



Master of Public Health Practicum Resource

Contents

Practicum Overview	2
PHE-680 & PHE-685 Eligibility Requirements	2
What do the 120 hours consist of?	2
SNHU Career Assistance.....	2
Qualifying Practicum/Site Supervisor Requirements.....	3
Practicum with Current Employer	3
Potential Practicum Sites	3
Practicum Paperwork and Approval Process	4
MPH Practicum Plan	5
Council on Education for Public Health Foundational Competencies	8
MPH Generalist Track Competencies	10
MPH Global Health Concentration Competencies	10
MPH CEPH Foundational Competencies, Expectations, and Artifact Examples	11

Practicum Overview

The Practicum is meant to provide you the opportunity to refine developed competencies and skills gained from your coursework by working within the field of public health on a real-world public health project under the supervision of the public health instructor and an approved site supervisor. Throughout this experience you will:

- Analyze the objectives of an organization for understanding a problem being addressed for improvement
- Apply public health methods of inquiry in evaluating real-world problems within a professional setting
- Summarize project findings in order to communicate relevant information to stakeholders
- Assess personal progress in attaining project goals within a public health setting

The Practicum will consist of 2 consecutive courses (10 weeks each), each requiring 60 hours (for a total of 120 hours). Please note that the Practicum should occur after all of your core courses have been completed (except your capstone) and you'll work with your Academic Advisor to set up your course plan.

PHE-680 & PHE-685 Eligibility Requirements

- Completion of [Pre-Internship Survey](#)
- Minimum 3.0 GPA
- Students should complete the core courses and dictated electives except the capstone before being enrolled in the Practicum Courses.
 - Full-time students may take one core/elective course with PHE-680 and their capstone course with PHE-685. You should work with your Academic Advisor on your course plan.

What do the 120 hours consist of?

You'll complete the 60 hours within each 10-week term, this breaks down to an average of 6 hours a week. You will complete all 120 hours at the same site, working on your defined project. You'll work with the site to further define the project that you will complete based on your interests and the needs of the site. The hours can be completed on site or in a virtual/remote capacity. Your schedule will be finalized in your conversations with the site.

SNHU Career Assistance

While we do not place students into professional Practicums, we can assist you as you prepare for this experience. This means a lot of different things to each student depending on where you are in your career journey, but some of this assistance could include:

- Resume and Cover Letter Assistance
- Guidance on how to research and outreach possible sites you may be interested in
- Assist you with interview preparation and other aspects of the hiring process
- Share networking tips and opportunities that will help you build community
- Guide you through the paperwork (Learning Contract) and approval process for the course

Qualifying Practicum/Site Supervisor Requirements

When talking with potential sites, students should discuss the 5 competencies they are hoping to focus on, or consult with the site to ensure the appropriateness of the site to the student's intended competency interests. There are 22 CEPH competencies along with 5 generalist track competencies and 5 global health concentration competencies that students can choose from.

A qualified Site Supervisor should provide a variety of real world experiences for the student to develop confidence and experience related to public health. The Site Supervisor should have a solid foundation in public health through a degree and/or experience. If the Site Supervisor does not have a doctorate or masters level degree in public health or related field, you will need to provide details on their experience (through a LinkedIn profile, resume or similar document) and share how their experience will guide you to produce professional artifacts that meet your chosen competencies. Practicums cannot be supervised by a family member of a student.

Practicum with Current Employer

A Student may intern with their current employer under the following conditions:

- If a student has been employed at an organization for more than 30 days from beginning the Practicum, then the Practicum responsibilities need to be above and beyond the current scope of work being completed as part of the job.
- When interning with a current employer, a student's Practicum Site Supervisor should be someone other than the student's current direct supervisor.

Potential Practicum Sites

Based on your interests and career goals, you will identify a site within your community to complete this experience. You are looking to identify people who work at an organization where their focus is on the health of the population as a whole. These sites include, but are not limited to:

- | | | |
|--|--|---|
| • Department of Health and Human Services (HHS) | • State, county, or city health departments | • Hospitals |
| • Veterans Administration (VA) | • Other state and local health and social service agencies | • Global health organizations and clinics |
| • Occupational Safety and Health Administration (OSHA) | • Managed care organizations | • Community mental health centers |
| • Food and Drug Administration (FDA) | • Neighborhood health centers and community clinics | • Environmental health consulting companies |
| • Centers for Disease and Prevention (CDC) | • Global health organizations and clinics | • Multi-specialty medical practices |
| | | • Non-profit organizations |
| | | • Colleges/Universities |

****Please note that the Practicum location must be within the United States, or a United States Territory. Abroad/International Internships are not allowed at this time.*

Practicum Paperwork and Approval Process

Once you have your Practicum site confirmed, please complete the MPH Practicum Plan and submit to your Internship Administrator for initial review. This form should be submitted at least 8 weeks before the start of your experience. Your Internship Administrator will work with the Program Director and provide feedback on your project along with the activities, artifacts and competencies you have identified.

