

**University of Wisconsin- La Crosse**  
**PH 498: Community Health Education Preceptorship | 15 Credits**

**Framework for Department & Course**

---

**Department of Health Education and Health Promotion Vision & Mission**

*Vision:* Healthier people participating, learning, and living in healthier communities.

*Mission:* To prepare leaders in school and community health through the bridging of competency and standards-based education, scholarship, advocacy, and service-related endeavors, thereby contributing to healthier people and healthier communities.

To pursue this mission, we (departmental faculty, staff, students, and others) collaborate to:

- Advocate for the advancement of the profession.
- Provide the highest quality of professional preparation.
- Prepare students, professionals, and academic programs for credentialing processes.
- Provide innovative professional development opportunities.
- Offer authentic life-enhancing service-learning opportunities.
- Strengthen health-related community capacity through collaboration and service within our world.
- Aim to cultivate motivated, self-directed, continuous life-long learners.

**Introduction**

The Preceptorship is designed to be a practical culminating experience in which the student maintains a full-time agency workload in Community Health Education. It is meant to be a time of service and innovation to the agency, as well as a significant learning opportunity. Only through a practical experience such as this, can the efficient application of knowledge, ideas, and skills in realistic problem settings occur. With this, both the student and the agency should benefit immeasurably.

**Major Objectives**

To enable the student (1) to apply realistically the knowledge and skills attained in the campus setting to specific practical community health education issues in the agency setting, (2) resulting in practical service to the agency, and (3) better student preparation for future employment and/or advanced education.

**The Experience**

The Preceptorship experience will take place in an agency, which employs professionals in community health education as a major part of the agency mission. Agencies include government health departments, voluntary health organizations, hospitals, clinics worksite health organizations, and others. The most valuable field training will offer students opportunities to become involved in a variety of health education responsibilities. The National Commission on Health Education Credentialing identifies eight areas of responsibility in health education:

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research

Area V: Advocacy  
Area VI: Communication  
Area VII: Leadership and Management  
Area VIII: Ethics and Professionalism

A mix of projects or a major project that is initiated and completed during the preceptorship make it possible for students to experience all seven areas of responsibility throughout the semester.

Remember, the preceptorship is designed to help you practice what you have learned and transition from academics to the workforce. It's an opportunity to put together the skills you have learned as well as acquire new knowledge and abilities. Your preceptorship site supervisor will be there to help you as you go as this person will be your mentor throughout the experience.

The required duration of the Preceptorship is **560 hours**, which is about 37.5 hours for 15 weeks.

**Additional Expectations:** In addition to the work done at the preceptorship site, multiple assignments are to be completed/submitted for review by your preceptorship advisor and/or the HEHP program.

### **Late Assignments**

Assignments are due on the dates indicated in the Course Schedule/Canvas. For extenuating circumstances that impact your ability to meet deadlines or participate in class activities, you are responsible for alerting your preceptorship advisor as soon as possible.

### **Expectations for Graded Work**

Preceptorship advisors will provide students feedback and/or scores on assignments that require individualized grading before a further assignment of a similar format is due. Generally, expect individual feedback within 21 days from the date the work was due. You will be notified if this timeline changes. If you submit work after the due date, it may not be returned within 21 days.

Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades.

After you have completed the course, any copies or records of your graded material that I retain will be accessible up to 7 weeks into the next academic term (either Spring after Fall or J-term; or Fall after Spring or Summer)

## Assignments and Evaluation of Preceptorship

---

Please see **Canvas** for due dates for all reports/assignments as well as for important updates throughout your preceptorship.

The following methods of evaluation will be incorporated:

### **Two Interim Reports:**

The reports must be submitted to your Preceptorship Faculty Advisor (via Canvas) and to your preceptor. The reports are usually 3-4 pages in length (they can be longer, if you wish) and must incorporate the following information:

#### **Interim Report Number 1:**

Note: Use the bold words as SUBHEADINGS in your paper

- **Overview of the agency**
  - *Are you getting an overview of the agency (list specifics)? Explain.*
- **Specific activities of involvement**
  - *What have you been doing and working on in the first 5 weeks?*
- **Changes that have occurred**
  - *What changes in your activities/projects have occurred since the proposal of involvement?*
- **Positive aspects**
  - *What are some positive aspects of your experience?*
- **Problems or issues**
  - *Are you experiencing any specific problems? If none, state that.*
- **Conclusion**
  - *General statement of your present feelings about the experience.*

