

# **PH 790: Field Experience in Public Health**

**(3 credits)**  
**Fall 2025**

## **Locations, Schedule and Instructors:**

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

**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:**

Sept 9th: Class Overview

Dec 9th: Wrap-up/Presentations

**Location for in-class sessions:**

Zilber Building, Room 129

Time: 5.30 – 7.30 pm

**Instructors (in addition to the identified Faculty Advisor):**

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

Teaching Faculty II

**Primary Office Location:**

1240 N. 10<sup>th</sup> Street

Room 415

Milwaukee, WI 53205

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**Office Hours:** by appointment

## 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 in which 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 submitting the signed Learning Agreement will not count towards the required 240 contact hours (I will elaborate on this during the overview session on 9/9)**

**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.
  - **Apply leadership and/or management principles** to address a relevant issue (which may include creating a vision, empowering others, fostering collaboration, and guiding decision-making. (#16)
  - **Communicate audience-appropriate** (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation (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 (Bi-weekly Daily Activity Log, Final Report, Thank You Letter, and Field Experience Evaluations: UWM and ZCPH).

**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.
  - 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 BI-WEEKLY (by 9/19/25, 10/03/25, 10/17/25, 10/31/25, 11/14/25, 11/28/25 to the Faculty Advisor, Teaching Assistant, and Course Instructor.**
- Submit the Field Experience Student Evaluation (see Canvas site for template). **DUE DATE: December 16, 2025.**
- Submit the Final Report, and last Bi-weekly Daily Activity Log with total hours noted (must be at least 240 hours), and draft a structured Thank You Letter (details provided on the Canvas site). **DUE DATE: December 16, 2025.**
- Submit two-three 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: December 16, 2025.** 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: December 16, 2025.**

**Grading:** There is no final exam for the Field Experience course. The Field Experience 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.

<b>MPH Foundational Competencies (Required)</b>	<b>Evidence/Final Products (Field Experience)</b>	<b>Track Competencies (at least 2)</b>	<b>Evidence/Final Products</b>
#X Foundational Competency of the student's choosing based on the Field Experience project	<b>FIELD EXPERIENCE</b> ~ 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.	<b>FIELD EXPERIENCE</b> ~ 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		
#19 Communicate audience-appropriate public health content, both in writing and through oral presentation.	<b>FIELD EXPERIENCE</b> ~ 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		

## **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 summer semester. 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 with an addendum to this syllabus that will supersede this version.

## **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.