

2.4 Practical Skills. All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

Required Documentation.

a. Description of the program's policies and procedures regarding practice placements, including the following:

- selection of sites**
- methods for approving preceptors**
- opportunities for orientation and support for preceptors**
- approaches for faculty supervision of students**
- means of evaluating student performance**
- means of evaluating practice placement sites and preceptor qualifications**
- criteria for waiving, altering or reducing the experience, if applicable**

There are two required courses and one elective in the curriculum where the students work with a community site. Public Health Practice and Issues and Capstone Project II (the culminating experience) are the required courses.

Public Health Practice and Issues (PHPI) is a course in which the didactic material is delivered online, but the concepts are applied in a community agency setting. The course content address the cross-cutting issues of public health biology, diversity and cultural considerations, ethics, informatics, and communications. Students are asked to select a site or are assisted in selecting a site prior to taking the course. Community preceptors are asked to sign an agreement (preceptor agreements are in the electronic resource file) which outlines their expectations in the course. The course coordinator approves the preceptors after a discussion in which the preceptor agrees that they can fulfill the course requirements. Students spend about 15 hours at the site gathering necessary information for assignments, learning about the site, developing their presentation topic, and giving a final presentation to employees at the site. A course evaluation asks each student to assess the community site as a learning experience. No waivers to this course are permitted. Preceptor agreements are in Appendix 2.4.a.

The Capstone Project is the main required course which involves practice placement. After finishing all core coursework, all students seeking an MPH degree are required to complete a three hours of Capstone Project I, which is a competency assessment and project planning course, and three hours of Capstone Project II, which is implementation of the approved project. The purpose of this culminating experience is to provide students with an opportunity to apply the public health competencies acquired in the core courses to a public health project in a practice setting. Since the Capstone Project has more formalized procedures, the process is described in Criterion 2.5.

The practicum is an elective for students who desire more practical experience. It is not possible to waive either of the two required courses. The practicum is not offered as a required course because many of the program students already have public health experience. Program coordinators work with the student who want a practicum experience to secure a site and community preceptor and agree on the practicum objectives. Evaluation is satisfactory or unsatisfactory, based on the practicum objectives. Students are expected to indicate their competencies, log their hours, and fill out a journal.

The independent study is an elective for students who want to research a public health issue. Although it is a research elective, it is mentioned because most projects are performed with a community agency. The form for the independent study is similar to the practicum form except that a community preceptor is optional, the final product must be a formal paper, and it results in a letter grade. Students are expected to indicate their competencies, log their hours, and fill out a journal.

Because the Capstone Project is the primary course that the students gain practical skills, the procedures of this experience is described below.

Selection of sites

Potential sites for Capstone Project placements are identified in several ways. The program director or capstone coordinator and other faculty members may identify community placement sites for students and initiate contact with public health practitioners to establish their interest in and availability to become community preceptors. Since many of the program's students work in the community, often students identify their own capstone sites and initiate contact with potential preceptors. In addition, community health agencies may contact the program, seeking students who are available to assist with projects or initiatives. These opportunities are posted on the program website at <http://mph.neomed.edu/academics/project-opportunities>. All previous projects with associated community sites are listed on at <http://mph.neomed.edu/academics/past-projects> as another resource. Finally, the program's community-based faculty who teach in courses also assist in identifying sites and preceptors for students.

Methods for approving preceptors

As part of the preparation for the project (described more fully in criterion 2.5.a), the selected faculty are screened by the program director or capstone coordinator. Community preceptors must be in a position within the organization to authorize the student's access to the organizational resources necessary to implement the project; they must also oversee the student's work within the organization. Generally, the community preceptor is selected according to their expertise in the student's chosen topic, and the faculty preceptor is selected based on the relevance of their academic expertise and ability to assist the student with their final written outcome. The Curriculum Committee has the final approval for both preceptors and has suggested revisions in preceptors in the past.

