

PH 790: Field Experience in Public Health (3 credits)

Summer 2024

Location: This course has both fieldwork and in-class components. The fieldwork location is at the designated organization.

For in-class sessions: **Zilber Building, Triplex.**

Time: 5.30 – 7.30 pm

Schedule: At Placement Site: Days and hours for on-site (where applicable) work are arranged with the Site Preceptor.

Other days of in-class sessions: **June 11: Class Overview**
Aug 6: Wrap-up/Presentations

Instructors (in addition to the identified Faculty Advisor):

Musa Yahaya, Ph.D., MPH, MD, CHES

Teaching Faculty II

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Office Hours: by appointment

Primary Office Location:

1240 N. 10th Street

Room 415

Milwaukee, WI 53205

Course Description: The Field Experience is an integral component of the Master of Public Health (MPH) curriculum. The purpose of the Field Experience is to provide a practical public health experience that allows students to apply the knowledge and skills learned in the classroom to real-world public health problems. The Field Experience is a mentored placement engaging both faculty advisors and site preceptors.

Prerequisites: Registration is limited to Master of Public Health students in the Zilber School of Public Health. The minimum requirements needed to begin the field experience are:

- Completion of 18 credits, including PH 702 and PH 704, 1-2 MPH core courses, and 2-3 track courses, based on track requirements. *This requirement reflects the absolute minimum of course completion and not the optimal level of course completion.*
- Good academic standing and eligibility to register during the semester the Field Experience begins.
- Submission of a signed Learning Agreement Form (required for permission to register for PH 790). **Any contact hours spent at the Field Experience site prior to submission of the signed Learning Agreement will not count towards the required 240 contact hours (I will expatiate on this during the overview session on 6/11).**

Field Experience Learning Objectives: After successfully completing the 240 hours in the field, students will be able:

- To demonstrate practical skills related to specified track competencies that are useful to the public health profession and that are not available solely through academic instruction.

- To 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.
- To characterize key features of the organizational and/or community contexts that might or do have an impact on the public health activities necessary for the particular project.
- To apply a minimum of **5** specified competencies learned in the MPH coursework in a public health practice setting. Three MPH Foundational Competencies are **REQUIRED**. Everyone is required to meet Competencies #16 and 19 below. Students choose one Foundational Competency based on their project topic. See Appendix A for the list of Competencies.
 - o Apply leadership and/or management principles to address a relevant issue (may which include creating a vision, empowering others, fostering collaboration, and guiding decision-making. (#16)
 - o Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy. (#19)

In addition, students identify two competencies from their track-specific set.

For each competency presented in the Learning Agreement, students should develop at least one accompanying activity that describes how they intend to achieve the competency. All Field Experiences have the following characteristics:

- Students will enroll in *PH 790: Field Experience* for 3 credit hours for a total of 240 hours (80 contact hours are equivalent to 1 graduate credit). Students may register for 1 – 3 credit hours in a given semester.
- Each student will have a Faculty Advisor from the Zilber School for the Field Experience and a Site Preceptor at the Field Experience site.
- Field Experience placements must have a Learning Agreement Form signed by all parties (Student, Site Preceptor, Faculty Advisor, and Course Instructor).
- The Student and Site Preceptor will submit formal evaluations of the Field Experience.
- Each student will submit at least two products from the Field Experience to Canvas as defined in the Learning Agreement Form.

Credit Hours: This course counts for 3 graduate credits. In addition to the 240 hours for work on the designated project with the organization, students will prepare course materials related to the Field Experience (Daily Activity Log, Final Report, Thank You Letter, and Field Experience Evaluation).

Required and Recommended Readings: There are no required texts for the Field Experience.

Field Experience Course Requirements:

Attendance: Punctuality and reasonable notification of the Site Preceptor in cases of unavoidable lateness or absence.

To meet course objectives, students will:

- Complete the agreed-upon Field Experience at the site
- Inform the Faculty Advisor, Course Instructor, and Site Preceptor of progress.
 - o Check UWM email daily and the Canvas course site weekly. Submit a monthly progress report to the Faculty Advisor, Preceptor, and Course Instructor (see below/Daily Activity Log).

- Complete the Daily Activity Log with NOTES (see Canvas site for template). **DUE DATE: Submit the Daily Activity Log MONTHLY (by 6/21/24, 7/19/24, 8/16/24 to the Faculty Advisor, Teaching Assistant, and Course Instructor.**
- Submit the Field Experience Student Evaluation (see Canvas site for template). **DUE DATE: August 16, 2024.**
- Submit the Final Report, and last monthly Daily Activity Log with total hours noted (must be at least 240 hours), and draft a structured Thank You Letter (details provided below and on the Canvas site). **DUE DATE: August 16, 2024.**
- Submit two agreed-upon products to the Site Preceptor as identified in the Learning Agreement Form and to the Canvas site, along with any additional questionnaires, fact sheets, or guides. **DUE DATE: August 16, 2024.** NOTE: The due date may vary based on the project and agreement with the Site Preceptor. The Field Experience products will be maintained by the school in Canvas, and students will also maintain a portfolio in electronic files and/or hard copies of their own.
- Complete the UWM course evaluation. **DUE DATE: August 16, 2024.**

Grading: There is no final exam for the Field Experience. The Field Experience course is graded as Satisfactory/Unsatisfactory. Grades are based on the following:

Successful completion of all written requirements for the Field Experience course, the quality of the final products, and the Site Preceptor, Faculty Advisor, and/or Course Instructor's evaluation of the student's performance. The Faculty Advisor and/or Course Instructor may consult with the Site Preceptor before determining the grade.

