

Faculty Guidelines

For

MPH Advising in BCHS

Fall 2006



ADVISING YOUR MASTER'S STUDENT

Welcome to the world of advising! It's wonderful, it's wacky, it's sometimes also frustrating. But we think you'll find it rewarding, and the department is certainly served well when we all participate in advising master's students and when we know what we're doing. That's what this little packet is all about. When we use the term "advising," we mean the formal process of advising students academically; that is, the courses that a student should take and the sequence that is best for that student. In addition, you'll be linking students to resources such as funding, and providing information about program requirements, practicum, paper/thesis and other issues.

But before we get into the details of advising, let's look at the process of orientation.

The process of orientation to the Department and to the school occurs over time. For students admitted in the fall, orientation might begin when they meet with you, their academic advisor, during the summer to register for the first time. But usually, students' first orientation experience will be the school-wide orientation held on the Friday before classes begin in the fall. At this orientation students are introduced to many of the administrators of the School and also have an opportunity to meet faculty in department-specific break-out sessions. There is no comparable event held in the spring semester. At the BCHS break-out, students will meet current faculty, staff and students.

At the beginning of the fall semester, GSPH holds its annual picnic, providing an opportunity for students, faculty and staff from all the departments to meet each other. In mid-September and in mid-January, students, faculty and staff are invited to a departmental mixer. This is an opportunity for all members of the Department to socialize and get to know new students. It is also when new students learn who is their student mentor. We strongly urge everyone to attend this event.

Each semester the Community Affairs Liaison schedules an informational practicum workshop, four weeks into the fall semester and six weeks into the spring semester; students attending will hear about the program practicum requirements and about practicum opportunities. In addition, the Program Director schedules a paper/thesis workshop, six weeks into the fall semester and four weeks into the spring semester; students attending will hear about the requirements for the master's paper/thesis.

The department plans additional mixers for all students, staff and faculty, one in the fall semester and one in the spring. A faculty member volunteers to host these events in her or his home.

A critical experience in helping students develop as professionals is serving on departmental and school committees. If your advisees have an interest in some aspect of the department or school, such as curriculum development, they can get involved. Another way to learn more about how the department and school work is to participate in the faculty search process. This involves attending faculty candidate presentations and meeting with faculty candidates. Though this process occurs only occasionally, you should urge students to take advantage of the opportunity when possible.

Students also learn a lot about the school by attending seminars, workshops and GSPH Council meetings. Announcements for these and other interesting and informative events are posted on bulletin boards on every floor and by elevators. Be sure to draw your advisees' attention to events they might be interested in, or an event you are involved with.

Okay. Now on to advising:

HOW WAS I ASSIGNED *HIM*?

The BCHS Admissions and Student Performance Committee makes advising assignments, loosely based on interests of students and faculty. Of course, it is not always possible to make exact matches, but given the constraints, the committee does its best.

Advising assignments are made when applications are accepted by the ASPC, and students are notified of their advisors in the acceptance letter that is issued from the Office of Student Affairs. You, the faculty member, will be notified as well.

HOW DO I BEGIN?

You will meet with your advisee at least once every semester. In cases of provisional admittance, you may be asked to meet with the student at least three times a semester. The most obvious time to do meet with students is during the registration period for the following semester. If you're not sure when registration starts in any given semester, you can ask the Recruitment and Academic Affairs Administrator (RAAA), Martha or staff in the Office of Student Affairs. You are required to sign your advisees' registration forms prior to their registering.

All students are provided with a Pitt email address, and email seems to be a very effective way of communicating with them. Addresses are available from the RAAA or from Pitt's website. Students are also encouraged to seek you, their advisor, out; however, new students may be shy about doing this, so try to take the initiative in requesting a meeting.

WHAT DO I NEED?

Ah, yes, the fine art of advising. You need to know the curriculum, not just our great new departmental requirements, but also the new, expanded school core. For registration, you will need a registration form, the course schedule (available from Office of Student Affairs), the BCHS checklist (see appendix), and a pen.

And it helps to have a smile, some open appointments and a helpful but not coddling attitude.