Opportunities for orientation and support for preceptors

The capstone coordinator meets with every preceptor prior to initiation of the Capstone Project either by phone or face-to-face. The responsibilities of the preceptor are presented; the preceptor must sign an agreement (or must be an employee of an agency that has an agreement with CEOMPH) and review the guidelines. Also, any questions or concerns related to the project are clarified. In addition to the required meetings between student and preceptors, the capstone coordinator is available to hold additional meetings to facilitate progress and/or problems with the plan or project. The students are instructed to email a summary after each meeting with their preceptors, which allows any difficulties or problems to be addressed immediately.

Approaches for faculty supervision of students

The Capstone Project guidelines state that faculty preceptors should meet (either face-to-face or via conference call) with the student every two weeks and the community preceptor should meet (either face-to-face or conference via phone) with the student weekly. The student and both preceptors need to touch base with each other monthly. Part of the capstone preparation modules is for the student to establish a meeting schedule with the preceptors. A mid-evaluation from both preceptors is turned into the Program Director or Capstone Coordinator to make sure there are no interim problems if the student does not turn in meeting summaries through email.

Means of evaluating student performance

The student's Capstone Project work is evaluated and graded by both the faculty and community preceptor. The student is evaluated on their ability to integrate academic public health principles; the public health competencies addressed by the student through their project; the quality of their written project; and the professionalism displayed by the student. The grading rubric for Capstone Project II is in Appendix 2.4.a

Means of evaluating practice placement sites and preceptor qualifications

Students are asked to complete an evaluation of the preceptors and site. The Capstone Coordinator reviews these evaluations. Preceptors are qualified if they are able to fulfill their project roles, have the expertise of the public health topic, and have the authority to provide the student with agency access. Most preceptors have at least a master's degree, however, this is not a requirement for being qualified.

Criteria for waiving, altering or reducing the experience, if applicable

All students must take Public Health Practice and Issues and Capstone Project I and II.

b. Identification of agencies and preceptors used for practice experiences for students, by specialty area, for the last two academic years.

Table 2.4.b.

Student	Capstone Project	Agency	Faculty Preceptor	Community Preceptor
2014-2015				
Nicholas Boniface	A Medical Home in the Neighborhood: The Engagement to and the Impact of bringing Accessible Primary Medical, Dental and Behavioral Care to an Urban HPSA	Mercy Medical Center	Sal Sanders, PhD	Sister Carolyn Capuano
Megan Brooks	Implementation and Evaluation of a Foley Catheter and Mobility Protocol Checklist for Intensive Care Nurses	Akron General Medical Center	Amy Lee, MD, MPH	Anita Meehan, CNS; Chris Hotes, MSN, RN; Wanda

	at Akron General Medical Center			Mullins BSN, MPH
Lauren Carlozzi	Midterm Evaluation of the Mission: Lifeline Emergency Medical Service Public Awareness Campaign and Ambulance Dispatch Data in Erie, PA	American Heart Association	Keisha Robinson, DrPH, MPH	Alexander R. Kuhn. MPH
Lauren Carpenter	Implementation and Uptake of a Hepatitis C Virus (HCV) Population Management Application in the Infectious Disease Clinic at the Louis Stokes VA Medical Center: A Continuous Quality Improvement Report	Louis Stokes VA Medical Center	Don Allensworth-Davies, PhD, MSc	Amy Hirsch, PharmD
Gina Chicotel	MedWorks CONNECT Initiative	MedWorks	Don Allensworth-Davies, PhD, MSc	Carrie Clark, Executive Director
Sharon Colvin	Maternal Sexual Health Communication Needs in Southeastern Ohio	Pregnancy Resource Center of Athens County	Caroline Kingori, PhD, MPH	Nadia Mitchell, PhD
Carla Conroy	Factors Related to Burnout in Mental Health Professionals in the Department of Psychiatry at University Hospitals Case Medical Center	University Hospitals Case Medical Center	Don Allensworth-Davies, PhD, MSc	David E. Kemp, MD
Laura Divoky	Sudden Cardiac Death Education and Prevention	Summa Health System	Lynn Clough, PhD and Amy Lee, MD, MPH	Otto Costantini, MD
Dawn Elkins	Infant Mortality Organizational Perception Survey	Canton City Health Department	Michelle Chyatte, DrPh, MPH	James Adams, RS, MPH
James Eller	Collection and analysis of essential information needed for creation of	Metro HealthCare Center	Amy Lee, MD, MPH	Henry Ng, MD, MPH

