FIELD AND CAPSTONE PROJECT HANDBOOK

A Guide for Students, Faculty, and Preceptors

2009-2010
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THE PUBLIC HEALTH FIELD EXPERIENCE
PHS 788
Variable Credits 1-6

Course Instructors: Barbara Duerst, RN, MS, and Lori DiPrete-Brown, MSPH

Overview

The Field Experience is a required component for all students in the Master of Public Health (MPH) program and permits Global Health Certificate students to complete their required 1-6 credit field experience. This requirement provides students with practical experience in a public health setting that allows them to apply and incorporate skills and knowledge that they have acquired during their didactics. Students participate in a population-focused field experience following the completion of the majority of their coursework.

MPH Students are required to register for a total of 6 credits and complete at least 400 hours of field work to meet the requirements of the program. The field experience can be completed on a full-time basis during the course of a semester or summer or on a part-time basis over several semesters using variable credits.


This handbook outlines the roles and requirements for the public health field experience.

Field Experience Objectives

Overall Objective: Students will apply population-focused skills in a community or public health setting.

Learning Objectives: Through the field experience, students will be able to:

- Integrate public health theory, knowledge and skills in a community or public health practice setting;
- Experience the “realities” of public health practice – organizational structure, local and organizational politics, program administration, community relationships, program coordination;
- Complete a defined project in an area of public health practice including core public health functions such as needs assessment, program planning, program evaluation, policy development, educational campaign, applied research project;
• Gain/expand/develop skills and knowledge in an area of interest not covered in depth elsewhere in the student’s educational plan;
• Demonstrate leadership, teamwork, communication skills and creativity in the development of public health practice activity.

Requirements

Students must be in good academic standing and have completed most of their coursework before proceeding to register for their field experience. There are specific requirements depending upon whether the student is an MPH student or a global health certificate student.

**MPH Students:** MPH Students must take POP HLTH 810-787: MPH Field Work Seminar, offered during the summer or spring semester prior to the initiation of the field experience. In addition, students must have taken POP HLTH 810-780: Public Health Principles and Practice and have completed or is concurrently enrolled in at least two of the following MPH core courses:

- POP HLTH 785: Health Systems, Management, and Policy
- POP HLTH 797: Introduction to Epidemiology
- BMI 511: Introduction to Biostatistical Methods for Public Health
- POP HLTH 471: Introduction to Environmental Health
- POP HLTH 740: Global Environmental Health
- POP HLTH 650-033: Social and Behavioral Sciences for Public Health
- POP HLTH 781: Introduction to Public Health Seminar

For those MPH students completing an international field experience, in addition to the requirements above, they must also take POP HLTH 640: Foundations in Global Health Practice.

MPH Students will be required to register for a total of 6 credits of field experience and complete at least 400 hours of field work to meet the requirements of the MPH Program. The field experience can be completed on a full-time basis during the course of a semester or summer (40 hours/week over a 10 week period) or on a part-time basis over several semesters. If completing a part-time field experience or completing it over a period of two or more semesters, use the following guidelines for the number of hours to be completed in a semester.

- 1 credit = 67 hours
- 2 credits = 135 hours
- 3 credits = 200 hours
- 4 credits = 270 hours
- 5 credits = 335 hours
- 6 credits = 400 hours
**Global Health Students:** Certificate in Global Health students are required to have taken POP HLTH 640: Foundations in Global Health Practice prior to beginning a field experience. Global Health students are encouraged to take as much of their course work as possible prior to completing an international field experience.

Because of the nature of an international field experience, hours may be counted differently for international field experiences, either as a global health certificate student or as an MPH student. Please consult with Barbara Duerst and/or Lori Diprete Brown to discuss the specific requirements.

**MD/MPH Dual Degree Students:**

MD/MPH students complete the MPH Program in an accelerated fashion, during one calendar year or four semesters (summer, fall, spring, and summer). Because of this accelerated pace, the MD students must begin to think about their field experiences much earlier in the MPH Program than other students.

It is highly recommended that MD/MPH students take the Field Experience Seminar during their first summer in the program.

MD/MPH students may begin their field experience as early as during the fall semester, but should begin no later than the spring semester during the four semesters in the MPH Program.

There may be some courses taken during Medical School which count in hours or credits towards the MPH Field Experience. These include:

- The 4th Year Community Preceptorship, which can count for 2 credits of MPH field experience and/or 135 hours
- The 4th year Public Health electives, including PHS 911 - 916 courses at the Division of Public Health, Population Health Policy Institute, and State Laboratory of Hygiene, which may also be used towards the MPH field work or as elective credits.
- An “Independent Study,” research or practice related, begun during the first summer of the program which can count towards the MPH field work or as MPH elective credits. (Please note that the MPH Program limits the number of independent study credits used towards the degree to three credits.)

MD/MPH students should meet with the MPH Student Services Coordinator and/or the Associate Director to discuss an individual plan for his/her field experience shortly after matriculating into the MPH Program to determine his/her best program plan.
**Milwaukee Project Assistant Positions:**

The MPH Program supports two Project Assistant (PA) positions per fiscal year for students interested in pursuing public health educational opportunities in the city of Milwaukee. The PA(s) perform significant work on site in Milwaukee during the academic year, and during school breaks, and summer. The PA position(s) are funded at 0.33 - 0.5 FTE. The appointments are funded for approximately one year (September 1- June 30). Students participating in the single degree, full-time MPH Program, may be eligible for a second year of funding.

Milwaukee Project Assistants work under the guidance and supervision of Barbara Beck, PhD, Milwaukee Public Health Training and Education Coordinator, who is on-site in Milwaukee. Dr. Beck works closely with the selected MPH students, the MPH staff, and the Center for Urban Population Health faculty and staff to develop and coordinate research and service learning projects that are appropriate. The assistants’ work sites are dependent upon the project.

The research and service learning projects chosen for the PA position(s) serve as the MPH students’ required Field Experience.

The appointment provides a combination of a stipend or salary and a full remission of in state tuition. This appointment also provides benefits such as eligibility for an excellent health insurance program at very little cost, as well as sick leave benefits.

**Milwaukee Scholars Program:**

In addition to the PA positions, there may be additional part-time or full-time field experience opportunities for MPH students in Milwaukee. Funding to support these field experiences may be available through the Milwaukee Scholars Program. To plan a non-PA, part or full-time, short term field experiences, contact Barbara Duerst.

Short-term housing in Milwaukee may be available for MPH students completing a field experience for a nominal fee. Please contact Doreen Vallier at 414-649-7388 for more information.

**Waiving the Field Experience:**

Students who have had at least five years of full-time professional experience at a responsible level prior to entering the program, may petition to waive the fieldwork requirement. The request must be submitted by the end of the first semester of studies and be accompanied by a report, in the form of a 5-7 page
evaluative paper which discusses the experience and the agency in terms of the quality of its products and processes, makes recommendations for improvement, and analytically discusses the lessons to be drawn from the field work. In addition to the report, students should include a copy of a resume or CV that specifies the positions and employment dates that justify the waiver. Students receiving a waiver of the field work requirement must substitute other course work in order to fulfill credit requirements for the degree. Students who waive the field experience are still required to complete a capstone project.

Students who are interested in seeking a field experience waiver should contact Barbara Duerst.

**Linking the Field Work to the Capstone Project:**

While approximately 90% of the MPH students’ capstone projects are linked to their field experiences, it is not a requirement of the program that the two be linked. Some students’ capstone projects focus more on a public health research question. This is acceptable as well. While the purpose of the field experience is for students to experience public health in a practical setting, this does not fit for every student. Students wishing to discuss an alternative plan should meet with the MPH Program’s Associate Director, Barbara Duerst.

**Field Work Planning**

Planning for the Field Experience begins approximately six months before the projected start date, sometime during the first semester in the program. Planning begins with the student and the MPH Program Office discussing the student’s educational and professional goals and desired placement environment.

The student may want to think about the following questions while preparing for a Field Experience:

- How do I hope to use my MPH Degree in the future?
- What additional skills and/or knowledge will I need to meet my career goals?
- Where might I be able to learn to apply the skills and/or knowledge that I wish to obtain?
- Who might be best suited to assist me in obtaining the desired set of skills/knowledge that I need?

Having given thought to the questions, the student may also wish to search the Field Work Opportunity information on the MPH Program’s website. This informative website provides information about possible field placement sites, potential projects to be completed at the organization, contact information,
and the name of the student(s) who have completed field experiences at this site in the past.

It is a good idea to contact several potential preceptors to discuss the possibility of a placement. When contacting preceptors, keep in mind that the situation is similar to pursuing a job; the student should address the potential preceptor formally, include a brief resume’ with the communication, and describe the student’s interests.

Students may also wish to make appointments to visit the potential field placement sites before settling on a field work site and/or preceptor.

Many MPH Students work with existing preceptors and approved field work sites; however, this is not a requirement. Some students pursue an individual interest and find a new preceptor/field work site. This is also acceptable. There may be additional paperwork involved in the approval process for a new site/preceptor.

Upon determining the desired field work placement site, the student will contact the MPH Program Office for approval. A representative at the placement site will be designated as the student’s preceptor. In order for a student to proceed, the site and preceptor must be approved by the MPH Curriculum Committee. This approval must take place approximately 3 months prior to the start of the placement. The following forms must be on file in the MPH Office for the site and preceptor:

- The Field Opportunity Form (only, if it is a new site)
- The Preceptor’s Resume’ or CV
- The Standard Affiliation Agreement between the site and the University

If any of these forms are not on file for the field work placement, the MPH Program Office will assist in securing these items. The forms may be obtained in this handbook, the MPH Program Office, or on the MPH website: http://www.pophealth.wisc.edu/MPH

A Field Learning Agreement will be mutually developed by the student and the field work preceptor. This form will be approved by the MPH Program Office. The agreement identifies the specific assignments the student will have at the placement, any tangible products that will be developed, interactions with and knowledge of other employees and their functions, and contact with other organizations to which the agency relates. This agreement also serves as an authorization by the MPH Program for the student to proceed to register for the field experience and begin the placement. The Field Learning Agreement must be completed, signed by all parties, and returned to the MPH Office approximately three months prior to beginning a field placement.
**Components of the Field Learning Agreement:**

The Field Learning Agreement or FLA has several components. Each component and a brief description follow:

**Face Page:** The face page of the FLA includes information about the student, and the preceptor. Students include information about their address, phone number, e-mail, etc. Similar information is included about the field placement site and the preceptor. Students also include information about their start and end dates, whether they will be completing their field work on a part-time or full-time basis, and during which semesters they plan to complete their work.

**Project Overview or Abstract:** Students briefly describe the overall goal of their project or provide a 250-300 word abstract on the proposed project.

