

Practicum Handbook for Practicum Supervisors



Career & Practicum Office
Boston University School of Public
Health



Table of Contents

SECTION I: PRACTICUM OVERVIEW AND CONTACT INFORMATION	2
SECTION II: PRACTICUM REQUIREMENTS	2
Providing Substantive Practicum Projects	2
Required Hours	2
Practicum Location.....	2
Compensation	2
SECTION III: ROLE OF THE PRACTICUM SUPERVISOR	3-4
Hiring Practicum Student and Approving Practicum Proposal	3
Orienting Practicum Student to Your Organization	3
Providing General Guidance and Feedback During the Practicum.....	3
Midpoint Review	3
Final Review	4
SECTION V: FREQUENTLY ASKED QUESTIONS	5-6
APPENDICES.....	7-16
Learning Competencies.....	7-10
Sample Practicum Deliverables.....	10
Practicum Proposal Form.....	11-13
Midpoint Review	14
Final Review	15
Onboarding Practicum Students: Suggested Tips for Practicum Supervisors.....	16

SECTION I: PRACTICUM OVERVIEW AND CONTACT INFORMATION

Designed to mutually benefit your organization and Boston University School of Public Health (BUSPH) students, the Practicum allows Master of Public Health students (MPH) to integrate and apply classroom learning in a public health work environment. Practicum students contribute to the solution of public health problems while developing practical skills and experience, and conducting a Practicum is required of all students pursuing an MPH.

The BUSPH Career & Practicum Office has dedicated Practicum staff to partner with you during the entire Practicum process, helping to ensure the best experience for Practicum Supervisors and the Practicum student. Contact information is below:

Career & Practicum Office – Practicum Contact Information

Joe Anzalone

Senior Manager, Global
Practicums
Office: Talbot, T118B West
Phone: 617-358-1767
Email: josanz@bu.edu

Emily Brown

Manager of Practicum
Office: Talbot, T118A West
Phone: 617-358-1805
Email: brownem@bu.edu

Ryan Wisniewski

Manager of Practicum
Office: Talbot, T118A West
Phone: 617-358-1829
Email: ryanwis@bu.edu

Website: <http://www.bu.edu/sph/careers/employers/host-a-practicum-student/>

SECTION II: PRACTICUM REQUIREMENTS

- a) Providing Substantive Practicum Project (s): The Practicum must offer a challenging graduate-level professional experience in a public health or health care setting. A minimum of two tangible work products/deliverables must be completed by the student. Our [Practicum Posting Form](#) highlights the level of Learning Competencies and Deliverables students are required to gain. It's designed to help Practicum Hosts create substantive public health practicum opportunities for students, and to give Practicum Hosts a sense of the skills our students can offer. The goal of the Practicum is for students to gain competencies and skills. Inappropriate Practicums include having students work on 100% clerical tasks and/or only allowing them to do a "job shadow".
- b) Required Hours: Beginning with Fall 2016 matriculation, students must complete a minimum of 240 work hours, ideally over 1-2 semesters. Some of these hours may be completed remotely. Students must have completed their Core coursework (16 credits) before starting the Practicum.
- c) Practicum Location: One of the goals of the Practicum is to expose students to an organization's inner-workings, structure and culture. The Practicum student should spend as much time as possible at the Practicum Host site. Depending on the Deliverables, some assignments may be completed remotely.

- d) **Compensation:** The Practicum can be paid or unpaid, though payment is strongly suggested. Pharmaceutical, biotech and medical device companies, major hospitals, health insurers, and consulting firms all tend to pay an hourly rate. This is typically in the mid-high \$20's range per hour. Nonprofit organizations and government agencies can often be \$12-\$18/hour, unpaid, or offer a small stipend. Other forms of compensation may include T-passes, parking, lunches, etc.

