<tr>
<td>Showcase Practicum Projects (ethics poster, work samples, and other)</td>
<td>July 28</td>
</tr>
<tr>
<td>E-Portfolio Presentation (interns present to class)</td>
<td>July 28</td>
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<table>
<thead>
<tr>
<th><strong>Evaluations</strong></th>
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<tbody>
<tr>
<td>Student Midpoint Evaluation 120 hrs</td>
<td>July 3</td>
</tr>
<tr>
<td>Student Self-Evaluation 240 hrs</td>
<td>August 1</td>
</tr>
<tr>
<td>Field Site Supervisor’s Evaluation of Practicum Student</td>
<td>August 1</td>
</tr>
<tr>
<td>Reflective Journals</td>
<td>June 20, July 3, July 18, and August 1</td>
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<table>
<thead>
<tr>
<th><strong>Site Visits and Evaluations</strong></th>
<th></th>
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<tbody>
<tr>
<td>MPH Practicum Coordinator F/U with Preceptors</td>
<td>On-going</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other (by MPH Practicum Coordinator)</strong></th>
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<tbody>
<tr>
<td>Institution Affiliation Agreement</td>
<td>May 30</td>
</tr>
<tr>
<td>Agency Application Form</td>
<td>May 30</td>
</tr>
<tr>
<td>Invite to Final Presentation</td>
<td>August</td>
</tr>
<tr>
<td>Thank you Letter to Preceptors</td>
<td>August</td>
</tr>
<tr>
<td>Certificate of Completion to Interns</td>
<td>Fall</td>
</tr>
</tbody>
</table>
MPH Program
Faculty Resources

Rodrigo X. Armijos. MD, ScD. Infectious disease prevention & control; vaccine development, air pollutant exposure and cardiopulmonary health, immune response & disease. Tel: (915) 747-8309; email: rxarmijos@utep.edu

Maria Duarte-Gardea, PhD, RD, LD. Nutrition & breast cancer, diabetes prevention. Tel: (915) 747-7252; email: moduarte@utep.edu

Oralia Loza, PhD, MA. Epidemiology, sexually transmitted infections/HIV prevention, border health, ethnic health disparities, marginalized populations. Tel: (915) 747-7232; e-mail: oloza@utep.edu

Thenral Mangadu, MD, PhD, MPH. HIV/AIDS prevention and control; immigrant and minority health; global health; violence prevention; program evaluation; Tel: (915) 747-8516; email: tdmangadu@utep.edu

Christina Sobin, PhD. Lead exposure and child health/development; neuro-cognitive development and function of low-level toxic exposures; stress in minority populations and underserved children. Tel: (915) 747-8485; email: sobin@utep.edu

Sharon Thompson, PhD, MPH. U.S.-Mexico border health issues; health education/promotion in underserved communities. Tel: (915) 747-7271; email: sthompson@utep.edu

M. Margaret Weigel, PhD. Infectious disease, reproductive, & nutritional epidemiology; Hispanic/ border and global health/nutrition; Tel: (915) 747-8308; email: mmweigel@utep.edu
UTEP MPH PROGRAM COMPETENCIES

The following public health core and concentration-specific (Hispanic & border health) competencies have been adopted by the UTEP MPH Program. They guide all of our MPH courses, practical training, research, and other student activities.

CORE COMPETENCIES

1. **BIOSTATISTICS**. Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research. Upon graduation, the MPH student should be able to……

1. Describe the roles biostatistics serves in the discipline of public health.

2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.

3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.

4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.

5. Apply descriptive techniques commonly used to summarize public health data.


7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.

8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

9. Interpret results of statistical analyses found in public health studies.

10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

2. **ENVIRONMENTAL HEALTH SCIENCES CORE COMPETENCIES**. Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community. Upon graduation, the MPH student should be able to……

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.

2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
4. Specify current environmental risk assessment methods.

5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.

8. Develop a testable model of environmental insult.

3. **EPIDEMIOLOGY CORE COMPETENCIES.** Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems. Upon graduation, the MPH student should be able to…………..

   1. Identify key sources of data for epidemiologic purposes.

   2. Identify the principles and limitations of public health screening programs.

   3. Describe a public health problem in terms of magnitude, person, time and place.

   4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.

   5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.

