



Joseph J. Zilber
College of Public Health

Field Experience Handbook

**A Guide for Master of Public Health Tracks in
Biostatistics, Community and Behavioral Health Promotion,
Environmental Health Sciences, Epidemiology, Nutrition and
Dietetics, and Public Health Policy
For Students and Faculty**

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INTRODUCING THE FIELD EXPERIENCE

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 at an organization of the student's choosing.

Syllabus Statement

Please note that this Field Experience Handbook is not all inclusive of the requirements and expectations of the PH790 and PH791 courses. Refer to the PH790 and PH791 syllabi for the requirements and expectations of each course offered in a specific semester.

Course Learning Objectives

After successfully completing the course, students will be able to:

- Apply a minimum of 5 specified competencies in a public health practice setting. Of the five, three are MPH Foundational Competencies, and two are MPH track competencies. Two of the three MPH Foundational Competencies are REQUIRED:
 - MPH Foundational Competency #16: Apply leadership and/or management principles to address a relevant issue.
 - MPH Foundational Competency #19: Communicate appropriate audience (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
 - MPH Foundational Competency #X (chosen from the list of 22 Competencies; Appendix C)

NOTE: In addition to addressing these MPH Foundational and Track competencies, students in the Nutrition and Dietetics Track, MCH Certificate, and coordinated MPH-MSW Program have additional required competencies to meet. Students should consult with their program advisors for further details and approval of the Learning Agreement.

- Demonstrate practical skills related to two 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 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, a student could register for 3 credit hours in the summer semester or for 2 credit hours in the summer semester and 1 credit hour in the fall semester. Should the Field Experience occur over 2 consecutive semesters, the Learning Agreement (Appendix B) 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.

Requirements

It is required that each student complete the following steps as outlined in the Field Experience Checklist (Appendix A).

- Complete 18 credits of MPH core courses and track courses as a prerequisite to beginning the Field Experience. 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 Advisor. The table below shows the distribution of core and track courses by track that students need to reach 18 credits.

TRACK*	PH702	PH704	Additional MPH Core Courses	Track Courses (2-3 Track courses TBD)	Minimum Required Credits (At least 18)
BIOS	x (3 credits)	x (3 credits)	<p>1 additional MPH core course (3 credits)</p> <ul style="list-style-type: none"> • PH703: Environmental Health Sciences • PH705: Principles of Public Health Policy and Administration • PH706: Perspectives on Community & Behavioral Health • PH708: Health Systems and Population Health 	<p>3 Track courses (9 credits)</p> <ul style="list-style-type: none"> • PH711: intermediate Biostatistics • PH712: Probability and Statistical Inference • PH718: Data Management and Visualization in R 	18
CBHP	x (3 credits)	x (3 credits)	<p>PH706: Perspectives on Community & Behavioral Health, plus 1 additional MPH core course if only 2 track courses are taken (3-6 credits)</p> <ul style="list-style-type: none"> • PH703: Environmental Health Science • PH705: Principles of Public Health Policy and Administration • PH708: Health Systems and Population Health 	<p>2-3 Track courses, plus 1 additional track course if only 1 additional MPH core course is taken (6-9 credits)</p> <ul style="list-style-type: none"> • PH726: Community Health Assessment • PH727: Program Planning and Implementation in Public Health 	18

EHS	x (3 credits)	x (3 credits)	<p>PH 703, plus 1 additional MPH core course if only 2 track courses are taken (3-6 credits)</p> <ul style="list-style-type: none"> • PH705: Principles of Public Health Policy and Administration • PH706: Perspectives on Community & Behavioral Health • PH708: Health Systems and Population Health 	<p>2-3 Track courses (Not specified) (6-9 credits)</p>	18
EPI**	x (3 credits)	x (3 credits)	<p>1 additional MPH core course (3 credits)</p> <ul style="list-style-type: none"> • PH703: Environmental Health Sciences • PH705: Principles of Public Health Policy and Administration • PH706: Perspectives on Community & Behavioral Health • PH708: Health Systems and Population Health 	<p>3 Track courses (PH700, PH759, PH761) (9 credits)</p> <ul style="list-style-type: none"> • PH700: Structures of Inequality and Population Health • PH759: Intro to Regression for Understanding SDOH • PH761: Epidemiology Field Methods 	18

NUTR** *	x (3 credits)	x (3 credits)	3 additional MPH core courses (9 credits) <ul style="list-style-type: none"> • PH703: Environmental Health Sciences • PH705: Principles of Public Health Policy and Administration • PH706: Perspectives on Community & Behavioral Health • PH708: Health Systems and Population Health 	4 Track courses (12 credits) <ul style="list-style-type: none"> • NUTR555G: Public Health Nutrition and Food Politics • NUTR574G: Obesity and Weight Management • NUTR702: Advanced Nutrition Education • NUTR703: Culinary Medicine for Nutrition & Dietetic Professionals 	27
PHP	x (3 credits)	x (3 credits)	PH705, plus 1 additional course (6 credits) <ul style="list-style-type: none"> • PH703: Environmental Health Sciences • PH706: Perspectives on Community & Behavioral Health • PH708: Health Systems and Population Health 	2 Track courses (Not specified) (6 credits)	18

*Track plans for modified PH790 pre-requisites of 18 total graduate credits including PH702, PH704, 1 or 2 additional MPH core courses and 2 or 3 additional track courses; note that PH708 does not need to be taken before the Field Experience.

**Students in the Accelerated Master's Degree (AMD) do not take PH700 before the Field Experience based on their course sequence.

***The MPH Nutrition and Dietetics is a 64-credit program with limited flexibility based on when the NUTR courses are offered. Students take the public health/nutrition Field Experience in the fall of their second year.

NOTE: Students in the coordinated MPH-MSW degree (CBPH or PHP Tracks) take SOC WRK 823 for a total of 250 hours in place of PH790. They must work with both the designated Social Work Field Liaison and Public Health Field Experience staff as the placement is completed in the same site over three semesters.

