FIELD EXPERIENCE HANDBOOK:

A GUIDE FOR MASTER OF PUBLIC HEALTH TRACKS IN

BIOSTATISTICS, COMMUNITY AND BEHAVIORAL HEALTH PROMOTION, ENVIRONMENTAL HEALTH SCIENCES, EPIDEMIOLOGY, PUBLIC HEALTH POLICY AND ADMINISTRATION

FOR STUDENTS, FACULTY ADVISORS, AND SITE PRECEPTORS

Joseph J. Zilber School of Public Health

University of Wisconsin-Milwaukee
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¹ The Field Experience Handbook may be revised at any time. Should its contents change, students will be informed of such changes via their uwm.edu email addresses and be subject to such changes immediately upon electronic notification.
INTRODUCTION TO THE FIELD EXPERIENCE PROCESS

Purpose

An integral component of the Master of Public Health (MPH) curriculum, the Field Experience enables students to apply the knowledge and skills learned in the classroom to the practice setting. This mentored placement engages a Faculty Advisor and a Site Preceptor to support the student in completion of 240 contact hours\(^2\) at an organization of the student’s choosing.

Course Learning Objectives
After successfully completing this course, students will be able to:

- Apply a minimum of 4 specified competencies learned in their coursework in a public health practice setting. Two MPH Program competencies are REQUIRED:
  - MPH Program Competency #9: Practice professionalism, demonstrated by integrity, respect, transparency, sound judgment, and constructive interactions with colleagues, community members, stakeholders and the public at large.
  - MPH Program Competency #11: Communicate effectively about public health issues with diverse audiences using a variety of strategies and modalities.
- Demonstrate practical skills related to specified track competencies that are useful to public health professions and that are not available solely through academic instruction.
- Explain the political, economic, environmental, and social contexts in which the public health activities for the particular project are conducted, integrating principles of social and environmental justice as they relate to the project.
- Characterize key features of the organizational and/or community contexts that might or do have an impact on the public health activities necessary for the particular project.

Field Experiences can take place in the Fall, Spring, or Summer semesters. The Field Experience can be completed in 1 semester or over 2 consecutive semesters. For example, if 3 credit hours of Field Experience are required, the student could register for all 3 credit hours in the Fall semester or 2 credit hours in the Fall semester and 1 credit hour in the Spring semester. Should the Field Experience occur over 2 consecutive semesters, the Learning Agreement should clearly reflect what expectations must be fulfilled at the end of each semester. Specifying these expectations initially will ensure the appropriate grade is given for both semesters of the Field Experience. Similarly, contact hours may be completed on either a full-time or part-time basis providing the Site Preceptor has agreed to the arrangement.

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\(^2\) Effective for students entering Fall 2015 and after. For students who entered Fall 2014 and earlier, a minimum 195 contact hours are required.
**Staff to Know – Roles**

Three staff in the Student and Academic Affairs Office support the Field Experience course. They work closely with the Faculty Advisors and Site Preceptors to ensure that students’ experiences are meaningful and productive. The staff are as follows:

**Katie Cubberley, MSP – Graduate Program Manager**

Phone: 414-227-3256; Email: cubberl2@uwm.edu

Field Experience Duties: General MPH Program advising, course scheduling, graduation timeline

**Elise Papke, DrPH – Field Experience Course Instructor**

Phone: 414-227-3350; Email: mepapke@uwm.edu

Field Experience Duties: Course Instructor. Learning Agreement development as requested, course syllabus, field experience expectations, site preceptor relations liaison; D2L course site. Submits final grade for PH 790 (after consultation with/input from Faculty Advisors)

**Community Engagement Coordinator**

Field Experience Duties: Coordinator. CV review/consultation, student site selection, current prospective projects, receipt of Site Project Applications, IRB assistance, general support duties

**Requirements**

It is required that each student:

- Attend the Field Experience Preparation Workshop in the semester **before** she/he plans to enroll in the course. Dates are available in the Student and Academic Affairs Calendar.
- Begin the field experience after successful completion of 21 credits of MPH core courses and two track courses. *This requirement reflects the absolute minimum of course completion and not the optimal level of course completion, which should be determined in consultation with the Faculty Advisor and the Graduate Program Manager.*
- Work with a Faculty Advisor and the Field Experience Coordinator (with the Field Experience Course Instructor as needed) to identify an approved project that is of interest to both the student and the organization, and that will expand the student’s experience in public health in keeping with specified MPH Program and track-specific competencies. Commonly, the Faculty Advisor for a student’s Field Experience is the student’s assigned advisor. However, the student is free to make an arrangement with another faculty member if all parties agree another faculty member has knowledge and skills better suited to the nature of the student’s Field Experience.
- Define specific learning objectives for her/his individual Field Experience in conjunction with the Faculty Advisor and Site Preceptor.
- Prepare a Learning Agreement (Appendix C) in conjunction with the Faculty Advisor and Site Preceptor.
- Submit a Learning Agreement Form signed by student, Site Preceptor, Faculty Advisor, and Course Instructor to the Field Experience Coordinator. Once the Field Experience Coordinator receives the
Learning Agreement, she/he will provide a permission number for the student to add the course to her/his schedule.

- Enroll in PH 790: Field Experience for 1 – 3 credit hours in the semester in which she/he begins the field experience. The number of credit hours in a given semester is flexible based on the student’s schedule. One (1) graduate credit hour is equivalent to 80 contact hours. The minimum requirement is 3 credit hours that is equal to 240 contact hours. See the section below on a waiver for working professionals. It is expected that the student will spend additional hours off-site reviewing literature and other resources, preparing the final Field Experience products, and completing any additional requirements specified in the Learning Agreement. Any contact hours spent at the Field Experience site prior to submission of the signed Learning Agreement will not count towards the 240 contact hours.

- Work with the Faculty Advisor for the Field Experience from the Zilber School of Public Health and a site preceptor, defined as a supervisor/mentor at the site placement.

- Submit a Student Evaluation Form (Appendix F) to the Faculty Advisor and Course Instructor and complete an online course evaluation.

- Arrange a meeting to review the Site Preceptor Evaluation Form (Appendix G) with the Site Preceptor. Site Preceptors should email the Site Preceptor Evaluation Form to the Faculty Advisor and Course Instructor.

- Complete two types of products. Each student submits the following to the School of Public Health:
  - Learning Agreement (prior to beginning the Field Experience)
  - Daily Activity Log (submitted monthly)
  - Final Report
  - Structured Thank You Letter
  - Student Evaluation Form

The second type of product is the deliverables the student prepares for the site. The activities and details of these products should be outlined in the Learning Agreement and submitted to the site, as well as to the Faculty Advisor and Course Instructor.

- Complete all items on the Field Experience Checklist (see Appendix A).

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3 Effective for students entering Fall 2015 and after. For students who entered Fall 2014 and earlier, 65 contact hours per credit hour are required.

4 Effective for students entering Fall 2015 and after. For students who entered Fall 2014 and earlier, a minimum 195 contact hours are required.