Once the Program Director approves your project, you will be directed to complete the Practicum request form in Handshake at least 6-weeks prior to the desired internship term. **Failure to submit this request at least 6-weeks prior to the desired internship term may result in the request being denied or considered for a future term.**

- The Practicum request will be reviewed by the SNHU Internship Administrator for completeness and congruency to the student's academic program.
- The SNHU Internship Administrator will contact the student's Practicum Site Supervisor to confirm the internship offer and sign the University Internship Agreement form.
- The Practicum request will then be sent to the Program Director for consideration.
- Once the course is built and instructor assigned, the SNHU Internship team will then notify the student and the student's Academic Advisor.
- The Academic Advisor will register the student for the Practicum course and notify the student and the SNHU Internship Administrator when completed.

MPH Practicum Plan

Student Name:

What is your program of study, MPH or MPH.GHE/concentration in Global Health?

Site Name:

Site Location (City, State):

Terms/Dates of Your Practice Experience:

Hours of experience you will complete (our minimum is 120 hours):

Are you completing your hours remotely, in person, or a combination of both:

Preceptor/Supervisor Name:

Preceptor/Supervisor Job Title:

Preceptor/Supervisor Phone and Email:

A Site Supervisor should have a solid foundation in public health through a degree and/or experience. Does your supervisor hold a doctorate or master level degree in a Public Health field?

- If "YES," please state their degree:
- If "NO," please explain their public health experience (feel free to include a link to their LinkedIn or bio if that is helpful):

Guidelines for filling this form out:

- *Proofread for grammar and spelling*
- *Ensure you are providing a full response with enough detail for anyone to get a sense for what you will be doing*

1. If this opportunity is being completed with the same company or institution as your current employer, how is this experience independent/separate from your job? Please describe what you currently do for work, versus what you will be doing for this practicum and who will be supervising you. Please indicate how this supervisor is separate from your normal supervisor. If you are not completing this practicum with the same company or institution as your current employer, please skip to Question 2.
2. What population are you serving/working with during this experience?

In the below chart you will identify 5 Foundational and Concentration Competencies that you will meet as a result of the project(s) you complete for your site.

Listed below the chart, there are 22 foundational competencies to choose from, as well as 5 generalist track concentration competencies or 5 global health concentration competencies. You may only choose concentration competencies that match the concentration path you have studied, generalist or global health. By the end of your practicum, you must meet five competencies and at least 3 must be foundational competencies. To identify which five competencies you will meet during your practicum you will first identify the project(s) and activities that you will be working on for your site and then describe what the resulting work product(s) or artifact(s) will be. This section should be completed in a collaborative effort by the student and Site Supervisor. You will then identify which competency or competencies are being met with each project.

Students must have 2-5 artifacts/deliverables by the end of their practice experience as proof of how they met all 5 competencies that were selected at the start of the experience. *This is a nonnegotiable requirement of completing the practice experience.*

The number of distinct projects a student will work on to meet the minimum requirement of achieving 5 competencies and producing 2-5 artifacts/deliverables will depend on the site and the size of the project.

Examples of competencies and appropriate artifacts are provided at the end of this document.

Complete one row of the following chart for each project that you will complete during your practicum. You should also explain the tasks/activities you will complete as part of each project. You need to complete enough artifacts to show that five competencies are met, with the minimum number of artifacts produced being two and the maximum five. Note that there is space for five projects, but you may only have 2, 3 or 4 projects. If so, leave the other rows empty.