SECTION III: ROLE OF THE PRACTICUM SUPERVISOR

a) Hiring Practicum Student and Approving the Practicum Proposal

- Complete our [BUSPH Practicum Posting Form](#) and submit that to the Practicum Team at sphpract@bu.edu to be posted on our SPH Handshake job board.
- Review applications, interview candidates, finalize hiring decision, and extend offer to Practicum student.
- After hiring the student, Practicum Supervisors must approve the student's Practicum Proposal which includes information about scope of work, Learning Competencies, specific Deliverables/tangible work products and logistical information (see appendix). This information is typically laid out in the Practicum posting, and the Practicum Proposal will "fine-tune" the details. A minimum of two deliverables must be completed by the student.
- **Please note: The student's practicum will not be approved by the School (*nor will any hours completed prior be accepted retroactively*) until the Supervisor approves the Practicum Proposal in the Portal.**

b) Orienting Practicum Student to Your Organization

- Provide orientation to students when starting with your organization. This may include:
 - Information about your organization's mission
 - Information about the target population/clients/customer
 - Organizational policies, procedures and codes of conduct
 - Provision of appropriate work space
 - Introduction to key people
- **Use our Practicum Supervisor Onboarding Document (see appendix). This document is designed to help you discuss both broader policies as well as "everyday" details.**

c) Providing General Guidance and Feedback During the Practicum

- Oversee the student's work, provide feedback, and discuss progress and any issues related to the student's activities. The Practicum is a critical learning experience for students, and we encourage Practicum Supervisors to provide any other

- feedback that will aid in their professional development.
- Holding scheduled meetings is highly suggested, and time commitment will vary depending on the nature of assignments.
- Practicum Supervisors also enjoy providing students with broader exposure to their organization by allowing them to participate in and/or observe meetings, setting up informational interviews with colleagues, and providing career development advice.

d) Midpoint Review*

- Approximately half-way through the Practicum, students are required to set up a meeting to discuss their progress thus far. The goal of this meeting is to set aside time for a formal check-in to revisit the Practicum Proposal to make sure everything is going according to plan. It may also be necessary to make changes to the Practicum Proposal at this time.
- Students are required to then complete and submit their [Midpoint Review Form](#) (see appendix) into the Practicum Portal after this meeting.
- Supervisors will then receive an automated message from our Practicum Portal with a link to the Midpoint Review, prompting you to review and rate the student's level of mastery with competencies outlined in the Practicum Proposal Form, make any necessary edits, and approve.

e) Final Review*

- At the anticipated end date of the Practicum, students are required to schedule a meeting with their Practicum Supervisor to discuss the overall experience before submitting their Final Review.
- Students are required to then complete and submit their Final Review Form into the Practicum Portal and to upload deliverables.
- Practicum Supervisors will receive an automated message from our Practicum Portal with a link to the Final Review Form. You will be prompted to review and rate the student's level of mastery with competencies outlined in the Practicum Proposal Form, make any necessary edits, and send any feedback to the student to make updates. You will also be able to share additional feedback with the School about the student and the Practicum process.

***Competency Mastery Rating Scale**

1 = Novice	2 = Capable	3 = Competent	4 = Proficient
-------------------	--------------------	----------------------	-----------------------

SECTION V: FREQUENTLY ASKED QUESTIONS

1) What is the difference between a Practicum and an Internship?

In Schools of Public Health, there is a field-based Practicum requirement for MPH graduates. While the terms 'Internship' and 'Practicum' are often used interchangeably, the Practicum has to meet specific requirements. As long as the 'Internship' meets those requirements, it can be used for a 'Practicum' by the student. If an employer is hiring a student who is NOT using the Internship as their required Practicum, then there is no need for the employer to fill out the Practicum Proposal Form. We would just suggest posting the internship description on our SPH Handshake system.

2) Does the Practicum student have to complete 240 hours on site at my organization, or can they also work remotely? What kind of work space would they need?

Because it's important for the student to gain exposure to an organization's structure, culture and people, it is expected for the student to spend time on site in the organization. However, based on the Practicum Supervisor's needs/schedule as well as the student's, there may be some work completed remotely. In terms of work space, students need to be provided with space and materials to be successful in completing their assigned project (s). In most cases, that includes a desk, computer access, and access to general office supplies.

3) My group would like to host a Practicum student, but I'm not sure who will be their Practicum Supervisor yet. Do we need to know that before hiring a student?