You can request that students come to the registration advising meeting with the form and checklist – they are certainly capable of printing these out from their own handbooks or going to the RAAA's office and asking for these materials. The registration form is also available from the Office of Student Affairs. If they don't know the courses they've already taken, they can also request a term history from the RAAA or get it themselves online.

Schedules of courses offered for the next semester are available from Student Affairs. It is advisable for you to keep a copy of this in your office and also for students to get copies of their own so that they can come to the appointment with some ideas about courses they want to take. You can also access a list of courses in other schools of the University through Pitt's web page.

You should complete the BCHS Advising Log sheet each time you meet with your advisees. Completed forms should be sent to the Recruitment and Academic Affairs Administrator, Room 227, where they will be put in students' folders.

We suggest that you keep a file for each student, in which you keep materials pertaining to that student, documentation of meetings with the student (copies of the Log), including issues and topics discussed, and notes on other contacts and/or activities related to advising the student.

HOW LONG SHOULD I SPEND?

Advising a student about registration may take from 15 – 30 minutes. At first it may take a little longer because of unfamiliarity with the requirements and forms, but you'll learn this stuff fast. Other kinds of advising meetings may take longer. Spend as much time as you need and as you can.

WHAT WILL STUDENTS WANT TO KNOW?

Related to courses, students want to know things like what courses are required, how much work is involved in a course and what the instructor is like. On the other hand, if students are seeking general advising, they may want to know about employment opportunities as a student, job opportunities as a graduate, and myriad other issues. Listening is a good skill to have.

Because contact with you may be the only consistent extra-classroom interaction students have with faculty, you will want to decide how available you can be for discussions on issues of concern to students, such as career goals, job searches and research interests.

WHAT ELSE DO I NEED TO KNOW?

You will register students from the very beginning of their coursework. Students who begin in the fall typically take biostatistics and epidemiology, public health overview and public health biology, all school core courses, and one or two of the departmental core courses, such as the theory, the community health assessment, methods and the community development approaches courses. In the second semester, they register for EOH and HPM school core courses and departmental core courses, which include the health program planning and health communication courses. The community development course is a prerequisite for the planning course. BCHS students are exempt from BCHS 2509, the department's offering to the school core curriculum.

Part-time students should start with school core and/or departmental core, leaving electives until later. **The school capstone course (decision making in public health) should be taken after the student has taken all school core and at least two or three departmental core courses**, since the course is designed to give the student an opportunity to bring to bear on a public health issue all knowledge and experience gained in the classroom and practicum.

To help you and students keep track of what they've taken, we've designed a checklist (see Appendix) of school and departmental required courses, with room to add electives so that by the time they graduate, they have at least 45 credits, the minimum required by our program. We have also provided you with a schedule of when courses are offered (see Appendix).

Students should take their completed and signed registration forms to the RAAA, who will enter the information into the system.

It is your responsibility, as a student's academic advisor, to ensure that s/he registers for practicum credits in a timely fashion. In most cases this will be for the second full semester of coursework or for one of the summer sessions between the first and second years.

Students may register for practicum and/or essay credits in a fall or spring term but not complete the work. An "I" grade is assigned, and changed when the work is completed. This is advantageous to full-time students because they pay the same amount of money for 9 – 15 credits; so if they are taking 12 credits of coursework, they can get three credits of practicum paid for and do the actual work later.

HOW IS STUDENT PERFORMANCE MONITORED?

Sometimes students have academic or personal difficulties – this doesn't happen often, but occasionally it does. The first line of defense for academic issues is the school-wide Academic Policies and Standards Committee. This sub-committee of the Educational Policies and Curriculum Committee reviews student performance each semester and issues letters to students who are not performing up to standards, when, for instance, a student's QPA falls below 3.0 in any semester or a student who has accrued too many "G" grades. The MPH program director also solicits feedback from instructors regarding performance of students. If you think that one of your advisees – or any other student -- is having academic problems, feel free to consult with the MPH program director, who will take the issue to the departmental Academic and Student Performance Committee for guidance.

If you think that one of your advisees – or any other student -- is having personal problems that are interfering with her/his academic experience, please refer that student to Pitt's Counseling Center. This service is free to students and is available to address a range of concerns, including efficient use of time, establishing study habits and longer-term counseling about alcohol/substance use, relationship issues and other such topics. The Counseling Center is located in 334 William Pitt Union; the phone number is 412.648.7930.