Project(s)	Tasks/Activities	Resulting Artifacts/Deliverables	Foundational or Concentration Competencies Met
<i>[Describe a project that you will be working on for the site. Please include any, collaborations that might occur, meetings you might attend, software you might use, etc....]</i>	<i>[List out the specific activities and tasks you will be completing as part of your project AND include the corresponding competency number that aligns with this task]</i>	<i>[List out the artifact(s) that will be created as a result of completing this project AND include the corresponding competency number(s) that the artifact meets]</i>	<i>List out which specific competency(s) you will meet. Include the # and the description by cutting and pasting from the list below.</i>
<i>[describe a project that you will be working on for the site]</i>	<i>[List out the specific activities and tasks you will be completing as part of your project AND include the corresponding competency number that aligns with this task]</i>	<i>[List out the artifact(s) that will be created as a result of completing this project AND include the corresponding competency number(s) that the artifact meets]</i>	<i>List out which specific competency(s) you will meet</i>

[describe a project that you will be working on for the site]	<i>[List out the specific activities and tasks you will be completing as part of your project AND include the corresponding competency number that aligns with this task]</i>	<i>[List out the artifact(s) that will be created as a result of completing this project AND include the corresponding competency number(s) that the artifact meets]</i>	<i>List out which specific competency(s) you will meet</i>
[describe a project that you will be working on for the site]	<i>[List out the specific activities and tasks you will be completing as part of your project AND include the corresponding competency number that aligns with this task]</i>	<i>[List out the artifact(s) that will be created as a result of completing this project AND include the corresponding competency number(s) that the artifact meets]</i>	<i>List out which specific competency(s) you will meet</i>
[describe a project that you will be working on for the site]	<i>[List out the specific activities and tasks you will be completing as part of your project AND include the corresponding competency number that aligns with this task]</i>	<i>[List out the artifact(s) that will be created as a result of completing this project AND include the corresponding competency number(s) that the artifact meets]</i>	<i>List out which specific competency(s) you will</i>

Council on Education for Public Health Foundational Competencies

Competencies Relating to: Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
Please note: Competency 2 requires you to engage in activities that will help you **select the data collection methods for collecting **BOTH** quantitative and qualitative data – please ensure your activities showcase both types of data. IF the data collection methods and tool are already identified, or if your focus is on the analysis of the data itself, please do not select this competency.*
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Competencies Relating to: Public Health & Health Care Systems

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

Competencies Relating to: Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Please note: Competency 11 requires you to engage in activities that will help you **select methods for evaluating a public health program – please ensure your activities showcase how you will choose among methods (i.e., formative, process, outcome and/or impact). If the evaluation methods are already identified, or if your focus is on the evaluation process, please do not select this competency.*

Competencies Relating to: Policy in Public Health

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

Competencies Relating to: Leadership

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

Competencies Relating to: Communication

18. Select communication strategies for different audiences and sectors
Please note: Competency 18 requires you to engage in activities that will help you **select the methods of communication that are most appropriate for your audience(s) – if communication methods are already identified, or if your focus is on the communication itself, please do not select this competency*
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Competencies Relating to: Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Competencies Relating to: Systems Thinking

22. Apply systems thinking tools to a public health issue

MPH Generalist Track Competencies

Students in the Master of Public Health program (without a concentration) have an option to select up to two of the generalist track competencies if they are applicable to their experience.

G1. Evaluate public health studies for their appropriateness in terms of research methodology and results
G2. Develop a research question that probes emerging public health issues or trends and can be answered through an observational or experiential study
G3. Analyze how organizations utilize key microeconomic or macroeconomic principles to guide strategic planning and decision making in healthcare
G4. Analyze the relationship between economic policy and disparities in healthcare utilizing current research
G5. Determine effective investment of resources in health information technology for healthcare institutions based on the needs of the institution

MPH Global Health Concentration Competencies

Students in the Master of Public Health program with a Global Health concentration have an option to select up to two of the concentration competencies if they are applicable to their experience.

C1. Analyze the core determinants of health in global populations for determining the root causes of global health challenges
C2. Evaluate the extent to which global populations are vulnerable to global health challenges through analyses of the resources available to global populations
C3. Analyze the role of global health stakeholders and the affected populations in addressing global health challenges
C4. Develop strategies to support culturally sensitive and responsible communication between community partners and global constituencies
C5. Evaluate intervention or prevention strategies for their ability to address or mitigate a global health challenge

MPH CEPH Foundational Competencies, Expectations, and Artifact Examples

	22 MPH Foundational Competencies	Additional Detail of Expectations/Competency	Examples of Artifacts to Meet the Competency
Evidence-based Approaches to Public Health			
1	Apply epidemiological methods to the breadth of settings and situations in public health practice	Activities must include the application of epidemiological study designs (e.g., cohort study, cross sectional (survey), case-control, experimental) and measurements (e.g., sample size, incidence, prevalence, morbidity, etc.). This competency requires students to participate in an observational or experimental study and measure such things as incidence, prevalence, fatality rates or identify risk factors.	1. Written report showing application of epidemiological methods 2. Poster showing application of epidemiological methods

