

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

Framework for Department & Course

Department of Public Health and Community Health Education (PH-CHE)

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

Mission: To prepare leaders in school, community, and public health education and practice 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.
- Cultivate motivated, self-directed, continuous life-long learners.
- Promote diversity and inclusion during academic, community-based, and collaborative professional experiences.
- Advance social justice and health equity in all aspects of professional preparation, credentialing, and professional development.
- Prepare students to practice according to established ethical principles.

Introduction

The Preceptorship is designed to be a practical culminating experience in which the student maintains a full-time agency workload in Public Health and 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 PH-CHE program.

Due Dates of Assignments

Assignments are due on the dates indicated in the Course Schedule/Canvas; however, due dates are flexible and are individualized based on when you start. The due dates in Canvas correlate with a start date that would be on the official start date of the semester, and generally items are due every five weeks. For extenuating circumstances that impact your ability to meet deadlines or participate in activities, you are responsible for alerting your preceptorship faculty 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:

Proposal of Involvement

The Proposal of Involvement should be completed before you begin (ideally in Block 4, after you interview/accept a preceptorship position), and no later than the first week of your preceptorship. This should be emailed to your preceptorship advisor for review; then once complete should be submitted to the Preceptorship Canvas site (when available) and provided to your preceptor at your site. The paper should include:

This is to be a 3-4 page professionally written paper with proper organization and paragraph structure, no grammatical, spelling or punctuation errors. Format paper as double spaced, size 11 font with normal margins. Use the bold words below as SUBHEADINGS in your paper.

I. Introduction

- Description of site
- Rationale for site selection
- Aspects and activities of the site which are of interest

II. Projected Involvement

- **Three to five goals** (broad directions) that you have for you preceptorship
- **Five to eight SMART Objectives** (more specific outcomes in alignment with the Areas of Responsibilities for Entry-Level Health Educators)
 - Make sure you are using the correct wording for all objectives, i.e. "By the end of the Preceptorship experience, I will..."
 - Use the Areas of Responsibility where appropriate; consider your strengths and weaknesses so you can arrange for a Preceptorship experience which will truly be of value to you.
 - With each objective, specifically state with area, competency, and/or sub-competency the object aligns with.
 - Develop at least one objective related to program and/or project evaluation.
- **Procedures** (specific activities and responsibilities you will have during preceptorship that will help you accomplish your goals and objectives)
 - Note: this is likely the section that you won't have a lot of details on until you start and what you can add to within your first week.

III. Evaluation of Your Progress

How will you evaluate your overall progress and the accomplishment of your objectives?

- How would you prefer to review your progress with your Preceptor during the time you are at your Preceptorship site? For example, do you want weekly update sessions?

- A final opportunity to review your Supervisor's Evaluation Form with your Preceptor?

IV. Special Considerations

Here you should address anything else that would be important for your mentor/advisor to know that may impact your preceptorship.

- For example, do you have a part-time job? Do you have health issues or requested accommodations for you to be successful? Do you have dates you already know you need off (i.e. are you planning on a vacation, attending a conference, studying for/taking CHES, or have a wedding to attend)?

Two Interim Reports

These are NOT formal, written papers. Instead, download the report forms from Canvas, and fill in the requested information. The completed reports must be submitted to your Preceptorship Faculty Advisor (via Canvas, and ideally, should be shared with your preceptor as well.

DOWNLOAD Interim Report forms to complete from Canvas.

Interim Report Number 1 (Weeks 1-5) will ask you to report out on:

- Overview of the agency
- Specific activities of involvement
- Changes that have occurred
- Positive aspects
- Problems or issues
- General conclusion statement

Interim Report Number 2 (Weeks 6-10) will ask you to report out on:

- Specific activities of involvement
- Changes that have occurred
- Areas of Responsibility utilization
- Positive aspects
- Problems or issues
- Agency Recommendations
- General conclusion statement.

Final Report and Presentation

This is to be a 6-8 page professionally written paper with proper organization and paragraph structure, no grammatical, spelling or punctuation errors. Format paper as double spaced, size 11 font with normal margins.

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 specific and clear connections 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 ideally to your preceptor. Your Final Report will be added to the digital preceptorship library on the PH-CHE website, so that others can view and learn about this preceptorship site.

The **PowerPoint presentation with embedded audio/voiceover** should summarize the same points outlined above for the final report. This five-to-six-minute voice-over PowerPoint will be added to the digital preceptorship library on the PH-CHE website. so that others can view and learn about this preceptorship site.

This final report and presentation are 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 Advisor and Site Preceptor/Mentor(s)

Site Visit: An on-site visit (only if a local, La Crosse area location), telephonic conference or video conference call will occur during your Preceptorship; generally, this is a video conference (Zoom or Microsoft Teams) The student/preceptee is responsible for scheduling this with their Preceptorship Faculty Advisor and Site Preceptor/mentor(s). This conversation will you include you and your preceptor. The discussion will center on how your experience is going to that point and what if any issues need to be addressed.

Preceptor/Mentor(s) Evaluation: In addition, your site preceptor/mentor(s) will have the opportunity to evaluate you utilizing the Supervisor's Student Evaluation Form, which will be sent as a Qualtrics survey via email near the end

of the preceptorship directly to the preceptor/mentor(s) by the Preceptorship Director.

Final Dialogue

The final dialogue session is an opportunity for you to process your experience with your faculty preceptorship advisor and/or PH-CHE faculty, which typically occurs at the Preceptorship Expo. During this discussion you will have the opportunity to evaluate your overall experience. If your Preceptorship Faculty Advisor is not able to attend the Expo, and knows this in advance, they may arrange a time to conduct a virtual final dialogue.

Preceptorship Expo

Generally, these occur on first Friday during a Fall Semester (for summer preceptees), and the last day of class during a Spring semester (for spring preceptees). Refer to Canvas for confirmation of specific dates, times and locations.

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 **professional 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.

When there are semesters with only a few preceptees (typically during a Fall semester, instead of a poster presentation and expo format, we will do a conference-style format with Ignite presentation. Refer to Canvas for confirmation of specific dates, times and locations, as well as more details for how this will run.

****Important note: the expo/ignite session is *NOT* optional.** If you do not attend, you will lose the 275 points associated with the session. This could potentially result in 15 credits of a "B," which will drop you overall GPA.

| Assignments/Tasks | Points |
|--|-------------|
| Preceptorship Site Request & Rationale Form (completed in Block 3) | 100 |
| Proposal of Involvement | 200 |
| 2 Interim Reports (100 pts. ea.) | 200 |
| Final Written Report | 260 |
| Final PowerPoint Presentation | 100 |
| Site Visit Evaluation | 100 |
| Final Dialogue Session (75 pts) and Expo (200 pts) | 275 |
| Total Possible Points | 1235 |

Grading Scale

| Letter Grade | Percentage Equivalent |
|--------------|-----------------------|
| A | 93-100% |
| AB | 89-92% |
| B | 83-88% |
| BC | 79-82% |
| C | 70-78% |

| | |
|---|-------------|
| D | 60-69% |
| F | 59% - below |

UWL Syllabus Policy Information & Statements

UWL encourages students to know the campus' important policies related to Covid-19 health statement, academic integrity & misconduct, religious accommodations, sexual misconduct, student concern procedures, students with disabilities, and veterans & active military personnel. These policies and statements can be found on the [Syllabus Information website](#).

Individual instructors will articulate course requirements and any additional policies in the course syllabus and/or on a Canvas site associated with the course. UWL also encourages students to take advantage of the campus' many and varied student success resources; a listing is found on the [UWL Student Success website](#).