5 Effective for students entering Fall 2015 and after. For students who entered Fall 2014 and earlier, a minimum 195 contact hours are required.
Waiver for 1 Credit Hour Reduction for Experienced Public Health Professionals

A waiver of one (1) credit hour – 80 hours in the field – may be possible for professionals currently working in public health. To be eligible for the waiver, a student needs to have at least five years of full-time public health practice experience. To apply for the waiver, the student will submit a written rationale for the waiver to the Faculty Advisor, Course Instructor and MPH Program Director. This rationale must include a description of the work activities in the context of the core functions of public health: assessment, assurance, and policy development. The rationale must also include a description of how the work activities demonstrate MPH Program Competencies #9 (Professionalism) and #11 (Communication). The Faculty Advisor, Course Instructor and MPH Program Director will review the material and make the final determination. Once the waiver is approved, the student will enroll in PH 790 for 2 credit hours, or 160 hours. If the student would also like to engage in the field experience at her/his current place of employment, she/he should follow the requirements for a field experience at her/his place of employment (page 7).

Competencies

Students will identify a minimum of 4 competencies for the Field Experience. Of these four, two MPH Program Competencies are required of everyone. Competency #9 (Professionalism) and #11 (Communication) are cross-cutting competencies that all professionals need to be effective in their public health practice setting. Lists of the MPH Program and track-specific competencies for each MPH track can be found in Appendix D.

Important Note: Students preparing for their Field Experience should review the MPH Program and track-specific competencies, discuss them with the Faculty Advisor and Site Preceptor, and identify at least two additional track-specific competencies they want to work on in their Field Experience. For each competency students should develop at least one corresponding site learning objective and one accompanying activity as described in the MPH Field Experience Learning Agreement Form.

Financial Aid Considerations

The U.S. Department of Education requires students to enroll in at least halftime student status to maintain financial aid eligibility. The UWM Graduate School determined halftime status as 4 graduate-level credits.

Therefore, students enrolled in 3 credits or less of Field Experience in any given semester (including summer session) must enroll in 1 or more additional graduate-level credits to reach the 4 credit minimum to qualify for financial aid. Credits in sports and recreation or other mixed-level electives do not count for financial aid eligibility. However, undergraduate classes taken at the graduate level count toward graduate-level half-time status.

Students who do not take the complete financial aid package offered to them in the Fall and Spring semesters can request their surplus loans to cover summer costs, even if they are only enrolled in three credits or fewer.

6 Effective for students entering Fall 2015 and after. For students who entered Fall 2014 and earlier, no waiver is available.
If you are receiving a scholarship through the Zilber School of Public Health, please contact the Graduate Program Manager about reserving some of your Fall or Spring scholarship disbursement for Summer.

For assistance with loans and other forms of financial aid for all students, please contact the UWM Department of Financial Aid.

Phone: (414) 229-4541
Address: 2442 Kenwood Blvd.
         Mellencamp Hall, Room 162
         Room 162, Milwaukee, WI 53201-0469

**Grading**

There is no final exam for the Field Experience. The Field Experience course is graded as Satisfactory/Unsatisfactory. Grades are based on the quality of the final product(s) as well as the Site Preceptor’s, Faculty Advisor’s, and/or Course Instructor’s evaluation of the student’s performance. The Faculty Advisor and/or Course Instructor may consult with the Site Preceptor before determining the grade. Final grades will be submitted to PAWS after all required documents for the Field Experience have been received and are evaluated. To receive a satisfactory/passing grade, all products must be submitted by the end of the appropriate term as stated in the Learning Agreement.

**Field Experience Timeline**

**Student Responsibilities Two Semesters BEFORE the Field Experience**

- Develop or update a resume/CV. The Field Experience Coordinator or Graduate Program Manager can provide one-on-one help as needed and a list of resources to support resume creation and development.
- Special provisions must be arranged for students seeking a field experience abroad.
- Arrangements for international field experiences cannot be made without advanced preparation. Please consult with the Faculty Advisor and Field Experience Coordinator a minimum of 2 semesters ahead of the projected start semester.

**Student Responsibilities One Semester BEFORE the Field Experience**

- Attend the Field Experience Preparation Workshop.
- After the Workshop:
  - Start exploring potential organizations for the Field Experience. Search online, talk to your Faculty Advisor, other faculty, fellow students and colleagues. **Do not contact any sites before consulting with your Faculty Advisor, the Field Experience Coordinator, or the Course Instructor.**
  - Schedule a meeting with the Field Experience Coordinator to discuss interests and present background information, if needed. The Field Experience Coordinator has knowledge of available opportunities, past Field Experience projects, and potential new linkages based on
stated interest area. Organizations are able to submit a site project application (Appendix B) which describes the project and required activities. A list of available sites with specific projects will be posted on the website (publichealth.uwm.edu) and updated as needed.

- Schedule a couple of informal interviews with potential sites. These meetings should be structured to help students understand what type of work the organization wants completed and to help assess fit, if needed. The student should contact her/his Faculty Advisor and the Field Experience Coordinator before contacting any sites.

- Complete the Learning Agreement and obtain required signatures.
- Attend any necessary trainings (determined by Site Preceptor/organization).
- Complete the CITI program online training: www.citiprogram.org if the project includes research with human participants.
- Submit documentation for Institutional Review Board approval if necessary.
- Register for PH 790 in the appropriate semester(s). You will be given a permission number to register after you submit your signed Learning Agreement to the Field Experience Coordinator.

**Student Responsibilities DURING the Field Experience**

- Work at Field Experience site and track your progress with the Daily Activity Log. The log includes time spent, activities, link to competencies, and reflection on issues, concerns, and successes during the experience. Submit the log monthly to your Faculty Advisor and Course Instructor.
- Schedule regular meetings with your Site Preceptor.
- Notify the Course Instructor of any changes or developments.
- Turn in all final products to the appropriate entity as outlined in the checklist and Learning Agreement.

**IDENTIFYING THE FIELD EXPERIENCE**

**Field Experience Site Criteria**

The Field Experience site must meet the following criteria:

- The site is an organization, agency, or community that allows the student to develop relevant skills or competencies included in the academic program constituting a valuable public health experience.

- The site provides a Site Preceptor who is willing and able to spend regularly scheduled time with the student and provide guidance. The Site Preceptor should have an MPH or public health training and/or extensive experience in population health practice.

- The organization exhibits a willingness to gradually increase student responsibility and independence over the duration of the Field Experience.

- The organization expects the student to complete the Field Experience on site with the organization providing workspace, access to resources, and the possibility to do field work or conduct field visits off site.
Field Experience at a Student’s Place of Employment

Students already working full-time or part-time in a public health organization are encouraged to engage in a Field Experience in an agency different than their current place of employment. However, with the approval of the Faculty Advisor and Site Preceptor, it is permissible to complete the field experience with a current employer. If a student chooses to complete the Field Experience at her/his current place of employment, the experience must meet the following criteria:

- The experience must be significantly different than the regular assigned duties.
- The experience must take place in a different department.
- The Site Preceptor must be someone other than the current supervisor and cannot be a fellow classmate.