2	Select quantitative and qualitative data collection methods appropriate for a given public health context	“Select” = choose among methods. Must see that students can select among both quantitative and qualitative (e.g., focus groups, key informant interviews) data collection methods. <i>*Please note: This competency requires you to engage in activities that will help you select the data collection methods for collecting BOTH quantitative and qualitative data – please ensure your activities showcase both types of data. IF the data collection methods and tool are already identified, or if your focus is on the analysis of the data itself, please do not select this competency.</i>	1. Data Management User Guide 2. Template or completed tool chosen to collect data (survey, interview questions and description of collection method, database, spreadsheet, etc.) 3. Written data collection/methods section of grant proposal
3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	Assessment must address both parts of the competency statement: 1) qualitative (i.e., non-numerical) and 2) quantitative. Must see that students can analyze both types of data using the appropriate software. Appropriate software may be general (e.g., Excel or Word) or specific (e.g., NVivo or SPSS).	Quantitative: 1. Written report showing analysis of data utilizing the appropriate software 2. Set of graphs and/or tables computer output Qualitative: 1. Written report showing identified codes and corresponding themes. 2. Spreadsheet showing coded data and identified themes
4	Interpret results of data analysis for public health research, policy or practice	Students should understand and apply findings from data analysis for public health research, policy or practice. Students should have an understanding of the data findings and be able to draw linkages to how the results may influence decisions.	1. Report discussing metrics and application – results or discussion section of a report 2. Poster with written discussion 3. PowerPoint presentation with written discussion

Public Health & Health Care Systems			
5	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	International health systems must be apparent for comparison to be possible.	1. Written analysis 2. Community Profile Report 3. Excel spreadsheet – containing at least one national setting and one international setting
6	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	Students should be able to discuss factors (including racism, specifically) that impact health equity at multiple levels for a particular health problem. Students should be able to discuss health disparities and differences among groups, as well as the ways in which organizations operate that may have inequitable influences on certain groups.	1. Written Report 2. Detailed meeting minutes 3. Edits to a policy, program, intervention as results of discussion 4. News brief 5. Presentation 6. Slides or poster
Planning & Management to Promote Health			
7	Assess population needs, assets and capacities that affect communities' health	Assess a specific community's strengths, challenges, and the desired outcomes that are necessary for community well-being.	1. Risk Assessment Report 2. SWOT Analysis 3. Needs and Asset Matrix 4. Community Profile Report

8	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	Must see preparation of students in connecting concepts of culture (e.g., cultural adaptation/tailoring, stakeholder involvement in planning, cultural humility). Assessment could be the critique of an existing policy/program rather than the actual design/implementation of something new.	1. Logic Model 2. Written critique or edits of an existing policy/program 3. Meeting minutes that document discussion of additions/edits to policy or program
9	Design a population-based policy, program, project or intervention	Product could be a research project, plan for a program, policy statement, etc.	1. Logic Model 2. Draft of Policy statement or program proposal 3. Strategic Plan 4. Intervention and Implementation Plan 5. Written or oral training 6. Dissemination Plan 7. Research grant or protocol
10	Explain basic principles and tools of budget and resource management	Must address the management part of budget & resource management, not only the development of a budget. The didactic preparation and assessment should focus on what happens AFTER funding or the project is in place. Writing a supplemental description to a budget is often insufficient unless there are other parameters around the task or assignment related to managing budgets and resources (e.g., staffing, space, multiple programs).	1. Fundraising guide 2. Cost-Tracking Tool 3. Budget review and edits as a result of what learned from dispersing funds

11	Select methods to evaluate public health programs	“Select” = choose among methods. Students should be able to consider a public health program and choose the appropriate evaluation method for the program. Types of evaluations may include formative evaluation (feasibility, appropriateness, acceptability), process/implementation evaluation (have activities been implemented as intended), outcome/effectiveness evaluation (effect in the target population), and impact evaluation (success in achieving ultimate program goals). <i>*Please note: This competency requires you to engage in activities that will help you select methods for evaluating a public health program – please ensure your activities showcase how you will choose among methods (i.e., formative, process, outcome and/or impact). If the evaluation methods are already identified, or if your focus is on the evaluation process, please do not select this competency.</i>	1. Evaluation plan 2. Write up of what method was chosen and why
Policy in Public Health			
12	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	Broader than analyzing a specific policy. Students must be able to explain how policies (on a local, state, or national level) are created, such as how the policy may move from one legislative committee to another, the iterations a policy goes through, and incorporating feedback to garner enough legislative support for the final version. Students should consider how research or evaluation evidence and ethics influence the process.	1. Written report 2. Policy brief 3. Training manual 4. Flow chart

