



MPH PRACTICUM LEARNING CONTRACT

TURN IN COMPLETED AND SIGNED FORM TO ASST. DIRECTOR OF STUDENT AFFAIRS BEFORE START OF PRACTICUM

Student Name:	
Agency or Organization:	
Agency's Address: Name, degree & title of person responsible for signing Affiliation Agreement for Agency if <u>not</u> the Site Supervisor:	
Site Supervisor Name, Degrees & Title: Phone number: Fax number: Email address:	
Faculty Advisor Name & Degrees: Phone number: Email address:	

Quarter/Year Practicum Proposed for:	Number of credits to be earned:	Quarter to Sign up for credits:
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Learning Objectives and Goals of the Practicum as it relates to the Agency and student goals:

These should be specific, measurable, acceptable, realistic and time bounded. By the end of this practicum, the student will be able to:

- 1) Describe in detail the mission and the unique contribution to public health of the practicum's sponsoring agency or organization.
- 2) Demonstrate collaborative working skills and teamwork with community based partners as assessed by the practicum supervisor.
- 3) Present a scientific poster that communicates the objectives, scientific methods, results, and important conclusions from the practicum experience. Students have flexibility to address only the elements of this objective that are relevant to their practicum.

Project Description

Nature and scope of the proposed project:

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Learning Objectives Specific to Students Practicum Project

List 3-5 learning objectives specific to your practicum that relates to the above MPH Practicum Learning objectives and to the MPH Learning Objectives - <http://sph.washington.edu/practicum/learnobject.asp>
Instructions on writing learning objectives are attached.

Think carefully about and articulate your individual learning objectives. They are a definitive description of what you hope to get out of the project. These should be specific and expressed in such a way that you and your faculty advisor can assess whether you have met them. See attached Writing Course Learning Objectives for examples.

Timeline:

State the expected dates for involvement in and completion of the activities. Include dates of conference with site supervisor.

Project Work Site and Resources:

Specify arrangements for student workspace, student access to information, personnel, data, data processing, and other materials necessary for completion of the project. If special permission is required for access to data, records or clients, how will such permission be arranged?

Final Product/Deliverables:

Student Responsibilities in carrying out the project:

1. Maintaining a work schedule agreed upon with the site supervisor
2. Completing the specified tasks of the project, including written assignments
3. Meeting with the site supervisor in regularly scheduled supervisory sessions to discuss the progress of the project
4. Maintaining contact with SPH faculty adviser regarding progress of the project, as agreed with the faculty advisor
5. Completing project tasks
6. Other (specify):

Site Supervisor Responsibilities in supervising the project:

1. Orienting the student to the agency/organization
2. Assisting the student in gaining access to information, personnel, and data required for the project
3. Providing a final report on the student's performance
4. Meeting with the student in regularly scheduled supervisory sessions
5. Other (specify):

AGREEMENT

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

<i>Student</i>	<i>Date</i>
<i>Site Supervisor</i>	<i>Date</i>
<i>SPH Faculty Adviser</i>	<i>Date</i>

Submit form to: [Asst. Director of Student Affairs](#)

8/9/2012



Writing Course Learning Objectives

Well-written course learning objectives are important. They need to clearly convey what comprises the expected learning that will take place as a result of taking the course. These are not a list of topics, but rather a comprehensive list of demonstrable knowledge and skills. Ideally, the delineation of learning objectives should be the first step in course design and the content of assigned exercises (homework, papers, and exams) should be related to, and guided by the specific course learning objectives.