Students must be granted approval to conduct their Field Experience at their place of employment. Such approval is not automatic. Students interested in conducting their Field Experience at their place of employment should contact the Field Experience Coordinator the semester BEFORE the projected start semester.

Completing the Learning Agreement

The Learning Agreement serves as a contract, protecting the student, the site, and the Zilber School of Public Health. The Learning Agreement builds on precepts set forth in the original position description. The Learning Agreement defines:

- The competencies and site learning objectives of the Field Experience;
- The activities and timetable necessary to accomplish those site learning objectives; and
- An agreement regarding any final products in addition to the Final Report, the Structured Thank You Letter, Student Evaluation Form, and Daily Activity Log.

The information about the project and competencies must be clarified and submitted before the Field Experience begins. Students should communicate with the Faculty Advisor and Site Preceptor via email, conference call, or in person to finalize the projects and tasks to be completed as part of the student’s Field Experience. Once determined, the student must complete the Learning Agreement (see Appendix C). The student, Site Preceptor, Faculty Advisor, and Course Instructor sign the form and retain copies for future reference and monitoring. The student is responsible for submitting the Learning Agreement to the Field Experience Coordinator to receive a permission number in order to enroll in PH 790. The Field Experience Coordinator retains the original, signed Learning Agreement in the student’s record and distributes copies of the completed Learning Agreement to all signing parties.
If the student is conducting her/his Field Experience over multiple semesters, only one Learning Agreement is required. The Learning Agreement should specify the final products for each semester so an appropriate grade can be assessed for each term.

For all students, a new Learning Agreement is required when significant additional time or tasks are added onto the student’s Field Experience. Please consult with the Faculty Advisor and Course Instructor when changes occur to the Field Experience to see if submission of a new Learning Agreement is necessary.

**Guide to Writing High Quality Site Learning Objectives**

Similar to objectives in logic models that guide public health practice, learning objectives describe the work performed during the Field Experience, and they explain what the student expects to gain from the Field Experience. Students write the site learning objectives with guidance from the Faculty Advisor and Site Preceptor.

A learning objective is a brief, clear statement that will guide the Faculty Advisor and Site Preceptor in their evaluation of the student’s performance. Each learning objective should align with an established program or track-specific competency and be accompanied by at least one activity that describes how the work will be done. The learning objective indicates a level at which the student intends to master a particular body of knowledge or achieve a particular professional and/or personal skill (the verb). It is measurable, with a defined product or outcome. There is a specified timeframe. Please note that the dates in the site learning objectives should fall prior to the end of the Field Experience semester in order to allow sufficient time for all required final products to be reviewed and the grade to be assigned. An example is given below:

Example:

1. **Competency 1 (required):**
   Describe how multiple determinants, including socioeconomic, biological, behavioral, and environmental, and the interrelations among these determinants shape population health and health inequities.
   a. **Learning Objective 1.1 (required):**
      Investigate potential relationships between income and educational attainment with soil lead levels over the previous 5 years, and potential associations between soil lead levels with community health indicators and descriptors of specific neighborhoods throughout Milwaukee, WI by December 12, 2014.
      i. **Activity 1.1.1 (required):**
         - Using ArcGIS software, City of Milwaukee Master Property Records (MPROP) and Census data for specific zip-codes in Milwaukee, we will identify homes that are at high, moderate and low risk for increased soil lead levels and correlate these statistics with census data regarding socioeconomic (SES) status indicators such as income and educational attainment.
         - Map the density of these at risk homes using ArcGIS, identify at risk homes by investigating the age of the dwelling, building code violations, neighborhood housing demolition data and proximity to interstates/freeways, etc.
**Institutional Review Board (IRB)**

The Institutional Review Board (IRB) ensures research activity involving human subjects associated with the university complies with ethics regulations. Only the IRB determines whether activities a) constitute research, b) involve human subjects, or c) are exempt from IRB approval or not. A “Determination of Human Subjects Research” form on UWM IRB’s website is available for submission to the IRB office to determine if IRB approval is required.

UWM’s IRB office holds several training sessions throughout the year on a variety of ethics and IRB-related topics. Students are encouraged to attend training sessions in the event their field experience requires IRB approval and as a professional development activity.

Dates for training sessions, forms, and contact information are available at: [http://uwm.edu/irb/](http://uwm.edu/irb/)
### DURING THE FIELD EXPERIENCE

<table>
<thead>
<tr>
<th>Expectations of the Student:</th>
<th>Expectations of the Site Preceptor:</th>
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<tbody>
<tr>
<td>• Professionalism in appearance and conduct in accordance with the site placement’s</td>
<td>• Work with student to develop the Learning Agreement, especially through determining a work</td>
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<tr>
<td>organizational policies.</td>
<td>schedule and plan to complete the project.</td>
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<td>• Practice of self-reflection</td>
<td>• Communicate organizational policies relevant to success in the organization and/or public health-related practice settings more generally.</td>
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<td>• Adherence to the schedule predetermined with the Site Preceptor, including regular</td>
<td>• Provide regular supervision to include at least 1 hour of one-on-one meetings per week.</td>
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<td>one-on-one meetings.</td>
<td>• Provide performance feedback in a reasonable time frame to correct any problems.</td>
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<td>• Punctuality and reasonable notification to the Site Preceptor about lateness or absence.</td>
<td>• Assign work that aligns with project goals and is of sufficient level to merit a master-level experience.</td>
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<tr>
<td>• Courtesy when communicating with clients, colleagues, or others.</td>
<td>• Inform the Course Instructor and/or Field Experience Coordinator of problems or concerns regarding the student’s progress that are not immediately resolved.</td>
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<td>• Clearly self-identifying as a student when interacting with others at the site placement.</td>
<td>• Review all products before established deadline.</td>
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<td>• Informing the Site Preceptor, Course Instructor, or Field Experience Coordinator of</td>
<td>• Submit evaluation to the Faculty Advisor and Course Instructor before established deadline.</td>
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<td>progress and issues when they arise.</td>
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<td>• Actively seeking feedback and incorporating suggestions into performance improvements.</td>
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<td>• Request for additional responsibilities if ready to accept more.</td>
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<tr>
<td>• Participation in D2L discussions and in-class sessions as posted.</td>
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<td>• Completion of the Daily Activity Log with monthly submission (Appendix E).</td>
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<td>• Production of a quality project that is useful to the organization.</td>
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<tr>
<th>Expectations of the Faculty Advisor:</th>
<th>Expectations of the Course Instructor:</th>
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<tr>
<td>• Work with the student and site preceptor to develop the Learning Agreement, especially</td>
<td>• Meet with student as requested to finalize plans for the field experience.</td>
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<td>through determining the academic integrity of planned activities and appropriateness of</td>
<td>• Maintain D2L course site (upload syllabus and materials, post discussion topics).</td>
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<td>work load.</td>
<td>• Maintain contact with students and site preceptors during the semester.</td>
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<td>• Work with the student to complete IRB documents as necessary.</td>
<td>• Host semester lunch for site preceptors with Faculty Advisors and Academic Affairs staff.</td>
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<tr>
<td>• Instruct student on applying skills learned in classroom as they relate to the activities</td>
<td>• Keep in touch with Faculty Advisors during the semester.</td>
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<td>of the Field Experience.</td>
<td>• Review students’ products and required documents.</td>
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<td>• Respond to emails from student or site preceptor in a timely manner (ideally within 48</td>
<td>• Coordinate grades with Faculty Advisors</td>
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<td>hours).</td>
<td>• Submit final grades in PAWS.</td>
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<td>• Review student products.</td>
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<td>• Provide/recommend a grade to the Course Instructor.</td>
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D2L Discussion Board Postings

The student is expected to participate in discussion boards on D2L. Discussion questions will be generated by the Course Instructor, and students post a response in a timely manner. Students are also asked to promote an exchange of ideas and sharing of insights by commenting on other students’ posts.