#### **Interim Report Number 2:**

Use the bold words as SUBHEADINGS in your paper

- **Specific activities of involvement**
  - *What have you been doing and working on in the second 5 weeks?*
- **Changes that have occurred**
  - *What changes in your activities/projects have occurred?*
- **Areas of Responsibility**
  - *How have you been utilizing the Areas of Responsibility competencies and/or sub-competencies?*
  - *Are there any Areas that you have NOT been utilizing that you would like to before your preceptorship? If so, how could this be accomplished at your site?*
- **Positive aspects**
  - *What are some positive aspects of your experience?*
- **Problems or issues**
  - *Are you experiencing any specific problems? If none, state that.*
- **Recommendations**
  - *Provide some preliminary recommendations for the improvement of the agency.*
- **Conclusion**

- *General statement of your present feelings about the experience.*

### **Final Report and Presentation:**

The final report should be 6-8 typewritten pages in length (it can be longer, if you wish), and must incorporate the following information:

**Use the bold words as SUBHEADINGS in your paper:**

- **Agency overview**
  - *Provide a brief historical sketch of the agency to include its service philosophy, mission, vision and/or values.*
- **Involvement and activities**
  - *Provide elaboration of your major program involvement (to include what you did, how you did it, and evaluation of the end result).*
  - *Make connection to the Areas of Responsibility, Competencies, and Sub-competencies.*
- **Engagement with diverse populations**
  - *Describe your engagement with a diverse population(s) while at your preceptorship; including who the population was, what types of activities you engaged in with this population, and how often you worked with them.*
- **Recommendations**
  - *Provide elaboration of recommendations for the improvement of internal agency operations.*
  - *Provide elaboration of recommendations for the improvement of external agency operations (the agency's service population).*
- **Conclusion**
  - *Offer a final reflection of your overall preceptorship experience*

The final report must be submitted to your Preceptorship Faculty Advisor (via Canvas) and to your preceptor.

The **PowerPoint presentation with embedded audio/voiceover** should summarize the same points outlined for the final report. This five to six minute voice-over PowerPoint will be added to the digital preceptorship library. These presentations will also be helpful to students who may not be able to attend the Expo and will be vital to those students who want to go back and review information about the sites in which they are interested in for the future.

### **Evaluation by Preceptorship Adviser and Site Adviser**

An on-site visit, telephonic conference or video conference call will be made by your faculty preceptorship advisor during the Preceptorship. This conversation will include you and your agency advisor. The discussion will center on how your experience is going to that point and what if any issues need to be addressed.

In addition, your agency site advisor will have the opportunity to evaluate you utilizing the Supervisor's Student Evaluation Form, which will be sent to the electronically by the Preceptorship Coordinator.

### **Final Dialogue**

The final dialogue session is an opportunity for you to process your experience with your faculty preceptorship

advisor, which typically occurs at the Preceptorship Expo. During this discussion you will have the opportunity to evaluate your overall experience.

### Preceptorship Expo

Date and Time: **TBD** (please plan on being there 30 min. before for set up, and 30 min. after for final remarks, certificate distribution, and pictures)

On the final Preceptorship day, there will be an Expo at UW-La Crosse. At this time, you will be able to return to campus and share your experiences with other students and faculty. The expo will be done in a health fair style where you will each be creating a **poster** (using a tri-fold board) that will highlight your site and the things that you have done while at your preceptorship. You have all done posters at one time or another so remember to keep the text brief, use pictures, graphs, charts, other visuals, share examples of work you have completed, etc.

**\*\*Important note: the expo/sharing session is NOT optional.** If you do not attend, you will lose the 200 points associated with the session. This could potentially result in 15 credits of a “B,” which will drop your overall GPA.