**Learning Objectives:** Students develop 2-4 learning objectives to guide the field experience in consultation with their field work preceptor. Learning objectives should be prepared using the following format in landscape form in a separate page attached to the FLA. This will allow students, as well as the preceptor and the capstone committee members, to see how the activities relate to what the student wants to learn or become skilled at. The time frame for submitting the products will be used by the preceptor and MPH Program staff to track completion of the assignments.
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<td>List Objective #. This is to be written as a learning objective using skills and knowledge demonstration verbs such as: investigate, examine, analyze, utilize, construct, develop, etc.</td>
<td>Briefly describe/outline the activity that will be completed in order to achieve the learning objective. There needs to be a clear association between the objective and the activities that you and your preceptor have planned or identified.</td>
<td>Describe the products, output, or other type of evidence that was achieved through the learning objective. The products will be used as the basis of your grade. For example, products can be reports written for the field experience, self-assessments, or other material developed that demonstrates achievement of the objective.</td>
<td>Provide a date when the products will be submitted. It is recommended that the dates are spaced throughout the field experience. Dates can be changed, but the negotiations of date changes should be done prior to the original date the product is due.</td>
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**MPH Cross-Cutting Competencies:** Students will self-report the cross-cutting competencies that they intend to master during the MPH Program. The student will be required to report about how these competencies were mastered during the MPH Program in the written portion of the project, regardless of whether the student completes the 20-30 page paper or the manuscript option. These cross-cutting competencies are taken from the Association of Schools of Public Health’s Competencies for MPH Students (2006).
The cross-cutting competencies include:

- **Communication and Informatics** - the ability to collect, manage, and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through the media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.
• **Diversity and Culture** - the ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

• **Leadership** - the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

• **Professionalism** - the ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

• **Program Planning** - the ability to plan for the design, development, implementation, and evaluation strategies to improve individual and community health.

• **Public Health Biology** - the biological and molecular context of public health.

• **Systems Thinking** - the ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

The full document for the MPH competencies can be found at [http://www.asph.org/userfiles/Version2.3.pdf](http://www.asph.org/userfiles/Version2.3.pdf)

Some examples of ways in which students have addressed the competencies in their field experiences follow:

• To enhance competency in diversity and culture an MPH student worked with community members from diverse backgrounds to identify underlying causes for racial disparities in infant mortality rates for one of Wisconsin’s large cities.

• To master program planning competencies, an MPH student helped a national non governmental public health agency to identify needs, develop strategies, implement, and evaluate a peer education program.

• To increase skills in communication and informatics, an MPH student collected data, consulted with health professionals from across the state, and prepared the 2007 Wisconsin Women’s Health Report for a local foundation.

• To gain experience in community-wide systems thinking, an MPH student participated with multiple county and statewide organizations to develop a ‘safety center’ to promote childhood injury prevention.

• To reinforce the concepts of public health biology, an MPH student completed a study to discern which, if any, factors reported at the time of collection are associated with increased false positive rates in the Wisconsin Newborn Screening Program.
**IRB Clearance:** Students planning to engage in a project involving human subjects must satisfy current IRB requirements which include completion of the UW-Madison online CITI training at the following website:  
http://www.grad.wisc.edu/hrpp/10223.htm

Students planning to engage in research involving protected health information must satisfy the current HIPAA requirements which include completion of the online HIPAA Training Program at the following website:  
http://hipaa.wisc.edu/courses/moodle/login/index.php

The certifications must be done prior to initiation of the field work project.

In addition, the proposed work must be presented to the University of Wisconsin-Madison’s and other relevant IRB’s for clearance before the work can begin. The capstone committee chair, who must be a tenure track faculty member, must be involved in this process and serve as the PI of the project. Students cannot serve as the PI for the purposes of IRB proposals. If the work is part of a larger project that has already received clearance, the student must be added as key personnel to the IRB protocol.

The University of Wisconsin-Madison has three IRB’s. Additional information regarding each of the IRB’s regulations and clearance is available at the following web sites:

Health Sciences IRB:  
http://info.gradsch.wisc.edu/research/hrpp/hsirbs/hs.TrainingAndEducation.html

Social and Behavioral Sciences IRB:  
http://info.gradsch.wisc.edu/research/hrpp/irblinks.html

Education Research IRB:  
http://info.gradsch.wisc.edu/research/hrpp/edirb/index.html

Students must indicate on the FLA whether IRB approval has been obtained, is pending, or is not needed. If IRB approval is needed, the IRB proposal must be attached to the FLA.

**Signatures:** Once the work plan is agreed upon, the student is responsible for obtaining the proper signatures on the FLA and providing copies of the FLA to each member of the capstone committee. The original FLA is kept on file in the MPH Program Office.
Tools to Assist in the Development of the Field Experience

A one-credit, required course, **PHS 787: MPH Field Experience Seminar**, has been developed to assist the students in preparing for the field experience and capstone project. The seminar provides students with useful skills needed to complete a field experience and/or to work in a public health or community setting. The seminar is typically offered during the summer institute and again in the spring semester.

The MPH Program has developed a **Field and Capstone Project Handbook** that is updated on an annual basis. This document is posted on the MPH website, is distributed to all students at the MPH Orientation Day and is reviewed at the start of the Field Experience Seminar. The Handbook is provided to each preceptor. Students should read this tool, become familiar with it, and use it often to find the answers to logistical and technical questions related to the field experience and the capstone project. The Public Health Field Experience syllabus is part of the handbook.

The MPH Program has developed a **web-site** that contains information about field work opportunities. This website includes information about the type of work that the student will complete at the site, location of the site, contact information for the preceptor, and the name of the student or students who have completed their field experiences at this site in the past.

The Center for Global Health has also developed a handbook for students completing an international field experience. This document, **Handbook for Global Health Field Experiences** is a helpful tool for both Global Health Certificate students and MPH Students wishing to complete an international experience.

**MPH Program Faculty & Staff** are designated to assist students in the development of field experiences and to help monitor the progress of the field experiences. The contact for the MPH Field Experience is as follows:

Barbara Duerst, RN, MS  
Associate Director, MPH Program  
Department of Population Health Sciences  
UW School of Medicine and Public Health  
610 Walnut Street  
736 WARF Building  
Madison, WI 53726  
bduerst@wisc.edu  
608-263-4215
The Global Health Center Staff assists students in the planning and development of international field experiences and assists in monitoring the progress of the field experiences. The contact for completing an international field experience is:

Lori DiPrete Brown, MSPH  
Assistant Director, Center for Global Health  
UW School of Medicine and Public Health  
4256a Health Science Learning Center  
750 Highland Avenue  
Madison, WI 53705-2221  
dipretebrown@wisc.edu  
608-262-4801

In addition to the MPH Program staff resources and the Global Health Center staff resources, there are several additional key people that are essential in the field work planning process, these individuals are as follows:

**Preceptor:** Preceptors oversee the student’s field experience work on-site and serve as a member of the student’s capstone committee. They are an employee of the agency/organization the student is working with. Preceptors provide guidance and feedback regarding the student’s performance during their field experience. As necessary, they consult with the Associate Director of the MPH program regarding problems and questions that may arise during the course of the field experience. At the end of the field experience the Preceptor will complete an evaluation of the student’s performance. Preceptors are selected by the students (with advice from their MPH staff advisor) and approved by the MPH Curriculum Committee.

A Preceptor, who does not hold an appointment with the University, may be appointed as a Preceptor by the MPH program. A Preceptor appointment is a zero-dollar, volunteer appointment with the University that provides recognition of the individual’s involvement in the educational and professional development of MPH students and requires no specific percentage of time commitment, and carries no promise that the MPH program can provide salary or space allocation at any time in the future. Appointment as a Preceptor entitles individuals to a faculty/staff identification card which permits access to WiscWorld (internet) Off-Campus Installation, and to University facilities such as the Natatorium, Nielsen Tennis Stadium, libraries, and student unions. A CV, date of birth, and SSN are required for appointment.

**The Capstone Committee** members are also helpful in planning a successful field placement, in the cases when the capstone project is related to the field placement. The capstone committee consists of three individuals - the
capstone committee chair, the Field Work Preceptor, and another Public Health Program Faculty Member.

Capstone committee members may guide and assist the student during the field placement. It is crucial to have chosen a capstone committee chair prior to the field placement, particularly if the student must obtain IRB approval for the field work project.

The capstone committee members play an important role during the development and successful completion of the capstone project. It is the MPH student’s responsibility to identify three individuals who will provide guidance and advice for the capstone project.

More information about the capstone committee can be found in subsequent pages of this handbook.

**Course Mechanics**

**Learn@UW**

Learn@UW, a course management system, will be used for posting course news items, Web-based readings, and other electronic resources. In addition, it will be utilized for communication between class members via the discussion section and the drop box for student reflections.

**Getting Started:**

| Step 1: | If you haven’t done so already, activate your NetID and Wiscmail account. Directions: http://www.doit.wisc.edu/students/activate.asp |
| Step 2: | Log-in to Learn@UW with your NetID and password.  
https://learnuw.wisc.edu/. If you are not able to log-in contact the Doit help desk at 264-4357. |
| Step 3: | Click on the plus icon in front of the semester for which you have enrolled, e.g, Summer 2010. |
| Step 4: | Click on the link for the course and explore. A good place to start is the content section. The main navigation is located at the top of the screen. |
| Step 5: | Click on the logout link on the right hand corner of your screen. |
Student Responsibilities during the Field Experience

400 Hour Requirement

MPH Students are required to complete 400 hours in the field during the course of their MPH Program. The MPH Program is flexible in the way that the student may complete the requirement. It can be completed on a full-time basis (40 hours/week for 10 weeks) during the course of the summer or a single semester, or it can be completed on a part-time basis over more than one semester.

Many students complete their 400 hours on-site in a public health or community organization; however, some students do more independent work. Students often ask what types of activities can count towards their field experience hours. The following is a list of activities that can count towards field experience hours, even if they are not accomplished directly at the field experience site:

- Hours working on field work project or other related public health work at field work site
- Hours spent at field work site learning about public health or other related topics or projects that enhance the understanding of public health
- Time spent developing IRB proposal
- Time spent on completing a literature review or other library research
- Time spent in analyzing data related to the field work project
- Time spent in meetings, trainings, or workshops either related to field work or that enhance your understanding of public health

There are also some things that cannot be counted towards your field work hours. These include:

- Travel time to and from your field placement site
- Work/Job time
- Time spent in required courses, elective courses, summer institute courses and time spent studying for these courses and/or doing the course work

If you have a question regarding what constitutes field work hours, do not hesitate to ask.

While the field work hours can be divided during different semesters, the field work must be completed at the same site for the entire 400 hours.