A great deal has been published about how to write good learning objectives. Below we give some of the main points:

1. Course learning objectives should describe the core knowledge and skills that the student should derive from the course
2. Readings, lectures, discussions, assignments and exams should be consistent with the course learning objectives
3. Learning objectives should be written so as to follow the clause, "At the end of this course, the student will be (should be) able to..."
4. Rather than use verbs like "know" or "understand" (e.g., "...the student will be able to understand..."), learning objectives should be written using verbs that signify an observable behavior (e.g., "...the student will be able to define...") Below is a representative list of these kinds of "behavioral" verbs.

analyze	apply	categorize	classify	compare
compute	contrast	critique	define	discuss
demonstrate	describe	direct	derive	designate
display	distinguish	estimate	evaluate	explain
formulate	generalize	identify	infer	integrate
interpret	justify	list	name	organize
outline	plan	recognize	report	respond
solicit	state	summarize	translate	use (appropriately)

Although there is no minimum or maximum number of course learning objectives, our experience is that instructors are usually able to describe the learning expectations of their courses in 10 to 20 learning objectives.

Examples of poorly and properly written learning objectives

Poorly written	Well-written
Know how to use t-tests and chi-square tests in data analysis	Describe the assumptions underlying t-tests and chi-square tests and use these tests to statistically compare two samples
Understand how to measure the association between a given risk factor and a disease	Define and calculate measures of association between a given risk factor and a disease
Basic strategies for assessing environmental health hazards	List, describe, and compare the advantages and disadvantages of the basic strategies for assessing environmental health hazards
Know about Medicare and Medicaid	Compare and contrast Medicare and Medicaid with respect to political history, governmental roles, client eligibility, financing, benefits, and cost-sharing

The following is quoted from the "[Writing Learning Objectives](#)," a publication of the American College Of Occupational and Environmental Medicine:

How Should Behavioral Learning Objectives Be Written?

Start with the phrase: “At the conclusion of this activity, participants should be able to:” and then state the things participants will be able to do. Be sure to use specific action verbs (behavioral terms) in these statements -- verbs such as “identify,” “cite,” “describe,” or “assess.” A list of the verbs is provided at below. If you follow this simple format and keep the list of verbs by your side, it is almost impossible to write a bad set of objectives!

Common Mistakes

Verbs such as “know” and “understand” are vague. Avoid these words and use action verbs from the list provided. “Understanding” can have a myriad of meanings and it can be difficult to evaluate whether a learner “understands” a concept. However, a learning objective that states that a physician “will be able to cite the risk factors for breast cancer” can be evaluated consistently by both the CME Committee and the participants as to whether it has been achieved.

Often meeting announcements list teaching objectives rather than learning objectives. Examples: “To acquaint the clinician with the key clinical features necessary for the diagnosis of common rheumatic diseases.” “To update, reinforce, and provide new information regarding the etiology, pathogenesis, diagnosis, treatment, and prognosis of herniated thoracic disc.” These objectives focus on what the instructor plans to do, rather than what the learner outcome will be.

Announcements sometimes give objectives which are just a list of topics. Examples: “1. Principles of laser mechanics; 2. Laser uses in the cardiovascular system; 3. Efficacy of lasers in cardiovascular disease.” This focuses on what the instructor will do rather on what the learner will achieve.

Examples:

- To develop content expertise by reviewing the literature on family planning programs for adolescents
- To (successfully) conduct focus groups of migrant farm workers
- To (learn how to) do a (successful) program evaluation
- To develop a health education curriculum for middle school boys in bullying-prevention
- To (successfully) analyze a data set using SPSS
- To plan a media campaign on obesity, using the most current thinking on health education media
- To learn how to make a professional quality health-related video
- To assist community boards to be more effective in their governance roles
- To practice community organizational skills
- To get involved in developing legislation

Helpful Links For Writing Learning Objectives

[Writing Learning Objectives \(American College Of Occupational and Environmental Medicine\)](#)

[Writing Learning Objectives \(Park University\)](#)

[Determining Learning Objectives \(Florida State University\)](#)



MPH Practicum Daily Activity Log

Record the activities you performed or participated in for each day and the time spent on each. Use the form to track your progress in meeting your objectives. Feel free to make additional copies as you need them. You will find the log helpful when it comes to writing your written assignment and will want to include it as supporting materials.

Student:

Practicum Site:

DATE	BRIEF DESCRIPTION OF ACTIVITY	TIME SPENT