Who is required to complete a practicum?
All professional degree students: full-time and part-time, masters and doctoral levels, which includes DrPH, MPH, and MSPH\(^1\).

Why does the School require practicum?
The practicum is an opportunity for students to apply classroom knowledge and theory to real world public health practice and is a school of public health accreditation requirement\(^1\). The aim for the practicum is for students to develop skills and competencies and demonstrate the application of these through a practice experience relevant to the student’s areas of interest.

What are the practicum requirements?
A practicum experience must be supervised and evaluated by a qualified preceptor, apply public health skills and competencies, be framed and carried out within a public health practice context with an established organization or agency and is a significant experience (minimum 100 hours). The practicum can be completed as one single experience or a combination of experiences.

What are some examples of practicum projects? See Appendix.

What organizations qualify to host a student?
Practicum placements can be in a variety of organizations, including local and state public health agencies, community-based organizations, as well as international non-governmental organizations and agencies.

What are the roles of the preceptor?
The preceptor’s role is to help develop and agree to facilitate the practicum experience, to supervise and guide the student through the practicum, and to complete a mid-point and final evaluation of the student practicum. For more information about the roles and responsibilities of a preceptor, please visit: http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-preceptors/

What are the benefits of hosting a student?
Benefits of hosting public health graduate students include receiving: the support of organization-identified projects; the engagement and support from Bloomberg School of Public Health (conceptualizing project, coordination of project, technical assistance, etc.); an opportunity to mentor students and contribute to future public health workforce.

How do I submit a practicum opportunity?

Who should I contact for more information?
Paulani Mui, MPH Practicum Coordinator, pmui1@jhu.edu, 410-502-8952

\(^1\) https://ceph.org/assets/2016.Criteria.pdf
APPENDIX

What are some examples of practicum projects?

**Individual Practicum Experience:** A student worked with the Baltimore City Health Department’s Asthma Friendly Schools program to facilitate the dissemination of asthma knowledge in schools and identify trends in school performance and asthma control. This involved contacting principals to enlist schools in the program, meeting with nurses and health aids to provide asthma technical assistance, disseminating tool kits, and coordinating data collection and analysis to look at performance standards.

**Intensive Winter Break Experience:** A student completed a course in Tuberculosis Control and Research, and then spent 2 weeks in Ababa, Ethiopia collaborating with various stakeholders to learn about practical TB diagnosis in Ethiopia and epidemiology of disease in the country. The student developed a final report and presented the findings to the Johns Hopkins University-Technical Support for the Ethiopian HIV AIDS Initiative (JHU-TSEHAI) lab groups.

**Lab-Based/Research:** A student worked with the Maryland Department of Health (MDH) public health laboratory to assess the importance of continued laboratory surveillance of tick-borne diseases in Maryland. The results and summaries were prepared as manuscripts and presented at a national meeting. The findings from these studies led to recommendations that the Code of Maryland Regulations (COMAR) for tick-borne disease surveillance should be sustained.

**Practicum Experience linked with Other Academic Requirement (e.g. Capstone, Masters Thesis):** For the practicum experience, the student assisted a non-profit organization to write an Operations Manual. To develop the manual, the student collected information through phone and in-person interviews with key leadership. The student then built on the practicum experience for her Capstone paper. The Capstone paper included a literature review about the importance of knowledge management in the non-profit sector, a description of a theoretical framework to implement a knowledge management system, and an explanation of the real-world application of the theoretical framework, including lessons learned and suggestions for the future implementation.

**Consultant / Group Project:** A group of students worked as consultants with the Baltimore Urban Debate League (BUDL)’s staff, alumni, and adolescent health experts from JHSPH to develop an evaluation plan to measure BUDL’s success. The final deliverable comprised of a pre- and post-survey for middle school BUDL participants, an implementation plan, and recommendations about additional indicators to measure success.

**Combination of Experiences:** The student completed two projects to meet the 100-hour requirement. For one project, the student completed a Consultant project with a local transitional housing organization to develop and disseminate a healthy eating and nutrition educational brochure. For the second project, the student worked with a non-profit organization to develop an evaluation tool for a Fitness and Nutrition program for elementary school students. The student then assisted with implementation of the evaluation tool and analysis of the information collected.