



APPLIED PRACTICE EXPERIENCE INFECTIOUS DISEASE PATHOGENESIS, ERADICATION, AND LABORATORY PRACTICE MPH PRACTICUM FACT SHEET

MPH students are required to complete a 200-hour practicum that allows for the application of classroom content to activities in a practice-based setting. Activities should be mutually beneficial to the host organization and student.

Before arranging a practicum, students must meet with their advisor to verify that the practicum opportunity will meet school and department practicum requirements. Students must submit a [practicum learning agreement](#) approved by their faculty advisor and host organization preceptor prior to the start of their practicum.

Host Organization: Practicum experiences may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

Faculty Advisor:

- Supervises practicum activities through regular meetings with the student and, as necessary, the host organization preceptor
- Assists the student as they complete the practicum learning agreement
- Completes final ePortfolio evaluation and submits practicum grade

Preceptor:

- Orients student to the host organization
- Assists the student as they complete the practicum learning agreement
- Oversees the work of the student during the practicum
- Meets regularly with the student and, as necessary, the faculty advisor
- Completes midpoint (if required by department) and final preceptor evaluation form

Student:

- Works with their preceptor throughout the practicum to complete specific activities and products for the host organization as identified in the practicum learning agreement
- Keeps faculty advisor informed of changes, obstacles, and successes
- Completes midpoint (if required by department) and final student evaluation form

Competencies: Practicum experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be [CEPH MPH foundational competencies](#). Practicum experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. Practicum experiences may also address additional foundational or [program-specific competencies](#), if appropriate.

Deliverables: The program assesses each student's competency attainment through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the practicum must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Acceptable products can also include intermediate or less formal products produced for the benefit of the site such as a memo to a supervisor recommending a course of action or a proposed project budget.

Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

IDM-PEL MPH Competencies

IDM-PEL 1	Discuss the general approaches used by successful microbial pathogens to establish disease
IDM-PEL 2	Suggest novel approaches to the prevention and control of infectious pathogens
IDM-PEL 3	Distinguish between the different types of host response mechanism and explain their relevance to various domestic and global infectious diseases
IDM-PEL 4	Differentiate between the various models of infectious disease spread in human populations
IDM-PEL 5	Analyze the unique molecular mechanisms used by infectious viruses to cause infection and evade immune response
IDM-PEL 6	Analyze and critique the current research literature on infectious disease pathogenesis

CEPH MPH Foundational Competencies

MPH 1	Apply epidemiological methods to settings and situations in public health practice
MPH 2	Select quantitative and qualitative data collection methods appropriate for a given public health context
MPH 3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
MPH 4	Interpret results of data analysis for public health research, policy or practice
MPH 5	Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
MPH 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 systemic levels
MPH 7	Assess population needs, assets, and capacities that affect communities' health
MPH 8	Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
MPH 9	Design a population-based policy, program, project, or intervention
MPH 10	Explain basic principles and tools of budget and resource management
MPH 11	Select methods to evaluate public health programs
MPH 12	Discuss the policy-making process, including the roles of ethics and evidence
MPH 13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
MPH 14	Advocate for political, social, or economic policies and programs that will improve health in diverse populations
MPH 15	Evaluate policies for their impact on public health and health equity
MPH 16	Apply leadership and/or management principles to address a relevant issue
MPH 17	Apply negotiation and mediation skills to address organizational or community challenges
MPH 18	Select communication strategies for different audiences and sectors
MPH 19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
MPH 20	Describe the importance of cultural competence in communicating public health content
MPH 21	Integrate perspectives from other sectors and/or professions to promote and advance population health
MPH 22	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

ePortfolio: At the end of the practicum students are required to submit their ePortfolio at <https://pitt.digication.com/app/>.



**APPLIED PRACTICE EXPERIENCE
INFECTIOUS DISEASE PATHOGENESIS, ERADICATION,
AND LABORATORY PRACTICE MPH
PRACTICUM LEARNING AGREEMENT**

Student Name: _____

Department: Infectious Disease Pathogenesis, Eradication, and Laboratory Practice

Pitt Email: _____

Faculty Advisor Name: _____

Faculty Advisor Email: _____

Practicum Host Organization: _____

Host Organization Address: _____

Preceptor Name: _____

Preceptor Title: _____

Preceptor Email: _____

Approximate Start Date:

Approximate End Date:

Practicum exceeds one term:

Practicum satisfies certificate requirement:

If so, please see certificate advisor for Addendum

Practicum involves proprietary/confidential information:

If so, please consult with your faculty advisor regarding deliverables

Competencies: Identify five competencies that will be attained through practicum activities. At least three competencies must be selected from the CEPH MPH Foundational Competencies. Program-specific competencies can be found here.

- 1.
- 2.
- 3.
- 4.
- 5.

Summary of Proposed Practicum Activities:

Contribution: Briefly describe how the practicum activities tie into a project or contribute to services that will benefit the host organization.

Deliverables: Identify two practical, applied, non-academic work products that will be produced for the host organization's use and benefit.

*Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Acceptable products can also include intermediate or less formal products produced for the benefit of the site such as a memo to a supervisor recommending a course of action or a proposed project budget. **Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.***

1.

2.

Public Health Relevance: Briefly state how the project impacts populations.

Approvals: Please send via DocuSign at my.pitt.edu.

Student Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____