- Attend the Field Experience Workshop in the semester **before** enrolling in the course.
- Work with the Faculty Advisor and the Community Engagement Coordinator (with the Field Experience Course Instructor as needed) to identify an approved project that is of interest both to the student and the organization, and that will expand the student's experience in public health in keeping with specified MPH Foundational and track-specific Competencies (Appendix C).
- Prepare a Learning Agreement (Appendix B) in conjunction with the Faculty Advisor and Site Preceptor.
- Submit the Learning Agreement signed by student, Site Preceptor, Faculty Advisor, and Course Instructor to the Community Engagement Coordinator. The Community Engagement Coordinator and Course Instructor work with the Graduate Advisor to give students permission to enroll in the course.
- Enroll in PH 790: Field Experience for 1 – 3 credit hours in the semester in which the student **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 one-credit 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 (Appendix B). 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.
- Submit a Student Evaluation Form (Appendix E) to the Faculty Advisor and Course Instructor and complete an online course evaluation.
- Arrange a meeting to review the Site Preceptor Evaluation Form (Appendix F) with the Site Preceptor. Site Preceptors should email the Site Preceptor Evaluation Form to the Community Engagement Coordinator, who will then share it with the Course Instructor and Faculty Advisor.
- Complete **two products** for the site
 - Social media campaign creation/management
 - Program evaluation
 - Surveys
 - Data entry, collection, and analysis
 - Annual report assistance
 - Policy briefs
 - Literature review and more...
- Each student submits **2** deliverables prepared for the site to the preceptor and in the course Canvas site. The activities for and details of these products should be outlined in the Learning Agreement (Appendix B). In addition to submitting the deliverables to the site, the student submits them to the Faculty Advisor and Course Instructor. These products become part of a portfolio of key course assessments/projects as evidence of competency attainment and skills for prospective employers.
- Submit the following course materials to the course Canvas site:
 - Daily Activity Log (submitted monthly)
 - Final report
 - Structured thank you (draft)

- Student Evaluation Form

Field Experience Team

Faculty Advisor: Plan of Study Development, Eligibility for Field Experience, Site Suggestions, Learning Agreement Development and Updates, IRB Determination

Community Engagement Coordinator: General Field Experience Point of Contact, Site Selection, Learning Agreement Development and Updates

Course Instructor: Permission to Enroll in PH790/PH791, PH790/PH791 Assignments and Guidance, PH 790/PH791 Grading

Graduate Advisor: General Program Questions, Waivers, Advisor Change

Assistant Dean of Community Engagement: Waivers, Field Experience Pre-requisites, Competencies questions

Waiver for the 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 in a population health setting before beginning the MPH degree. Time spent in internships is not considered part of the 5-year total. To apply for the waiver, the student will submit a written rationale for the waiver to the Faculty Advisor, Assistant Dean and/or 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 Foundational Competencies #16 (Leadership) and #19 (Communication). The Faculty Advisor, Assistant Dean/Course Instructor, and MPH Program Director will review the material and make the final determination. Once the waiver is approved, the student will complete PH 790 for 2 credit hours, or 160 hours. Students must still enroll in three credits of PH 790 and the PH 791 Leadership in Public Health course to meet the graduation requirement. If the student would also like to engage in the Field Experience at their current place of employment, they should follow the requirements below for the Field Experience at a student's place of employment.

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, Course Instructor, and MPH Director, it is possible to complete the Field Experience with a current employer. If a student chooses to complete the Field Experience at their current place of employment, **the Field 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 Community Engagement Coordinator the semester BEFORE the projected start semester for additional information.

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 of Field Experience (PH 790) and in 1 credit for Leadership in Public Health (PH 791) in the summer session meet 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 are encouraged to review their financial aid package with the Financial Aid Office early in the fall semester of their first year. They should have a plan to ensure that they have sufficient funds for the summer.

If you are receiving a scholarship through the Zilber College of Public Health, please contact the Graduate Advisor early in the fall semester 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, Milwaukee, WI 53201

Online: <https://uwm.edu/onestop/contact/financial-aid/>

Funding Statement

Students are responsible for covering the full cost of their Field Experience and personal expenses. Some placement sites offer paid Field Experience projects; however, it is not required. Nationally, except for two schools, no public health schools or programs provide stipends for students to complete the Field Experience. Please communicate your needs with the Community Engagement Coordinator so we can find an appropriate Field Experience placement that fits your needs.

Field Experience Timeline

Student Responsibilities Two Semesters BEFORE the Field Experience

- Develop or update a resume/CV. The Community Engagement Coordinator can provide one-on-one help as needed. Another resource is the UWM Center for Student Experience and Talent (SET). Ask the Community Engagement Coordinator for help in contacting SET, or visit their website: <https://uwm.edu/set/>
- Special provisions must be arranged for students seeking Field Experience abroad. Participation in international field experiences cannot be finalized without advanced preparation. Please

consult with the Faculty Advisor and Community Engagement Coordinator a minimum of two semesters ahead of the projected start semester.

Student Responsibilities One Semester BEFORE the Field Experience

- Attend the required 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.
 - ✓ Schedule a meeting with the Community Engagement Coordinator to discuss interests and present background information, if needed. The Community Engagement 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 proposal form, which describes the project and required activities. The Community Engagement Coordinator will compile a list of these projects and distribute it to the students.
 - ✓ 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.
- Complete the Learning Agreement (Appendix B) and obtain required signatures.
- Attend any necessary trainings (determined by Site Preceptor/organization).
- Complete the CITI program online training: <https://uwm.edu/irb/training/humansubjects-training-citi/> Student will submit certificate of completion for modules appropriate for project to Community Engagement Coordinator.
- Submit documentation for Institutional Review Board approval if necessary.
- Register for PH 790 and PH 791 in the appropriate semester(s). The Graduate Advisor gives permission for enrollment once the signed Learning Agreement (Appendix B) has been sent to the Community Engagement Coordinator.

Student Responsibilities DURING the Field Experience

- Work at Field Experience site and track your progress with the Daily Activity Log (Appendix D). The Log includes time spent, activities completed and competencies covered, 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.
- Raise any issues/concerns with the preceptor and/or course instructor as early as possible to maximize time for problem-solving.
- Notify the Course Instructor of any changes or developments.
- Attend all required class meetings.
- Turn in all course materials to the Course Instructor.
- Turn in all final products to the Site Preceptor and Course Instructor as outlined in the Checklist (Appendix A) and Learning Agreement (Appendix B).