You may hire a student without knowing that information. However, the student will need to have that information to complete and submit their Practicum Proposal Form for approval. For example, a student may be "hired" for a summer Practicum in January. As long as they have the Practicum Supervisor's information before they register for the summer Practicum (likely in the spring), that is okay. They do need this information to submit their Practicum Proposal.

4) Do I need to have an MPH degree to supervise an MPH student? Also, do I need to be a certain level within my organization?

Practicum Supervisors should have enough experience/expertise in a particular public health or healthcare field to provide mentorship and guidance to a student who is conducting a graduate-level practicum. An MPH degree is not required, nor is a specific title or level. In most cases, however, Practicum Supervisors have managed staff and/or Practicum students and interns before.

5) How much time will I need to spend with a Practicum student?

The time commitment can vary depending on the student, Practicum Supervisor and Practicum project (s). To facilitate a successful experience between the host and the student, we recommend that a Practicum Supervisor spends time onboarding the student in the beginning, meeting with the student weekly to discuss progress and provide feedback, and hold more in-depth meetings for the Midpoint and Final review of the student.

6) Does the Practicum student receive academic credit?

Students who matriculated in (or after) Fall 2016 do not receive academic credit. However, the Practicum is an academic requirement of the MPH program. If your organization requires that students receive "credit", the Practicum should still count because it is a requirement for students to complete their MPH degree. We are happy to provide documentation upon request.

7) Do I need to provide compensation for Practicum students?

Compensation is not a Practicum requirement, and students choose Practicum sites for a variety of reasons. With that said, many students must find paid Practicums for financial reasons, so you may attract a larger student pool if you offer compensation. Compensation varies from mid-\$20's per hour in the private sector to \$12-\$18 per hour and/or stipends for nonprofits and government agencies. Additionally, t-passes and meals can help.

8) How do I know my Practicum is appropriate?

Our [Practicum Posting Form](#) highlights Learning Competencies and deliverables for students. It's designed to help Practicum Hosts create substantive public health Practicum opportunities for students, and to give you a sense of the skills our students can offer. Inappropriate Practicums include having students work on 100% clerical tasks and/or only allowing them to do a "job shadow". The goal of the Practicum is for students to gain competencies and skills which cannot be achieved through observation alone.

9) How do I begin the process of hiring a Practicum student?

The first step is to complete our [Practicum Posting Form](#) and submit that to the Practicum Team at sphpract@bu.edu. Once that is completed, your Practicum position will be posted on our SPH Handshake job board for students to apply via your application instructions. Additionally, we host a Practicum/Internship Fair in March and host Practicum organizations/employers throughout the year on campus. For more information, contact us at sphpract@bu.edu.

10) Can students work for more than 240 hours for their Practicum?

After the student completes the 240 hour Practicum requirement, they are no longer in "Practicum" status with the School. If there is a desire to provide more hours, that is a discussion between the Practicum Supervisor and the student. This arrangement falls outside of the School's role.

11) Who do I contact if I'm having problems with my Practicum student? For example, what if my Practicum student is not fulfilling my expectations?

Fortunately, we consistently receive very positive feedback from Practicum Supervisors. This is what we always strive for in partnering with Practicum Host sites. However, if an issue arises, we encourage you to schedule a meeting with your Practicum student to review the Practicum Proposal and discuss productivity, expectations, issues and/or changes that need to be made. Another important time to discuss any challenges is at the [Midpoint Review](#). We are also happy to speak with you to discuss the particular issues you would like to address. Please contact a Practicum staff member.

Appendix: MPH Learning Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice (Required by CEPH, and pre-selected in Practicum Portal for all Practicums)

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

MPH Functional Certificate Learning Competencies

Community Assessment, Program Design, Implementation, and Evaluation

23. Plan and conduct systematic community health needs assessments, integrating multiple sources of data and community and stakeholder input.
24. Design a public health intervention which is supported by public health evidence and responds to priorities identified through a community needs assessment.
25. Formulate an implementation and sustainability plan designed to engage community members, policy makers, practitioners, funders and researchers.
26. Design a program evaluation, including formative, process and impact evaluation, and be able to articulate a plan for evaluation using a standard logic model.
27. Apply strategies for equitable, collaborative partnerships with communities, based on common recognition of sources of structured social privilege and disadvantage and a shared goal of seeking to expand community assets and power to improve health outcomes.