Handling Difficult Situations

Part of the student’s professional development may involve dealing with challenging situations. The experience strengthens the student’s education by providing professional development and mentorship. When difficulties arise between the student and the Site Preceptor or others in the organization, the first step is to directly address the issue with the parties involved and work to resolve it.

If the problem persists or cannot be resolved by talking with the Site Preceptor, the student should ask for help as soon as possible from the Faculty Advisor, Course Instructor, or Field Experience Coordinator. Students who wait to ask for help risk receiving negative evaluation and an unsatisfactory/ failing grade for the Field Experience. Site Preceptors who fail to contact the Course Instructor or Field Experience Coordinator with problems risk an unfinished product or project and negatively affecting the student’s progression through the MPH program. Contact the Faculty Advisor, Course Instructor or the Field Experience Coordinator at any time for assistance in resolving problems. The Faculty Advisor, Course Instructor or Field Experience Coordinator may intervene in situations that seem difficult and offer mediation between the student and the Site Preceptor and the organization.

Students are at their Field Experience site at the invitation of the organization and the Site Preceptor. Site Preceptors reserve the right to terminate the Field Experience. Of course, if after working with the Faculty Advisor, Course Instructor or Field Experience Coordinator the situation remains untenable, it is possible for the student to leave the Field Experience. This solution is a last resort and still requires follow-up with the Site Preceptor in order to leave on a good note. Sometimes lack of awareness can lead to unmet expectations. In short, students should feel free to discuss Field Experience concerns to those with whom they feel most comfortable, as long as it is done in a professional manner.
CONCLUDING THE FIELD EXPERIENCE

As the end of the Field Experience approaches, it is time to ensure that all Field Experience requirements are on track for completion. Students should review the site learning objectives and goals as stated in the Learning Agreement. It is the student’s responsibility to confirm that all requirements have been met. Due dates for the products are in the Learning Agreement, while due dates for the school materials are in the syllabus in the D2L course site. Once all final products for the site, Daily Activity Log, Final Report, Structured Thank You Letter, and Student and Site Preceptor Evaluation Forms are completed, a course grade will be assigned for the student.

After reviewing all materials from the student and the Site Preceptor’s Evaluation, the Faculty Advisor recommends a grade for the student to the Course Instructor. The Course Instructor also reviews all materials submitted by the student and the Site Preceptor Evaluation. The Course Instructor submits the final grade for each student in enrolled in PH 790 to PAWS in consultation with the Faculty Advisor.

Final Products for the Site

Products produced by the student for the site should be submitted to the Faculty Advisor and Course Instructor and distributed to the Site Preceptor via the means outlined in the Learning Agreement.

Final Products for the Zilber School

Daily Activity Log
The Daily Activity Log, a record of activities completed and reflections about the experience, should be completed continuously throughout the semester as the student records contact hours at the organization. The Daily Activity Log should be submitted monthly to the Faculty Advisor and Course Instructor. In a given semester the student will be preparing at least four monthly logs for electronic submission. The final log should include a cumulative total of hours worked at the Field Experience location.

Evaluations
Three evaluations are necessary at the conclusion of the field experience. (1) The student completes a self-evaluation (Student Evaluation Form, Appendix F) about the field experience. The Student Evaluation Form should be submitted to D2L by the date stipulated in the PH 790 syllabus. (2) The student also completes a course evaluation. The link to this evaluation will be sent via email about two weeks before the end of the semester. This feedback is valuable in helping the Faculty Advisor, Course Instructor and Field Experience Coordinator make improvements in the course.

(3) The Site Preceptor completes an evaluation about the student’s performance (Site Preceptor Evaluation Form, Appendix G). The Course Instructor is responsible for entering the competencies specified in the Learning Agreement into the appropriate section of the Site Preceptor Evaluation and distributing it to the Site Preceptor at least two weeks before the Site Preceptor Evaluation is due. The Site Preceptor submits the Site Preceptor Evaluation to the Faculty Advisor and Course Instructor by the date stipulated in the Learning Agreement.
Final Report
All students complete a final written report that summarizes the Field Experience. The student submits the Final Report to D2L by the date specified in the syllabus. Students have the choice to share the Final Report with their Site Preceptor or other representatives of their field site, but there is no requirement for Site Preceptors to read the final report. Students should feel comfortable being candid in their final report. Instructions are available through the D2L course site and in the PH 790 syllabus.

Structured Thank You Letter
All students are required to compose a structured thank you letter as one of the products of the Field Experience. Students should utilize the letterhead template provided on D2L. The Course Instructor recommends edits for the student to incorporate. Once the Course Instructor has approved the Structured Thank You Letter, the student is responsible for printing the letter in color, signing the letter, and submitting the hard copy to the Course Instructor. The Course Instructor or the Field Experience Coordinator will forward students’ letters to the respective site preceptors. Instructions are available through the D2L course site and in the PH 790 course syllabus.
# FIELD EXPERIENCE CHECKLIST

Please fill in due dates based on the course syllabus, Learning Agreement, or your own preferred deadline. List the required final products you will complete for your field experience site for each semester of enrollment. Additional space is provided at the end for other tasks or assignments.