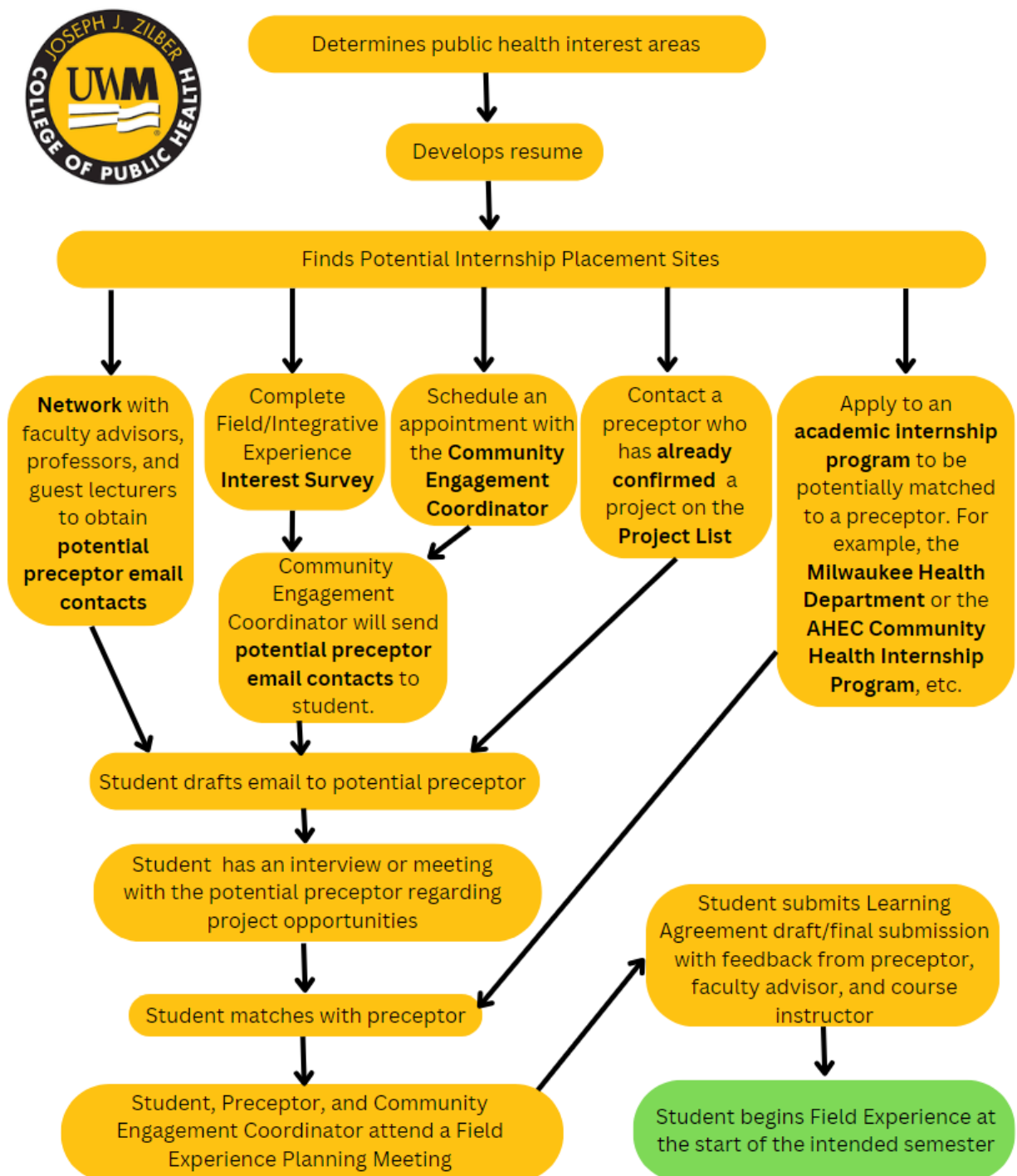
PH 791: Leadership in Public Health Course

In addition to the PH 790 Field Experience course, students are required to take PH 791 Leadership in Public Health. PH 791 is a 1-credit course offered in the **summer and fall** semesters only. Students should work closely with their advisor to develop their plan of study accordingly. This course:

- Complements the Field Experience by providing students with lectures and presentations on topics related to leadership and opportunities to engage in group workshops with case studies and role playing.
- Covers three Foundational Competencies:
 - #16 – Apply leadership and/or management principles to address a relevant issue (may include creating a vision, empowering others, fostering collaboration, and guiding decision making)
 - #17 – Apply negotiation and mediation skills to address organizational or community challenges (skills needed to achieve common solution among parties with conflicting interests and/or different desired outcomes; effective communication in a team is more closely related to Competency #16 above.
 - #21 – Integrate perspectives from other sectors and/or professions to promote and advance population health (direct engagement between student and individual or individuals in profession or sector other than public health to combine perspectives and knowledge across profession/sector to complete a task or solve a problem)
- Includes writing assignments to foster the integration of core concepts as well as hone critical thinking and personal reflection skills.

IDENTIFYING THE FIELD EXPERIENCE

Process for Matching with a Preceptor and Preparing for the Field Experience



Field Experience Site and Preceptor Criteria

MPH Students

The Field Experience site must meet the following criteria:

- ✓ The site is an organization, agency, or community-based nonprofit with a focus on population health that allows the student to develop relevant public health skills and competencies in a practice setting.
- ✓ The site provides a preceptor who is willing and able to spend regularly scheduled time with the student and provide guidance. The Site Preceptor may also serve as a mentor based on the relationship with the student. The Site Preceptor should have an MPH or graduate public health-related training and/or at least five years' experience in population health practice as well as experience as a supervisor.
- ✓ 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. Hybrid (remote/in-person) and remote options may be explored.
- ✓ The focus of the project and deliverables should support student learning and professional development specifically as it relates to their participation in an MPH track.

Nutrition and Dietetics Track

The Nutrition and Dietetics Public Health Field Coordinator will facilitate the placement of all students to ensure all competencies are obtained. An opportunity to provide site preferences will be provided. Please do not contact placement sites without prior approval from the Nutrition and Dietetics Field Coordinator. Students must complete their field experience within the U.S.; international experiences are not available at this time.

