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Winter Quarter, 2009

To: MPH Program Practicum Preceptors

From: Stephen McCurdy, MD MPH  
Director, UCD MPH Program

Re: Preceptorship of MPH students for EPP 297: Public Health Practicum

Thank you for your interest in serving as a site preceptor for a UCD MPH student for a practicum project. The UCD MPH program includes coursework in the five major public health disciplines: epidemiology, biostatistics, environmental and occupational health, social and behavioral sciences, and health services administration. In addition to the course work, students identify an Area of Emphasis (e.g., infectious diseases, epidemiology) and complete a practicum project, or "Capstone Experience."

We appreciate your willingness to precept a UCD MPH for the practicum experience. The project is meant to provide the student experience in working on a real-world public health project. As an 8-10-unit course, we expect approximately 18 to 24 hours per week over the ten weeks of the Spring Quarter. Not all of this time must be spent on site at the sponsoring agency, but it is imperative that the preceptor maintain close contact with the student to assure adequate progress and avoid wasted effort. The student and preceptor must meet at least weekly through the course of the project.

The attached information is provided to clarify expectations for the nature of the project, the preceptor, and the student.

### **Expectations for the nature of the project:**

The project is meant to provide real-world experience in public health. It is *not* meant to be solely a research project. Clearly, research is an important part of public health and may be a component of a project, but we do not want students to simply be given a data file and asked to analyze it. Similarly, students should not be asked to be the main person conducting a study, as this would effectively consume all of their time and prevent them from obtaining a broader public health perspective in the field. Ideally, students will identify preceptors working on existing public health projects in which the student can participate. Students can then identify an area of it for concentration, while retaining the broader public health context. Although students may conduct

projects that are of their own design, care must be exercised to assure that such projects retain a broad public health context and are not simply “data dredging” exercises.

**Examples of appropriate projects:**

Develop or assist with a program promoting healthy diet among high school students

Develop or assist with an evaluation of access to mammography among women on MediCal as part of a program to improve access

Develop or assist with a program for tobacco prevention in elementary schools

**Examples of inappropriate projects:**

Analyze a data file of dietary preferences among high school students, looking for associations with obesity. (This could become appropriate if it were not the main activity of the project, and the student uses the data to help focus an obesity prevention project.)

Conduct an epidemiologic analysis of equine encephalitis cases in Sacramento County. (This could become appropriate if it were not the main activity of the project and the student uses the data as part of an encephalitis control project.)

Evaluate physician compliance with secondary prevention recommendations for stroke patients at hospital discharge. (Again, if the student is the main person on this, this would consume all time and leave the student with a narrow, research-predominant experience. This project could be appropriate if the research component is part of a larger whole. For example, the student could review compliance data, using it to inform development of an educational program designed to boost compliance among discharging physicians.)

**A cautionary note on human-subjects requirements:** Epidemiologic studies involving human subjects require approval by the UC Davis Institutional Review Board (IRB). This process can be quite involved and time consuming, and for this and other reasons, we recommend against such studies for the MPH Practicum project. (Analysis of previously collected or public data also requires IRB approval, but is simpler. Analysis of such data therefore is feasible as part of an MPH Practicum project. However, it should not be the entirety of the project, as discussed above.)

## Expectations of the student

General: The student will investigate and identify a public health project and preceptor. The student will complete the project under the guidance of the preceptor. The student is expected to devote a combined total of 240 (for 8 units) to 300 hours (for 10 units) to the project (including 60 hours from the Winter Quarter EPP 297 course). This is approximately 18 hours (for 8 units) to 24 hours (for 10 units) per week through the ten-week Spring quarter. It is not necessary that all project hours be spent on site. The student should maintain close collaboration with the preceptor—including at least one face-to-face meeting per week to review progress. The student will make an oral and written presentation to colleagues at the end of the Spring Quarter.

The following is a schedule of specific tasks expected of the student:

<b>Task</b>	<b>Due date</b>	<b>Comment</b>
Complete Practicum Agreement Form with Preceptor	February 23*, 2009	Describes nature of project and identifies preceptor
Begin work on project	Winter/Spring Quarter 2009	Expectation of 240-300 total hours, including weekly meeting with site supervisor.
Complete mid-quarter review form with UCD faculty advisor	May 4*, 2009	
Review draft of report with UCD faculty advisor	May 18*, 2009	
Oral presentations at symposium	June 5*, 2009	Presentation approximately 15 minutes, with up to 10 well crafted slides
Obtain Practicum Final Evaluation Form from onsite preceptor	June 8*, 2009	
Complete evaluation of EPP 297 by the student	June 15*, 2009	

\* dates shown are approximate and will be finalized during Winter Quarter.

## Expectations of the preceptor

**General:** The preceptor will work with the student to identify and complete a public health project. The preceptor will maintain close contact with the student, meeting at least weekly. The preceptor will review progress. The preceptor will also critique the student's oral and written presentations prior to their delivery and attend the symposium at which the oral presentation will be given. At the conclusion of the quarter, the preceptor will complete an evaluation of the student's progress.

The following is a schedule of milestone tasks for the preceptor:

<b>Task</b>	<b>Due date</b>	<b>Comment</b>
Complete Practicum Agreement Form	February 23*, 2008	Describes nature of project and identifies preceptor
Begin work on project	Winter/Spring Quarter 2009	Expectation of 240-300 total hours for the student, including weekly meeting with site supervisor. Not all hours need be on-site.
Oral presentations at symposium	June 5*, 2008, Maddy Lab Conference Room	Presentation approximately 15 minutes, with up to 10 well crafted slides. Preceptors are <b>STRONGLY</b> urged to attend.
Obtain Practicum Final Evaluation Form from onsite preceptor	June 8*, 2008	

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