   6. Apply the basic terminology and definitions of epidemiology.

   7. Calculate basic epidemiology measures.

   8. Communicate epidemiologic information to lay and professional audiences.

   9. Draw appropriate inferences from epidemiologic data.

   10. Evaluate the strengths and limitations of epidemiologic reports.

4. **HEALTH POLICY AND MANAGEMENT.** Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care. Upon graduation, the MPH student should be able to……………………..

   1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.

   2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.

4. Discuss the policy process for improving the health status of populations.

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

6. Apply principles of strategic planning and marketing to public health.

7. Apply quality and performance improvement concepts to address organizational performance issues.

8. Apply "systems thinking" for resolving organizational problems.

9. Communicate health policy and management issues using appropriate channels and technologies.

10. Demonstrate leadership skills for building partnerships.

5. SOCIAL AND BEHAVIORAL SCIENCES. The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. Upon graduation, the MPH student should be able to……………………………

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

2. Identify the causes of social and behavioral factors that affect health of individuals and populations.

3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

6. Describe the role of social and community factors in both the onset and solution of public health problems.

7. Describe the merits of social and behavioral science interventions and policies.

8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

9. Apply ethical principles to public health program planning, implementation and evaluation.

10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
HISPANIC & BORDER HEALTH CONCENTRATION COMPETENCIES

1. Describe the historical, cultural, social, economic, political and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities.

2. Describe the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.

3. Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities.

4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.

5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).

6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.

7. Recognize and apply the social justice perspective in public health practice as it relates to community capacity building and empowerment.

8. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.

9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.

10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.
APPENDIX- OTHER RESOURCES

Master in Public Health Practicum
Reflective Journal

Practicum Student’s Name ___________________________________________

Journal # ____ out of 4

Dates: ___________________       Total # Hours Worked: _________

Students are required to keep a reflective journal that records their weekly practicum experiences. This exercise is designed to be a self-reflection and synthesis of their practicum experiences. It also can help in addressing questions or concerns that may develop during the practicum experience and assist the Practicum Site Supervisor and Practicum Coordinator to refine or adapt the agreed upon learning objectives and outcomes as required. The reflective journal contents will be submitted electronically after the completion of each 60-hour work period to the Practicum Coordinator. The Practicum Coordinator will send electronic copies of these to the Program Director for review at the end of each 60 hour period.

The four reflective journals that students will submit will specifically address the following questions:

1. Describe the specific activities you performed during this period as part of your practicum experience.

2. Analyze the progress that you made regarding the specific project objectives outlined in your practicum field learning contract.

3. Provide reflective observations on your critical evaluation of successes and challenges that you have encountered during the prior 60-hour work period.

   Your reflective observations must evaluate the following:

   • Theory vs. Public Health Practice. Describe your specific experiences at the agency/organization that are similar to or different from the theoretical concepts that you learned during your MPH coursework. To what extent is the theory that you previously learned during class work actually used or could be used in these types of situations?
• **Critical Examination.** Think about what you formerly thought about an issue, concept or problem and compare this with what you have learned or are learning in the practicum.

• **Evidence of Learning/Skill Development.** Reflect on what you are learning during your practicum experience. What specific skills and/or competencies have you been learning and/or enhancing during your experience?

• **Professional Development.** What situations, if any, have you encountered during your practicum that require ethical consideration and good judgment?

• **Communication and Interpersonal Relations.** Please describe your relationship with your Practicum Site Supervisor and the staff in the agency/organization. Describe and discuss the role of your field supervisor and manner in which you and the other staff members interact with her or him.

• **Management/Leadership.** Discuss the management/leadership styles and skills that you have observed among the various staff in your practicum agency/organization.
• *Comments.* Please comment on other concerns or issues that you feel are important to your practicum experience.
## Master in Public Health Practicum
### Weekly Time Card Sample

### Time Entry

<table>
<thead>
<tr>
<th>PRACTICUM STUDENT’S NAME:</th>
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<tbody>
<tr>
<td>Date:</td>
<td>1/18/2011</td>
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<td></td>
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</tr>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td></td>
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<tr>
<td>Time:</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Preceptor Initials:</td>
<td>ARL</td>
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### Objective

**By the end of the internship, the student will be able to explain the main purpose, functions and scope of the placement site.**

No activities in this week.