WHAT ABOUT INDEPENDENT STUDIES?

Because of past abuse of independent study (IS) credits, we are now requiring that students complete the independent study form included in the appendix. Before they can register for independent study credits, students **MUST** identify a faculty advisor for the IS and design the scope of work to be completed. The signed form must be returned to the RAAA to be added to the student's file **before the student can be registered for the independent study**. Please note that if you agree to work with a student for an independent study, this is above and beyond your other teaching responsibilities, should you have any.

MY ADVISEE SAYS SHE'S ALREADY TAKEN BIOSTATS (or some other required course).

Students may apply to have school or departmental requirements waived. The forms can be found in the appendix. The decision to waive or not to waive is ultimately made by the instructor of the required course; the student is required to submit a syllabus with the waiver request.

I AM AN ADVISEE'S PRACTICUM ADVISOR. WHAT DO I DO?

It is expected that academic advisors will also serve as the faculty practicum advisor and the essay/thesis chair. Paperwork required for the practicum can be found in the appendix. The first form must be completed prior to the beginning of the practicum; there are midpoint and final evaluation forms that also must be completed. As the practicum advisor, you will need to approve the scope of work the student proposes. Students will work closely with Tammy Thomas, who is coordinating the practicum and who will oversee the student's day-to-day work in the field. We have available for you and students a Community Practicum Handbook, which provides all the necessary guidelines and requirements for the practicum. You will also approve the poster presentation that the student is required to develop.

I AM MY ADVISEE'S PAPER/THESIS CHAIR. WHAT DOES THIS ENTAIL?

In most cases, academic advisors will chair their students' paper or thesis committees. As such, you are making a commitment to do the following:

- 1) Discuss the topic for the paper or thesis with the student.
- 2) Establish a timeline for at least three drafts to be submitted to you and the other reader(s), with time allotted for feedback to the student on each draft. You should make copies of the paperwork (see Appendix) for your student folder and submit the originals to the RAAA for filing in the program office. The paperwork is required for graduation.
- 3) Respond to the student with feedback for each draft.
- 4) Sign all required forms.

The paper and thesis are similar with regard to expectations about length, quality and type. They differ in three ways: number of readers, requirement for an oral defense and final form for submission. Master's papers require two readers, do not require an oral defense and are submitted in hard copy to the student's advisor and to Office of Student Affairs. The thesis, on the other hand, requires a minimum of three readers, an oral defense and electronic submission. Committee configurations are described below:

Master's paper readers

Students identify two readers, one from the BCHS core faculty list and one who is not a core BCHS faculty member. Most faculty with primary appointments in the department are considered to be core faculty. To verify the status of a particular reader, check with Office of Student Affairs, which has core faculty lists for all GSPH departments.

Master's thesis committee

Students identify a committee chair, who must be on the BCHS core faculty list. Students identify at least two additional members, one of whom is not a BCHS core faculty. Half or more of thesis committee members must be a core member of at least one GSPH department, and half of the members must have graduate faculty status. For instance, if a student chooses a committee of three readers, the following configurations are acceptable:

- 1) two of the committee members are BCHS core faculty and the third is core faculty in another GSPH department
- 2) the committee chair is BCHS core faculty and the other two readers are core faculty in another GSPH department

- 1) the committee chair is BCCHS core faculty, and the other two readers are core faculty in two other GSPH departments
- 2) the committee chair is BCCHS core faculty, the second reader is core faculty from another GSPH department, and the third reader is from another University department

The Office of Student Affairs provides all students with paper/thesis guidelines when they request a graduation packet. Advise students to get this information early in the process. These are now submitted electronically, and students can (and should) take a short course offered free by the University on this process.

It is not your job as the essay advisor to teach writing. The Writing Center on campus is free to all students who need help developing or enhancing their writing skills. Urge your advisees to take advantage of its expertise – the center is located at M02 Thaw Hall; the number is 412.624.6556. In addition, students have been given several citations in their handbook for writing resources.

HOW ARE STUDENTS' ACHIEVEMENTS RECOGNIZED?

GSPH has a number of avenues by which student achievements are recognized. Some of the processes are initiated by the students themselves. For instance, students can apply for the Catherine Cartier Ulrich Memorial Award, given for work that is dedicated to serving the needs of disadvantaged populations and communities. Students may also submit abstracts to be considered for presentation on Herbert Rosencranz Memorial Dean's Day, held in the spring semester. You should encourage your advisees to look into both these opportunities.

Other processes are faculty-initiated. For example, each spring the Dean's Office solicits nominations for the GSPH Scholarship Endowment, the Public Health Dean's Scholarship (doctoral students only) and the Dr. Edgar & Lauraine Duncan Endowed Fund for Student Resources. Criteria are circulated by the Dean's Office in January of each year. The Office of Student Affairs solicits nominations for Book Center Scholarships, and occasionally other opportunities arise. The RAAA will keep you apprised.

You may also identify appropriate students for Outstanding Student of the Year, for membership in Delta Omega (public health honor society), for the Dean's Service Award and for the Best Master's Essay/Thesis Award. Please consider nominating your advisees for these awards.

And don't forget to tell your students that upon graduation, they automatically become members the GSPH Alumni Society.

APPENDIX

A few terms to know:

Academic Advisor refers to the BCHS faculty member to whom the students has been assigned for academic advising and registration .

Community Practicum refers to a required, supervised practical public health experience of at least 120 hours that BCHS students undertake in (usually) a community-based agency or organization.

Practicum Coordinator refers to the BCHS staff or faculty person who is responsible for overseeing practicum activities and paperwork; in this academic year, that person is the Coordinator of Community Affairs, Tammy Thomas, MSW, MPH.

Preceptor refers to the person at the community agency or organization who agrees to oversee the student's work at that site.

BCHS Advising Log

On _____ I met with _____.
(Date) (Student's Name)

We did the following (check all that apply):

_____ Registered student for _____
(Term)

_____ Planned a long-term course of study

_____ Discussed practicum plan

_____ Discussed practicum progress/problems

_____ Discussed master's paper/thesis plan

_____ Discussed master's paper/thesis progress

_____ Discussed career plans/job prospects

_____ Discussed a personal matter

_____ Is a potential student; discussed _____

_____ Signed special permission slip

_____ Other

Comments:

Faculty's Signature

CHECKLIST OF REQUIREMENTS - MPH Program in BCHS

Name: _____ Starting Date: _____

	Date Completed	Credit Hours
Required Courses – GSPH Core		
• BIOST 2011 (3 credits)	_____	_____
• EPID 2110 (3 credits)	_____	_____
• PUBHLT 2014 (1 credit)	_____	_____
• PUBHLT 2015 (2 credits)	_____	_____
• EOH 2013 (3 credits)	_____	_____
• HPM 2001 (3 credits)	_____	_____
• PUBLHLT 2016 (2 credits)	_____	_____
• BCHS 2521 Paper/Thesis (2-3 credits)	_____	_____
Required Courses – BCHS Program Core		
• BCHS 2520 Theories (3 credits)	_____	_____
• BCHS 2559 Develop Approaches (3 credits)	_____	_____
• BCHS 2563 Health Assessment (2 credits)	_____	_____
• BCHS 2525 Research Methods (3 credits)	_____	_____
• BCHS 2522 Program Planning (3 credits)	_____	_____
• BCHS 2504 Health Communication (3 credits)	_____	_____
• BCHS 2503 Practicum (2-3 credits)	_____	_____
Elective Courses		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Advanced Study Credits		
Practicum paperwork complete	_____	_____
Paper/Thesis paperwork complete	_____	_____
TOTAL CREDITS (45 minimum)	_____	_____

