

Remote Applied Practice Experience Tips for Preceptors

The Applied Practice (AP) Experience is an opportunity for MPH students to acquire experience and develop practical skills in the application of public health competencies and concepts. After completing the integrated core curriculum, the AP Experience provides an opportunity for students to:

- Apply the content and analytical skills of MPH degree coursework to issues, situations, contexts, and projects associated with the experience.
- Gain or enhance knowledge or skills related to public health competencies.

When participating in AP experiences, it is important to keep in mind the above guidance to help structure student activities and goals. In addition, students and preceptors should consider the following when engaging in remote AP experiences:

- **Onboarding and Orientation**
 - The student's first day on the job should be focused on orientation and training. Introduce other staff members, review documents, software, login accounts, organization-wide communication standards and workplace expectations (a system of tracking hours, taking breaks, etc.), or other pertinent information that the student will need to successfully complete the assigned work. Sharing documents such as employee handbooks or policies will help the student gain a better understanding of the general work environment while working remotely.
 - Review the student's defined learning goals, objectives, and deliverables for the experience. (See Learning Agreement Form)
 - Discuss the type of training that will be provided and how the training will be provided.
- **Scheduling**
 - Although remote AP experiences may be more flexible in nature, a definitive time allotment per week and per day for AP activities should be discussed to help foster communication and responsibility.
 - Preceptor and student are to set regular meetings to review work, ask/answer questions, and discuss status of deliverables. It is highly recommended that students meet with supervisors on a weekly basis for a minimum of 1hour.
 - Global Health Students
 - Students and preceptor are to make an agreement prior to starting the experience regarding scheduling and hours of work given any time difference between the site and student's location.
- **Consistent Communication**
 - Decide on a preferred method of communication. When questions arise that can't wait until the next regularly-scheduled meeting, discuss the best way to reach the other person (email, text, phone, Team chat, etc.)
 - Summative, timely feedback should be provided consistently, at least once per week. A good practice is to schedule a weekly status report. Supervisors should review student deliverables and provide ongoing/timely feedback to students on a regular basis. Supervisors are asked to schedule feedback meetings for a minimum of thirty minutes each week to engage in direct mentorship with the student regarding their progress towards learning outcomes and areas of professional development.

- Supervisors should include an update on expected work activities for the week, outcomes from prior work submissions, and other relevant organizational announcements.
- Should unexpected tasks or opportunities become available, the preceptor should know if or when the student is available to be reached. This is particularly important if the student has other time commitments.
- Identify technology/tools required of the student.
- Global Health Students
 - Students and preceptors are to determine prior to starting the operating language of the project activities and any language accommodations that need to occur for the student to be successful.
 - Preceptor and student must discuss any pertinent barriers to communication, such as routine local power outages or limited access to internet connectivity.
- **Organizational Involvement**
 - In addition to facilitating a remote or virtual AP experience, supervisors are to make a good faith effort to integrate the student into the organization's work culture. Without an office to go into where one would customarily come across other staff, it can be more challenging to meet and get to know colleagues in a remote setting.
 - Have the student participate in team or client meetings, online trainings, and other opportunities to interact with other staff members. Introducing them to other key players is helpful in the event assistance is needed and the preceptor is unavailable and also provides opportunities for students to engage with organizational staff more generally.
- **Cultural Exposure (for international program sites)**
 - The virtual environment provides minimal opportunities for students to have cultural exposures. Where feasible, students should work with their supervisors to determine how the student might obtain virtual, cultural exposures. For example, arranging one on one meetings or "coffee/tea talks" with community members, program participants, local leaders, etc.
 - Students are to stay abreast of cultural happenings in the location of their host site. Creating time for the discussion of such events is encouraged.
 - Supervisors are respectfully asked to share local news, favorite recipes, relevant media pieces on current events, and other insights into local cultural norms with the student.