MCH Certificate

Students completing the MCH Certificate as part of the MPH degree do their Field Experience as PH 790 for a total of three credits (240 Hours). They must meet the CBHP or PHP Track pre-requisites to be eligible for the Field Experience in the first summer if going full-time. Of the total 240 hours, either one (80 hours) or two credits (160) based on their MCH public health work experience must be for the MCH project. This specific MCH project can be the focus of all three credits. The site is an organization or nonprofit agency with a focus on population health, and the preceptor should have experience in maternal and child health issues. The organization and project are approved by the MCH Certificate Director, who signs the Field Experience Learning Agreement along with the preceptor, Faculty Advisor, and course instructor. At least one of the two required products should be related to the MCH project. If the MCH project encompasses all three credits of the Field Experience, then both products will be MCH-related.

MPH-MSW Program

Students in the MPH-MSW Program take a combined public health and social work Field Experience, enrolling in SOC WRK 823 in the second semester of the required three-semester sequence of field work that is part of the MSW degree. Students complete all three semesters in the same setting. So, the site is identified with input from the designated MSW field liaison in conjunction with the Community Engagement Coordinator. The preceptor must have at minimum the MSW or an advanced social work

degree. The Learning Agreement, which is prepared during the first semester of field work at the designated site, is reviewed and signed by the MPH track advisor, site preceptor, and PH 790 course instructor. Two products are required, along with other assignments as outlined in the SOC WRK 823 syllabus.

Competencies

Students must identify a minimum of 5 competencies for the Field Experience. Of these five, three are MPH Foundational Competencies, with two MPH Foundational Competencies required for everyone. Competency #16 (Leadership) and Competency #19 (Communication) are cross-cutting competencies that all professionals need to be effective in their public health practice setting. Students choose the third Foundational Competency based on their project. Lists of the MPH Foundational and specific track competencies can be found in Appendix C.

Important Note: Students preparing for their Field Experience should review the MPH Foundational 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 accompanying activity as outlined in the MPH Field Experience Learning Agreement (Appendix B).

Nutrition and Dietetics Track

Students in the Nutrition and Dietetics Track follow the required competencies from ACEND.

MCH Certificate

Students completing the MCH Certificate should identify two MCH competencies in consultation with the MCH Certificate Director, in addition to discussing the track competencies with their Faculty Advisors.

MPH-MSW Program

Students in the coordinated MPH-MSW Degree Program should include the nine required Social Work Competencies as stated in the syllabus for SOC WRK 823, the combined public health and social work field work course. These competencies are addressed in the mid-semester progress and final reports.

The Learning Agreement

The Learning Agreement (Appendix B) serves a contract, protecting the student, the site, and the Zilber College of Public Health. The Learning Agreement is also a roadmap highlighting the activities and timeline. The intent is to provide everyone with a clear purpose and scope of the project as well as the nature of the two products. A Planning Meeting with the student, Site Preceptor, Community Engagement Coordinator (and sometimes faculty advisor) to confirm the project provides an opportunity for the student to ask questions and learn about resources that can be helpful in drafting the Learning Agreement.

The Learning Agreement includes:

- The project overview and problem background and significance;
- The activities necessary to attain the chosen competencies, along with a timetable for project management; and
- Two final products for the organization.

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 products and tasks to be completed as part of the student's Field Experience. Once the project has been defined and the products specified, the student must complete the Learning Agreement (Appendix B). The student, Site Preceptor, Faculty Advisor, and Course Instructor sign the form and retain copies for future reference and monitoring. Together, the Community Engagement Coordinator and student are responsible for confirming that everyone has signed the Learning Agreement. The student keeps a copy of the signed Learning Agreement, and the Community Engagement Coordinator maintains a folder with signed Learning Agreements for the given semester. The students will be given permission to enroll in PH 790 once everyone has signed the Learning Agreement and the Community Engagement Coordinator has received it.

If the student is conducting their Field Experience over multiple semesters, only one Learning Agreement is required. The Learning Agreement should specify the final product(s) for each semester, so attainment of competencies based on each assessment is clear and the appropriate grade is given.

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. 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 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/>

CITI training is required for all students. See checklist for the specific due date. This requirement may be waived if the student has successfully completed this course.

WORKING DURING THE FIELD EXPERIENCE

Role Expectations

Expectations of the Student

- Be professional in appearance and conduct in accordance with the site's organizational policies.
- Adhere to the schedule predetermined with the site preceptor, including regular one-on-one meetings.
- Be punctual and provide reasonable notification to the site preceptor about lateness or absence.
- Be courteous when communicating with clients, colleagues, and others.
- Identify as a student when interacting with others at the site placement.
- Inform the Site Preceptor, Course Instructor, and Community Engagement Coordinator of issues when they arise (products, scope of work, timeline, etc.).
- Practice self-reflection.
- Seek feedback and incorporate suggestions into performance improvements.
- Request additional responsibilities if ready to accept more.

- Participate in **required** in-class sessions as posted.
- Submit the Daily Activity Log monthly to Faculty Advisor and Course Instructor.
- Produce 2 quality product(s) useful to the organization as agreed upon with the site preceptor.
- Complete all required course materials (Final report, student evaluation, final activity log, draft thank you letter, course evaluation).

Expectations of the Site Preceptor

- Finalize plan and timeline with the student.
- Communicate organizational policies relevant to success in the organization.
- Provide regular supervision to include at least one weekly one-on-one meeting.
- Provide performance feedback in a reasonable time frame to correct any problems.
- Assign work that aligns with project goals.
- Inform the Course Instructor and/or Community Engagement Coordinator of problems or concerns regarding the student's progress that are not immediately resolved.
- Review all products by established deadline.
- Submit evaluation to the Community Engagement Coordinator.

Expectations of the Faculty Advisor

- Work with the student and site preceptor to develop the Learning Agreement and review any modification.
- Work with the student to complete IRB documents as necessary.
- Respond to emails from student or site preceptor in a timely manner (ideally within 48 hours).
- Review student products.

Expectations of the Course Instructor

- Maintain Canvas course site (upload syllabus and materials, post discussion topics).
- Conduct required in-class sessions.
- Maintain contact with students and site preceptors during the semester.
- Attend semester lunch for site preceptors with faculty advisors and Academic Affairs staff.
- Review students' products and required documents.
- Coordinate grades with faculty advisors.
- Submit final grades in PAWS.

Expectations of the Community Engagement Coordinator

- Serve as initial point of contact and support for Field Experience needs for student and their Field Experience team.
- Coordinate Field Experience placement.
- Support Learning Agreement development and revision.
- Field questions about PH 790 and PH 791.

The Learning Agreement

While the Learning Agreement (Appendix B) provides an important framework for the Field Experience project, it is a living document. Challenges in the field may result in delays in getting data or meeting deadlines with community stakeholders. In different situations, the student may need to make changes

to a final product, which may affect one of the competencies. Changes in the timeline or work schedule may also be necessary.

Once the student and Site Preceptor realize that a change is needed, the student should contact the Faculty Advisor, Course Instructor, and Community Engagement Coordinator. Sometimes a meeting may be helpful. After everyone agrees to the change, the student can usually send everyone an email that describes the change and confirms the timeline. In some cases, the Competencies section in the Learning Agreement will need to be revised. The student sends this page to everyone for review and approval. Keeping track of progress on the competencies is important to ensure attainment of the knowledge and skills through the Field Experience project.

Any questions about possible or required changes should be communicated promptly to the Faculty Advisor, Course Instructor, and Community Engagement Coordinator. Including everyone on this initial email is important so that they can answer questions and provide advice in a timely manner to keep the project on track for successful completion.

Handling Difficult Situations

Part of the student's professional development may involve dealing with challenging situations. The experience enhances the student's education by providing an opportunity for solving problems and resolving conflict. Communication is an integral part of this process, and connecting with everyone in a timely fashion can help alleviate the situation.

When difficulties arise between the student and the Site Preceptor or others in the organization, the first step is to address the issue directly 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, and Community Engagement Coordinator. Students who wait to ask for help risk falling behind in hours and/or missing important deadlines for the final products. Without clear communication with the Site Preceptor, the student risks receiving a negative evaluation and even an unsatisfactory/failing grade for the Field Experience.

Likewise, Site Preceptors should contact the Faculty Advisor, Course Instructor, or Community Engagement Coordinator as soon as possible with any concerns or problems that cannot be resolved directly with the student. Site Preceptors may risk an unfinished product or project, which could negatively affect the student's progression through the MPH Program. Prompt contact with the Faculty Advisor, Course Instructor and the Community Engagement Coordinator at any time for assistance in resolving problems will help ensure timely resolution of the problem. By exploring other options, the Faculty Advisor, Course Instructor or Community Engagement Coordinator may be able to offer additional resources, clarify Field Experience requirements and expectations, facilitate communication, or mediate 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 and Community Engagement Coordinator the situation remains untenable, the student may decide to leave the Field Experience. This solution is a last resort and still requires follow-up with the Site Preceptor to leave on a good note. The goal is to find a solution that enables the student to complete the Field Experience within the stated timeline and to prepare the two

products for the Site Preceptor. Students should feel free to discuss Field Experience concerns in a professional manner with those with whom they feel most comfortable.

CONCLUDING THE FIELD EXPERIENCE

As the end of the Field Experience approaches, the student should ensure that all requirements are on track for completion. Students should review the competencies to confirm that all aspects of the 2 products have been or are being addressed. Due dates for the products and school materials are in the syllabus in Canvas. The student and Site Preceptor have a final meeting to review the Site Preceptor's Evaluation, which the Site Preceptor then submits to the Community Engagement Coordinator, who forwards it to the Course Instructor and Faculty Advisor. The Course Instructor reviews all materials submitted by the student and the Site Preceptor Evaluation (Appendix F) and submits the final grade in 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 (Appendix B).

Final Products for the Zilber College

Daily Activity Log

The Daily Activity Log (Appendix D), 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 prepare up to four monthly logs for electronic submission. The final log should include a cumulative total number 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 E) about the Field Experience. The Student Evaluation Form should be submitted via Qualtrics survey 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 for helping the Course Instructor make improvements in the course.
- (3) The Site Preceptor completes an evaluation about the student's performance (Site Preceptor Evaluation Form, Appendix F). The Community Engagement Coordinator prepares the Preceptor Evaluation based on each student's selected Foundational and Track Competencies in the Learning Agreement (Appendix B) and distributes it to the Site Preceptor early in the Field Experience placement. The Site Preceptor submits the Site Preceptor Evaluation to the Community Engagement Coordinator, who then forwards the evaluation to the Course Instructor and Faculty Advisor.

Final Report

All students complete a final written report where they summarize the project, present particular results, describe how they attained the competencies, and reflect on what they learned in the organization and about public health practice. Instructions are available in the PH 790 syllabus and on the Canvas course site. The student submits the Final Report by the date specified in the syllabus. Students should feel comfortable being candid in their final report.

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 in the Canvas site and follow the instructions in the Canvas site for recommended content. The Community Engagement Coordinator recommends edits for the student to incorporate. Once the Community Engagement Coordinator has approved the Thank You Letter, the student is responsible for printing the letter in color, signing the letter, and submitting the hard copy to the Community Engagement Coordinator. The Community Engagement Coordinator will forward students' letters to the respective site preceptors.

Grading

There is no final exam for the Field Experience. The Field Experience course is graded as Satisfactory/Unsatisfactory. To receive a satisfactory/passing grade, all products must be submitted by the end of the appropriate term as stated in the Learning Agreement (Appendix B). Grades are based on the quality of the final products as well as the Site Preceptor's and Course Instructor's evaluation of the student's performance. The 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.

APPENDIX A: FIELD EXPERIENCE CHECKLIST



Joseph J. Zilber
College of Public Health

MPH Field Experience—Checklist

- Attend required Fall and Spring semester Field Experience Workshops
- Update resume; include a list of completed and enrolled graduate level courses.
- Discuss possible placement sites/projects with Faculty Advisor and Community Engagement Coordinator. Participate in meetings with prospective preceptor(s).
- Finalize Field Experience placement site.
- Discuss Learning Agreement and IRB (if needed) with faculty advisor.
- Complete CITI Online Training by; <http://uwm.edu/irb/training/human-subjects-training-citi/>
- Submit Institutional Review Board application for approval (if needed);
<http://uwm.edu/irb/submission>
- Submit completed and signed Learning Agreement to the Community Engagement Coordinator and Course Instructor by email.
- Register for PH 790
- Attend required in-class sessions during Field Experience
- Submit Daily Activity Log monthly to Faculty Advisor and Course Instructor
- Submit final products for Field Experience site to the Site Preceptor, Faculty Advisor, and Course Instructor on the Canvas course site.
- Submit required course documents in Canvas:
 - Final Report
 - Cumulative Daily Activity Log
 - Student Evaluation Form
 - Draft Thank You Letter
- Complete Online PH 790 Course Evaluation Form

APPENDIX B: FIELD EXPERIENCE LEARNING AGREEMENT FORM



Joseph J. Zilber
College of Public Health

PH 790 LEARNING AGREEMENT

The Advisor, Site Preceptor, and Course Instructor must approve the project, and everyone needs to 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 signed form to the Community Engagement Coordinator/Course Instructor in order to enroll in PH 790: Field Experience.**

Student's Name: Track:	UWM Email:
Name of Field Experience Site:	
Agency's Address:	
<u>Site Preceptor</u> Name: Title: Degrees: Phone number: Fax number: Email address:	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. Name: Title: Degrees:
<u>Advisor</u> Name: Phone number: Email address:	
Field Experience Title:	

Field Experience Timeline (mm/dd/yy to mm/dd/yy): _____ to _____

Semester(s) and year of Field Experience: _____

Number of **Field Experience credits enrolled** in each semester: Fall ____ Spring ____ Summer ____

Number of **contact hours** to be completed each semester (1 credit hour = 80 contact hours; this is a 3-credit course)

Estimated hours per week: _____

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

Field Experience Overview:

Provide a brief description of the overall goal and activity for your project.

Statement of Significance:

Write a statement about the public health significance of your project. Using at least four references to key literature in the area, this statement should include:

- Brief background of the public health issue your project will address
- Explanation of why this public health issue is important
- Brief background on your organization specifying how your site works to address this public health issue
- Description of how the project will support your site's work on this public health issue

Competencies & Activities

These must include **three** MPH Foundational Competencies. **Two of these competencies, #16/Leadership and #19/Communication, are pre-selected. The third MPH Foundational Competency is of your choosing.** (Reference pages 2 and 3 of competency packet). For each competency, write at least one site activity you will complete to fulfill the competency.

You will also select **two** track-specific competencies. (Reference pages 5-9 of competency packet to find your track-specific competency set). For each competency, write at least one site activity you will complete to fulfill the competency.

Be sure to include the competency number and exact wording.

1. *Foundational Competency 1 – #16/ Apply leadership and/or management principles to address a relevant issue (may include creating a vision, empowering others, fostering collaboration and guiding decision making (required)*
 - a. Activity 1.1 (required):

2. *Foundational Competency 2 – #19/ Communicate audience-appropriate public health content, both in writing and through oral presentation (required)*
 - a. Activity 2.1.1 (required):

3. *Foundational Competency 3 -- #X/STUDENT CHOICE (required; indicate specific number and exact wording):*
 - a. Activity 3.1.1 (required):

4. *Track Competency #1 (required; indicate specific # and exact wording):*
 - a. Activity 4.1.1 (required):

5. *Track Competency #2 (required; indicate specific # and exact wording):*
 - a. Activity 5.1.1 (required):

Timeline

Include due dates and regular 1-hour scheduled meetings (dates and times subject to change). It is recommended students meet with their site preceptor at least once a week. Please also include dates of community meetings/events at which you will participate as well as days you will lead presentations to staff/community.

Project Work Site and Resources

Specify resources available for students to complete the project (student workplace, 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

At least 2 products required for site, including how the student should submit Final Products to the site. (Does not include the Daily Activity Log, Final Report, draft Thank You Letter, or Student and Site Preceptor Evaluation Forms, required by the Zilber College of Public Health)

Product #1:

Product #2:

Please initial each line in the section that aligns with your role as student, preceptor, or advisor.

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

1. Professional 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. Self-identification as a student when interacting with others at the site placement. ____
6. Regular contact with the Faculty Advisor, Site Preceptor, and Course Instructor about progress, and issues when they arise. ____
7. Initiative to seek feedback and incorporate suggestions into performance improvements. ____
8. Initiative for requesting additional responsibilities if ready to accept more. ____
9. Participation in required class workshops, discussions, activities, and written assignments as posted. ____
10. Completion of the Daily Activity Log; submitted monthly. ____

11. Production of 2 quality products that are 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 Community Engagement 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 and Advisor 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.

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

- ____ IRB approval pending
- ____ IRB approved (Please attach proof of IRB approval)
- ____ IRB approval not required (Please attach proof of IRB Determination if applicable)

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 and obtain their approval.

<i>Student</i>	<i>Date</i>
<i>Site Preceptor</i>	<i>Date</i>
The Zilber College of Public Health <i>Advisor</i>	<i>Date</i>
The Zilber College of Public Health <i>Course Instructor</i>	<i>Date</i>

Email the Learning Agreement to zcph-communityengagement@uwm.edu

When the Learning Agreement is approved by the course instructor, the student will be allowed to register for the appropriate number of credits in PH 790 Field Experience.

APPENDIX C: MPH PROGRAM FOUNDATIONAL AND TRACK-SPECIFIC COMPETENCIES

NEW: CEPH 2021 Accreditation Criteria

22 MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to 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 systemic 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, implementation or critique 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 management¹
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss the policy-making process,² 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 populations³
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply leadership and/or management principles to address a relevant issue⁴
17. Apply negotiation and mediation skills to address organizational or community challenges⁵

Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health⁶

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative⁷

¹Refers to stewardship (planning, monitoring, etc) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required

²Refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy

³Refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc.)

⁴Principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making

⁵Refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to Competency 16.

⁶Requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.

⁷Depicts or maps complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

MPH Program Competencies

Distributed August 27, 2014

Minor Wording Revisions to Program Competencies January 13, 2015

All graduate students in UWM's Zilber College of Public Health can expect to:

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.
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.
12. Advocate for the public's health and health equity.

MPH Track Competencies

BIOS Competencies revised December 2021

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

1. Translate research objectives into testable hypotheses.
2. Demonstrate a broad knowledge and understanding of statistical techniques used in public health studies and health-related scientific investigations.
3. Identify and apply a variety of appropriate statistical methods for developing inferences about public-health-related questions.
4. Demonstrate basic programming skills in multiple statistical software packages and data management and integration techniques for public health and big data projects.
5. Formulate and produce graphical displays of quantitative information (e.g., scatter plots, box plots and line graphs) that effectively communicate analytic findings.
6. Demonstrate effective written and oral communication skills when reporting statistical results to different audiences of public health professionals, policy makers and community partners.

(Track: approved 12/17/21; GPC: approved 12/21/21; Faculty Council: approved 12/22/21)

CBPH Competencies revised April 2019; December 2021

Master of Public Health students in **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. Design public health programs, including their implementation and evaluation components.
4. Design a plan to assess community-level public health needs and assets.
5. Assess social and behavioral factors influencing the health of individuals and communities.
6. 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.
7. Identify and apply evidence-based approaches to the development and implementation of social and behavioral science interventions.
8. Demonstrate the capacity to effectively explain and discuss planning, implementation, and evaluation of public health programs.

(Track: approved 12/7/18; GPC: approved 3/25/19; Faculty Council: approved 4/26/2019)

(Track: approved 12/14/21; GPC: approved 12/21/21; Faculty Council: approved 12/22/2021)

EHS Competencies revised December 2021

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

1. Describe genetic, physiological and overall human health effects of primary environmental hazards resulting from both chronic and acute exposures.
2. Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to both human and ecological health.
3. Perform a risk assessment of an environmental health agent.
4. Identify, locate and use appropriate reference materials.
5. Comprehend the primary scientific research literature and obtain information directly from experts in the field of environmental health sciences.

(Track: approved 12/8/21; GPC: approved 12/21/21; Faculty Council: approved 12/22/21)

EPI Competencies revised December 2021

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

1. Identify critical social science, social epidemiology, and health equity theories that shape the framing, methods and interpretation of 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 appropriate field and surveillance methods to investigate disease outbreaks and assess patterns of exposures and health outcomes in the population.
5. Develop self-reflexive and other practical skills for ethical engagement with study participants, communities, and colleagues, in the performance of research and practice activities.
6. 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.
7. Critically evaluate epidemiologic literature with attention to strengths and limitations of the study design, methods, analytic approach, and policy and practice implications.

(Track: approved 12/17/21; GPC: approved 12/21/21; Faculty Council: approved 12/22/21)

NUTRITION & DIETETICS Competencies approved May 2022

Master of Public Health students in **Nutrition and Dietetics** Track can expect to:

1. Navigate, evaluate, and utilize scientific evidence relevant to public health nutrition and dietetics.
2. Assess and evaluate the nutritional status of individuals, groups, and communities.
3. Demonstrate an understanding of how social and environmental determinants impact food choices and eating behaviors of individuals, groups, and communities, and influence health-related outcomes.
4. Develop an evidence-based, theory informed public health nutrition-related program, intervention, or policy.
5. Demonstrate cultural humility and collaborative skills when working with diverse stakeholders on public health nutrition challenges.

PHP Competencies revised April 2019, December 2021

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

1. Integrate ethical principles into public health policy, practice, and research by ensuring respect for diverse values, beliefs, and cultures and the dignity of individuals and communities.
2. Conduct policy analysis in public health policy, identifying and assessing policy options, outcomes, and potential contributions to population health and health disparities.
3. Apply policy theory to identify the actors, structures and forces that influence and shape the public health policy process.
4. Analyze quantitative data to assess the relationship between policy, policy malleable factors, and public health relevant outcomes.
5. Collect and analyze qualitative data to inform public health policy recommendations.

(Track: approved 10/12/18; GPC: approved 3/25/19; Faculty Council: approved 4/26/19)

(Track: approved 12/1/21; GPC: approved 12/21/21; Faculty Council: approved 12/22/21)

MPH-MSW Competencies

Master of Public Health students in the coordinated MPH-MSW Program can expect to:

1. Engage stakeholders, that is, individuals, families, groups, organizations, and communities, in the planning, implementation, and evaluation of programs, policies and interventions by promoting collaboration and respecting cultural values and practices.
2. Utilize research-based information appropriately to inform policy, program and service development and improvement.
3. Explain the direct and indirect human health effects of major physical, chemical, and biological factors from both natural and built environments.

4. Discuss genetic, physiological and overall human health effects of primary environmental hazards resulting from both chronic and acute exposures.
5. Apply multidisciplinary social and environmental justice, human rights, critical social science, population health and health equity perspectives to frame and interpret public health and social work research and practice.
6. Assess socio-structural, environmental, behavioral and biological determinants of health and health equity.
7. Apply team/group processes and skills in interprofessional settings to appreciate diverse values, roles and responsibilities and support communication in addressing individual- and population-level health issues with a health equity lens.

*Currently students are following the CBHP competencies, with specific courses.

Maternal Child Health (MCH) Certificate Competencies

Master of Public Health Students in the MCH certificate can expect to:

1. Develop deeper theoretical, practical, and relevant educational experiences in MCH to enhance the health and wellbeing of mothers, children, and families informed by a life course and health equity perspective.
2. Explain relevant MCH policies and legislations (e.g. Title V) that the federal government mandate to serve the needs of women, children, and families.
3. Critique the efficacy and effectiveness of community programs and interventions/services addressing the needs of women, children, and families in a variety of settings, domestic and international, relative to the life course for women, children, and families.
4. Describe health inequalities, equity, and social determinants of health within MCH populations.
5. Identify culturally appropriate strategies to address health inequalities and promote equity in collaboration with community and other stakeholders.
6. Analyze gaps in knowledge and programs/interventions among the MCH population (all courses).

Clarification Note 2/3/23: We did not specify any specific competencies for FE. The goal is to select a MCH related site and project in which they can apply and enhance their skills in meeting these competencies in addition to those in the MPH program (If they are enrolled in the MPH). As discussed, the doctoral students need a slightly different FE focused more on building their applied research skills in MCH.

APPENDIX D: DAILY ACTIVITY LOG



Joseph J. Zilber
College of Public Health

MPH FIELD EXPERIENCE DAILY ACTIVITY LOG

Name: _____

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

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

Field Experience Location:

Date	Time	Activity (Task you did)	Application (Competencies, Site Learning Objectives, Activities)	NOTES: Issues, Concerns, Struggles, Successes, Personal Reflections

APPENDIX E: STUDENT EVALUATION FORM

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:

MPH Track

- 1. Epidemiology (1)
- 2. Biostatistics (2)
- 3. Community Behavioral Health Promotion (3)
- 4. Public Health Policy (4)
- 5. Environmental Health Sciences (5)
- 6. MPH-MSW (6)
- 7. Nutrition/Dietetics (7)
- 8. MCH certificate (8)

Semester(s) and Year(s) you completed the Field Experience course:

Faculty Advisor:

Placement Site

Preceptor Name and Title

Part II: Student Field Experience Evaluation

My Field Experience...

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Provided me with the opportunity to carry out my competencies and site learning objectives.	0	0	0	0	0
Contributed to the development of my specific career interests.	0	0	0	0	0
Required skills consistent with those obtained from my MPH training.	0	0	0	0	0
Provided the opportunity to use skills obtained in program classes.	0	0	0	0	0
Challenged me to work at my highest level.	0	0	0	0	0
Served as a valuable learning experience in	0	0	0	0	0

public health
practice.

Overall, this Field
Experience met
my expectations
and provided me
with the
professional
experience I need.

0 0 0 0 0

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 College of Public Health.

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

My site preceptor...

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)
Worked with me to develop and execute the Learning Agreement.	0	0	0	0	0
Communicated organizational policies relevant to success in the organization and/or public health related practice settings.	0	0	0	0	0
Provided regular supervision including at least 1 hour of one-on-one meetings per week.	0	0	0	0	0
Provided performance feedback in a reasonable timeline to correct any problems.	0	0	0	0	0
Assigned work that aligned with project goals and was of sufficient level to merit a master's-level experience.	0	0	0	0	0
Practiced professional conflict resolution, as needed.	0	0	0	0	0

Reviewed all products before the established deadline.

o o o o o

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

Would you recommend this preceptor to others for a future Field Experience?

- Yes (1)
- Maybe (2)
- No (3)

Please elaborate on why you chose to recommend your preceptor or not.

Would you recommend this placement site to others for a future Field Experience?

- Yes (1)
- Maybe (2)
- No (3)

Please elaborate on why you chose to recommend your placement site or not.

Final comments/questions:

APPENDIX F: PRECEPTOR EVALUATION FORM



Joseph J. Zilber
College of Public Health

PH 790 Site Preceptor Evaluation

Instructions: This form’s purpose is to give the Site Preceptor the opportunity to evaluate the student’s performance in the Field Experience. Community Engagement staff have filled in the student’s competencies listed in the Learning agreement. The Site Preceptor and the student should review and discuss this evaluation together before the Site Preceptor submits it to the Community Engagement Coordinator. Please add any additional comments below about the Zilber College’s MPH Field Experience Program.

Part 1: 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.

FIELD EXPERIENCE REQUIRMENTS	1 - Needs Improvement	2	3 - Satisfactory	4	5 - Above Expectations	Does Not Apply
Achieving site learning objectives as specified in the Learning Agreement						
Adhering to the schedule predetermined with the Site Preceptor						
Working effectively with Site Preceptor						
Working effectively within the organization						

FIELD EXPERIENCE REQUIREMENTS (continued)	1 - Needs Improvement	2	3 - Satisfactory	4	5 - Above Expectations	Does Not Apply
Applying public health theory, knowledge, and skills in practice settings						
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 or 2.						
These next two sections refer to the MPH Foundational and Track Competencies. Please rate the student on the Foundational Competencies in the context of the project and other work the student may have done during the placement.						
FOUNDATIONAL COMPETENCIES	1-Needs Improvement	2	3-Satisfactory	4	5- Above Expectations	Does Not Apply
Apply leadership and/or management principles to address a relevant issue. [MPH FC 16] Activity:						
Communicate audience-appropriate public health content, both in writing and through oral presentation. [MPH FC 19] Activity:						

Foundational Competency of student's choosing based on FE project. [MPH FC X]						
Activity :						

FOUNDATIONAL COMPETENCIES	1-Needs Improvement	2	3- Satisfactory	4	5- Above Expectations	Does Not Apply
Please comment on the student's ability to demonstrate MPH foundational competencies. Comments are required for any ratings of 1 or 2.						

TRACK-SPECIFIC COMPETENCIES FROM LEARNING AGREEMENT	1 - Needs Improvement	2	3 - Satisfactory	4	5 - Above Expectations	Does Not Apply
Track-Specific Competency #1 (Required): Activity:						
Track-Specific Competency #2 (Required): Activity:						

WORK HABITS AND INTERPERSONAL SKILLS	1 - Needs Improvement	2	3 - Satisfactory	4	5 - Above Expectations	Does Not Apply
Reliability						
Taking initiative in work						
Demonstrating critical thinking skills in addressing problems						

Making effective use of time and resources to meet goals and deadlines						
Promoting a positive professional image/appearance						
Demonstrating a professional attitude						
Ability to give persuasive presentations						
Ability to engage in active listening						
Ability to relate to and work with co-workers (cooperation, helpfulness, etc.)						
Ability to relate to and work with community partners/clients						
Ability to provide feedback to preceptor and co-workers						
Ability to receive and implement feedback from preceptor and co-workers						

Additional Comments – Please mention areas of exceptional achievement or areas needing improvement. Comments are required for any ratings of 1 or 2:

Part III: Preceptor Experience

From your experience as the student’s Site Preceptor, did you feel prepared?
Were you able to integrate the student’s Field Experience project into other work and tasks?

Were you clear about the goals of the Field Experience?
Were you able or authorized to address issues with the student if any had come up?
What more could the Zilber College of Public Health do to support you in your role as site preceptor?
Overall, was this a worthwhile experience? Would you be willing to do it again?

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 via email to the Community Engagement Coordinator at zcph-communityengagement@uwm.edu by _____.



GET IN TOUCH

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