Two-Year Schedule – Full-time Students

	Fall I	Spring I	Summer I	Fall II	Spring II
GSPH Core	BIO 2011 Principles of Statistical Reasoning (3) EPI 2110 Principles of Epidemiology (3) PUBHLT 2014 Public Health Overview (1) PUBHLT 2015 Public Health Biology (2)	HPM 2001 Intro to Leadership, Management & Policy in Public Health (3) EOH 2013 Environmental Health and Disease (3)		PBHLT 2016 Capstone (2)	
BCHS Core	BCHS 2520 Theories of Health Behavior (3) OR BCHS 2559 Com Devel Approaches (3) OR BCHS 2563 Community Health Assessment (3) OR BCHS 2525 Applied Research (3) BCHS 2003 Practicum (2-3)	BCHS 2522 Public Health Program Planning (3) Health Communication (3) OR BHCS 2572 Risk Communication (2) BCHS 2525 Applied Research (3) BCHS 2559 Com Devel Approaches (3)	BCHS 2520 Theories of Health Behavior (3) BCHS 2563 Community Health Assessment (3)		Essay (2-3)
Electives		BCHS 3505 Social/Cult Com Factors in Public Health (3) BCHS 3002 Health Survey Methods (2) BCHS 2558 Program Evaluation (2) BCHS 3007 Ethnographic Methods (3) BCHS 2562 Seminar in Global Family Planning (3) BCHS 2579 Emerg Preparedness (2) BCGS 2532 Dimensions of Aging (2) BCHS 2534 Clinical Aspects of Dementia Care (2) BCHS 2570 Intro Hlth Servc M&C (2) BCHS 2570 Sem MCH (2) BCHS 2592 Int Sem PH Soc Work (1) BCHS 3004 Integrative Doctoral Seminar (1)	BCHS 2568 Human Diversity (2) BCHS 2534 Clinical Aspects of Dementia Care (2) BCHS 2541 Research in Aging (2) BCHS 2588 Child Youth Hlth –Grenada (3)	BHCS 2572 Risk Communication (2) BCHS 2599 Pub Hlt Approaches Women’s Health (2) BCHS 3003 Sem in Advanced Eval (3) BCHS 3015 GIS Spatial Analysis (3) BCHS 2561 Demographic Techniques (3) BCHS 2534 Clinical Aspects of Dementia Care (2) BCHS 2553 Women, Int Dev & Global Health (3) BCHS 2544 Regulation of Health, Safety and Environ Risks (3) BCHS 2560 Intro to Pop Problems (3) BCHS 2575 Sem MC Health (2) BCHS 2592 BCCHS Int Sem PH Soc Work (1) BCHS 3004 Integrative Doctoral Seminar (1) BCHS 2524 Overview Minority Health (3)	

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

Master's Program Independent Study Pre-Registration Form

NAME: _____

TERM/SESSION REGISTERED: _____

DATE: _____ # Credits: _____

TITLE OF INDEPENDENT STUDY: _____

DESCRIPTION OF OBJECTIVES: _____

EXPECTED FINAL PRODUCT (e.g., paper, article, poster): _____

EXPECTED COMPLETION DATE: _____

SIGNATURE OF STUDENT: _____

SIGNATURE OF FACULTY SUPERVISING INDEPENDENT STUDY:

Date

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES
GRADUATE SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF PITTSBURGH

REQUEST FOR EXEMPTION FROM MPH CORE COURSE REQUIREMENT

To: Designated Core Faculty
Professor: _____

BCHS 2520 Jeanette Trauth
BCHS 2522 Seunghyun Yoo
BCHS 2525 Patricia Documet
BCHS 2559 Robert Goodman
BCHS 2563 Christopher Keane
BCHS XXX Sandra Quinn

To be completed by MPH Master's Student

Name: _____

BCHS Core Course for which exemption is requested: _____

Reason for exemption (courses, academic degrees, experience, etc. Use other side if necessary): _____

To be completed by Student's Advisor

Recommendation: _____

Signature: _____ Date: _____

To be completed by designated Core Faculty

Approved: _____ Date: _____

(Signature)

Disapproved: _____ Date: _____

(Signature)

Original copy of signed request must be sent to the BCHS Program Office, Room 227 Parran Hall.

University of Pittsburgh
GRADUATE SCHOOL OF PUBLIC HEALTH
Request for Exemption from GSPH Core Courses

I. TO BE COMPLETED BY STUDENT

Name _____

Program/Degree _____

Course for which exemption is requested _____

Reason for exemption request (i.e., courses, degrees experience). Students must submit official transcripts and syllabi for courses used as the basis for this request.

II. TO BE COMPLETED BY STUDENT'S ADVISOR

Recommendation _____

Signature/Date _____

III. SIGNATURES OF (1) CORE FACULTY AND (2) DEPARTMENT CHAIR (both required)

Students: be sure to obtain (1) the signature of the course instructor and (2) the signature of the chair of the department offering the course. Instructors may require students requesting exemptions to pass an exam.

Approved a) _____ Date: _____

b) _____ Date: _____

Disapproved a) _____ Date: _____

b) _____ Date: _____

Return original copy of request following completion of Sections I, II and III to Office of Student Affairs, 114 Parran Hall.

Core Faculty and Department Chairs Responsible for Granting Exemptions

For:	BIOSTATS 2011	Richard Day
	EOH 2013	Aaron Barchowsky
	EPID 2110	Kevin Kip (on-line)
	HPM 2001	Wes Rohrer
	PUBHLT 2015	Jeremy Martinson
	PUBHLT 2014	Gail Cairns

Community Practicum Checklist

Pre-Practicum Planning:

- ☐ No later than the middle of the second semester, student meets with the Practicum Coordinator to plan the practicum (at least one month prior to beginning work).
- ☐ Practicum Coordinator and student make contact with the agency being considered to discuss possible practicum arrangements (at least one month prior to beginning work).
- ☐ Practicum Coordinator, student and agency preceptor agree upon practicum responsibilities and complete Practicum Proposal Form, which is then given to the Recruitment and Academic Affairs Administrator and put in the student's departmental file (at least two weeks prior to beginning work).
- ☐ If necessary, the student completes the IRB Research Integrity and Human Subjects modules (at least two weeks prior to beginning work).
- ☐ Some agencies require that a specific form be signed releasing the agency from any liability. Such forms must be approved by the Dean's Office (at least two weeks prior to beginning work).

Mid-Point:

- ☐ Student reviews the practicum with the Practicum Coordinator (after completing 45 hours of work and prior to completing 60 hours of work).
- ☐ The student gives the midpoint evaluation form to the preceptor, which must be completed and submitted to the Practicum Coordinator before the student can accrue more than 60 hours of work.
- ☐ The student completes the midpoint self-evaluation form, which must be submitted to the Practicum Coordinator before the student can accrue more than 60 hours of work.

Completion:

- ☐ The preceptor completes an Evaluation Form, which is submitted to the Practicum Coordinator (within two weeks of completion of work).
- ☐ The student completes a self-evaluation of practicum form and returns it to the Practicum Coordinator (within two weeks of completion of work).
- ☐ The student completes the final poster presentation, suitable for display in a public forum to be determined by the student, faculty advisor, Practicum Coordinator and BCHS (time variable, depending on scheduling).
- ☐ The student attends an endpoint roundtable, attended by other students completing their practicum work and facilitated by the practicum coordinator.

COMMUNITY PRACTICUM PROPOSAL FORM

Student: _____ Email: _____

Agency: _____ Phone: _____

Agency Address: _____

Agency Preceptor: _____

Faculty Advisor: _____

Project Title: _____

Estimated Time _____ Per Week (A minimum of 120 contact hours is required to receive course credit.)

Please attach a 1-2 page description of the practicum work to be completed. Your description should include an overall purpose for the practicum, the goals* of the project, specific activities involved in meeting those goals, the placement's potential to allow you to apply skills and knowledge gained in coursework and personal learning you want to accomplish during the practicum.

Student Signature _____ Date _____

Preceptor Signature _____ Date _____

Faculty Advisor Signature _____ Date _____

Practicum Coordinator Signature _____ Date _____

* Goals should be written as action statements, using verbs like "develop," "perform," "complete," "conduct," "increase," and "improve." For example, a goal might be "to perform a critical literature review" or "to conduct a telephone survey."