<table>
<thead>
<tr>
<th>Task/Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>✅ Attend Field Experience Preparation Workshop</td>
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<td>✅ Update resume/CV</td>
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<td>✅ Complete CITI Online Training (if needed)</td>
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<tr>
<td>✅ Submit completed and signed Learning Agreement by email, in person, or through mail</td>
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<td>✅ Register for PH 790</td>
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<tr>
<td>✅ Participate in D2L discussions during the Field Experience</td>
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</tr>
<tr>
<td>✅ Submit Institutional Review Board application for approval (if needed to IRB online site)</td>
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</tr>
<tr>
<td>✅ Submit Daily Activity Log monthly to Faculty Advisor and Course Instructor</td>
<td></td>
</tr>
<tr>
<td>✅ Submit Final products for field experience site (will vary) to Faculty Advisor and Course Instructor</td>
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<tr>
<td>✅ Final Product #1:</td>
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<td>✅ Final Product #2:</td>
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<td>✅ Final Product #3:</td>
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<td>✅ Final Product #4:</td>
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<td>✅ Final Product #5:</td>
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<tr>
<td>✅ Submit Final Report</td>
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<tr>
<td>✅ Submit Structured Thank You Letter</td>
<td></td>
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<tr>
<td>✅ Submit Student Evaluation Form</td>
<td></td>
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<tr>
<td>✅ Complete Online PH 790 Course Evaluation Form</td>
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</tbody>
</table>
Master of Public Health (MPH) Field Experience Site Project Proposal

Date: _____/_____/_____

Name of Organization: _______________________________________________________

Contact Person: ___________________________________________________________

Degrees: ___________________________________________________________________

Phone: ____________________________________________________________________

E-mail: ___________________________________________________________________

Mailing Address: ___________________________________________________________

May interested students contact you directly?  Yes  No

Is the contact person the anticipated site preceptor?  Yes  No

Organization Specialty Areas: _______________________________________________

__________________________________________________________________________

Term Preference (mark all that apply, write year on line):

δ  Spring (January-May) ____

δ  Summer (June-September) ____

δ  Fall (September-December)____

δ  Ongoing

Please provide a brief description of the Field Experience project:_________________

__________________________________________________________________________

Will the field experience involve the collection of data with human participants?  Yes  No

Other: ___________________________________________________________________

Will the field experience involve the collection of data with human subjects?  Yes  No

What is the intended outcome of the field experience? (e.g., a written report, a completed database, etc).

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
What is the intended outcome of the field experience? (e.g., a written report, a completed database, etc).
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Please check which activities are involved in the potential field experience:
_____ Basic statistical computing
_____ Advanced statistical computing
    What statistical program(s) does your organization use? ______________
______________________________________________________________________
_____ Quantitative methods analysis
_____ Qualitative methods analysis
_____ Survey methods
_____ Program planning and/or implementation
    _____ Program evaluation
_____ Community-Based Participatory Research (CBPR)
_____ Needs assessment
_____ Environmental risk assessment
_____ Geographic Information Systems (GIS)
_____ Epidemiological field methods
_____ Policy analysis
_____ Advocacy

Are there special skills not indicated above required of students to complete the field experience?
______________________________________________________________________
Please submit to:

Mail signed forms to:

University of Wisconsin-Milwaukee
Joseph J. Zilber School of Public Health
Attn: Field Experience Coordinator
PO Box 413, Milwaukee, WI 53201-0413

Or deliver the original copies to:

Zilber School of Public Health Building
Fifth Floor Dean’s Suite Reception
Attn: Field Experience Coordinator
1240 N. 10th Street, Milwaukee, WI 53205

For questions, please contact Joy Neilson at 414-227-4127 or NEILSON@UWM.EDU
LEARNING AGREEMENT

All parties (Student, Faculty Advisor, Site Preceptor, and Course Instructor) must approve and sign this document before the student will be allowed to register for PH 790. A copy of this agreement should be retained by all parties for future reference. Submit the original form to the Field Experience Coordinator in order to receive the permission number to enroll in PH 790: Field Experience.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>MPH Track:</th>
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<tbody>
<tr>
<td></td>
<td>UWM Email:</td>
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<tr>
<th>Name of Field Experience Site:</th>
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<table>
<thead>
<tr>
<th>Agency’s Address:</th>
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</thead>
<tbody>
<tr>
<td><strong>Site Preceptor</strong></td>
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<tr>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
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<tr>
<td><strong>Degrees:</strong></td>
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<tr>
<td><strong>Phone number:</strong></td>
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<tr>
<td><strong>Fax number:</strong></td>
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<tr>
<td><strong>Email address:</strong></td>
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</table>

If the Site Preceptor will not be responsible for signing this form, please enter the information for the organization representative who will be signing the Learning Agreement:

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Title:</strong></th>
<th><strong>Degrees:</strong></th>
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</table>

<table>
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<tr>
<th><strong>Field Experience Title</strong></th>
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Field Experience Timeline (mm/dd/yyyy to mm/dd/yyyy): ___/___/_______ -- ___/___/_______

Semester (Circle all applicable and write year):  Fall  Spring  Summer / 20___

Number of credit hours enrolled each semester:  Fall  Spring  Summer ___

Number of contact hours to be completed each semester (1 credit hour = 80 contact hours):
Fall  Spring  Summer ___

Estimated hours per week: ____________

**Benefits:** (including financial compensation, sick/vacation time, travel, etc.)

____________________________________________________________________________________
Field Experience Overview:

Provide a brief description of your overall goal/activity or the abstract for your project.

(Insert Overview or attach additional pages as necessary.)

Statement of Significance:

Write a 1-2 page statement of the public health significance of your project. This statement should include a brief background about the problem, with references to key literature in the area.

(Insert Statement of Significance or attach additional pages as necessary)
Competencies, Site Learning Objectives, Activities:
Specify at least 4 competencies (including MPH Program Competency #9/Professionalism and #11/Communication; and at least 2 track-specific competencies) for the Field Experience. Please refer to Appendix D in the Field Experience Handbook for a list of program and track-specific competencies. For each competency, write at least one site learning objective. Each site learning objective should have at least one associated activity. Please consult with the Field Experience Course Instructor if you wish to see a sample Learning Agreement. Attach an additional page if necessary.

1. Competency 1 (required):
   a. Learning Objective 1.1 (required):
      i. Activity 1.1.1 (required):

2. Competency 2 (required):
   a. Learning Objective 2.1 (required):
      i. Activity 2.1.1 (required):

3. Competency 3 (required):
   a. Learning Objective 3.1 (required):
      i. Activity 3.1.1 (required):

4. Competency 4 (required):
   a. Learning Objective 4.1 (required):
      i. Activity 4.1.1 (required):
Timeline

Include due dates and regular 1-hour scheduled meetings (mm/dd/yyyy and times, subject to change). It is recommended students meet with their Site Preceptor at least once a week.
**Project Work Site and Resources:** Specify resources available for student to complete the project: (student workspace, data, personnel, data processing, and statistical software). Specify any special permission required for access to data/records and how permission will be obtained.