Design and Conduct of Public Health Research

28. Evaluate relative strengths and weaknesses of various study designs to address a specific public health research question.
29. Identify methodological and practical issues involved with planning and implementing a public health research study, including issues relating to the responsible conduct of research and the protection of human subjects.
30. Access and analyze publicly available public health data sets, such as the CDC's Behavioral Risk Factor Surveillance System.
31. Identify, conduct, and interpret an appropriate statistical analysis for a given public health research question and study design.
32. Interpret and communicate the results, strengths, and limitations of a public health research article in both technical and non-technical terms.

Environmental Hazard Assessment

33. Collect and analyze environmental data and articulate the characteristics of major chemical, physical, and biological hazards.
34. Interpret measured or modeled concentrations or doses of hazards compared with risk-based and non-risk based criteria and guidelines.
35. Evaluate the influence of susceptibility based on a hazards' biological mode of action, and vulnerability on health risks for major environmental determinants of human disease.
36. Identify defensible intervention and prevention strategies to improve health through reduction in exposures to environmental hazards.
37. Critically assess articles related to environmental impacts on health, analyzing the strength and validity of the hypothesis, study design and methods, results, conclusions, and public health significance of primary research studies.

Epidemiology and Biostatistics

38. Calculate and apply appropriate epidemiologic and statistical measures to draw valid inferences and summaries from public health data.
39. Evaluate the strengths and limitations of epidemiologic and statistical reports from public health studies.
40. Analyze key sources of public health data, reflecting comprehension of the basic ethical and legal principles pertaining to the collection, maintenance, analysis, and dissemination of epidemiologic and public health information.

41. Communicate the results of epidemiologic and statistical analyses using written and oral presentations for both public health professionals and external audiences.
42. Describe the role of epidemiology and biostatistics for informing etiologic research, planning and evaluation of interventions, public health surveillance and health policy, with demonstration of performance in one of these areas.

Healthcare Management (CAHME)

43. Applies planning/management tools and techniques to achieve project completion (eg Gantt chart, project charter).
44. Analyzes healthcare data to identify strategies for improvement.
45. Seeks input from appropriate stakeholders to meet goals and expectations.
46. Improves one's own performance continuously based on feedback from others.
47. Demonstrates understanding of his/her role within the organization.
48. Understands and navigates the dynamics of conflict.
49. Presents in a clear and professional manner in formal and informal situations.
50. Writes in a clear, logical and grammatically correct manner.
51. Demonstrates conduct consistent with ethical standards.

Health Policy and Law

52. Analyze current health policy issues faced by countries, states, and local communities, including political, social, economic, and organizational factors.
53. Evaluate policy effectiveness, efficiency and equity.
54. Develop policy proposals that recognize legal and political constraints.
55. Determine the factors influencing successful policy implementation.
56. Effectively communicate policy and legal analysis through multiple channels to diverse audiences.

Health Communication and Promotion

57. Design a strategic plan for an intervention and communications strategy that is theory-driven, science-based, audience-centered, practicable, and evaluable.
58. Use a wide range of communications venues in support of social marketing campaigns, corporate responsibility campaigns, and media advocacy campaigns.
59. Develop effective communications that are appropriate to audiences with lower health literacy.
60. Design a process and outcome evaluation for a communications campaign.
61. Prepare and deliver a clear and effective oral briefing on a public health topic to the general public and to policymakers.

Monitoring and Evaluation

62. Design monitoring and evaluation plans for public health programs.
63. Articulate the purpose of formative, process, and outcome evaluations.
64. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, appropriate uses, with an emphasis on reliability and validity.
65. Apply analytic methods to evaluate the impacts and costs of public health programs and policies.
66. Support the use of data from monitoring and evaluation projects in informing evidence based decision making for the development of new programs and continuous quality improvement efforts.