Final grades will be submitted to PAWS after all required documents for the Field Experience have been received and evaluated. To receive a satisfactory/passing grade, all products and all written materials for the Field Experience course must be submitted by the end of the appropriate term as stated in the Learning Agreement and course syllabi.

The table below shows the final products and work for the Field Experience to meet the specified Foundational Competencies. Students must also choose a Foundational Competency based on the project as well as two-track competencies, as reflected in the Learning Agreement. The first two columns focus on the two required MPH Foundational Competencies, while the second two columns focus on the two required track competencies. Use this table to map the specific activities and final products to the competencies as evidence for their achievement.

MPH Foundational Competencies REQUIRED	Evidence/Final Products (Field Experience)	Track Competencies (at least 2)	Evidence/Final Products
#X / Foundational Competency of student's choosing based on Field Experience project	<u>FIELD EXPERIENCE</u> ~ Final product(s) AND Preceptor Evaluation AND ~ Assessment of Competency Attainment in Final Report		
#16 / Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.	<u>FIELD EXPERIENCE</u> ~ 2 agency leadership interviews (executive director and preceptor), summary and reflection (guidance on questions to be provided) AND ~ Assessment of competency attainment in Final Report ~ Preceptor Evaluation		

<p>#19 / Communicate audience-appropriate public health content, both in writing and through oral presentation.</p>	<p><u>FIELD EXPERIENCE</u> ~ Written products for the agency (e.g., program plan, program evaluation, data analysis, policy brief, educational materials) AND ~ Presentations to agency staff, boards, community coalitions, or local conferences AND ~ Assessment of competency attainment in Final Report ~ Preceptor Evaluation</p>		
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Additional Policies and Procedures:

Course Evaluation: The Zilber School of Public Health administers end-of-the-semester course evaluations. Students enrolled in this course will receive an evaluation via their Outlook email during the last full week of the semester. The form must be completed by the last day of the final exams (August 19, 2022). If you do not use your university Outlook email, please forward all messages to your primary account to receive the link to the evaluation.

General Information: In the event of disruption of normal activities due to an outbreak or any other public health emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

Grade of Incomplete: Students are expected to complete all coursework by the designated deadlines during the semester. Grades of Incomplete will not be assigned for the Field Experience Course.

Contesting a Grade: Students are expected to contact the instructor within 2 weeks of receiving a grade on any assignment if the student feels she/he was graded unfairly.

Comprehensive Information on UWM Syllabus Policy: The policy can be found at <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>. Specific points are mentioned below.

Accommodation for Religious Observance: Students will be allowed to complete requirements in advance of religious observance, given that the student informs the instructor at the beginning of the semester or no later than three weeks prior to absences related to religious observance.

Drop/Withdrawal/Repeat Policies: A student may drop a full-term course(s) through the end of the eighth week of classes.

Special Needs: The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) requires that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform me (via email or by office appointment) of their need for instructional accommodations by the end of the third week of the semester or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student or in coordination with the [Accessibility Resource Center](#) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Misconduct Policy: (Graduate Student Handbook: p. 93)

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these. Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented contrary to stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources (and page numbers where appropriate) of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

In fairness to all students and to promote academic integrity, the Instructor of this course accepts responsibility to deal effectively with any instance of academic dishonesty should it occur. Students who violate academic standards as outlined in UWS Chapter 14 and UWM Faculty Document 1686

(http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm) will be confronted and must accept the consequences and sanctions levied against them for their actions.

Plagiarism and Cheating: (Graduate Student Handbook: pp. 94-95)

Dishonesty, including but not limited to cheating, plagiarism, or knowingly supplying false information or deceiving the school and its officials, is a violation of the student conduct policy. Any student who is found to have violated this policy is subject to disciplinary sanctions up to and including suspension or permanent dismissal. Please be aware that plagiarism is presenting another's ideas as one's own and includes paraphrasing as well as copying without proper citations or quotation marks and page numbers.

What is copyright?

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of the copyright the exclusive right to do and authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission, see:

<https://uwm.edu/libraries/scholarly-communication/copyright-and-fair-use/>

LGBT+ Resources:

The University of Wisconsin-Milwaukee campus recognizes that students may choose to identify themselves within the university community with a preferred first and/or middle name that differs from their legal name, with a gender that differs from the Male/Female designation that appears on government documents and/or by preferred pronouns. Enrolled students can go to the [One-Stop Information](#) portal and click on the Student Preferred Name and/or Student Gender Identity tabs to access the appropriate forms to indicate a preferred first and/or middle name as well as a gender identity in PAWS. These forms can also be used to alter or remove an existing preferred name or gender identity designation. Further resources are available through the UWM Lesbian, Gay, Bisexual, Transgender Resource Center (<http://uwm.edu/lgbtrc/>).

Basic Needs/Resources

Any students who face challenges securing their food or housing and who believe this may affect their performance in the course are urged to contact the Dean of Students for support. Students may also notify the instructor if they are comfortable doing so. The instructor may be able to provide connections to other resources.

APPENDIX A: Foundational Competencies**NEW: CEPH 2021 Accreditation Criteria****22 MPH Foundational Competencies****Evidence-based Approaches to Public Health**

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

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and 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 the basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

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

Leadership

16. Apply 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

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 health

Systems Thinking

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