---

**Final Products for site, including how the student should submit Final Products to the site:** (does not include the Daily Activity Log, Final Report, Structured Thank You Letter, or Student and Site Preceptor Evaluation Forms required by the Zilber School of Public Health)

---

**List of Responsibilities**

**Student Responsibilities** in carrying out the project *(student initial at end of each statement)*:

1. Professionalism in appearance and conduct in accordance with the site placement’s organizational policies. ____
2. Adherence to the schedule predetermined with the Site Preceptor, including regular one-on-one meetings. ____
3. Punctuality and reasonable notification to the Site Preceptor about lateness or absence. ____
4. Courtesy when communicating with clients, colleagues, or others. ____
5. Clearly self-identifying as a student when interacting with the others at the site placement. ____
6. Informing the Site Preceptor, Course Instructor, or Field Experience Coordinator of progress and issues when they arise. ____
7. Actively seeking feedback and incorporating suggestions into performance improvements. ____
8. Requesting additional responsibilities if ready to accept more. ____
9. Participation in D2L discussions as posted. ____
11. Production of a quality project that is useful to the organization. ____
12. Other (specify):
**Site Preceptor Responsibilities** in supervising the project (*site preceptor initial at end of each statement)*:

1. Work with student to develop the Learning Agreement, especially through determining a work schedule and plan to complete the project. ____
2. Communicate organizational policies relevant to success in the organization and/or public health-related practice settings more generally. ____
3. Provide regular supervision to include at least 1 hour of one-on-one meetings per week. ____
4. Provide performance feedback in a reasonable time frame to correct any problems. ____
5. Assign work that aligns with project goals and is of sufficient level to merit a masters-level experience. ____
6. Inform the Faculty Advisor, Course Instructor and/or Field Experience Coordinator of problems or concerns regarding the student’s progress that are not immediately resolved. ____
7. Review all products before established deadline. ____
8. Submit evaluation to the Course Instructor before established deadline. ____
9. Other (specify):

**Faculty Advisor Responsibilities** in advising the project (*Faculty Advisor initial at end of each statement)*:

1. Work with the student and site preceptor to develop the Learning Agreement, especially through determining the academic integrity of planned activities and appropriateness of work load. ____
2. Work with the student to complete IRB documents as necessary. ____
3. Instruct student on applying skills learned in classroom as they relate to the activities of the Field Experience. ____
4. Respond to emails from student or site preceptor in a timely manner (ideally within 48 hours). ____
5. Review student products. ____
6. Recommend a grade to the Course Instructor. ____

**Institutional Review Board:**

Student activities involving human subjects’ research must be approved by the UWM Institutional Review Board (IRB) before the student may begin data collection or analysis. Human Subjects research activities include surveys, interviews, analysis of preexisting human subjects data and/or human tissue obtained for non-research purposes. See the UWM IRB website: [http://www4.uwm.edu/usa/irb/](http://www4.uwm.edu/usa/irb/).

*Note: Students must discuss IRB status with their faculty advisors prior to agreeing to any research or analysis involving human subjects during the field experience.*

**Check one:**

- [ ] IRB approval pending
- [ ] IRB approved (Please attach proof of IRB approval)
- [ ] IRB approval not required
**Termination of Agreement:**

THIS AGREEMENT MAY BE TERMINATED FOR ANY OF THE FOLLOWING REASONS:

1. Any illness or other unexpected events that necessitate the student’s absence for a period of time that is detrimental to the organization or student.
2. Any action by the organization that is detrimental to the student or the University of Wisconsin-Milwaukee.
3. Any action by the student or the University of Wisconsin-Milwaukee that is detrimental to the organization.
AGREEMENT

I have participated in the development of the Learning Agreement and agree to conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below by distributing a revised Learning Agreement and obtaining their signatures again.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Preceptor</td>
<td>Date</td>
</tr>
</tbody>
</table>

The Zilber School of Public Health Faculty Advisor Date

The Zilber School of Public Health Course Instructor Date

Mail signed form to:

University of Wisconsin-Milwaukee
Joseph J. Zilber School of Public Health
Attn: Field Experience Coordinator
PO Box 413, Milwaukee, WI 53201-0413

Or deliver the original copy to:

Zilber School of Public Health Building
Fifth Floor Dean’s Suite Reception
Attn: Field Experience Coordinator
1240 N. 10th Street, Milwaukee, WI 53205

Once the Learning Agreement is submitted to the Field Experience Coordinator, the student will receive a permission number to register for the appropriate number of credits in PH 790: Field Experience.
APPENDIX D: MPH PROGRAM AND TRACK-SPECIFIC COMPETENCIES

MASTER OF PUBLIC HEALTH PROGRAM COMPETENCIES

1. Explain the foundational principles and historical perspectives that shape the field of public health.

2. Describe how multiple determinants, including socioeconomic, biological, behavioral, and environmental, and the interrelations among these determinants shape population health and health inequities.

3. Integrate principles of social and environmental justice within public health practice and research.

4. Employ ethical principles and protocols in public health practice and research.

5. Implement approaches to public health practice and research that recognize the social, cultural and environmental circumstances of individuals, communities and populations.

6. Utilize appropriate quantitative and/or qualitative methods in public health practice and research.

7. Apply inter-disciplinary theories, research methods and best practices to address public health issues and promote population health.

8. Collect, synthesize, and critically analyze information and data to identify and address public health issues and inform interventions.

9. Practice professionalism, demonstrated by integrity, respect, transparency, sound judgment, and constructive interactions with colleagues, community members, stakeholders and the public at large. (Required in Learning Agreement)

10. Demonstrate leadership and partnership skills that foster and support collaborations across diverse communities, settings and sectors.

11. Communicate effectively about public health issues with diverse audiences using a variety of strategies and modalities. (Required in Learning Agreement)

12. Advocate for the public’s health and health equity.
Biostatistics Track-Specific Competencies

Master of Public Health students in the Biostatistics Track can expect to:

1. Function as a collaborator with community partners on public health projects and in developing recommendations for appropriate study designs that advance social justice and population health.

2. Translate research objectives into testable hypotheses.

3. Differentiate between quantitative problems that can be addressed with routine methods and those requiring input from a doctoral-level biostatistician.

4. Demonstrate a broad knowledge and understanding of statistical techniques used in public health studies and health-related scientific investigations.

5. Identify and apply a variety of appropriate statistical methods for developing inferences about public-health-related questions.

6. Demonstrate basic programming skills in multiple statistical software packages and data management and integration techniques for public health and big data projects.

7. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

8. Interpret and critique statistical analyses in publications for public health professionals.

9. Demonstrate a cognizance of the social, environmental and public health contexts that are impacted by the results of statistical analyses.

10. Demonstrate effective written and oral communication skills when reporting statistical results to different audiences of public health professionals, policy makers and community partners.

11. Formulate and produce graphical displays of quantitative information (e.g., scatter plots, box plots and line graphs) that effectively communicate analytic findings.

12. Differentiate between ethical and unethical reporting of data and results.
Community and Behavioral Health Promotion Track-Specific Competencies

Master of Public Health students in the Community and Behavioral Health Promotion Track can expect to:

1. Demonstrate a broad knowledge and understanding of community and behavioral health theories and their application to health promotion and prevention.

2. Apply relevant theories, concepts and models from the social and behavioral sciences to public health research and practice.

3. Engage and include key stakeholders in the planning, implementation and evaluation of public health programs, policies, and interventions.

4. Demonstrate cultural humility and collaborative skills when working with disadvantaged individuals and diverse communities on public health problems and solutions.

5. Identify and operationalize social and community-level solutions to public health problems.

6. Develop and apply collaborative partnership and engagement skills with diverse community agencies and stakeholders to address health disparities and promote health equity.

7. Assess for potential social and behavioral factors influencing the health of individuals and communities.

8. Assess the strengths and limitations of social and behavioral science interventions and policies within the context of health promotion.

9. Apply qualitative and quantitative methods to the assessment of public health problems, the articulation of community strengths, and the evaluation of prevention and intervention programs.