	a peer to peer HIV prevention program			
Jennifer Feador	Are Your Behaviors Healthy? An Analysis of the Health Behaviors of the Employee Population at Summa Health System	Summa Health System	Don Allensworth-Davies, PhD, MSc	Alida Moonen, PhD
D. Andrew Ferguson	Expanding Senior Fall Programs through Community Paramedicine	Summa Health System	Amy Lee, MD, MPH	Susan Hazelett, RN, BSN, MS and Jennifer Davis, MSN, MPH, RN
Brittany Hause	Qualitative Data Report for Susan G. Komen Northeast Ohio	Susan G. Komen Foundation of Northeast Ohio	Joanna DeMarco, DHSc, CHES	Sean Shacklett and Gina Chicotel, MPH
Kombe Kapatamoyo	Transition Planning of Residents of Echoing Meadows Residential Center	Echoing Meadows Residential Center	Deborah Mayer, PhD, RN	Jackie McIlrath
Merle Kolk	University Hospitals Case Medical Center (UHCMC) Participation in Radiation Injury Treatment Network (RITN) Response	University Hospitals	Maureen Mitchell, EdD, RN	Marcos Jose Garcia deLima, MD
Amanda Leheney	Cleveland Indians Corporate Wellness	Cleveland Indians Corporate Offices	Eileen Guttman, MSN, CNP	Crystal Basile, Coordinator of Benefits
John Lisko	Is Cardiac MRI Cost Saving in Obese Patients as an Initial Diagnostic Test?	Sharon Regional Health System	Andy Chang, PhD	Ronal Mikolich, MD, FACC
Julianne Matthews	Evaluation of Waiting Time and Access to Quality Care for Diabetic Foot Ulcers in Northeastern Ohio	Akron Dermatology	Joseph Lyons, PhD	Eliot Mostow, MD
Michael Mayer	Fish Habitats of the Rocky River Watershed of Ohio	Ohio Environmental Protection Agency (EPA)	Don Allensworth-Davies, PhD, MSc	Bill Zawiski

Whitney McKee	Receptiveness of heart-disease prevention in faith-based organizations	Youngstown City Health District	Keisha Robinson, DrPH, MPH	Felicia Alexander, MPH
Aditi Mulgund	Strong Start Ohio Healthcare Quality Improvement for Mothers and Babies Centering Group Therapy for Opiate Addicted Pregnant Women At Summa Health System	Summa Health System	Michelle Chyatte, DrPh, MPH	Michele McCarroll, PhD
Francis Nicholson	Hospital Pharmacy Unscheduled Computer Downtime Protocol	Summa Barberton Hospital	Amber Murray, MSN, MPH, APHN-BC, FNP, RN	Glenn Hurth, RPh
Noorain Nizami	Survey of Orthodox Jewish Parent's Behaviors, Attitudes and Household Policies about Healthy Eating: Information the Healthy Jewish Homes Program Development	Case Western Reserve University	Don Allensworth-Davies, PhD, MSc & Stella Iwuagu, PhD, MS, MPH, CHES, RN/M	Mendel Singer, PhD, MPH
Jessica Podnar	Understanding Infant Mortality in Mahoning County	Youngstown City Health District	Keisha Robinson, DrPH, MPH	Erin Bishop, MPH
Kyle Reilly	Addressing AxessPointe Community Health Center's Patient "No-Show" Rates via Demographical Analysis and Telephone Survey	AxessPointe Community Health Center	Tracy Riley, PhD, RN	Kris Drummond, DDS, MPH
Lucine Saleh	Impact of Affordable Care Act on Access to Health Care in a Community Health Center	ONE Health Ohio	Keisha T. Robinson, DrPH, MPH	Ronald Dwinells, MD, MBA
Emily Straightiff	Evaluating the Impact of the Arts Fusion Program on Caregiver and Perceived Care Recipient Well-Being	Alzheimer's Association, Central and Western Virginia Chapter	Don Allensworth-Davies, PhD, MSc	Ellen Phipps, MS, BS