In addition to the contact hour requirements of the Field Experience, there are other requirements for the students enrolled in the course. These requirements are outlined below.
Self-Reflections

During the field placement, students are required to complete self reflections about their experiences. A total of 10 reflections are required at the end of the 400 hour period. The purpose of this journaling is to provide the student with an opportunity for self-reflection and synthesis of the activities of the placement. Self-reflection is not simply to report about the completed tasks and activities, but to actually reflect upon the work that is being done in the field experience and how it relates to overall career goals, public health, and the cross-cutting MPH competencies.

While there are several ways for MPH students to organize their thoughts in a self-reflection, here are a few examples to assist in formatting and writing self-reflections:

Divide your reflection into three sections. Answer the following questions:
• What?
• So What?
• Now What?

Example II: Double Journal
• Fold an 8.5 x 11 inch piece of paper in half.
  o On one half record the incidents or activities that happened
  o On the second half, record your thoughts and feelings about the incident or activities

Example III: Perspective Taking
• Journal or reflect as though you are someone other than yourself. Take the perspective of your preceptor, a client that receives services in the program that you are working, a lawyer, or a child.
• Switch perspectives and journal from your point of view or another’s point of view.
• Reflect by comparing and contrasting the different perspectives.

Example IV: Letter to Yourself
• For your first journal entry of your field experience, write a letter to the MPH Program or yourself outlining your expectations, the reason for choosing this field experience, and your goals. Deposit the letter in the Dropbox on Learn@UW and don’t look at it again.
• At the end of your field experience, take a look at your initial letter. Write a letter to the MPH Program or yourself reflecting about what you learned, what did not go well, how you see the organization you worked with now, what has changed, and why?
Example V: Fly on the Wall:
- Reflect on an incident that happened during the field experience. Reflect about what you did, whom you have worked with, and tools you have used.
- Then, pretend that you are a “fly on the wall” observing, but not participating in the scene and write about your observations.

Example VI: MPH Interdisciplinary Cross-Cutting Competencies
- Choose one of the MPH Interdisciplinary Cross Cutting Competencies that was identified in your Field Learning Agreement.
- Reflect about what you have learned regarding this competency. For example:
  - Communication and Informatics – Journal about a specific incident in which someone you are working with shared information verbally to an individual or in a group at a meeting. How did it go? Did the recipient of the communication listen? Did they hear it? What did you learn about communication through observing this interaction? If it had been you providing the information, what would you have done differently and why?
  - Leadership – Compare and contrast the leadership styles of people you are interacting with in your field experience. How do these leadership styles differ from the way that you wish to provide leadership? What styles would you like to emulate in the future.
  - Professionalism – Ask some of your colleagues at the field experience site about their personal definitions of “professionalism.” How do their definitions differ from your own? What have you learned from the exercise?

Reflections are submitted to the MPH Program faculty via the Drop Box on Learn@UW. They are not available to the preceptor, capstone committee, and other students. MPH students are required to complete a total of 10 reflections by the time that the field experience is completed. Students who do not take the entire 6 credits in one semester can use the following guide for the specific number of reflections/semester based on the number of credits taken during the semester. Expectations are as follows:

- 6 credits - 10 self reflections
- 4 credits - 7 self reflections;
- 3 credits - 5 self reflections
- 2 credits - 3 self reflections
- 1 credit - 2 self reflections

Each reflection should be at least one typed, single spaced page in length.
Reflections constitute 20% of the field work grade. The final field work grade will be impacted if the student chooses not to complete the reflections, or simply uses the reflection as an inventory of activities completed throughout the experience rather than an opportunity to think critically about their experience.

Students may learn about tips for self-reflection and journaling in the Field Work Seminar course. In addition, students may use the following website for additional tools related to self-reflection:

**On-Line Discussions**

Participating in the On-line Discussion on the Learn@UW Discussion Board is also a requirement of the Field Experience and accounts for 10% of the students’ final field experience grade. Several questions are posted on the discussion board throughout the semester.

The purpose of the discussion is for students to stay connected while they are working at various locations across the city, state, country, and world. The discussion provides an opportunity to share their similar experiences and thoughts and feelings. The on-line discussions are meant to be interactive. Students, program staff, faculty, and advisors have access to the discussions. Examples of questions that may be posted on the discussion board are as follows:

- What is one thing you wish you would have learned in the seminar that would have helped you in your field work?
- Have you had to overcome any barriers or challenges at your field experience site? If so, what techniques did you use to address them?
- If you were to give one tip to a new student about the field experience, what would it be?
- What are you going to take away from this experience and how do you hope to apply it in the future?

Participating in the discussions is a requirement of the Field Experience. The number of times the student posts on the discussion board is related to the number of credits the student is taking. Expectations for posting on the discussion board are as follows:

- 6 credits = 8 postings
- 4 credits = 6 postings
- 3 credits = 4 postings
- 2 credits = 3 postings
- 1 credit = 1 posting
**Student Time Logs**

While not part of the grade, students in the MPH Program are required to complete documentation that they have met their 400 hour time requirement for the field experience in the form of a student time log. A hard copy of the student time log must be signed by both the student and preceptor and turned in to the MPH Program Office at the end of each semester the student is taking field experience credit. If the form is not submitted to the MPH Program, the student will receive an “incomplete” for the field experience, until the form is completed and submitted.

The student time log form is available in the handbook, from the MPH Program office and on the Learn@UW site for the course.

**Summary Report**

Students are also required to prepare a written summary report of the field placement at the end of the placement. The summary report will be submitted to the MPH Program Office at the time of the Student Evaluation and must include:

1. Descriptions of activities performed during the field experience, noting any deviations from the field learning agreement.
2. The extent to which the field experience integrated what the student learned from their formal MPH coursework.
3. Description of knowledge and skills gained from the experience and any problems if they occurred.
4. The extent to which the student’s learning objectives were achieved (as identified in the learning agreement).
5. The extent to which the overall field experience learning objectives were achieved (as identified in the course handbook).

The Summary Report accounts for 10% of the students’ final grade for the field experience. The Summary Report should be two - three pages, double spaced. The content of the Summary Report can be used in the final capstone paper, but is not meant to serve in lieu of the capstone paper.

The Summary Report needs only be submitted one time, at the very end of the experience and not at the end of each semester. Students who complete the field experience over several semesters do not need to submit a summary report at the end of each semester.
Communication

The preceptor will supervise the student’s on-site performance. Communication is an important aspect of a successful placement. The student and preceptors should discuss expectations for communication and obtaining feedback about performance at the beginning of the placement. It is expected that the preceptor will be available to the student at the field work site for the majority of the time that the student is placed within the organization. In addition, the student and preceptor should plan to communicate about the field work face to face, via telephone, or via e-mail at least once each week.

It is expected that both the student and preceptor will contact the MPH Program at any time a question or issue arises. It is important that all parties have current contact information on file in the MPH Program Office for those involved in the field placement.

Problems or concerns about the field placement should be addressed to Barbara Duerst, Associate Director, 608-263-4215 or bduerst@wisc.edu

Preceptor Evaluation of the Student

The preceptor will supervise and evaluate the student’s on-site performance and final field work product. During the field experience, it is expected that there will be regular communication between the student and his/her preceptor. In addition, the preceptor is expected to meet with the student, either face to face or via the telephone to review and discuss the evaluation.

During the field experience period, the MPH Program Office will contact the preceptor to discuss the student’s progress. In addition, two weeks before the field experience concludes, the appropriate Program Office will distribute the following evaluation forms to both the preceptor and the student.

- Student’s Evaluation
- Preceptor’s Evaluation

The preceptor must complete the evaluation and return it to the MPH Program office, signed by both the preceptor and the student. The preceptor’s evaluation of the student’s performance in the field experience and final field experience products (described in the Field Learning Agreement) constitute 60% of the student’s final field work grade. Evaluations will be completed and returned to the appropriate program office on the final day of classes for the semester in which the field experience is taken.
The program office will determine and enter the final grade for the field experience. This is based on the preceptor’s evaluation of the student, the completion of the student documentation requirements, the student’s evaluation and any other relevant information.

Grade disputes between the preceptor and student should be discussed and resolved by the two parties. Preceptor grades will not be changed by the MPH Program.

**Final Field Experience Grade**

Student grades are based on the following:

- Preceptor’s Evaluation of the Student Experience = 60%
- Self-Reflections = 20%
- Participation in On-line discussions = 10%
- Summary report = 10%

Students are graded on the standard university grading scale:

- A = Outstanding
- AB = Very Good
- B = Good
- BC = Satisfactory, but below expectations
- C = Minimal Pass
- F = Fail

MPH students must pass all required, core MPH courses, including the field experience with a “B” or above.

Sometimes because a student is taking the field work over more than one semester, the preceptor and student may ascertain that they would like to wait until the entire field experience has been completed to issue a final grade. In this case, the preceptor may notify the MPH Program office that the student is to receive an “incomplete” for that semester’s field work grade. This is acceptable; however, it is expected that the “incomplete” work will be completed by the end of the next semester.

Students who do not complete all the requirements of the field experience in a timely fashion, i.e., after the deadlines for the semester, should expect to have their final grade reflect this. For example, a student who does not complete any self-reflections in the drop box, but submits them all at the same time much later, should not expect to receive an “A” on this aspect of the field work grade.
Time-line for Successful Completion of a Field Experience

During 1st Semester in the MPH Program

The Student will:
- Meet with MPH Program Advisor to plan curriculum
- Participate in any free campus, school, departmental, or program workshops or sessions on critical writing skills, IRB overview, and other important tools needed for obtaining a field placement
- Update resume to use with potential preceptors
- Begin thinking about areas of interest
- Review MPH website for potential field experience sites
- Visit potential field experience sites and meet with prospective preceptors
- Begin to think about who may serve on the capstone committee
- If interested in participating in an international field experience, make contact with the Center for Global Health and take PHS 640: Foundations in Global Health Practice

During the semester prior to beginning Field Experience

The Student and the MPH Program Office will:
- Discuss student’s past experience, skills and goals for the future and how the field experience can be tailored to optimize professional development
- Assist the student in clarifying his/her educational goals for the field experience
- Discuss the type of agency or organization best suited to meeting the student’s goals for the field experience
- Recommend possible sites and potential preceptors utilizing database of potential field experience sites developed by the MPH program
- Discuss the capstone committee and possible members

The Student will:
- Participate in MPH Field Work Seminar
- Make final placement choice
- Begin to develop educational goals and learning objectives for the field experience
- Finalize selection of Capstone Chair
- Finalize selection of capstone committee members
- Contact MPH Program Office to insure that field placement choice and/or preceptor have been approved
- Begin process to gain IRB approval if necessary
3 Months Prior to Placement

The MPH Program Office will:

- Communicate with potential preceptor regarding the site’s capabilities and policies with regard to accepting a specific student for the field experience
- Communicate with the potential preceptor regarding the MPH program’s requirements and procedures for the field experience with reference to the Field Experience Handbook
- Review materials provided by the preceptor to ascertain approval of the site/preceptor (background materials about the agency/organization, program description, annual report, organizational chart etc.)
- Finalize the plan for the student’s field experience, including the clarification of field agency constraints and any special concerns regarding the student
- Visit the agency, if feasible

The Preceptor and Student will:

- Discuss information that is pertinent to the field experience including, if relevant, maps of the area and other logistical information, selected reports, job descriptions, staff directory, office hours, and dress code
- Finalize the plan for the student’s field experience

The Capstone Committee Chair and Student will:

- Consult regarding Field Experience planning
- Submit IRB application, if deemed necessary

The Student will:

- Submit the final Field Learning Agreement, signed by the student preceptor, and capstone committee to the MPH Program Office three months prior to beginning at the placement site.
- Register for the Field Work Experience upon approval of the Field Learning Agreement
- Develop plan and complete appropriate paperwork for the capstone project
During the Field Experience

The Student will:
- Submit self-reflections of activities and experiences on Learn@UW as outlined in the Field Experience Handbook
- Use discussion section on Learn@UW to interact with MPH Program staff, faculty, and other students as described in Field Experience Handbook
- Perform assignments and activities identified in the Field Learning Agreement, seeking assistance from the preceptor, other agency staff or the capstone committee members when needed
- Communicate with the preceptor regarding any problems or situations that may interfere with the completion of assigned work
- Inform MPH Program Office of major changes or problems arising during the field experience

The Preceptor will:
- Provide a computer and arrange for space where the student can work on assignments
- Give a general orientation and introduction to the field agency, office procedures and policies
- Provide the student with general guidance and training during the field experience
- Provide opportunities for the student's involvement in agency activities and activities that involve the agencies interactions with other community organizations
- Schedule weekly conferences with the student (in person, via telephone, or e-mail) and jointly develop a process and plan for providing periodic feedback and updates

The Capstone Committee Chair will:
- Confer with the student and preceptor regarding the student’s progress, as necessary

After the Field Experience:

The Student will:
- Assess the extent to which the field experience has met his/her learning objectives
- Prepare necessary materials to complete requirements of the Field Work
- Complete the Student Evaluation of Field Experience and Summary Report form and return it to the MPH Program Office
- Provide signed copies of the Student Time Log to the MPH Program Office
- Provide a copy of any product (i.e. capstone project materials) to the preceptor
• Send thank you letter to preceptor and invite them to attend Public Health Symposium presentation

The Preceptor will:
• Complete the Preceptor’s Evaluation of Student Performance form and provide a final grade.
• Meet with the student to review and discuss the field experience and the final grade.
• Sign the evaluation and return it to the MPH Program Office by the last day of classes in the semester the field experience is taken.

The MPH Program Office will:
• Review evaluations and determine the final grade for the Field Experience
Timeline for International Field Experience

MPH students who wish to complete an international field experience have a slightly different timeline and payment structure than students completing their field experiences within the state of Wisconsin or US. For international experiences, the MPH Program works with the International Academic Programs (IAP) Office located in Bascom Hall, on the University of Wisconsin-Madison campus.

Because of the complexities of an international field experience, students who travel to areas outside of the US, must complete their field learning agreements sooner than the other students. For example, students completing a summer field experience must complete the Field Learning Agreement in early February.

There are also special considerations when selecting a preceptor for an international field experience. Often, simply by the nature of the international experience, the project that is chosen must be completed in a much more independent fashion. However, it is still important to choose a preceptor who understands public health, or at the very least, the health care system within the country chosen. In addition, the preceptor is expected to be available to meet with the student on a face to face basis at least once/week during the field experience.

Students who complete an international experience do not pay tuition, but rather pay a study abroad fee. The study abroad fee covers an administrative fee to the IAP office, CISI (travel insurance) insurance, and a site fee for the international placement site. The fee is approximately $1,500 per student.

Students with assistantships (TA/PA/RA positions), who are typically eligible for tuition remission, must still pay the study abroad fee. The tuition remission that comes with assistantships DOES NOT apply to the study abroad fees. In addition, the study abroad fee is only equivalent to the tuition for the field work. Students who take additional credits during the same summer session will be billed per the tuition fees.

MPH Students pay in-state tuition for the MPH Program regardless of whether they are Wisconsin residents or not. This is not the case with the IAP. MPH students who are not Wisconsin residents will pay a slightly higher study abroad fee.

The MPH program has made the decision to work with IAP for international field work, based on various factors, but primarily because of the administrative support the office provides (e.g. safety preparations, access to emergency
phone line during in-country field experience, insurance) as well as IAP’s ability to channel financial compensation to the in-country organization for the support they will be providing to students. These site fees will assist in the long-term development, support, and sustainability of field work sites for present and future MPH and Global Health Certificate students.

The following time-line will be useful for those students completing an international field experience.

**During Fall Semester:**

- Take PHS 640: Foundations in Global Health Practice
- Begin to identify a potential preceptor for the field experience
- Begin to develop a work plan for Field Learning Agreement

**During Spring Semester:**

- Take the Field Work Seminar
  - Indicate that you will be completing an International Field Experience on first day of class
- Assist MPH Program office in ascertaining approval of preceptor
- If PHS 640: Foundations in Global Health Practice has not been taken, take it during this semester
- Submit completed Field Learning Agreement to MPH Program Office by early-February (specific dates will be announced in field work seminar and in weekly MPH Program Update)
  - MPH program will e-mail list of names of students completing international field experience to International Academic Programs (IAP) by early March
  - IAP will contact students individually and as a group for next steps
- Submit required materials to appropriate University IRB if needed by January or February
- Attend an orientation with the IAP office personnel in early March
- Make transportation and lodging arrangements for Field Experience by mid April
  - Students completing an international field experience for longer than 4 weeks, may be eligible for Financial Aid
- Pay IAP Program Fee by mid May
During Field Experience

- Travel to international field placement site
- Submit self-reflections of activities and experiences on Learn@UW as outlined in the Field Experience Handbook. If in a remote location without access to the internet, see Barbara Duerst, to make alternate plans.
- Perform assignments and activities identified in the Field Learning Agreement, seeking assistance from the preceptor, other agency staff, capstone committee chair, or MPH Program personnel when needed
- Communicate with the preceptor at least once each week and/or regarding any problems or situations that may interfere with the completion of assigned work
- Inform MPH Program Office of major changes or problems arising during the field experience
- Review student evaluation with the preceptor

After the Field Experience

- Complete the required paperwork associated with the field work and submit it to the MPH Program office, including Preceptor evaluation of the student’s performance, student evaluation of the preceptor and site, summary report, time log, and reflections.
- Send a thank you note to the preceptor and/or organization for their time and expertise during the field experience.
The MPH Capstone Project

Overview: The capstone project must be completed by each Master of Public Health (MPH) student prior to graduation. It is the final requirement for the MPH degree. This capstone project is based on a non-thesis, culminating MPH experience. Students will demonstrate their ability to communicate orally and in writing, the lessons learned during their experience working in a community or public health setting, on a research project, or quality assurance project. The Capstone Project is a culmination of a major practice or research activity that consists of:

- A formal paper (e.g., 20-30 page report, or manuscript for submission to a journal) that will become part of the Public Health archives
- A formal public presentation (e.g., 10 minute presentation at the Public Health Symposia or other event) open to students and faculty
- An oral defense (consisting of questions by the student’s capstone committee)

The nature of the capstone project should be consistent with the career goals of the student, and should be viewed as a culminating display of ability, demonstrating that the MPH graduate is prepared to become a professional in the field of public health. The excellence in writing and oral presentation requirements reflects the competencies that are essential to success in the field of public health. The “manuscript format” for the capstone project is intended to familiarize students with the rigors of preparing manuscripts for professional journals.

MPH students either must have completed, waived, or are concurrently completing the Public Health Field Experience in order to present their capstone project.

Since the capstone project is not a course for credit, but rather a requirement of the program, the student will not be able to graduate until this aspect of the requirements is completed. Each component of the capstone project is crucial to completing the requirements of the MPH Program. The chair of the student’s capstone committee is responsible for notifying the MPH office as to whether or not the student has met the capstone project criteria successfully.

Students are free to collaborate during the preparation of their work and can seek peer input/critique, but each individual must independently prepare a product with a unique focus.
Prior to beginning their capstone project, students must document the originality of their paper and research and receive approval by the MPH Program Office and the capstone committee.

**The Capstone Committee:**

The capstone committee and its members are responsible for guiding the student’s capstone project. At least one member of the student’s capstone committee must be a tenure track faculty member at the University of Wisconsin - Madison.

**The Capstone Committee Chair:** The responsibilities of the capstone committee Chair include serving as the primary contact for the student’s capstone project, helping students hone their interests, identify career paths and provide support for career development. In addition, the capstone committee chair may provide a link to the campus community, resources and extracurricular activities which serve to enhance the educational experience (such as seminars, conferences, speakers, etc). The capstone committee chair serves as the PI on all IRB proposals.

**Preceptor:** Since a majority of students complete their capstone project based upon the work they have done in the field, the second member of the capstone committee should be the student’s field work preceptor. In the case where the student’s capstone project is based on some other research or another project, this role can be filled by the faculty member who works with the student on the research or project.

**Additional Capstone Committee Member:** The third member of the capstone committee may be chosen from the program’s list of public health program faculty members or may be chosen based on his/her expertise in the subject matter.

Occasionally a student may choose a project in which the preceptor is a university-based tenure track faculty member. Despite the fact that this person serves a dual role on the committee, it is still highly advisable to have three people on the capstone committee.

**Choosing The Capstone Committee:**

**Capstone Committee Chair:** During the first semester of the MPH Program, students will be provided with a list of Public Health Program Faculty. Students are encouraged to gather information from courses, faculty and student seminars, the program, and publications to help identify faculty with interests matching those of the student. It is highly recommended that the capstone
committee chair be a tenure track faculty member.

The capstone committee chair should be chosen by the end of the first semester or at the very latest the beginning of the second semester in the program.

**The Capstone Committee:** In consultation with the capstone committee chair, students must choose two additional committee members.

The following conditions for the capstone committee must be met:
- Each capstone committee must have at least three members.
- At least one committee member must be from the MPH Program’s Public Health Program Faculty.
- At least one of the committee members must be the student’s Field Work preceptor, if their capstone project is based on their field experience.
- At least one of the committee members must be a tenure track faculty member.

Since the MPH Program is an interdisciplinary program, committee members should represent that broad spectrum. If the student requires extensive advice and input from a committee member other than the capstone committee chair, it is appropriate to recognize that committee member as a co-chair for the capstone committee.

It should also be recognized that capstone committee members who make substantial contributions to the project or research should have the opportunity to be included as co-authors on any publications that result, following the journal guidelines of authorship.

**Notification of Capstone Committee to MPH Program Office:** Students are responsible for reporting the members of their capstone committee to the MPH Program office. This can be done at the time the student submits his/her field learning agreement or at the time that the capstone committee approves the capstone project proposal. In either case, the student is responsible for completing the paperwork, obtaining the proper signatures on the forms, and submitting the Field Learning Agreement and the capstone project proposal Approval Form to the MPH Program Office.

**The Capstone Project Proposal**

Once the student has chosen a capstone committee chair, the student and the chair should develop a topic for the project. After choosing the topic, the student is expected to write a five – eight page capstone project proposal for review by the capstone committee chair and members. The capstone project proposal should include the following:
• A 250–300 word abstract of the project
• A brief description of the public health problem to be addressed in the project
• A review of the most relevant existing literature
• A description of the data that will be collected
• A description of the methodology used to address the problem

Students may use a paper that has been written for one of the MPH courses as the basis for the capstone project proposal.

It is recommended that the student and members of the committee meet to discuss the proposal. The committee will then approve the capstone project. The student is responsible for completing the Capstone Project Approval Form, obtaining the proper signatures, and submitting the form to the MPH Program Office. The student should also provide copies of the proposal and approval form to each of the capstone committee members.

The Capstone Project Approval Form is available in this handbook, on the Learn@UW Field Work Site, on the MPH Program’s website, and in the MPH Program Office.

**The Capstone Paper**

The capstone project paper may be submitted in one of two formats – either as a 20-30 page paper summarizing a student’s investigation into a public health problem from the description of the problem during their coursework, to their field work experience or a manuscript of comparable length submitted to a public health peer-reviewed journal.

A detailed outline is provided below for the student who wishes to submit a scholarly paper to meet the capstone paper criteria. Students may negotiate the final form of their paper with the MPH Program Office or the capstone committee, to appropriately match their project objectives.

The final paper may be an extension or further development of work previously submitted for other courses at UW-Madison or for professional practice, but it must have been prepared since matriculating as an MPH student.
Guidelines for the Capstone Paper

The Capstone paper should reflect the overall goals and objectives (stated in Field Learning Agreement or the Capstone Project Approval Form) and provide details of the project completed. Specific guidelines for the paper include:

- The paper must be typed, double-spaced, and 20-30 pages in length (not including references), with one-inch margins and 12 point font.
- The paper should be printed on a single side of quality paper.
- The final paper must be completed and submitted to members of the capstone committee at least two weeks prior to the oral defense.
- The student and the capstone committee should meet either face to face or via telephone conference to discuss the capstone project.
- Upon approval of the paper by the capstone committee a hard copy of the paper must be turned into the MPH Program Office no later than the last day of final exams for the semester in which the student intends to graduate.
- As with all assignments, students are held to UW-Madison’s integrity standards. For more information: http://students.wisc.edu/saja/misconduct/uws14.html
- Students should use the AMA or APA format in writing the paper.

The following are components to include in the final paper. This format will vary depending on the nature of the capstone project, and can be negotiated with the capstone committee and/or the MPH Program Office depending on the nature of the student’s project.

**Abstract (1 page)**
Prepare a 250 word summary of the paper in a structured abstract (Objective, Problem, Methods, Results, Conclusion). The abstract should be on a separate page of the final document.

**Introduction (1-2 paragraphs)**
Provide an introduction of the topic and/or public health problem. This section should prepare the reader for the purpose of the paper.

**Background (~4-6 pages)**
This section of the paper should provide the evidence of the problem as well as the evidence to justify the project and/or the intervention. Include relevant and current public health literature as it relates to the topic and project. A minimum of 10 references from peer-reviewed journals should be cited. Sources may vary, depending on the topic and agency.

**The following questions may be considered:**
1) What is the prevalence/incidence of the problem?
2) Are certain groups disproportionately affected?
3) What are the economic, social and physical consequences?
4) What has already been done about this problem and what are the gaps?
5) How is the agency you worked with trying to address those gaps?
6) What has been learned from previous interventions/work and how is this information used to inform current or future action?

**Agency/Organization Background** (~2-3 pages)
As applicable, include related history, involvement in the public health problem, mission, relevant partners and stakeholders, and current activities as they relate to the project/topic.

**Project Description/Methods** (~4-5 pages)
Describe the project, including goals and objectives relevant to the public health problem. Include the methods/process of the intervention/project and the outcomes. Depending on the nature of the project, this may include any or all of the following:
- Research and/or evaluation methods
- Program planning methods
- Survey design and implementation methods
- Community outreach procedures and activities
- Needs assessment methodology
- Advocacy efforts and activities
- Health education development (materials, etc.)

**Results/Findings** (~4-5 pages)
This section should include the results or findings of the project.

The following questions may be considered:
1) What were the findings/outcomes (qualitative or quantitative) of the project?
2) By what criteria was the project successful? Effective? Were the outcomes expected?
3) What about sustainability (to invest in transformational population health programs and initiatives which have the potential to evolve and become self-sustaining)?
4) What partnerships were utilized or are needed?
5) Did the organizational structure affect the outcomes?

**Competencies** (~2-3 pages)
This section should include a discussion about the MPH Cross-cutting competencies and how they were mastered during the MPH Program and the field experience. Identify the cross-cutting competencies that you chose to address and provide documentation regarding the skills and knowledge that
you gained in each of these areas as a result of a culmination of your didactic learning and experiences in the field.

**Note:** This section of the paper can either be included in the body of the paper or can be included in the appendices.

**Discussion** (~ 4-5 pages)
This section should reflect upon the project and discuss overall strengths and limitations.

The following questions may be considered:
1) How do these results compare to the literature?
2) Were the results different for subgroups?
3) Could anything have been improved?
4) What were lessons learned?
5) What happens next?
6) What is the public health impact?

**Conclusion** (1-2 paragraphs)

**References**
Critical use of references is required. Students are advised to consider the quality of their cited resources and recognize the distinction between advocacy documents (now easily accessible on the web) and peer-reviewed literature. For assistance with citations and writing, contact the UW Writing Center and the Writing Center Handbook: [http://www.wisc.edu/writing/](http://www.wisc.edu/writing/).

A guide to the AMA citation style can be found online at: [http://www.liunet.edu/cwis/cwp/library/workshop/citama.htm](http://www.liunet.edu/cwis/cwp/library/workshop/citama.htm).

A guide to the APA citation style can be found online at: [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html).

**Appendices**
- Include a timeline of the project (**required**)
- Any supporting data (tables, charts, graphs, surveys, evaluation forms, etc.)
- Competencies if not included in the body of the paper (**required**)
Guidelines for the Capstone Manuscript

Students may submit a manuscript to a public health journal rather than the previously described paper. Students should follow the “Instructions to Author” provided by the journal for the format of the paper. The completed manuscript may be approved regardless of whether it is published or not. In order for the manuscript to be accepted as the capstone project paper it must meet the following criteria:

- The paper must be a comparable length to the capstone paper previously described (at least 10 – 20 pages).
- The student must be the first or second author of the paper.
- The student must be able to document the originality of the research or work.
- If applicable, the student must be able to document IRB approval of the project.
- The journal to which the student will be submitting the manuscript must be pre-approved by the MPH Program Office and/or the capstone committee.
- The student must also provide written evidence of competencies met during the field experience under separate cover to the MPH Program office by the end of the semester in which the capstone project is completed.

Evaluation

Papers will be evaluated on a “criteria met/unmet” basis based upon the following:

- The background, rationale, and purpose for the project are clearly stated
- The methods are clearly described and appropriate for the purpose of the project
- The results are presented clearly, using tables and figures if appropriate
- The discussion relates the findings to the existing literature, identifies strengths and limitations, and describes implications for public health
- The paper is well written (e.g., following the guidelines above)

Capstone Project Oral Presentation

In addition to producing a capstone project paper, each student will be expected to prepare a brief presentation of his/her capstone project to fellow classmates, preceptors, UW Advisors, capstone committee members, and other interested parties. This presentation will occur at the conclusion of the MPH Program at one of the two Public Health Symposia sponsored by the MPH Program. Dates for the 2009/2010 Public Health Symposia are as follows:

- Wednesday, November 11, 2009
Specific guidelines for the oral presentation include the following (see additional information in the Field Work and Capstone Project Handbook:

1) Presentations must not exceed 10 minutes-- with an additional 8 minutes of time for questions.

2) The format for the oral presentation must include the following:
   - Title
   - Acknowledgments
   - Overview/Outline
   - Introduction/background
   - Project Methods
   - Results/Findings
   - Discussion
   - Conclusion

**Evaluation**

Presentations will be evaluated on a “criteria met/unmet” basis by the capstone committee on the following:

- The purpose for the project is clearly stated
- The methods are clearly described and appropriate for the purpose of the project
- The results are presented clearly, using tables and figures if appropriate
- The discussion relates the findings to the existing literature, identifies strengths and limitations, and describes implications for public health
- The presentation is well organized and presented within the time allotted

A feedback form is available from the MPH Program Office and is also included in this handbook.

The capstone project must be completed no later than two years after the completion of all course work.

**Oral Defense of the Capstone Project:**

Students are expected to meet face to face or via teleconference with the capstone committee members for an oral defense of the paper/capstone project. It is the student’s responsibility for the following:

- Schedule final meeting with capstone committee members
- Resolve incompletes and progress grades
• Distribute paper to committee at least 2 weeks before the final meeting

If the capstone project is reviewed and found to have met the above criteria sufficiently then it will be deemed that this requirement for graduation has been fulfilled. The chair of the capstone committee is responsible to complete the Capstone Project Completion Form. This form is available on the MPH website, in the MPH Program Office, and at the end of this booklet.

The capstone project must be completed no later than two years after the completion of all course work.
A Quick and Easy Guideline to a Successful 10-Minute Talk
Adapted from E. Schmidt (at: http://info.med.yale.edu/neurosci/talks/Schmidt.pdf)

Whether it’s for the Public Health Symposium or a national symposium, you will have to give a 10- minute talk at some point in your professional career. Below are guidelines to help you maximize this time in the spotlight.

Organization is key when giving a successful 10-minute talk. Time is extremely limited so you need to know exactly what you want to convey and what information is necessary to convey it. The talk should have no more than 10-12 slides - that means only about a minute to talk about each slide. And don’t load more information onto one slide just to have fewer slides.

Start with a clearly defined problem and progress through the talk in a logical manner. State a question/ problem (“I was interested in the following question…”). How did you go about answering it? (“This is the strategy I used to answer the question…”) What did you find? (“These are my results…”) What do the findings mean? (“This is how I interpreted the results…”)

Do not linger on the introduction and/or summarize the entire history of the field. You should provide enough information to give a general understanding of why you are asking the question you are asking. The introduction should last no more than 1-2 minutes and consist of 1-2 slides.