13. Identify and apply theoretically grounded, evidence-based approaches to the development and implementation of social and behavioral science interventions.

14. Facilitate and/or lead the planning, implementation and evaluation of public health programs, policies and interventions.

15. Integrate principles of social justice and human rights into planning, implementing and assessing public health interventions.

16. Develop and apply effective health communication strategies with diverse stakeholders.
Environmental Health Sciences Track-Specific Competencies

Master of Public Health students in the Environmental Health Sciences Track can expect to:

1. Describe/understand the direct and indirect human health effects of major physical, chemical and biological factors from both natural and built environments.

2. Describe genetic, physiological and overall human health effects of primary environmental hazards resulting from both chronic and acute exposures.

3. Describe/understand how animal models are utilized to address societal issues that intersect between basic science and public health.

4. Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to both human and ecological health.

5. Perform a risk assessment of an environmental health agent.

6. Identify, locate and use appropriate reference materials.

7. Comprehend the primary scientific research literature, and obtain information directly from experts in the field of environmental health sciences.

8. Analyze data statistically and conceptually, interpret results, make conclusions, and describe the relevance of such results to public health problems/issues.

9. Communicate and disseminate complex scientific and public health information simply and accurately in both written and spoken word, in both informal and formal interactions, targeted appropriately and respectfully to audiences of diverse backgrounds.

10. Interact and collaborate with individuals and organizations across the spectrum of public health disciplines.
**Epidemiology Track-Specific Competencies**

Master of Public Health students in the Epidemiology Track can expect to:

1. Apply multidisciplinary social and environmental justice, human rights, critical social science, population health and health equity perspectives to frame and interpret epidemiologic research and practice.

2. Identify and describe socio-structural, environmental, behavioral and biological determinants of health and health equity.

3. Systematically gather, critically evaluate and synthesize epidemiological literature and other relevant information to advance population health and health equity.

4. Apply epidemiological skills in collaboration with community partners and key stakeholders to advance social and environmental justice and population health.

5. Use interdisciplinary knowledge to formulate theory-driven hypotheses and research questions with relevant policy and practice implications for advancing population health and health equity.

6. Apply appropriate field and surveillance methods to investigate disease outbreaks and assess patterns of exposures and health outcomes in the population.

7. Engage ethically in interactions with study participants, communities and colleagues, in the performance of research and practice activities, and reporting of data and findings.

8. Select epidemiologic methods and conduct statistical analyses to describe patterns of health and determinants of health, assess associations between exposures and health outcomes while minimizing threats to causal inference.

9. Interpret and contextualize results, with attention to strengths and limitations of the study framing, design and analysis, and policy and practice implications.

10. Communicate epidemiologic findings using a variety of modalities to diverse audiences and translate how findings are relevant to academics, community organizations, policy-makers, public health practitioners and other stakeholders.
**Public Health Policy and Administration Track-Specific Competencies**

Master of Public Health students in the Public Health Policy and Administration Track can expect to:

1. Distinguish public health policy and administration from health care policy and administration, and articulate the importance of health in all policies.

2. Examine how public policy and established socio-economic structures influence population health and health disparities.

3. Develop strategies for leveraging policy to promote population health, health equity, and social and environmental justice.

4. Integrate ethical principles into public health policy, practice, research and administration by ensuring respect for diverse values, beliefs, and cultures and the dignity of individuals and communities.

5. Demonstrate effective oral and written communication skills to present, explain and advocate for public health policies and programs.

6. Describe the policy-making process and identify the actors, structures and forces that influence and shape the public health policy process.

7. Conduct policy analysis in public health policy and administration, identifying and assessing policy options, outcomes, and potential contributions to population health and health disparities.

8. Apply appropriate methods to gather and analyze a robust basis of evidence to inform and evaluate public health policy, practice and administration.

9. Assess and translate available evidence into public health policy and administrative planning, development and implementation to promote population health and health equity.

10. Describe the organizational structures and administration of public health and health care systems.

11. Describe best-practice leadership and management principles as they relate to public health practice.
APPENDIX E: DAILY ACTIVITY LOG

MPH FIELD EXPERIENCE DAILY ACTIVITY LOG

Name: ____________________________________________________

Date Submitted: ____/____/_______  (Submitted MONTHLY to Faculty Advisor & Course Instructor)

Dates of Field Experience: ____/____/_______  -  ____/____/_______

Field Experience Location: _______________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time (Hours)</th>
<th>Activity</th>
<th>Course Application (Competencies, Site Learning Objectives, Activities)</th>
<th>NOTES: Issues, Concerns, Struggles, Successes, Personal Reflections</th>
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APPENDIX F: STUDENT EVALUATION FORM

JOSEPH J. ZILBER
School of Public Health

Student Evaluation Form

Please be honest. The evaluation will not be shared with your site preceptor or any other representative of the site. The evaluation is for Joseph J. Zilber School of Public Health internal use only.

Part I: Student and Field Experience Information

Student’s Name: ___________________________________ UWM Email: _______________@uwm.edu

MPH Track: ______________________________________ Term/Year: ______________________

Faculty Advisor: _________________________________________________________________

Organization/Site: ________________________________________________________________

Preceptor’s Name and Title: __________________________________________________________

Field Experience Period:
Start date (mm/dd/yyyy): ______________________ End date (mm/dd/yyyy): ______________________

Part II: Student Field Experience Evaluation

Please use the following key to respond to the statements listed below.
SA=Strongly Agree  A=Agree  D=Disagree  SD=Strongly Disagree  N/A=Not Applicable

<table>
<thead>
<tr>
<th>My Field Experience...</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided me with the opportunity to carry out my competencies and site learning objectives</td>
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<td>Contributed to the development of my specific career interests</td>
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<td>Required skills consistent with those obtained from my MPH training</td>
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<td>Provided the opportunity to use skills obtained in program classes</td>
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<td>Challenged me to work at my highest level</td>
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<tr>
<td>Served as a valuable learning experience in public health practice</td>
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<tr>
<td>Overall, this Field Experience met my expectations and provided me with the professional experience I need.</td>
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</table>
Please list required skills you did not have at the beginning of your Field Experience that would have been useful in completing the field experience.

Please list required skills you had but did not gain at the Zilber School of Public Health.

Please list new information and/or skills the Field Experience added to your graduate education.

Would you recommend this agency to others for a future Field Experience? Yes _____ No _____

Please use the following key to respond to the statements listed below.