SELF-EVALUATION OF COMMUNITY PRACTICUM (Midpoint)

Student: _____

Agency: _____

Agency Preceptor: _____ Date: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
The amount of work is appropriate for credit assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am encouraged to apply knowledge and skills from coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was prepared to begin the practicum experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum work has been well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site time is used efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have adequate resources to conduct my project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor is available if I have questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed a good working relationship with my preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to work well with others at the practicum site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am receiving sufficient supervision from my preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is enough communication among the preceptor, Faculty Practicum Advisor and myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum is helping me clarify my plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this practicum site to other BCHS students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practicum Coordinator: _____ Date: _____

PRECEPTOR COMMUNITY PRACTICUM EVALUATION (Midpoint)

Student: _____

Agency: _____

Preceptor: _____

Date: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Evaluate	Cannot
My goals for this practicum Are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The project is being completed in an appropriate amount of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was prepared to begin the practicum experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site time is being used efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is able to carry out assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is able to utilize supervision constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is behaving in a mature and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed a good working relationship with the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student interacts well with others at the practicum site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is enough communication among the student, Faculty Practicum Advisor and myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum is requiring an appropriate amount of my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had enough input into structuring the practicum experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to continue working with BCHS as a preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use additional pages, if necessary, to make any further comments.

SELF-EVALUATION OF COMMUNITY PRACTICUM (Final)

Student: _____

Agency: _____

Agency Preceptor: _____ Date: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
The amount of work was appropriate for credit earned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was encouraged to apply knowledge and skills from coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was prepared to begin the practicum experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum work was well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site time was used efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had adequate resources to complete my project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preceptor was available if I had questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed a good working relationship with my preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to work well with others at the practicum site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received sufficient supervision from my preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough communication among the preceptor, Faculty Practicum advisor and myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum helped me clarify my plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this practicum site to other BCHS students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practicum Coordinator: _____ Date: _____

Please use additional pages to answer the following questions:

- 1) What were your goals at the outset of the placement and your progress in meeting them?

- 2) Were your initial goals modified in the placement? If so, please discuss how and why.

- 3) How much initiative were you able to use to shape and implement the project?

- 4) To what extent were you able to understand and use the agency system to complete the project?

- 5) In what areas do you think your performance in the practicum needed some improvement, and how do you intend to address these issues?

- 6) What specific skills, abilities and knowledge did you gain from this experience?

PRECEPTOR COMMUNITY PRACTICUM EVALUATION(Final)

Student: _____

Agency: _____

Preceptor: _____

Date: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Evaluate
My goals for this practicum were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The project was completed in an appropriate amount of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was prepared to begin the practicum experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site time was used efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was able to carry out assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was able to utilize supervision constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student behaved in a mature and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed a good working relationship with the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student interacted well with others at the practicum site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough communication among the student, Faculty Practicum Advisor and myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum required an appropriate amount of my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had enough input into structuring the practicum experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to continue working with BCHS as a preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use additional pages, if necessary, to make any further comments.

Master's Paper/THESIS PROCESS:

1. Identify readers

a. paper advisor:

Name	Degree	Dept.
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b. second reader:

Name	Degree	Dept.
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For thesis only:

c. third reader: _____
Name Dept.

2. Prepare proposal (see attached outline)

3. Attached proposal and timeline approved by readers:

a. Master's paper advisor: _____
Signature Date

b. second reader: _____
Signature Date

For thesis only:

c. third reader: _____
Signature Date

I, the undersigned, have discussed the attached proposal and timeline with those indicated above and agree to submit work as indicated on the timeline.

Student's Signature	Date
---------------------	------

Submit completed forms to the Recruitment and Academic Affairs Administrator, Room 227.

Master's Paper /Thesis Proposal Outline

- I. Overall purpose of the paper/study
- II. Specific questions to be considered
- III. Experimental and conceptual background
- IV. Research methodology
- V. Scheduling/timeline of tasks/anticipated graduate date (as agreed to by the student and readers). Timeline should include a detailed outline and enough time for drafts and revisions (form attached).

TIMELINE

1. Outline to reader(s): _____
2. First draft to reader(s): _____
3. Reader comments to student: _____
4. Second draft to reader(s): _____
5. Reader comments to student: _____
6. Third draft to reader(s): _____
7. Reader comments to student: _____
8. Defense scheduled: _____
9. Final version submitted: _____