**By the end of the internship, the student will gain an understanding of and appreciation for the Areas of Responsibility, Competencies and sub-competencies for the field of public health education.**

Implemented session 1 of ACT SMART an approved HIV/AIDS Education Curriculum by the American Red Cross and the Boys and Girls Club. Session 1. Discussed what is HIV/AIDS, how is it spread and not spread and ways to prevent it. Participants responded with answers like: kissing, hugging, shaking hands and sitting on toilet seats. Group Facilitators clarified all myths and misconceptions about HIV/AIDS to the participants. By the end of the session participants were able to site correctly how HIV/AIDS is spread and not spread, what is HIV/AIDS and how to prevent it. Distributed Pre test about HIV/AIDS to participants at the Boys and Girls Club to assess the level of knowledge they contained about HIV/AIDS.

**By the end of the internship, the student will demonstrate proficiency in mental, physical, and emotional sets indicated by his/her willingness, and ability to complete the variety of tasks and responsibilities that will be asked of him/her during the placement.**

Attended the Durham County National HIV Testing Day planning meeting at CAARE Inc. CAARE Inc is a nonprofit community-based organization, whose purpose is to support, educate and empower the HIV/AIDS infected and high risk population in Durham, North Carolina. The purpose of this meeting was to discuss testing protocol, the importance of the Testing Event, and assign shifts and roles to those individuals who will be assisting at the event. The meeting addressed the types of counseling that will be conducted (individual and group counseling) and the types of test that will be administered (Ora Sure, Ora Quick and Phlebotomy).

**By the end of the internship, the student will apply knowledge of assigned topics and communication skills by producing**

Developed icebreaker activities for participants to introduce themselves to the group (group participants had to throw a hand ball to each other. after a
### Responsibility

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Assess individual and community needs for health education.</strong></td>
<td>No activities in this week.</td>
</tr>
<tr>
<td><strong>Plan health education strategies, interventions, and programs.</strong></td>
<td>Prepared session 2 activities of the ACT SMART Curriculum. Session 2 addressed additional information about HIV/AIDS (i.e. blood transfusions and how HIV/AIDS it is spread and not spread). Session 2 also discusses decision making steps. Those steps include: 1.) Determine the problem 2.) Figure out choices 3.) Think about the results of the choices and 4.) Make a decision.</td>
</tr>
<tr>
<td><strong>Implement health education strategies, interventions, and programs.</strong></td>
<td>Implemented session 1 of ACT SMART. Session 1 discussed what is HIV/AIDS, how it is spread and not spread and ways to prevent it. Participants responded with answers like: kissing, hugging, shaking hands and sitting on toilet seats. Group Facilitators clarified myths and misconceptions about HIV/AIDS to participants. By the end of the session participants were able to sit...</td>
</tr>
</tbody>
</table>
correctly how HIV/AIDS is spread and not spread, what is HIV/AIDS and how to prevent it. At the beginning of the session, participants received a pre test about HIV/AIDS to assess their level of knowledge.

<table>
<thead>
<tr>
<th>Conduct evaluation and research related to health education.</th>
<th>Conversed with Preceptor, Director of Prevention at the Alliance of AIDS Services-Carolina about evaluation of HIV/STD health education program “Messages Through Art”. The meeting addressed lessons learned from week one and strategies to improve group dynamics and group facilitation. The group facilitators did an excellent job in leading the group and being patient with the participants. Some of the issues that the group facilitators observed included: too many participants in one group, difficulties with participants staying on task. To address these issues, group facilitators (Smith and Bond, intern from NC A&amp;T State University) decided to offer a variety of incentives (candy, music and certificates) to the participants and divide the groups into smaller groups. By dividing the kids into smaller groups it helped to eliminate social cliques and reinforced ground rules.</th>
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<tbody>
<tr>
<td>Serve as a health education resource person.</td>
<td>Disseminated health information to adolescents/teens at the Boys and Girls Club in Raleigh and Wake Forest NC. Information included ways to prevent HIV/AIDS, how its spread and not spread and what HIV/AIDS is.</td>
</tr>
<tr>
<td>Communicate and advocate for health and health education.</td>
<td>No activities in this week.</td>
</tr>
<tr>
<td>Administer health education strategies, interventions, and programs.</td>
<td>No activities in this week.</td>
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</tbody>
</table>
INTERN COMMENTS (support needs, plans, etc.):

INTERN SIGNATURE:

PRECEPTOR COMMENTS (suggestions for improvement, compliments, etc.):

PRECEPTOR SIGNATURE:

UTEP PRACTICUM COORDINATOR COMMENTS:

UTEP PRACTICUM COORDINATOR SIGNATURE: