



Joseph J. Zilber
College of Public Health

Field Experience and Integrative Experience

PRECEPTOR HANDBOOK

Orientation and Guide

Updated April 2024

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INTRODUCTION

We would like to express our deepest gratitude to you, for the hard work and dedication to this program and our public health students. You provide our students the opportunity to apply the foundational skills they've acquired for solving real problems in the community. This experience is an essential component of the curriculum for preparing students to join the public health workforce. We thank you for sharing your knowledge and time with students and providing ongoing mentorship and support as students evolve into public health professionals. We appreciate your commitment to student education.

The Field/Integrative Experience team at the Zilber College of Public Health includes Elise Papke and Julia Alberth. Please feel free to reach out to us with questions or concerns.



Elise Papke, DrPH

Assistant Dean, Accreditation
Assessment and Community
Engagement

mepapke.uwm.edu



Julia Alberth, MPH

Academic Program Specialist/
Community Engagement
Coordinator

alberthj@uwm.edu

MISSION & VISION

Our Mission

The mission of the University of Wisconsin-Milwaukee Joseph J. Zilber College of Public Health is to advance population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond through education, research, community engagement, and advocacy for health-promoting policies and strategies.

Our Values

We, the faculty, administration, staff, and Students of the Joseph J. Zilber College of Public Health, accept and adopt the core values of the University of Wisconsin- Milwaukee.

We are also committed to carrying out the following values in our individual and collective public health research, teaching, community engagement, and practice:

- Integrity—We cultivate and sustain trust through transparent, open, and honest communications and decision-making. We uphold standards of public health ethics* in all that we do.
- Accountability—We hold ourselves and each other responsible to the highest quality, excellence, and measurable impact in our work.
- Collaboration—We emphasize and support collaborative, interdependent, mutually-respectful engagement and relationships within our college, across our campus, and with our communities.
- Diversity and Inclusion—We welcome, support, include, encourage, and respect diverse voices, experiences, perspectives, disciplines, and approaches in our work together.
- Health Equity—We strive to eliminate health inequalities through research, teaching, community engagement, and advocacy.
- Social and Environmental Justice—We maintain an unwavering commitment to social and environmental justice, focusing our work on the fundamental, underlying requirements for healthy communities by addressing individual, structural, and institutional barriers to health.

*For example: Thomas JC, Sage M, Dillenberg J, Guillory VJ. A code of ethics for public health. *Am J Public Health.* 2002;92(7):1057–1059 OR the Public Health Leadership Society's Public Health Code of Ethics.

A just, equitable, healthy future for people, communities, and the environment in Milwaukee, the state of Wisconsin, and beyond.

Our Vision

Our Goals

- Education Goal E1—Educate current and future public health professionals in the science, practice, critical thinking, and leadership skills necessary to promote health and reduce health inequalities.
- Education Goal E2—Collaborate with diverse community partners through mutual learning to increase knowledge in order to improve population health and reduce health inequalities.
- Research Goal R1—Conduct relevant, rigorous, and collaborative research that advances public health knowledge and promotes population health and health equity.
- Research Goal R2—Disseminate and translate research findings to influence the development of health- and equity-promoting policies and strategies.
- Community Engagement/Service Goal CE/S1— Engage with public health practitioners, policy stakeholders, and community partners through a variety of approaches to improve population health and health equity.
- Organization Goal O1—Attract, support, and sustain a diverse student, faculty, and staff community to ensure an inclusive and collaborative work environment.
- Organization Goal O2—Invest in people, resources, and infrastructure to foster excellence and advance the mission of the Joseph J. Zilber College of Public Health.

Our Preceptors Said:



[Student] demonstrated a high level of professionalism during [their] time with the [placement site]. [Student] remained flexible, communicated effectively, remained focused, and demonstrated a solid understanding of key public health knowledge and skills. Overall, [student] was a great addition to the team, willing and capable of joining team projects and activities, while also being able to work independently.

TERMINOLOGY

Field Experience

The Field Experience refers to the required internship in a real-world public health setting that every Master of Public Health student completes over the course of a semester. Students enroll in PH790 Field Experience in Public Health for 3 credits and complete 240 hours with a preceptor in an organization.

Integrative Experience

The Integrative Experience refers to the required internship in the real-world public health setting that every Bachelor of Science in Public Health student completes over the course of a semester. Students enroll in PH 600 Integrative Experience for 3 credits in their final semester and complete 120 hours working with a preceptor in an organization.

Preceptor

The preceptor is an important component of the graduate or undergraduate student's education. They identify and propose a project for a student to complete at their organization, providing mentorship and guidance to the student over the course of the semester.

Placement Site

The placement site is the non-profit, hospital, private company, academic institution, or governmental organization where the student completes a project.

Planning Meeting

The Planning Meeting brings together the Community Engagement Coordinator, preceptor, and student to “iron out” the project details so the student can complete the first draft of the Learning Agreement. Together, they review the scope of the project and clarify the product(s).

Learning Agreement

The Learning Agreement functions both as a contract between the student, preceptor, faculty advisor, and course instructor, and as a roadmap to guide project progress throughout the semester. The student is responsible for drafting the Learning Agreement, submitting it for feedback, and addressing the suggested edits. Signatures from the student, preceptor, faculty advisor, and course instructor are required for the student to enroll in the Field Experience or Integrative Experience courses.

Student Evaluation

At the end of the Field/Integrative Experience semester, students complete an evaluation of their preceptor and placement site. The survey data are anonymous, and the team aggregates these data to share with preceptors at the annual Preceptor Luncheon.

Preceptor Evaluation

At the end of the Field/Integrative Experience semester, preceptors complete an evaluation of the student and provide feedback to UWM Zilber College of Public Health regarding the course process and communication. The survey data are anonymous, and the team aggregates these data to share with preceptors at the annual Preceptor Luncheon.

INTEGRATIVE EXPERIENCE-PROGRAM OVERVIEW

The Zilber College of Public Health requires **BSPH students** to complete internships in real-world public health settings. Students work to meet course requirements over a 15-week semester.

PH 600: Public Health Integrative Experience

Credits

3 credits

120 hours

Hours

Deliverable

One product

Undergraduate
senior

Student Status

Semester

Fall (September-December)
Spring (January-May)

Our Preceptors Said:

[Student] did an excellent job adhering to the work plan [they] outlined in [their] field experience goals/outcomes and exceeded all expectations of [their] performance this summer. [They were] self-motivated and diligently organized with passion, thoughtful questions, and a bright attitude.

FIELD EXPERIENCE- PROGRAM OVERVIEW

The Zilber College of Public Health requires **MPH students** to complete internships in real-world public health settings. Students work to meet course requirements over a 12 or 15-week semester.

PH 790: Field Experience in Public Health

Credits

3 credits

240 hours

Hours

Deliverable

Two products

Graduate student

Student Status

Semester

Summer (May-August)
Fall (September-December)
Spring (January-May)

Did you know?



The UW-Milwaukee Zilber College of Public Health offers six specialized MPH tracks and one coordinated degree program. Tracks include Biostatistics (BIOS), Community & Behavioral Health Promotion (CBHP), Environmental Health Sciences (EHS), Epidemiology (EPI), Public Health Policy (PHP), and Nutrition & Dietetics (NUTR). Students may also apply for a coordinated degree program in public health and social work.

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

TRACK*	PH702: Introduction to Biostatistics	PH704: Principles and Methods of Epidemiology	Additional MPH Core Courses (1-3 core courses TBD)	Track Courses (2-3 Track courses TBD)	Minimum Required Credits (At least 18)
EHS	x (3 credits)	x (3 credits)	PH703, plus 1 additional MPH core course if only 2 track courses are taken (3- 6 credits) <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 	2-3 Track courses (Not specified) (6-9 credits)	18
EPI**	x (3 credits)	x (3 credits)	1 additional MPH core course (3 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 	3 Track courses (9 credits) <ul style="list-style-type: none"> • PH700: Structures of Inequality and Population Health • PH759: Intro to Regression for Understanding the SDOH • PH761: Epidemiology Field Methods 	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.

TRACK*	PH702: Introduction to Biostatistics	PH704: Principles and Methods of Epidemiology	Additional MPH Core Courses (1-3 core courses TBD)	Track Courses (2-3 Track courses TBD)	Minimum Required Credits (At least 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 • PH 708: 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

***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 (CBHP or PHP Tracks) take SOC WRK 823 for a total of 250 hours in place of PH 790. 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.

MPH CONCURRENT LEADERSHIP COURSE

Complements the Field Experience. Presentations on leadership, negotiation, and interprofessional teamwork; participation in role playing and case workshops; and written papers foster the integration of core concepts, critical thinking and reflection skills.

PH 791: Leadership in Public Health

Credits

1 credit

Summer (May-August)

Fall (September-December)

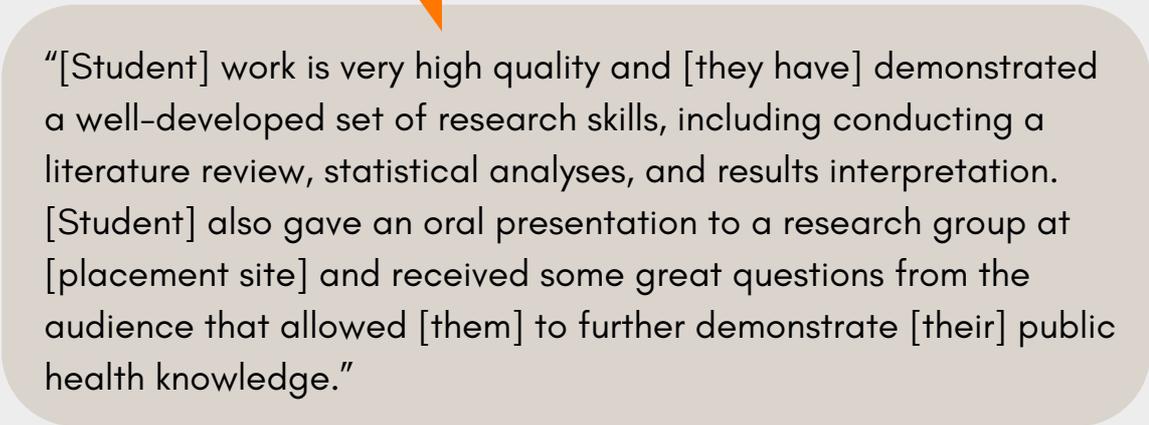
Semester

WHY BECOME A PRECEPTOR?

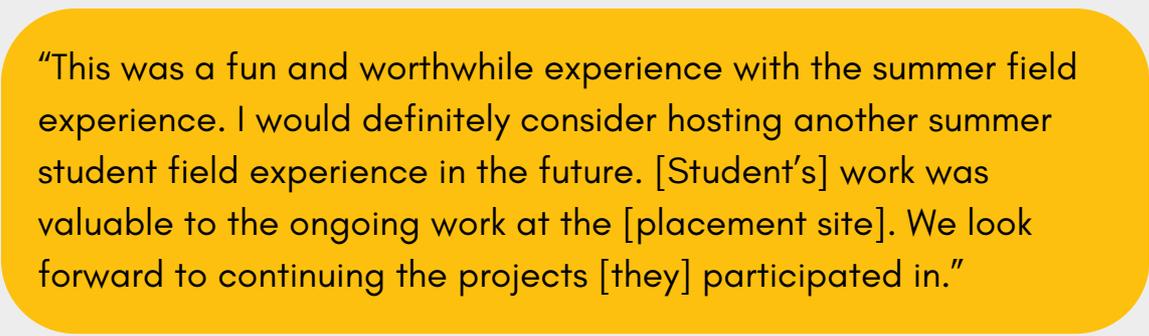
Why consider becoming a preceptor? Being a preceptor is a valuable opportunity to support and mentor future colleagues and to show appreciation towards the field of public health. Our students can also be an asset to the preceptor's organization by overcoming the limited resources in the field of public health to advance the mission and goals of the organization. Preceptors use the students' products in different ways in support of the organization's work. Read what past preceptors have said about our students:



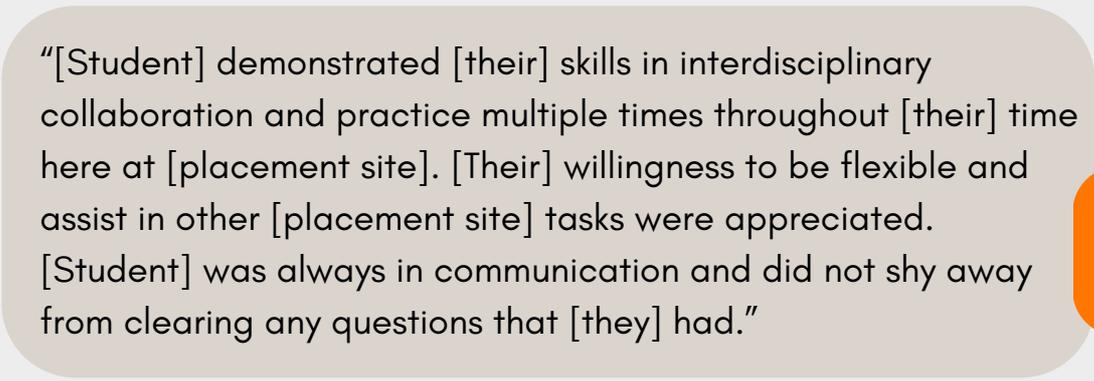
"We do enjoy having public health students join us for key projects and to help build our public health workforce."



"[Student] work is very high quality and [they have] demonstrated a well-developed set of research skills, including conducting a literature review, statistical analyses, and results interpretation. [Student] also gave an oral presentation to a research group at [placement site] and received some great questions from the audience that allowed [them] to further demonstrate [their] public health knowledge."



"This was a fun and worthwhile experience with the summer field experience. I would definitely consider hosting another summer student field experience in the future. [Student's] work was valuable to the ongoing work at the [placement site]. We look forward to continuing the projects [they] participated in."



"[Student] demonstrated [their] skills in interdisciplinary collaboration and practice multiple times throughout [their] time here at [placement site]. [Their] willingness to be flexible and assist in other [placement site] tasks were appreciated. [Student] was always in communication and did not shy away from clearing any questions that [they] had."



PRECEPTOR CRITERIA

Site Preceptor Requirements

- Has an MPH or related graduate degree OR
- Has at least 5 years of experience in public health
- Has experience mentoring students
- Can dedicate regularly scheduled time with student (at least once a week)
- Exhibits a willingness to gradually increase responsibility and independence over the duration of the Field/Integrative Experience

Placement Site Requirements

- Has an environment that will support student development of public health skills and competencies
- Must provide student with access to relevant/necessary resources

Our Preceptors Said:



"[Student] was a delight to have in the office. [They] participated in an array of activities and [were] willing to chip in where needed. [Their] project was well done and is something we will be able to use for new staff."

ROLES OF A PRECEPTOR

Special thanks to the **Rural Wisconsin Health Cooperative** for this information (Janisch-Hartline & Preston, 2023) .

Socializer

- Connect the student to your professional network
- Introduce the student to your organization's culture

Professional Role Model

- Demonstrate how you create a positive work atmosphere
- Adhere to regulatory standards
- Show accountability when you make mistakes
- Respect and motivate others
- Engage in interdisciplinary collaboration

Learning Facilitator

- Promote the student's critical thinking and independent learning skills
- Exhibit mastery of relevant job skills
- Work with student to implement a learning plan
- Foster a positive learning environment

Evaluator

- Set clear performance goals
- Provide clear and actionable feedback

Janisch-Hartline, C. & Preston, J. A. (2023). *Across the Continuum Preceptor Guidebook*. Rural Wisconsin Health Collaborative.

PROJECT FORM

Every fall semester the Community Engagement Coordinator at Zilber will send an email to past preceptors and other community partners inviting them to complete a project form for the next year's semesters (Spring, Summer, and Fall).

The project form describes projects and related requirements that preceptors would like to submit to undergraduate and/or graduate students. These projects will be made available to students via a project list. The Project Form has been updated to a fillable format and can be located at the following website:

<https://uwm.edu/publichealth/students/field-experience/become-a-field-experience-preceptor/>

A template for the Project Form can be found in **Appendix A**.

QR Code to the fillable Project Form:



Our Preceptors Said:

"[Student] was highly reliable, especially considering [their] unique project working with both the laboratory and epidemiologists. [Student] was always on time, worked well whether on site or virtual, was very attentive, and led several of the meetings in updating us on [their] project progress."

FIELD/INTEGRATIVE EXPERIENCE AT 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/Integrative Experience in an agency different than their current place of employment. However, with the approval of the Faculty Advisor, Assistant Dean, and MPH Director, it is possible to complete the Field/Integrative Experience with a current employer. If a student chooses to complete the Field Experience at their current place of employment, the Field/Integrative Experience must meet the following criteria:

- 01 The experience must be significantly different than the regular assigned duties.
- 02 The experience must take place in a different department.
- 03 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/Integrative Experience at their place of employment. Such approval is not automatic. Students interested in conducting their Field/Integrative Experience at their place of employment should contact the Community Engagement Coordinator the semester BEFORE the projected start semester for additional information.

MATCHING WITH A STUDENT

After preceptors have submitted a project proposal form, interested students may begin to contact the preceptor via email to request a meeting time to talk further. The meetings may occur virtually, by phone, or in-person. During these initial meetings the preceptor and student will get to know one another and determine if they would like to work together for the Field/Integrative Experience.

If both the preceptor and the student decide they want to complete the Field/Integrative Experience together, then they must attend a Planning Meeting.

REQUIRED STUDENT TRAINING AND RESOURCE ACCESS

If the student needs to complete site-specific training or get approval to access required resources at the placement site, then this process should be completed in a timely manner so the student can begin their field experience in their desired semester. For example, the student might require a background check or training before beginning to work in a lab or access patient data, etc.

The timeline for the student gaining approval should be communicated to the Community Engagement Coordinator and student during Planning Meeting. This process should be started early, ideally after the Planning Meeting and before the start of the desired Field/Integrative Experience semester.

Our Preceptors Said:



[Student] has displayed a commendable ability to adapt to changing situations and handle unexpected challenges during [their] Field Experience. This aligns with the MPH competency of "Adaptation to Change and Continuous Improvement," a critical skill in the ever-evolving field of public health.

THE PLANNING MEETING

Once the preceptor and student have matched the student will reach out to the Community Engagement Coordinator to schedule The Planning Meeting. The student, preceptor, the Community Engagement Coordinator, and in certain cases the Assistant Dean, attend this meeting. The student should determine a few dates that they and the preceptor are available for a meeting. This should be communicated to the Community Engagement Coordinator, who will then send out a calendar invitation and Teams link.

During the Planning Meeting the student and preceptor should discuss:

- A description of the project and intended project deliverables.
- Need for IRB approval.
- Types of non-project related opportunities in which the student might be able to participate.
- Intended project work site and required resources.
- Timeline for any training or approval process necessary to gain access to required resources.
- Timing for the Field/Integrative Experience (multiple semesters?).
- Review of criteria if placement is at student's worksite.
- Questions regarding completion of the Learning Agreement format.



Our Preceptors Said:

[Student's] positive attitude, strong communication and interpersonal skills, and professionalism have made [them] a pleasure to work with and excellent addition to the research team!

THE LEARNING AGREEMENT

The Learning Agreement functions both as a contract between the student, preceptor, faculty advisor, and course instructor, and as a roadmap to guide project progress throughout the semester. The student is responsible for drafting the Learning Agreement, submitting it for feedback, and addressing the suggested edits. Signatures from the student, preceptor, faculty advisor, and course instructor are required for the student to enroll in the Field Experience or Integrative Experience courses.

Deadlines to submit the first draft of the Learning Agreement and the completed Learning Agreement are communicated to students each semester. Please ask the student or the Community Engagement Coordinator what these deadlines are for the desired semester. A template of the BSPH Learning Agreement can be found in **Appendix B**. A template of the MPH Learning Agreement can be found in **Appendix D**.

Below is a checklist outline of the Learning Agreement:



- General Information
- Field/Integrative Experience Overview
- Statement of Significance
- Competencies & Activities
- Timeline
- Project Work Site & Resources
- Final Products
- List of Responsibilities
- Institutional Review Board
- Termination of Agreement
- Sign Agreement & Send

COMPETENCIES & ACTIVITIES

The next pages outline how the **Learning Agreement** competencies and Activities differ for the Field Experience and the Integrative Experience. A list of BSPH (undergraduate) competencies can be found in **Appendix C**. A list of MPH Program Foundational and Track-Specific Competencies can be found in **Appendix E**.

Field Experience MPH Students

Foundational Competency #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)*

Foundational Competency #19*- Communicate audience-appropriate public health content, both in writing and through oral presentation. *(required)*

Foundational Competency- STUDENT CHOICE *(required)*

Track Competency 1- STUDENT CHOICE *(required)*

Track Competency 2- STUDENT CHOICE *(required)*

*Note that these competencies are from the set of 22 MPH Foundational Competencies.

Integrative Experience BSPH Students

Foundational Competency 1- The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences. [BSPH 15] (*required*)

Foundational Competency 2- The ability to locate, use, evaluate, and synthesize public health information. [BSPH 4] (*required*)

Foundational Domains (4); choose **one**:

- Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice. [BSPH 5]
- Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations. [BSPH 5, 8, 9]
- Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation. [BSPH 14]
- Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology. [BSPH 15]

Cross-cutting concepts and Experiences (*all required*)

- Independent work & personal work ethic
- Networking
- Organizational dynamics
- Professionalism
- Teamwork & Leadership

LEARNING AGREEMENT FINAL PRODUCTS

Student deliverables can be customized to fit your site's needs and include:

- Social media campaign creation/management
- Program evaluation
- Surveys and accreditation
- Data entry, collection, and analysis
- Annual report assistance
- Policy briefs
- Literature review and more...

ONBOARDING TO PLACEMENT SITE

The first day of the Field/Integrative Experience will likely be spent onboarding the student with the organization. This may include having the student review placement site-specific introductory information or protocols. Some organizations may even have pre-made PowerPoints or other resources to facilitate the student onboarding process.

Please note that if the student needs to complete site-specific training, or receive email or badge access, this process should be completed before student begins their field experience in their desired semester. These logistic details are usually addressed in the Planning Meeting.

WEEKLY STUDENT CHECK-INS

The student and preceptor should set aside time once a week to touch base. This is a time to discuss student progress on the project and address student questions. These check-ins are also an ideal time to review and re-evaluate the Learning Agreement timeline. If the student is hitting project goals efficiently the preceptor may consider adding additional meetings or activities. Conversely, if the student is finding it challenging to keep up with the Learning Agreement timeline, it may be necessary to draft a new timeline to create deadlines that are more accessible to the student. The Field/Integrative Experience project can also be altered with Field/Integrative Experience Team approval if the timeline was greatly affected.

DAILY ACTIVITY LOG

The student must complete a Daily Activity Log each day that they work at their Field/Integrative Experience site. The Daily Activity Log is submitted monthly to the Faculty Advisor and Course Instructor. The Preceptor may also request to view and discuss these logs at the Weekly Check-ins. A template of the Daily Activity Log can be found in **Appendix F**.

Our Preceptors Said:



[Student] has a wonderful work ethic and completes all of [their] tasks ahead of schedule. [They] put a lot of effort into [their] work and produced very impressive final products. [Their] communication skills were very clear and open, and very effective. [They] did a wonderful job keeping on task and developing [their] own work schedule. [They] did a very complete and thorough job with everything [they] did. [They were] a pleasure to work with.

UNDERSTANDING A STUDENT'S SKILLS, ABILITIES, AND CHALLENGES

When students begin the Field/Integrative Experience, they bring with them a variety of skill sets, abilities, and experiences. Some students may be non-traditional students who begin the Field/Integrative Experience with extensive real-world workforce experience. For other students, this placement may be their first-ever workforce experience. Students with a limited work history may require mentorship and guidance on soft skills that most of us now take for granted, including writing an email, communicating professionally with co-workers, and solving basic problems. Undergraduate students typically require more guidance in these areas. It is important that the preceptor demonstrate patience with students and also communicate expectations and resources to students to promote self-sufficiency. Please inform the Field/Integrative Experience team or re-occurring student challenges in order for us to incorporate these skill sets into the curriculum.

Here are strategies for developing a student's critical thinking:

- Ask high level questions that require thought around "Why?" "What else?" and "What if?"
- Think out loud, share your thinking.
- Make diagrams, draw pictures and concept maps.
- Ask student to restate something in their own words.
- Compare and contrast different but related situations.

Here are questions for encouraging student self-evaluation:

- What did we accomplish today?
- What went well?
- What could have gone better?
- What are the key things you learned?
- What is our plan for next time?

Special thanks to the Rural Wisconsin Health Cooperative for these strategies and questions (Janisch-Hartline and Preston, 2023).

Janisch-Hartline, C. & Preston, J. A. (2023). *Across the Continuum Preceptor Guidebook*. Rural Wisconsin Health Collaborative.

KEEPING AN EFFICIENT INTERN BUSY

Special thanks to Suzanne Letellier, Executive Director of Milwaukee Area Health Education Center (AHEC), for this information (Letellier, 2023).

What projects can I give my intern, if they are getting through tasks quickly?

- Create forms that need updating
- Write articles/blogs
- Attend community health fairs
- Interview staff
- Have them call patients/clients to ask them how your organization could improve services
- Prepare social media posts
- Discuss projects or experiences they'd be interested in learning more about
- Conduct a windshield survey
- Research a key topic
- Create client info handouts
- Do journaling
- Interview or shadow other roles
- Engage with our families and community (outreach)
- Share discussions in health-related articles
- Attend community meetings
- Engage in networking opportunities
- Connect with community partners for a project or event they can support
- Call board member(s) to thank them for their support, or remind them about upcoming meeting/events

Letellier, S. (2023). *2023 CHIP Host Site Mentor Orientation*. Milwaukee Wisconsin Area Health Education Center (MAHEC).

COMMUNICATE CHALLENGES

Please facilitate open and timely communication with the Course Instructor, Assistant Dean, and Community Engagement Coordinator if challenges arise during the Field/Integrative Experience.

Site Preceptors should contact the Field/Integrative Experience Team 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 Course Instructor and Community Engagement Coordinator at any time for assistance in resolving problems will help ensure timely resolution of the problem. By exploring other options the Field/Integrative Experience Team may be able to offer additional resources, clarify requirements and expectations, facilitate communication, or mediate between the student and the Site Preceptor and the organization.

These are recommendations of how to deal with issues and challenges. Special thanks to the Rural Wisconsin Health Cooperative for this information (Janisch-Hartline and Preston, 2023).

- Document issues early
- Trust your gut and back it up with evidence
- Ask other staff for their perceptions
- Evaluate your approach
- Provide appropriate feedback
- Identify the problems and give concrete behavioral examples
- Follow up with a plan of action
- Keep the Field/Integrative Experience team in the loop

Janisch-Hartline, C. & Preston, J. A. (2023). *Across the Continuum Preceptor Guidebook*. Rural Wisconsin Health Collaborative.

MID-SEMESTER PRECEPTOR CHECK-INS

A few weeks into the Field/Integrative Experience the Community Engagement Coordinator will contact the preceptor to schedule a Mid-Semester Preceptor Check-in. Ideally, these check-ins are scheduled for about four to six weeks after the start of the Field/Integrative Experience. The check-ins include the preceptor and Community Engagement Coordinator.

The check-ins are structured as a casual conversation with the preceptor. The following points will be discussed:

- Student adjustment to the Field Experience/Integrative Experience.
- Any challenges or concerns.
- Feedback for the UWM Zilber College of Public Health regarding the course process and communication.

This is mainly a time for the Community Engagement Coordinator and the preceptor to touch base, exchange feedback, and discuss challenges or concerns. It generally takes between 10 to 30 minutes.

Our Preceptors Said:



Both personable and professional, [student] was a pleasure to work with. Regardless of the task, [they] maintained a positive and enthusiastic attitude throughout the placement. [They] demonstrated patience, attention to detail, and critical thinking in the creation of a patient screening dataset suitable for quantitative analysis. This entailed merging data from three datasets that included different variables as well as differing response values.

COMPLETE THE PRECEPTOR EVALUATION

At the beginning of the Field/Integrative Experience the Community Engagement Coordinator will email the preceptor an customized Preceptor Evaluation (**Appendix G**) to complete by the end of the semester. The evaluation includes assessment of the student's ability to demonstrate the competencies in the Learning Agreement, as well as space for written comments. The evaluation includes a section to provide feedback to UWM Zilber College of Public Health regarding the course process and communication. The survey data are anonymous. However, the data are aggregated and shared with all preceptors at the annual Preceptor Luncheon.

ATTEND THE ANNUAL PRECEPTOR LUNCHEON

Every spring semester, UWM Zilber College of Public Health hosts an annual Preceptor Luncheon. This is an opportunity for past and current preceptors to gather to build community, receive training, and provide feedback. Watch your inbox for this springtime event!

RE-SUBMIT THE PROJECT FORM

If preceptors enjoyed their experience, they are invited to submit another project proposal form to be matched potentially with another student. See the Proposal Form section. Proposal forms are submitted annually for the spring, summer, and fall semesters of that year. The Project Form has been updated to a fillable format and can be located at the following website:

<https://uwm.edu/publichealth/students/field-experience/become-a-field-experience-preceptor/>

A template for the Project Form can be found in **Appendix A**.

APPENDIX

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APPENDIX A: PROJECT FORM TEMPLATE



Joseph J. Zilber
College of Public Health

Field Experience Project Proposal Form

Field Experience Site: _____

Site Address: _____

Contact Person Name/Title: _____

Phone: _____

E-mail: _____

Is the contact person the anticipated site preceptor/mentor? Yes No

May interested students contact you directly? Yes No

Preferred Student Level: Undergraduate Graduate Either

Site Capacity: (1) Student (2) Students (2+) Students

Is this a paid opportunity? Yes \$_____ No

Type of Placement: In-person Remote Hybrid

Term Preference (mark all semesters you would be willing to host)

Spring (January-May)

Summer (May-August)
We anticipate most students selecting this time.

Fall (September-December)

Please provide a brief description of the Field Experience project:

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

Primary or Secondary Data? Primary Secondary

Will data used be de-identified? Yes No

What is/are the intended final product(s)/deliverable(s) of the Field Experience (e.g., a written report, data analysis products, presentation or revised policy, etc.)? *Undergrad requires (1); MPH requires (2)

Please check which activities are involved in the potential Field Experience:

- | | |
|---|--|
| <input type="checkbox"/> Basic statistical computing | <input type="checkbox"/> Program evaluation |
| <input type="checkbox"/> Advanced statistical computing | <input type="checkbox"/> Community-Based Participatory Research (CBPR) |
| What statistical program(s) does your organization use? _____ | <input type="checkbox"/> Needs assessment |
| _____ | <input type="checkbox"/> Environmental risk assessment |
| <input type="checkbox"/> Quantitative methods analysis | <input type="checkbox"/> Geographic Information Systems |
| <input type="checkbox"/> Qualitative methods analysis | <input type="checkbox"/> Epidemiological field methods |
| <input type="checkbox"/> Survey methods | <input type="checkbox"/> Policy analysis |
| <input type="checkbox"/> Program planning and/or implementation | <input type="checkbox"/> Advocacy |
| | <input type="checkbox"/> Community Engagement/Outreach |

Are there special skills, clearance and/or certification, not listed above, required of students to complete the Field Experience (e.g., evaluation, laboratory analysis, mathematical algorithms, background check, internal regulations, drug screens, or immunizations, etc.)?

Additional Comments:

For questions, please contact zcph-communityengagement@uwm.edu.

APPENDIX B: BSPH LEARNING AGREEMENT



Joseph J. Zilber
College of Public Health

PH 600 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 600. 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 600: Public Health Integrative Experience.**

Student's Name:	UWM Email:
Name of Integrative 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:	
Integrative Experience Title:	

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

Semester(s) and year of Integrative Experience: _____

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

Number of contact hours to be completed each semester = 120 hours;

Estimated hours per week: _____

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

Integrative Experience Overview:

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

Statement of Significance:

Write a 2-paragraph statement of the public health significance of your project. This statement should include: a brief background about the problem, with at least 2 references to key literature in the area, and an explanation of the public health issue your project will address, including why it is important, and how the project will address this issue for the organization.

Competencies & Activities:

Competencies for the Integrative Experience must include the two BSPH Foundational Competencies, at least one Foundational Domain, and five Cross-cutting concepts and experiences. The corresponding BSPH Core Competency (See Appendix A) is noted in brackets for reference. For each competency, write at least one activity that you will complete to fulfill the competency. The product that you will create should be included in at least one of the activities.

1. *Foundational Competency 1* – The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences [BSPH 15]
 - a. *Activity 1.1.1 (required):*

2. *Foundational Competency 2* – The ability to locate, use, evaluate and synthesize public health information [BSPH 4]
 - a. *Activity 2.1.1 (required):*

3. *Foundational Domains (4); choose **one***
 - a. *Role and Importance of Data in Public Health*: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice [BSPH 5]
 - Activity 3.1.1
 - b. *Identifying and Addressing Population Health Challenges*: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations [BSPH 5,8, 9]
 - Activity 3.1.2
 - c. *Project Implementation*: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation [BSPH 14]
 - Activity 3.1.3
 - d. *Health Communications*: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology [BSPH 15]
 - Activity 3.1.4

4. Cross-Cutting Concepts and Experiences

a. Independent work & personal work ethic – Activity 4.1.1 (required):

b. Networking – Activity 4.1.2 (required):

c. Organizational dynamics – Activity 4.1.3 (required) (note: this concept relates to the structure of an organization and interactions among staff, not the resume skill of being organized):

d. Professionalism – Activity 4.1.4 (required):

e. Teamwork & leadership – Activity 4.1.5 (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. (Students plan to complete 10hrs/week for 12 weeks).

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 1 product 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)

List of Responsibilities

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 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 **1** quality product 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 an hour one-on-one meeting 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 master's-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):

Advisor Responsibilities in advising the project (*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. Other (specify):

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.

Review the UW-Milwaukee IRB website for further information on whether an IRB is required:

<https://uwm.edu/irb/submission/do-you-need-to-submit-to-the-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.

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 the 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

Once the Learning Agreement is submitted to the Advisor and Course Instructor, the student will receive permission to register for PH 600: Integrative Experience (3 credits).

APPENDIX C: BSPH CORE COMPETENCIES

APPENDIX A: BSPH Core Competencies (revised 4/11/2017)

1. Explain the importance of respect for diverse values, beliefs, cultures, and the dignity of individuals and communities in public health practice [D1]
2. Explain the history and philosophy of public health, including its core values, theories, concepts, and functions in society. [D1]
3. Collect and analyze public health data using fundamental quantitative and qualitative methods and instruments. [D2, C2]
4. Locate and evaluate primary scientific literature and other information sources (e.g., media) to inform evidence-based public health approaches. [D2, D6, C2]
5. Outline evidence-based approaches—using data, assessment, and evaluation—to address public health problems [D2, D3, D4, C2]
6. Explain why and how public health professionals should ethically engage in interactions with study/program participants, community (partners and stakeholders), and others to address population health and health equity [D3, D2, D1]
7. Develop advocacy strategies for multi-level social policies and interventions to promote population health. [D3, D8, D9]
8. Assess the advantages and disadvantages of health promotion interventions for specific populations [D3]
9. Discuss ethical, social, ecological, political, and community approaches to public health dilemmas [D3, D1]
10. Explain the natural history of human health and disease, their biological and environmental origins, distribution among populations, and strategies for their prevention, management, and control. [D4]
11. Explain the interrelationship between hazards in the natural and built environment, and human and population health [D4, D5]
12. Explain multilevel and ecosocial pathways through which social, economic, legal, and political structures and systems affect population health and health inequities across the lifecourse [D5, D8, D4]
13. Interpret environmental, regulatory, legal, and economic structures, as well as their interactions, within communities and health systems from the perspective of social justice and human rights. [D5, D7, D8]
14. Apply fundamental concepts and features of public health interventions and programs, including their planning, implementation, assessment, and evaluation. [D6]
15. Communicate public health evidence and concepts to diverse audiences using a variety of modalities and media [D9, C1]

APPENDIX D: MPH LEARNING AGREEMENT



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:	UWM Email:
Name of Integrative 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>
<i>The Zilber College of Public Health Advisor</i>	<i>Date</i>
<i>The Zilber College of Public Health 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 E: MPH FOUNDATIONAL & 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)

APPENDIX F: DAILY ACTIVITY LOG



Joseph J. Zilber
College of Public Health

MPH Field Experience Daily Activity Log

Name: _____

Date Submitted: ____/____/____ (Submitted Monthly to Faculty Advisor and Course Instructor)

Dates of Field Experience: ____/____/____ to ____/____/____

Field Experience Location _____

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

APPENDIX G: PRECEPTOR EVALUATION



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 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.

FIELD EXPERIENCE REQUIREMENTS	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 :

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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 School of Public Health do to support you in your role as site preceptor/supervisor?
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 zcph-communityengagement@uwm.edu



Joseph J. Zilber College of Public Health

GET IN TOUCH

Joseph J. Zilber College of Public Health
1240 N. 10th St.
Milwaukee, WI 53205
uwm.edu/publichealth/