Data should be the bulk of your talk. The point of giving the talk is to present your data. Therefore, spend as much time as possible doing so. Do not be afraid to jump right into the data - limiting the use of transition slides allows for a smoother presentation. You do not need to go into extreme details of the methods used unless it is absolutely critical for proper interpretation of the data. If people are curious about how you did something, they will ask. Data should be limited to 3-6 slides and last 6-8 minutes.

Show only relevant data - anything more will just confuse the audience. Help the audience by ‘walking through’ each table or figure with a pointer. If you say “look only at this column” then take the other columns out!

The conclusion is the part of the talk in which you interpret your results in light of the question posed at the beginning of the talk. An effective conclusion can fit onto 1 slide and be stated in 1-2 minutes.

Practice! Practice! Practice! This cannot be stressed enough. Go through the talk at least 2-3 times before actually giving it. You will be surprised how long it will be the first time around. Practice out loud, and edit the talk until you can do it in
less than 10 minutes. This will give you breathing room for questions and any technical difficulties. Practice with friends, other students, or even your advisor—they will have invaluable feedback.

Five Steps to Successful Power Point Presentations

1. Have one main point per slide. Do not show a collection of assorted data.
2. Make slides simple, clear, and easy to understand. If the audience is trying to figure out what the slide is showing, then they are not paying attention to what you are saying.
3. Slides should be free of nonessential information—other data will only distract and confuse. Do not show a table with comprehensive data; just show the important stuff. Save the rest for the paper!
4. Avoid abusing Power Point animation. A successful talk should rely on data, not Power Point prowess. More often than not, animation is distracting and sometimes even condescending.
5. Use Arial font. No gradient backgrounds (light backgrounds and dark text always works best). Most people use white background since colors show best (some use white/yellow text on a blue background. Use common sense with visual contrast: No black text on blue background.

Finally, the most important piece of advice anyone can give is to stay within the time allotted! At best, going over the time limit will cut into the question-and-answer period (a vital part of the talk). At worst, you will be yanked from the podium before finishing. That is both humiliating and nullifies all of the hard work invested in the talk. By following these simple guidelines you should have no problem wowing your audience with the results of your MPH field work.
The purpose of this form is to gather information about potential MPH Field Work Experience sites. The MPH Field Experience is a 400 hour, 6 credit requirement of the MPH Program. Please complete the following information describing the preceptor, the organization and potential field work opportunity. The form and its accompanying documentation will be reviewed by the Curriculum Committee. Upon a decision by the Committee, the contact person below will be notified in writing.

<table>
<thead>
<tr>
<th>Contact Person/Preceptor:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Organization:</td>
<td>Department/Project:</td>
</tr>
<tr>
<td>Mailing Address:</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>E-mail Address:</td>
</tr>
<tr>
<td>Organizational Web-site Address:</td>
<td>Date form completed:</td>
</tr>
</tbody>
</table>

1. General description of the organization: (Please attach brochures or any additional descriptive materials.)
2. Suggestions for student field experience projects: (if you have a specific project for which you are seeking an MPH student, please include a detailed description. If you have no specific projects in mind, but would still consider hosting a MPH student, please list potential projects).

3. Please list any special interests/qualifications that are recommended for students participating in a field experience in your organization.
4. Please answer the following questions about your organization by placing an “X” in the appropriate box below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students likely to be involved with the collection of data? If so, please indicate the type/kind of data:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will data (that has been previously collected) be available to students for analysis?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are students required to have a criminal background check prior to beginning a placement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any immunizations/tests required of students prior to beginning a placement? If so, please indicate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will students likely be provided a stipend from your organization? If so, please indicate the amount of the stipend: $_________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there seasonal preferences for student placement? If yes, please indicate spring, summer, fall, or winter:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Please return this form with the most recent resume’ or CV of the preceptor who will be supervising the student in his/her field placement.**

7. UW Madison preceptors have the opportunity to receive a UW ID, which entitles them to free library access, an e-mail account, and a free Madison City bus pass. Preceptors interested in these benefit, must provide their social security number and date of birth to the MPH Program Office.
   a. SS# _______________________________________________
   b. DOB _____________________________________________

Signed: _____________________________ Date: _________________

Return to: MPH Program Office, University of Wisconsin – Madison, WARF 740, 610 N. Walnut Street, Madison, WI 53726. Fax: 608.263.2820. For questions contact Barbara Duerst: bduerst@wisc.edu or 608.263-4215

For Office Use Only:

<table>
<thead>
<tr>
<th>MPH Program Staff Initials: ___________________________</th>
<th>Date: _________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Committee Approval:</strong> Approved [ ] Denied [ ] Date: _________________</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of this form is to provide the student, preceptor and UW Advisor an opportunity to mutually develop a plan for the student’s field work and culminating experiences. The agreement identifies the specific assignments the student will have at the placement, any tangible products that will be developed, interactions with and knowledge of other employees and their functions, and contact with other organizations to which the agency relates. This agreement also serves as an authorization and approval by the MPH Program Office for the student to proceed to register for the field experience and the culminating experience.

<table>
<thead>
<tr>
<th>Student Information (REQUIRED):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Campus ID#</td>
</tr>
<tr>
<td>Student’s Phone:</td>
</tr>
<tr>
<td>Student’s Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptor Information (REQUIRED):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor’s Name:</td>
</tr>
<tr>
<td>Preceptor’s Title:</td>
</tr>
<tr>
<td>Preceptor’s Phone:</td>
</tr>
<tr>
<td>Preceptor’s Email:</td>
</tr>
<tr>
<td>Organization:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Student’s Start Date:</td>
</tr>
<tr>
<td>Student’s End Date:</td>
</tr>
<tr>
<td>Hours/week:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Committee Member Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW Advisor/Capstone Committee Chair’s Name &amp; Title:</td>
</tr>
<tr>
<td>Campus Address and Department:</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Additional Capstone Committee Member’s Name &amp; Title:</td>
</tr>
<tr>
<td>Campus Address and Department:</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>E-mail</td>
</tr>
</tbody>
</table>
Registration Approval:

<table>
<thead>
<tr>
<th>X</th>
<th>Course</th>
<th>Credits</th>
<th>Term/Semester to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPH Field Experience (POP HLTH 650)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPH Capstone Project</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief description of your overall goal/activity or the abstract for your project. (Attach separate page if necessary):

Learning Objectives:
On a separate page, develop 2-4 learning objectives to guide your field experience. Learning objectives are statements of what you hope to learn as a result of your field experience activities. Learning objectives should be prepared using the following format in landscape form. This will allow students, as well as their preceptor and UW advisor, to see how the activities relate to what the student wants to learn or become skilled in. The time frame for submitting the products will be used by your preceptor and MPH Program staff to track completion of your assignments. Once a final version of the learning objectives has been agreed upon, attach them to this form.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Products</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Objective #. This is to be written as a learning objective using skills and knowledge demonstration verbs such as: investigate, examine, analyze, utilize, construct, develop, etc.</td>
<td>Briefly describe/outline the activity that will be completed in order to achieve the learning objective. There needs to be a clear association between the objective and the activities that you and your preceptor have planned or identified.</td>
<td>Describe the products, output, or other type of evidence that was achieved through the learning objective. The products will be used as the basis of your grade. For example products can be reports written for the field experience, self-assessments, or other material developed that demonstrates achievement of the objective.</td>
<td>Provide a date when the products will be submitted. It is recommended that the dates are spaced throughout the field experience. Dates can be changed, but the negotiations of date changes should be done prior to the original date the product is due.</td>
</tr>
</tbody>
</table>
MPH Competencies:
Document how you intend to incorporate the cross-cutting MPH competencies into your field experience. Plan to focus on at least three of the cross-cutting competencies in your field experience. For each competency, write one to three sentences or bullet points describing how they will be addressed during the field work experience. The full document for the MPH competencies can be found at [http://www.asph.org/userfiles/Version2.3.pdf](http://www.asph.org/userfiles/Version2.3.pdf). Once the cross-cutting competencies have been identified, attach them to this form. The cross-cutting competencies include:

- **Communication and Informatics** – the ability to collect, manage, and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through the media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

- **Diversity and Culture** - the ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

- **Leadership** – the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

- **Professionalism** – the ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

- **Program Planning** - the ability to plan for the design, development, implementation, and evaluation strategies to improve individual and community health.

- **Public Health Biology** - the biological and molecular context of public health.

- **Systems Thinking** - the ability to recognize system level properties that result form dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

**Institutional Review Board**
Please note: student activities involving human subjects’ research must have approval from the Institutional Review Board (IRB) before beginning data collection or analysis. Human Subjects research activities include surveys, interviews, analysis of preexisting human subjects data and/or human tissue obtained for non-research purposes. See the UW IRB website: [http://info.gradsch.wisc.edu/research/compliance/humansubjects/2.UWIRBs.htm](http://info.gradsch.wisc.edu/research/compliance/humansubjects/2.UWIRBs.htm) for more information.

You must check one of the following and attach a copy of the documentation that was submitted to the IRB, if appropriate:

- ___ IRB approval pending
- ___ IRB approval number: ____________
- ___ IRB approval not required
Termination of Agreement

This agreement may be terminated for any of the following reasons:

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

Approval Signatures:

__________________________________________________________ Date
Student

__________________________________________________________ Date
Preceptor

__________________________________________________________ Date
UW Advisor/Capstone Committee Chair

__________________________________________________________ Date
Capstone Committee Member

__________________________________________________________ Date
MPH Program

Student must submit the completed form by the close of business on Friday, March 26, 2010. The Field Learning Agreement can be submitted electronically to Barbara Duerst or in hard copy form to the MPH Program Office, 736 – 740A WARF Building, 610 N. Walnut Street, Madison, WI 53726 FAX: 608-263-2820.

It is recommended that international students contact International Student Services (608-262-2044) for Curricular Practical Training (CPT) approval; students with an F-1 visa seeking a paid placement must have CPT approval.
Master of Public Health Program
University of Wisconsin – Madison

University of Wisconsin-Madison
Department of Population Health Sciences
Master of Public Health Program

STANDARD AFFILIATION AGREEMENT

This affiliation agreement (“Agreement”) is entered into by ____________, (“Facility”) located at ____________________________________________, and the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Madison, School of Medicine and Public Health, Department of __Population Health Sciences, ___Master of Public Health Program (“University”) to provide practical learning and clinical experiences for the University’s students and to establish and operate a Clinical Education Program at the Facility (“Program”).

This Agreement shall become effective on the ____ day of ________, 20__ and shall automatically renew on an annual basis unless terminated as provided by this Agreement. Either party shall have the right to terminate this Agreement for any reason on sixty days written notice to the other party. In the event of termination, the parties agree that any students placed at the Facility will be able to complete their activities in connection with the Program.

General

1. The beginning and ending dates for the placement of each student (“Placement”) in the Program will be mutually agreed upon in writing by the Facility and the University.

2. The number of students eligible to participate in the Program will be mutually agreed upon by the Facility and the University and may be altered by mutual agreement.

3. The University will place with the Facility only those students who have satisfactorily completed the prerequisite academic portion of the University’s curriculum.

4. A. The Facility may cancel, by notice in writing to the University, the Placement of any student whose performance or conduct is unsatisfactory, whose personal characteristics interfere with the development of professional relationships within the Facility, or whose health conditions interfere with the student’s successful completion of his or her assignment at the Facility.
B. The Facility may immediately suspend any student’s Placement if the student’s performance adversely affects the safety or welfare of the Facility’s patients or clients.

C. Prior to cancellation of any student’s Placement, the Facility shall notify the University, provide the student and the University with written justification for the Facility’s proposed cancellation, consult with the University about the proposed cancellation, and make reasonable efforts with the University to resolve the matter.

5. The University and the Facility shall not discriminate with respect to race, color, sex, creed, national origin, disability, age, public assistance status, marital status, sexual orientation, and religion in their on-going practices.

6. The University and the Facility shall make reasonable accommodations to provide accessibility for students with disabilities. If a student requests an accommodation in his or her assignment to the Facility, the University will encourage the student to disclose directly to the Facility information in support of the student’s request.

7. This Agreement does not create any third-party beneficiaries.

8. The University’s personnel, faculty, and students are not eligible for coverage under the Facility’s Workers’ Compensation or Unemployment Compensation insurance programs. The University shall provide, if any, Workers’ Compensation or Unemployment Compensation coverage as required by Wisconsin law. Neither the University nor the Facility shall compensate students for their activities during their Placement, and this paragraph does not extend Workers’ Compensation or Unemployment Compensation coverage beyond the specific requirements of Wisconsin law.

9. The Facility shall send to the University a list of required immunizations and titers, special training, applicable deadlines, and other conditions of participation in the Program. The University shall inform students of the Facility’s requirements. Students are responsible for providing to the Facility timely documentation of completion of all the Facility’s requirements.

10. Neither party may assign any rights or obligations under this Agreement without the prior written consent of the other party.

11. The parties agree that any student placed at the Facility under this Agreement is considered a member of the Facility’s “workforce,” as defined in 42 C.F.R. 160.103, for the limited purposes of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The parties also agree that the University, its employees, and its students are not “business associates” of the Facility, as defined in 42 C.F.R. 160.103, for the limited purposes of HIPAA.

Responsibilities of the University

12. The University shall send to the Facility a personal data form for each student placed with the Facility at least four (4) weeks before the commencement of each student's
Placement. This form will include the dates on which each of the Facility’s requirements was completed.

13. The University shall recommend hepatitis immunizations to each student and shall provide opportunities for training about:
   - Blood borne pathogens and universal precautions as required by OSHA.
   - HIPAA Privacy Rule requirements.

14. A University faculty member and a designee of the Facility shall coordinate the University’s academic requirements with the Program activities of each student at the Facility.

15. The University shall notify each student that he or she is responsible for:
   A. complying with the policies, procedures, standards, and practices of the Facility;
   B. obtaining any uniforms required by the Facility;
   C. providing his or her own transportation and living arrangements;
   D. reporting for Program activities on time;
   E. maintaining his or her own health records and providing his or her own health insurance coverage and documentation as required by the Facility;
   F. complying with the policies, procedures, standards, and practices of the University;
   G. granting the Facility a 30-day review prior to presenting or publishing any materials involving the student’s activities at the Facility, and
   H. maintaining the confidentiality of patient or client records and information.

16. The University, as a unit within an agency of the State of Wisconsin, provides liability coverage for its students and faculty consistent with section 895.46(1) of the Wisconsin Statutes. The University’s students and faculty who participate in the activities resulting from this Agreement are agents and employees, respectively, of the State of Wisconsin. While participating in such activities, students and faculty are acting within the scope of their agency or employment. The liability coverage provided by the State of Wisconsin under Section 895.46(1) is self-funded, unlimited, and continuous. Such liability coverage includes, but is not limited to claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damage to persons or property arising out of Program activities at the Facility.

17. During the term of this Agreement, the Board of Regents of the University of Wisconsin System agrees to hold harmless the Facility from any and all liability that is based on the acts or omissions of its officers, employees, or agents while acting within the scope
of their employment or agency consistent with sections 895.46(1) and 893.82 of the Wisconsin Statutes.

Responsibilities of the Facility

18. The Facility shall provide a planned, supervised program of clinical experiences, as specified in writing to the University, for each student’s Placement.

19. The Facility shall maintain complete records and reports on each student's performance, providing evaluations to the University on forms provided by the University.

20. In all cases, the Facility shall retain ultimate responsibility for the care of its patients or clients.

21. The Facility shall, on reasonable request, permit representatives of the University and academic accreditation agencies to inspect its facilities, the services made available for the Placement of students, student records, and other information relevant to the Program.

22. The Facility shall designate in writing to the University the name of the person responsible for the Facility's Program and shall also submit to the University the curriculum vitae of that person and of other professional staff participating in its Program. The Facility agrees to notify the University in writing of any change or proposed change in its designation of the person responsible for the Facility's Program, or of any other staff that may affect student Placements.

23. The Facility shall have primary responsibility for ensuring student compliance with his or her responsibilities as set forth in subparagraphs A, B, and D of paragraph 15 of this Agreement. The University agrees to assist the Facility in achieving student compliance on request of the Facility.

24. The Facility shall, at the commencement of a student’s Placement, provide the University’s faculty and the student with a thorough orientation about the Facility's policies, procedures, standards and practices relevant to the student’s Placement.

25. At regular intervals, as specified by the University, the Facility shall provide the University with an outline of the curriculum for the Facility’s Program.

26. In the event a student is absent because of illness for more than three (3) days during the student’s Placement, the Facility shall promptly arrange for the student to make up the lost time or shall inform the University of its inability to do so.

27. Except for personal emergencies, the Facility shall not grant leaves of absence from regularly scheduled activities to students during their Placements without prior approval from the University.

28. The Facility shall promptly advise the Vice Chancellor for Legal and Executive Affairs, University of Wisconsin-Madison, 361 Bascom Hall, 500 Lincoln Drive, Madison, Wisconsin, 53706.
Wisconsin 53706-1380, if it has any reason to believe a claim may exist against an officer, employee, or agent of the University in connection with any activities performed under this Agreement. Notification is for informational purposes only and shall not eliminate Facility’s duty to follow the statutory claim procedure in section 893.82 of the Wisconsin Statutes prior to instituting a lawsuit against the University.

29. The parties to this Agreement agree to revise or modify it only by written amendment signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

Master of Public Health Program  
School of Medicine and Public Health  
By __________________________  
Barbara Duerst  
Master of Public Health Program Acting Director  
Date: _________________________

FACILITY

By __________________________  
Signature  
Name (please print)  
Title  
Date

UNIVERSITY OF WISCONSIN-MADISON  
SCHOOL OF MEDICINE AND PUBLIC HEALTH  
By __________________________  
Beverly J. Bawden  
Assistant Dean  
Health Professions Programs

Date

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
By __________________________  
Darrell Bazzell  
Vice Chancellor

Date
STUDENT EVALUATION OF FIELD EXPERIENCE

The purpose of this form is to provide the MPH student with an opportunity to evaluate the Field Experience and the preceptor.

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Campus ID#</td>
</tr>
<tr>
<td>Student’s Phone:</td>
</tr>
<tr>
<td>Student’s Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor’s Name:</td>
</tr>
<tr>
<td>Preceptor’s Title:</td>
</tr>
<tr>
<td>Preceptor’s Phone:</td>
</tr>
<tr>
<td>Preceptor’s Email:</td>
</tr>
<tr>
<td>Organization:</td>
</tr>
</tbody>
</table>

| Student’s Start Date:                     |
| Student’s End Date:                       |
| Hours/week:                              |

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

<table>
<thead>
<tr>
<th>SA = Strongly Agree</th>
<th>A = Agree</th>
<th>D = Disagree</th>
<th>SD = Strongly Disagree</th>
<th>N/A = Not Applicable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>My field experience...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributed to the development of my specific career interests</td>
</tr>
<tr>
<td>Provided me with the opportunity to carry out my field learning objective activities</td>
</tr>
<tr>
<td>Provided the opportunity to use skills obtained in MPH classes</td>
</tr>
<tr>
<td>Required skills I did not have Please list:</td>
</tr>
<tr>
<td>Required skills I have but did not gain in the MPH program Please list:</td>
</tr>
<tr>
<td>Added new information and/or skills to my graduate education Please list:</td>
</tr>
<tr>
<td>Challenged me to work at my highest level</td>
</tr>
<tr>
<td>Served as a valuable learning experience in public health practice</td>
</tr>
<tr>
<td>I would recommend this agency to others for future field experiences.</td>
</tr>
</tbody>
</table>

57
<table>
<thead>
<tr>
<th>My preceptor...</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was valuable in enabling me to achieve my field learning objectives</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>Was accessible to me</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>Initiated communication relevant to my special assignment that he/she considered of interest to me</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>Initiated communication with me relevant to general functions of the agency</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
<tr>
<td>Was knowledgeable in his/her area of responsibility</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. Would you recommend this preceptor for future field experiences? Please explain.

_____Yes  _____No  _____Unsure

3. (Optional) On the back of this form or as an attachment, provide additional comments explaining any of your responses.

4. All students are required to prepare a written summary to be submitted with this evaluation form. The report can later be used in the culminating paper. The report should include:
   1. Description of activities performed during the field experience, noting any deviations from the field learning agreement.
   2. How well the field experience integrated what the student learned from their formal MPH course work.
   3. What the student gained from the experience, identifying any problems if they occurred.
   4. The extent to which the student’s educational objectives (identified in the Field Learning Agreement) were achieved.
   5. The extent to which overall field experience learning objectives (identified in the Field Experience section of the Student Handbook) were achieved.