SA=Strongly Agree   A=Agree   D=Disagree   SD=Strongly Disagree   N/A=Not Applicable

<table>
<thead>
<tr>
<th>My Site Preceptor...</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with me to develop and execute the Learning Agreement</td>
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<tr>
<td>Communicated organizational policies relevant to success in the organization and/or public health related practice settings</td>
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<tr>
<td>Provided regular supervision including at least 1 hour of one-on-one meetings per week</td>
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<td>Provided performance feedback in a reasonable timeline to correct any problems</td>
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<tr>
<td>Assigned work that aligned with project goals and was of sufficient level to merit a master’s-level experience</td>
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<td>Practiced professional conflict resolution, as needed</td>
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<td>Reviewed all products before the established deadline</td>
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</table>
Would you recommend this preceptor to others for a future Field Experience? Yes ____ No ____

Please provide any additional comments explaining any of your Field Experience responses:

__________________________________________________________

Student’s Signature: 

__________________________________________________________

Print Name: Date: __________________________

Please submit to D2L by the deadline indicated in the course syllabus.
Intentionally left blank.
**APPENDIX G: MPH FIELD EXPERIENCE – SITE PRECEPTOR EVALUATION**

**JOSEPH J. ZILBER**

School of Public Health

*Instructions:* The purpose of this form is to provide the Site Preceptor with the opportunity to evaluate the student’s performance in the Field Experience. The Course Instructor is responsible for copying the competencies listed in the student’s Learning Agreement into the “Competencies” section before giving the Site Preceptor Evaluation to the Site Preceptor. The Site Preceptor and the student should review and discuss this evaluation together in relation to the student’s site learning objectives before the Site Preceptor submits it to the Faculty Advisor and Course Instructor. Please add any additional comments below about the School of Public Health’s MPH Field Experience Program.

**Part I: Student and Field Experience Information**

Student’s Name: ________________________________________________________________

Organization/Site: ______________________________________________________________

Preceptor’s Name and Title: ________________________________________________________

**Part II: Evaluation of Student**

*Check the number that best reflects your rating of the characteristics you observed. Please rate the student’s performance during the Field Experience based on the following criteria:*

1 – Needs improvement – Needs additional work to reach expected level of competence (Comment required).

3 – Satisfactory – Meets requirements for current point in training.

5 – Above expectations – Exceeds expectation at current point in supervised practice; took extra initiative or demonstrated creative approaches to the situation.

<table>
<thead>
<tr>
<th>FIELD EXPERIENCE REQUIREMENTS</th>
<th>1-Needs Improvement</th>
<th>2</th>
<th>3- Satisfactory</th>
<th>4</th>
<th>5- Above Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving site learning objectives as specified in the Learning Agreement</td>
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<tr>
<td>Adhering to the schedule predetermined with the Site Preceptor</td>
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<tr>
<td>Working effectively with Site Preceptor</td>
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<td>Working effectively within the organization</td>
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<tr>
<td>Applying public health</td>
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</table>

43
Demonstrating an appropriate level of public health skills and knowledge

Please comment on the student’s ability to meet Field Experience requirements. Comments are required for any ratings of 1.

These next two sections refer to the MPH Program and Track Competencies. Please rate the student on those that applied to the specific project(s). The two required program competencies are in bold.

<table>
<thead>
<tr>
<th>MPH PROGRAM COMPETENCIES</th>
<th>1-Needs Improvement</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5- Above Expectations</th>
<th>Does Not Apply</th>
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</thead>
<tbody>
<tr>
<td>Explain the foundational principles and historical perspectives that shape the field of public health.</td>
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<tr>
<td>Describe how multiple determinants, including socioeconomic, biological, behavioral, and environmental, and the interrelations among these determinants, shape population health and health inequities.</td>
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<td>Integrate principles of social and environmental justice within public health practice and research.</td>
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<td>Employ ethical principles and protocols in public health practice and research.</td>
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<td>Implement approaches</td>
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<tr>
<td>MPH PROGRAM COMPETENCIES</td>
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<td>to public health practice and research that recognize the social, cultural and environmental circumstances of individuals, communities and populations.</td>
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<td>Utilize appropriate quantitative and/or qualitative methods in public health practice and research.</td>
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<td>Apply interdisciplinary theories, research methods and best practices to address public health issues and promote population health.</td>
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<td>Collect, synthesize, and critically analyze information and data to identify and address public health issues and inform interventions.</td>
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<td><strong>Practice professionalism, demonstrated by integrity, respect, transparency, sound judgment, and constructive interactions with colleagues, community members, stakeholders and the public at large.</strong> <em>(Required)</em></td>
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<td>Demonstrate leadership and partnership skills that</td>
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<td>MPH PROGRAM COMPETENCIES</td>
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<td>foster and support collaborations across diverse communities, settings, and sectors.</td>
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<td>Communicate effectively about public health issues with diverse audiences using a variety of strategies and modalities. (Required)</td>
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<td>Advocate for the public’s health and health equity</td>
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Please comment on the student’s ability to demonstrate competencies. Comments are required for any ratings of 1.

<table>
<thead>
<tr>
<th>TRACK-SPECIFIC COMPETENCIES FROM LEARNING AGREEMENT</th>
<th>1-Needs Improvement</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5- Above Expectations</th>
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</thead>
<tbody>
<tr>
<td>Track-Specific Competency #1:</td>
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<td>Track-Specific Competency #2:</td>
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<table>
<thead>
<tr>
<th>WORK HABITS AND INTERPERSONAL SKILLS</th>
<th>1-Needs Improvement</th>
<th>2</th>
<th>3-Satisfactory</th>
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<th>5- Above Expectations</th>
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<tbody>
<tr>
<td>Reliability</td>
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<tr>
<td>WORK HABITS AND INTERPERSONAL SKILLS</td>
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<td>Taking initiative in work</td>
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<td>Promoting a positive professional image/appearance</td>
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<tr>
<td>Preparation to do assigned tasks</td>
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<tr>
<td>Ability to relate to and work with co-workers (cooperation, helpfulness, etc.)</td>
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<td>Ability to relate to and work with community partners/clients</td>
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<td>Ability to give persuasive presentations</td>
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<td>Providing appropriate feedback</td>
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<td>Listening attentively</td>
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<td>Responding to supervision (ability to accept and profit from suggestions to improve performance)</td>
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<td>Demonstrating a professional attitude</td>
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<td>Demonstrating critical thinking skills in addressing problems</td>
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<td>Making effective use of time and resources to meet goals and deadlines</td>
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Please comment on the student’s work habits and interpersonal skills. Comments are required for any ratings of 1.

Additional Comments – Please mention areas of exceptional achievement or areas needing improvement:
### Preceptor Experience:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>From your experience as the student’s Site Preceptor, did you feel prepared?</td>
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<tr>
<td>Were you able to integrate the student’s Field Experience project into other work and tasks?</td>
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<tr>
<td>Were you clear about the goals of the Field Experience?</td>
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<tr>
<td>Were you able or authorized to address issues with the student if any had come up?</td>
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<tr>
<td>What more could the School of Public Health do to support you in your role as site preceptor/supervisor?</td>
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<tr>
<td>Overall, was this a worthwhile experience? Would you be willing to do it again?</td>
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</tbody>
</table>

Were you able to review this evaluation with the student?

- [ ] YES (Date mm/dd/yyyy: ___/___/_______)  
- [ ] NO

Preceptor’s Signature: _____________________________________________________________

Print Name: ___________________________  Date: _____________________________

Please return this form to the Faculty Advisor and Course Instructor via email or mail by the date specified in the Learning Agreement.