Assignments/Tasks	Points	Grading Scale	
Preliminary Process (Form 1)	100	A	93%
Interview	100	AB	88-92%
Proposal of Involvement (Form 3)	200	B	83-87%
2 Interim Written Reports (100 pts. ea.)	200	BC	78-82%
Final Written Report	260	D	63-67%
Final PowerPoint Presentation	100	F	< 62%
Site Visit Evaluation	100		
Supervisor’s Written Evaluation	150		
Final Dialogue Session (75 pts) and Expo (200 pts)	275		
<b>Total Possible Points</b>	<b>1485</b>		

### UWL Policies & Supports

#### Academic Integrity & Misconduct

Academic misconduct is a violation of the UWL [Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the [Student Handbook](#) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to [“Avoiding Plagiarism” on the Murphy Library website](#). You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct. For a light-hearted tutorial on avoiding plagiarism I encourage you to review a ten-minute interactive tutorial from Acadia University: <http://library.acadiu.ca/tutorials/plagiarism/>.

#### Concerns or Complaints

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My

hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn't been resolved after bringing it to my attention, you can contact my department chair or the Office of Student Life (<http://www.uwlax.edu/student-life/>).

The Student Academic Non-Grade Appeals process can be found in the [Student Handbook](#). For academic appeals you can review the appeals and petitions for academic matters section of the [UWL Catalog](#).

### **Sexual Harassment**

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL's [Title IX Coordinator](#) in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, [ipeterson@uwlax.edu](mailto:ipeterson@uwlax.edu). Please see <http://www.uwlax.edu/violence-prevention> for more resources or to file a report.

### **Religious Accommodations**

Per the UWL Undergraduate and Graduate [Catalogs](#), "any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement."

### **Eagle Alert System**

This class will be participating in the [Eagle Alert System](#) through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive an email indicating that I have entered feedback. I may also enter positive feedback encouraging you to consider additional learning opportunities. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed on UWL's [Student Success](#) page.

### **Student Evaluation of Instruction (SEI)**

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

### **Students with Disabilities**

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, [ACCESSCenter@uwlax.edu](mailto:ACCESSCenter@uwlax.edu)) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the

student's responsibility to discuss their academic needs with their instructors. Students are ultimately responsible to communicate their needs with the instructor in a timely manner.

Review the ACCESS Center website at:

<http://www.uwlax.edu/access-center/>

### Veterans and Active Military Personnel

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#).

### Academic Services and Resources at UWL

Below are several student services available to students taking online courses:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: <http://www.uwlax.edu/financial-information/>
- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>
- Public Speaking Center: <https://www.uwlax.edu/murphy-learning-center/public-speaking-center/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <http://www.uwlax.edu/Student-Life/Student-handbook/>
- Student Support Services: <http://www.uwlax.edu/sss/>
- Tutoring (Murphy Learning Center): <http://www.uwlax.edu/murphy-learning-center/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

### Technical Support

For tips and information about D2L visit the Information Technology Services (ITS) student support page, at <http://www.uwlax.edu/D2L/Help-for-students/>.

Need help making sure your computer is set up correctly for online coursework? D2L's [System Check](#) ensures that your computer and web browser are configured to properly access their system.

You can also contact the ITS Support Center at (608) 785-8774 or email them at [helpdesk@uwlax.edu](mailto:helpdesk@uwlax.edu) for questions about D2L or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

**List of HEHP Faculty and Office Phone Numbers**

Anders Cedergren, MEd, Ph.D., CHES, Assistant Professor, Community Health Education, 608/785-6790

R. Daniel Duquette, Ed.D., CHES, Professor, Department Chair, Community Health Education, 608/785-8161

G.D. Gilmore, M.P.H., Ph.D., MCHES, Professor and Director, Community Health Education Graduate Programs, 608/785-8163

Robert Jecklin, M.P.H., Ph.D., Assistant Professor, Community Health Education, 608/785-6791

Michele Pettit, M.P.H., Ph.D., MCHES, Associate Professor, Community Health Education, 608/785-6789

Keely Rees, Ph.D., MCHES, Associate Professor, Community Health Education, Director Undergraduate Community Health Education Program, 608/785-8168

Karen Skemp, Ph.D., Assistant Professor, Community Health Education, 608/785-8187

Katie Wagoner, M.P.H., MCHES, Lecturer, Community Health Education, Undergraduate Community Health Education Preceptorship Coordinator 608/785-8160

Emily Whitney, Ph.D., MCHES, Associate Professor, Community Health Education, 608/785-6794