13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Students should recognize the importance of community involvement and buy-in as instrumental to promoting community change and improvement and should think about how to bring relevant stakeholders together.	1. Stakeholder Analysis 2. Ecological Model
14	Advocate for political, social or economic policies and programs that will improve health in diverse populations	Students must understand how to advocate for a particular issue. For example, how do you influence policy? How do you develop legislative testimony? Students must produce a product that would be part of an advocacy effort (e.g., legislative briefing paper or fact sheet, op-ed for a targeted publication or audience).	1. Advocacy Plan 2. Legislative briefing paper 3. Fact Sheet 4. Op-ed
15	Evaluate policies for their impact on public health and health equity	Assessment should focus on the evaluation of policies rather than the development of policies. Students should consider how groups are affected by policies, including both intended and unintended consequences with a focus on the impacts on equity.	1. Written Evaluation Report 2. Oral presentation of results 3. Set of graphs/tables//figures with summary

Leadership			
16	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	Students must apply these principles by developing their own strategies or approaches to a given scenario.	A combination of such artifacts that demonstrate what strategies or approaches you developed to deal with an issue and how you helped others to bring about change: Meeting minutes, Quality improvement plan, Training guide/manual, Standard operation procedures, VMOSA (Vision, mission, objectives, strategies and action items) document, Strategic Plan - creation or implementation of
17	Apply negotiation and mediation skills to address organizational or community challenges	Students need to know some ways to negotiate/mediate when another's goals are different from their own and there is a need to come to a common conclusion. Assessment must involve more than persuasive communication.	1. Outline of issues and solutions 2. Meeting Minutes 3. Document signed by both parties showing agreed upon solution

Communication			
18	Select communication strategies for different audiences and sectors	“Select” = determine how to communicate with different groups by considering the needs and usual practices of the target audience. Students should be able to discern between different media, consider levels of health literacy, etc. This competency is often conflated with #19, but it is different. Please note: This competency requires you to engage in activities that will help you select the methods of communication that are most appropriate for your audience(s) – if communication methods are already identified, or if your focus is on the communication itself, please do not select this competency	1. Social Marketing Plan 2. Marketing Plan 3. Media Materials 4. Communication and Outreach Plan or Matrix 5. Message Testing Summary Report
19	Communicate audience-appropriate public health content, both in writing and through oral presentation	Students should communicate using words and images that are effective, accessible, and understandable for each audience. Students should consider the venues or methods of delivery (e.g., social media, press release, oral presentation, journal article) that best fit the circumstances. One assessment may be sufficient if it has written and oral components, or multiple assessments are needed.	1. Video of Oral Presentation 2. Social Media Campaign (Oral and written) 3. Video Storyboard 4. Press release 5. Message Testing Summary Report 6. Letter, report, education materials 7. Public service announcement Note: student must provide proof of both written and oral communication

20	Describe the importance of cultural competence in communicating public health content	Different from #8 – the focus is on communicating public health content and why cultural competence is an important consideration when crafting public health communications. Students should consider the importance of ensuring that different groups can easily relate to and apply public health information.	1. Educational Materials adapted for various cultures 2. Poster presentation 3. Advocacy Materials 4. Marketing Plan 5. Social Marketing Plan 6. Media Materials 7. Training Materials
Interprofessional and/or Intersectoral Practice			
21	Integrate perspectives from other sectors and/or professions to promote and advance population health	This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.	1. Document created as a result of interprofessional work 2. Meeting Minutes showing combined efforts to solve a problem, create a program or document
Systems Thinking			
22	Apply systems thinking tools to a public health issue	Evidence of competency demonstration must be non- narrative. Describing how systems thinking might apply is not sufficient; students must show that they can actually apply systems thinking tools by constructing something like a concept map, causal loop diagram, etc. Systems thinking is a holistic approach to analyzing how components of complex systems interact and adapt. Through systems thinking we can understand how societies organize themselves to achieve collective health goals and how different actors contribute to policy outcomes.	1. Concept Map 2. Causal Loop Diagram 3. Network and process mapping 4. Social network analysis

* Table based on MPH Foundational Competencies D2 Guidance (media.ceph.org/documents/D2_guidance.pdf), adapted to add examples of artifacts to meet competency.