Program Management

67. Develop oversight to support project-level activity, to ensure that the essential elements of a program and program goals are met by providing a decision-making capacity that cannot be achieved at project level.
68. Demonstrate skills in budget management, such as analyzing data, providing budget justifications, and developing budget formulations, which can be used to design and implement health programs in low and middle-income country settings.
69. Create monitoring plans to assess leadership and employee accountability, and review plans for management of projects, stakeholders and suppliers.
70. Critically assess program outcomes to identify needed changes, and ensure that monitoring systems are in place to enable program evaluation.
71. Propose specific solutions to a variety of program challenges related to human resources, information technology, supervision, logistics and management.

Appendix: Sample Practicum Deliverables

Deliverable/Tangible Product	Check Box	Deliverable/Tangible Product	Check Box
Community Health Assessment Report	☐	Design Public Health Intervention Plan	☐
Process or Quality Improvement Plan Report	☐	SAS Code Assignment (or other tech)	☐
Health Education Curriculum Plan	☐	Strategy Document (assessment/research, process map, recommendation, etc)	☐
Health Communications Plan (plan, online communications, written materials, etc)	☐	Cost-Effectiveness Analysis Report	☐
Literature Review Analyses Report	☐	Survey Design & Development Plan	☐
Monitoring and Evaluation Tool Development (methods, indicator development, etc)	☐	Budget, Vendor Selection, Contract and/or Supply Chain Analysis Report	☐
Program Evaluation Report	☐	Policy Analyses and/or Proposal Report (lit reviews, stakeholder interviews)	☐
Risk Assessment Analysis Report	☐	Technology Platform or Application Design Proposal	☐
Data Extraction, Collection and Analysis Report	☐	Intervention and Implementation Plan	☐
Quality Improvement Plan (assessment/research, process map, recommendation, etc)	☐	Impact Evaluation Plan or Analysis	☐
Program Management Plan (evidence-based design, stakeholder analyses, financial plan, etc)	☐	Research Study Proposal	☐
Project Management Plan (work-plan, gantt chart, stakeholder engagement)	☐	Statistical Analysis Plan	☐

Appendix: Practicum Proposal Form

Student Information

Student Name:	_____	Date:	_____
Functional certificate:	_____	BU ID:	_____
Second certificate (if applicable):	_____	E-mail:	_____

Practicum Information

Practicum site:	_____	Phone number:	_____
Department:	_____	Address:	_____
Start date:	_____	End date:	_____
Website:	_____		

How did you find the Practicum placement? _____

Describe the scope of work associated with the Practicum and all anticipated work products.

--

Please choose five program competencies that you hope to address in the Practicum and identify the deliverable or project you will be working on to gain skills and knowledge in each area. A specific deliverable can cover more than one competency. The full list of competencies follows this form.

Competency #1: _____

Deliverable: _____

Competency #2: _____

Deliverable: _____

Competency #3: _____

Deliverable: _____

Competency #4: _____

Deliverable: _____

Competency #5: _____

Deliverable: _____

Supervisor Information

Practicum supervisor:	_____	Alternate Contact:	_____
Title/Role:	_____	Title/Role:	_____
Phone number:	_____	Phone number:	_____
E-mail:	_____	E-mail:	_____

Professional Responsibility

Does the project entail research involving human subjects and/or use of identifiable data?

If yes, has the project been reviewed and approved by the appropriate Institutional Review Board?

Does the project involve using data supplied by the sponsor site?

If yes, can the sponsor supervisor grant access to the data?

Are there any confidentiality issues or data restrictions?

If the sponsor site is Boston Medical Center, have the requisite forms been completed?