Student Signature ____________________________ Date ____________

Return completed form to Master of Public Health Program Office, Room 740A WARF Building, 610 N. Walnut Street, Madison, WI 53726 Fax: 608/263-2820.
PRECEPTOR EVALUATION OF STUDENT PERFORMANCE

The purpose of this form is to provide the preceptor with an opportunity to evaluate the student’s performance in the Field Experience. The preceptor and student should review and discuss this evaluation together before it is submitted to the MPH Program Office.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Not Applicable</th>
<th>Unacceptable at this point in training</th>
<th>Somewhat below expectations</th>
<th>Met Expectations</th>
<th>Consistently Exceeded Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved Field Experience Learning Objectives (see Field Learning Agreement)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Completed defined project in Public Health Practice</td>
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<tr>
<td>Worked effectively with Preceptor</td>
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<tr>
<td>Worked effectively within Organization</td>
<td></td>
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<tr>
<td>Integrated public health theory into public health practice</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
<td>Unacceptable at this point in training</td>
<td>Somewhat below expectations</td>
<td>Met Expectations</td>
<td>Consistently Exceeded Expectations</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
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<td>----------------------------------------</td>
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<tr>
<td>Demonstrated an appropriate of public health skills and knowledge in field experience</td>
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<tr>
<td><strong>PUBLIC HEALTH SKILLS AND KNOWLEDGE:</strong></td>
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<tr>
<td>Able to apply the core function of assessment in the analysis of public health problems. (Assessment)</td>
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<tr>
<td>Demonstrated an understanding of the structure, process, and outcomes of health services including costs, financing, organization, outcomes, and accessibility. (Systems)</td>
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<tr>
<td>Able to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health. (Program Planning)</td>
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<tr>
<td>Able to use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse populations. (Cultural Competency)</td>
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<tr>
<td>Able to prepare a program budget with justification. (Financial Planning/Budgets)</td>
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<tr>
<td>Demonstrated an ability to use collaborative methods to achieve community and organizational goals. (Leadership)</td>
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<tr>
<td><strong>WORK HABITS:</strong></td>
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<tr>
<td>Reliable</td>
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<td>Took initiative in work</td>
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<tr>
<td>Efficient</td>
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<tr>
<td><strong>INTERPERSONAL SKILLS:</strong></td>
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<tr>
<td>Professional demeanor</td>
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<tr>
<td>Interactions with co-workers</td>
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<tr>
<td>Interactions with community partners</td>
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</tbody>
</table>
2. Did the student bring the appropriate knowledge and skills needed to complete the project(s) in your organization? If no, what additional knowledge and skills were needed?

3. Was the student’s work helpful or useful to you and your agency/organization? Please explain.

4. Please provide additional comments regarding the student’s performance.

<table>
<thead>
<tr>
<th>Final Grade Assigned for Field Experience</th>
<th>(Check One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Outstanding</td>
<td></td>
</tr>
<tr>
<td>AB = Very Good</td>
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<tr>
<td>B = Good</td>
<td></td>
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<tr>
<td>BC = Satisfactory, but below expectations</td>
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<tr>
<td>C = Marginal Pass</td>
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<tr>
<td>F = No credit</td>
<td></td>
</tr>
</tbody>
</table>

Preceptor’s Signature: _______________________________ Date: ______________

Student’s Signature: _______________________________ Date: ______________

Return completed form to Master of Public Health Program Office, Room 740A WARF Building, 610 N. Walnut Street, Madison, WI 53726 Fax: 608/263-2820.
MPH Student Time Log:
2009-2010

<table>
<thead>
<tr>
<th>Time Log for (Check One):</th>
<th>Fall 2009</th>
<th></th>
<th>Spring 2010</th>
<th></th>
<th>Summer 2010</th>
<th></th>
<th>Fall 2010</th>
</tr>
</thead>
</table>

**Student Information**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Campus ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Phone:</td>
<td>Student’s Email:</td>
</tr>
</tbody>
</table>

**Preceptor Information**

<table>
<thead>
<tr>
<th>Preceptor’s Name:</th>
<th>Preceptor’s Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor’s Phone:</td>
<td>Preceptor’s Email:</td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Total # of Hours for Week</th>
<th>Preceptor Initials</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Student’s Signature**

Date

**Preceptor’s Signature**

Date
### Example: Format for Learning Objectives for Field Learning Agreement

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Activities</th>
<th>Products</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase my knowledge of existing HIV/AIDS school-based curriculums in the US</td>
<td>Review published literature about existing HIV/AIDS programs focused on youth to determine what activities/curriculum are currently being used and which have been proven effective</td>
<td>Detailed chart comparing the main components of each program, such as target populations, target ages, achieved outcomes, cost, etc.</td>
<td>May 2008</td>
</tr>
</tbody>
</table>
| Increase my aptitude at program planning, particularly focused on AIDS programs for youth | • Obtain UW IRB approval and Madison Metro School District approval  
• Conduct interviews with teachers in the Madison area to help guide the development of the Global AIDS curriculum  
• Conduct a needs assessment with students to help guide the development of the Global AIDS curriculum  
• Determine how the Global AIDS curriculum will fit into the current curriculum and required coursework of the family and consumer education course that will be used for the pilot study  
• Determine existing best practice models for service learning | • Completed and submitted UW IRB application and Madison Metro School District application  
• Written list of questions  
• Written list of questions or a written script (format will depend on teacher/ IRB approval)  
• Meeting notes and format for the length and content of the Global AIDS curriculum  
• Detailed word document stating the main components of service learning and the process of how to implement a service learning component into a course | June 2008   |
<table>
<thead>
<tr>
<th>Enhance my networking capabilities and expand my connections in the Madison HIV/AIDS community</th>
<th>Have a series of meetings with directors and staff of the local, non-profits to determine ways that they could benefit from a service learning project with a high school student</th>
<th>Meeting notes and a database of the non-profits that would like to be involved in the project, complete with their contact details, their organization’s objectives and the ways that a student might be able to get involved</th>
<th>August 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance my skills in curriculum development, specifically focusing on AIDS curriculum</td>
<td>Develop the Global AIDS curriculum to address the documented needs of teachers and students, as well as to meet the family and consumer education standards</td>
<td>Entire curriculum, complete with resources for the teacher and designed to meet family and consumer education standards</td>
<td>August 2008</td>
</tr>
<tr>
<td>Increase my ability to design and implement programs effectively</td>
<td>Pilot test the curriculum with high school seniors in a family and consumer education course</td>
<td>Journal with entries for each class, detailing observations and comments on the program’s progress, strengths and weaknesses</td>
<td>End of 2009-2010 School Year</td>
</tr>
<tr>
<td>Expand my skills in program evaluation</td>
<td>Evaluate the implementation, satisfaction, increase in knowledge and impact of the Global AIDS curriculum</td>
<td>Anonymous surveys completed by the students, the teacher and the non-profit organizations</td>
<td>End of 2009-2010 School Year</td>
</tr>
</tbody>
</table>
Cross Cutting MPH Competencies

I will be addressing and mastering the following cross-cutting competencies in my field experience:

1. **Leadership**: By the nature of my experience, I will address the leadership competency. I will be creating a curriculum, which will require a great deal of self-motivation. In addition, I will be communicating a vision for a different way of providing AIDS prevention education for high school students, teachers, and community non-profit organizations.

2. **Professionalism**: I will be mastering the competency of professionalism by adhering to the values and practices that are part of the curriculum. I will do this by exhibiting a strong commitment to work in the AIDS field and public health.

3. **Program Planning**: I will be creating, implementing and evaluating an AIDS/HIV curriculum.

4. **Communication and Informatics**: A large part of the preparations for the curriculum development include data collection and organization, two important aspects of program planning. Creating the curriculum will provide experience with processing and presenting information to diverse groups with a clear and concise message.
# MPH Capstone Project
## Oral Presentation Evaluation Form

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

**PURPOSE AND AIMS OF THE PROJECT:** 1) Was the background and importance of the problem described? 2) Were the aims of the project clearly stated?

**METHODS AND APPROACH USED:** 1) Were the methods used appropriate for the aims? 2) Was the interpretation of the findings appropriate? 3) Did the discussion add to the presentation of the results/relate to what others have found? 4) Were the implications of the project clearly stated?

**PRESENTATION STYLE:** 1) Did the presentation appear well rehearsed? 2) Did the presenter appear confident? 3) Was their voice loud enough and easy to hear? 4) Was there frequent eye contact? 3) Was the pace rushed? 3) Did the talk go over time? 4) Were the questions answered clearly and concisely?

**TECHNICAL ISSUES (ORGANIZATION AND QUALITY OF SLIDES):** 1) Was there a clear roadmap? 2) Was the talk well structured? 3) Were the graphics clear? 4) Were the slide colors/fonts easy to see? 5) Did photos/animation add to talk (or distract)?

**OVERALL SUMMARY:**

**CIRCLE ONE:** Outstanding  Excellent  Very good  Good  Fair  Poor
This form is used to notify the MPH Program Office that the Capstone Committee has reviewed the student’s Capstone Project Proposal and has approved it. The student is responsible for completing the form, obtaining the signatures, and submitting the form (with the proper attachments) to the MPH Program Office.

<table>
<thead>
<tr>
<th><strong>Student Information:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Student’s Phone:</td>
</tr>
<tr>
<td>Proposal Title:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capstone Committee Information:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Committee Chair:</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Telephone:</td>
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<tr>
<td>Capstone Committee Member (2):</td>
</tr>
<tr>
<td>Department:</td>
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<tr>
<td>Telephone:</td>
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<tr>
<td>Capstone Committee Member (3))</td>
</tr>
</tbody>
</table>

To be complete the student must attach a 250-300 word abstract to this document.
Signatures:

I have received and reviewed the following MPH student's Capstone Project Proposal and accept my responsibilities as a committee member of the above student's proposed capstone project. I have reviewed the project and attached abstract with the student, and I consider the project described both valid as graduate level work and consistent with the student's expected graduation date.

Approval Signatures:

_________________________________________  __________________________
Student                                      Date

_________________________________________  __________________________
Capstone Committee Chair                      Date

_________________________________________  __________________________
Preceptor                                     Date

_________________________________________  __________________________
Capstone Committee Member                     Date

_________________________________________  __________________________
MPH Program                                   Date

This original form must be filed in the MPH Program Office (740A WARF).
Capstone Project Completion Form

The purpose of this form is to provide the MPH Program with documentation that the MPH student has successfully completed the MPH Capstone Project.

This form must be completed and turned in to the MPH Program Office (740A WARF), along with a copy of the final capstone paper or manuscript before the student will be allowed to successfully graduate from the program.

The capstone project must be completed no later than two years after the completion of all course work.

Student Information:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Campus ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Phone:</td>
<td>Student’s Email:</td>
</tr>
</tbody>
</table>

Title of Student’s Capstone Project:

Date of Student’s Capstone Oral Presentation:

Date of Student’s oral defense of Student’s Capstone Project:

Capstone Committee Members:
1.
2.
3.

Comments:

Signature:
As members of the above mentioned MPH Student’s Capstone Committee, we certify that all committee members are in agreement that the student has successfully met the capstone project requirements for the MPH Program.

_________________________________________  Date
Signature

_________________________________________  Date
Signature

_________________________________________  Date
Signature