Beth Woodman	Lake County General Health District Case Study: Continuity of Operation Plan	Lake County General Health District	Amy Lee, MD, MPH	Kathy Milo, MEd
Natasha Yonley	Dental Specialist Referral Barriers for Safety Net Dental Clinics	ONE Health Ohio Lloyd McCoy Health Center	Mary Agnes-Kendra, PhD, MSN, BSN	Chris McCord, DDS
2015-2016				
Ryan Ban	Motivation and Barriers to Oil-Free Veganism	Summa Barberton Hospital	Rachael Pohle-Krauza, PhD, RD, LD	Jonathan Edwards, MD
Chelsey Bruce	NEOMED Community Health Worker Literacy Course and Evaluation	NEOMED Community Health Worker Program	Kim MK Trowbridge, MEd	Terry Kline, DVM, MPH
Albert Cook, III	A Customized Medical and Social Hybrid Model Capturing the Narrative of Individuals with Chiari Malformation	NEOMED	Michelle Chyatte, DrPh, MPH	Francis Loth, PhD, MS
Jennifer Lin	Needs Assessment for Asset Building of the North Columbus New American	YMCA of Central Ohio	Caroline Kingori, PhD, MPH	Marci Hasty, Executive Director
Katherine Myers	Parental expectations prior to presenting to an Autism Diagnostic Clinic with their Child: A Pilot Study	Rainbow Babies and Children's Hospital	Don Allensworth-Davies, PhD, MSc	Shanna Kralovic, DO
Raymond Romero	Lorain County Transportation Barriers Assessment	Mercy Regional Health Center	Don Allensworth-Davies, PhD, MSc	Steve Masuga and Corbin Darling
Rohini Rao	Attitudes and Perceptions of Participation in Bone Marrow Transplant Clinical Research	University of Michigan	Kim MK Trowbridge, Med, CHES	Sung Choi, MD MPH
Ayman Saleh	Effect of Health Literacy on Hospital Readmission with patients with Health Failure	St. Elizabeth's Health Center	Claire Bourguet, PhD	David Gemmel, PhD
Lisa Salyers	Exploring the perceptions, knowledge and intake	Southern Ohio Medical Center	Tania Basta, PhD, MPH, CHES	Ashley Salyers, RN, MSN

	of sugary drinks among 6th grade students in Scioto County			
Meharsi Singh	Technology and its Impact on Health Literacy: Integrating iTriage Into Our Practice of Medicine	Summa Barberton Family Medicine	Keisha Robinson, DrPH, MPH	Nancy Flickinger, MD
Chukwuemeka Uchegbu	Comparing the Differences in Knowledge, Attitudes, Beliefs, and Stigma about Ebola Virus Disease (EVD) between Graduate and Undergraduate Students at Ohio University	Ohio University	Tania Basta, PhD, MPH, CHES	Daryn Straley, DO
Neeti Vyas	Determining Attention Deficit Hyperactivity Disorder (ADHD) Among children: Does Psychiatric Diagnosis Agree with Reason for Referral?	PsycheBC Clinic	Don Allensworth-Davies, PhD, MSc	Navneet Kaur, MD

c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

No student in the CEOMPH program has received a waiver of the Capstone Project in each of the last three years.

d. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

No preventive medicine, occupational medicine, aerospace medicine and public health and general preventive medicine residents have completed the academic program during the past three years

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plan relating to this criterion.

This criterion is met. CEOMPH offers students opportunities to apply public health concepts through practice experiences.

Strengths: Ohio is rich with community agencies that allow student the opportunity to do public health projects. Many CEOMPH students currently work at an organization or have specific interests, so new agencies are often a source for relationships. The program offers guidance to students and preceptors on projects.

Weaknesses: Regions of Ohio are becoming saturated with requests from academic programs requesting student placements.

Plan: The program will be continuing to find community organizations that offer practice experiences for our students.