Appendix: Midpoint Review

Student Assessment				
Please check this box to confirm that you have reviewed your Practicum Proposal and all information is up to date [C]				
Describe the activities of your Practicum and progress on deliverables [XX]				
Describe any challenges or obstacles that have affected the progress of the Practicum [XX]				
What is the plan to address these challenges or obstacles? [XX]				
Rate your proficiency on each competency				
[Competency #1]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #2]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #3]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #4]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #5]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
Provide a detailed description of how you are addressing one of the chosen competencies through the Practicum experience [Choose Competency] [XX]				
Are there any other issues that need to be addressed or feedback that you would like to share? [XX]				
Staff Review				
Approved:	[R] Yes [R] No	Date/time: [##]	Staff Comments to student: [XX]	
Student:	[C] Updates complete		Student Comments to Staff: [XX]	
Supervisor Review				
Describe any challenges or obstacles that have affected the progress of the Practicum [XX]				
What is the plan to address these challenges or obstacles? [XX]				
Rate the student's proficiency on each competency				
[Competency #1]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #2]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #3]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #4]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #5]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
Are there any other issues that need to be addressed or feedback that you would like to share? [XX]				
Approved	[R] Yes [R] No	on [##]	Supervisor comments to student:	[XX]
Student	[C] Updates complete		Student comments to supervisor:	[XX] [Submit]
Faculty Review				
Approved	[R] Yes [R] No	on [##]	Faculty comments to student: XX]	

Appendix: Final Review

Student Assessment				
Practicum information is up to date		[C]		
Rate your proficiency on each competency and provide a detailed justification				
[Competency #1]	[R] Novice [XX]	[R] Capable	[R] Competent	[R] Proficient
[Competency #2]	[R] Novice [XX]	[R] Capable	[R] Competent	[R] Proficient
[Competency #3]	[R] Novice [XX]	[R] Capable	[R] Competent	[R] Proficient
[Competency #4]	[R] Novice [XX]	[R] Capable	[R] Competent	[R] Proficient
[Competency #5]	[R] Novice [XX]	[R] Capable	[R] Competent	[R] Proficient
Overall Practicum experience		[XX]		
Review of Sponsor (Confidential feedback to BU Faculty)		[XX] Would you recommend this sponsor for a future Practicum? [R] Yes [R] No		
Feedback on Practicum process /		[XX]		
Staff Review				
Approved	[R] Yes [R] No	on [##]	Comments:	[XX]
Student	[C] Updates complete		Comments	[XX] [Submit]
Sponsor Review				
Rate the student's proficiency on each				
[Competency #1]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #2]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #3]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #4]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
[Competency #5]	[R] Novice	[R] Capable	[R] Competent	[R] Proficient
Final evaluation of work products		[XX]		
Overall review of student (Confidential feedback to BU faculty)		[XX]		
Approved	[R] Yes [R] No	on [##]	Comments:	[XX]
Student	[C] Updates complete		Comments	[XX] [Submit]
Faculty Review				
Approved	[R] Yes [R] No	on [##]	Comments:	[XX]
Student	[C] Updates complete		Comments	[XX]
Final grade	[R] Pass [R] Fail			[Submit]



Boston University School of Public Health

Onboarding Practicum Students: Suggested Tips for Practicum Supervisors

Prior to Student's Arrival

- Inform staff of the student's arrival
- Set up and clean the student's office space
- Obtain office supplies
- Establish a first day schedule
- Establish a training schedule

Student's First Week

- Introduce the student to staff
- Review the dress code and office protocol (i.e. open door policy or more formal, expected participation in meetings or are they observing, etc)
- Accompany him or her on a tour of building/office/facilities, including lunchroom, emergency exits, and restrooms
- Discuss the location of the T-stop or parking lot closest to the office
- Provide keys and/or security codes (e.g., office, building, desk, file cabinets) if applicable
- Show him or her the location of fax machines, copiers, printers, etc. and provide instructions and any access information
- Establish access to appropriate computing resources and electronic files
- Establish phone extension, activate voicemail, provide long distance access code (if applicable)
- Add student's name to any email group lists, distribution lists, internal/office phone lists and/or website
- Explain completion of timesheets (if applicable)
- Review the pay schedule (if applicable)
- Confirm the work schedule
- Complete Patent Policy Form and/or complete Conflict of Interest policy statement
- Review Practicum Proposal Form and establish timeline and/or key milestones for deliverables
- Determine best mode of communication between you and the student
- Determine a check-in meeting schedule to provide ongoing direction/support/feedback