THE PUBLIC HEALTH FIELD EXPERIENCE
Spring 2008  PHS 650 Section 044
Variable Credits 1-6

Course Instructors:  Patrick Remington, MD, MPH, Barbara Duerst, RN, MS, and Barbra Beck, Ph.D., 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 requirement for a 1-6 credit field experience. This requirement provides students with practical experience; allowing them to apply and incorporate skills and knowledge learned during their study in a public health setting. 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 the variable credits.

Global Health Certificate Students must be admitted to the global health certificate program prior to registering for the field experience and may register for variable credits, from 1-6.

Field Experience Objectives

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

Learning Objectives: Through the field and culminating experiences, 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.

**MPH Cross-Cutting Competencies:** During the field experience, MPH students will address and master three or more of the MPH cross-cutting competencies identified by the Association of Schools of Public Health (ASPH) Education Committee (August, 2006). The MPH Cross-cutting competencies are:

- **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 MPH Competency document 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 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 associate with increased false positive rates in the Wisconsin Newborn Screening Program.

Requirements

Students must be enrolled in MPH Program or Global Health Certificate Program. Students must be in good academic standing.

**MPH Students:** All MPH Students must have the consent of the instructor to enroll in the course. In order to receive consent of instructor MPH Students must take POP HLTH 810-650-039, MPH Field Work Seminar prior to the initiation of the field experience. In addition, MPH students must have taken at least four of the required courses in the MPH curriculum, listed below:

- POP HLTH 780: Public Health: Principles and Practice
- POP HLTH 650-042: 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 650-033: Social and Behavioral Sciences for Public Health
- POP HLTH 650-038: Introduction to Public Health Seminar
- POP HLTH 640: Foundations in Global Health Practice (Required for students completing an international field experience)

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

**MPH Student Time Logs:** Students in the MPH Program will be expected 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. The student time log form is available from the MPH Program office.

**Global Health Students:** Certificate in Global Health Students and MPH students who plan to do an international field experience are required to have taken POP HLTH 640: Foundations in Global Health Practice prior to beginning a field experience. Global Health students earn approximately 1 credit each week of their international field experience (for a maximum of six credits).

**Both MPH Students and Global Health Students:** As part of the Field Experience, the student agrees to:

- Consult with the UW Mentor, preceptor, and pertinent Program office to determine objectives, activities, and product(s) of the field placement.
- Be informed as much as possible about the agency/organization before the placement begins.
- Be able to articulate all of the field experience requirements, expectations, and agreements.
- Consider him/her as an integral part of the placement agency/organization and follow the same rules and regulations of the agency as expected of other employees.
- Be thoroughly prepared for each task to be conducted during the placement period.
- Complete and forward to the appropriate Program office all assignments by the written deadlines.
- Demonstrate professional behavior in all activities of the field experience
- Maintain a high level of professional ethics, including complete client/program confidentiality
• Maintain frequent contact with the agency preceptor during the field experience
• Maintain contact with the UW Mentor, either by telephone, e-mail, or in person during the field experience to provide progress reports
• Complete the minimum number of hours consistent with the number of credits enrolled
• Complete self-reflections about the activities and experience
• Evaluate the field experience and the agency/organization preceptor on the forms provided by the appropriate Program office
• Communicate with the preceptor in person, via telephone, or via e-mail on a regular basis throughout the field experience
• Contact the Program Office at any time a question or issue arises or there is uncertainty about appropriate actions needed to complete assignments.
• Maintain current contact information on file in the Program Office for those involved in the field placement.

Field Work Planning

**MPH Students:** Planning for the Field Experience begins approximately six months before the projected start date, sometime during the first semester in the program. The MPH Program holds a Preceptor Day each fall to introduce the students to potential field experience opportunities. Planning begins with the student, the MPH Program Office, and his/her UW Mentor 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?

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 the site has been developed as a general site and not specifically for one individual student)
- 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 the MPH Program Office or on the MPH website: [http://www.pophealth.wisc.edu/MPH](http://www.pophealth.wisc.edu/MPH)

A Field Learning Agreement will be mutually developed by the student, preceptor, and UW Mentor. 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 the culminating experience and begin the placement. The Field Learning Agreement must be completed and returned to the MPH Office approximately three months prior to beginning a field placement.

A sample Field Learning Agreement is included at the end of this syllabus.

**Global Health Certificate Students:** All students who plan to complete Global Health Field Experiences are responsible for identifying a site and focus for their field experience in consultation with a global health faculty advisor. The required PHS 640 pre-requisite will guide students through the planning process.

Students should begin site selection approximately 6-12 months prior to the start of the field experience, by learning about international organizations and programs in their geographic and topical areas of interest. Web sources are often the most accessible and up-to-date resources for this type of information. The Global Health website at [www.pophealth.wisc.edu/gh](http://www.pophealth.wisc.edu/gh) provides links to a number of Global Health Field Opportunities (under Education and Field Opportunities) and also maintains a list of books, videos and web sites that provide both general and disease specific information about global health (see Other Global Health Resources). The Ebling Library Global Health portal is another resource for initial research.

Once the student has identified specific areas of interest, s/he may begin the process of consulting with Global Health Faculty. Graduate students are
encouraged to work with their assigned faculty advisors from their graduate programs. Certificate program staff will work with Capstone candidates to identify an appropriate advisor for their work. Students are encouraged to prepare for meetings with faculty by becoming familiar with faculty members’ work and preparing specific questions ahead of time. A statement of interest and resume should be sent to the faculty member ahead of time so that the meeting can be maximally productive.

When the student has selected a potential field experience site(s) and area of focus, s/he should prepare a query letter and resume that can be used to approach potential preceptors at various organizations of interest. The query letter should include a concise statement of what the student would like to do, a summary of the student’s relevant background and expertise, possible dates and duration of the field experience.

Once students have identified a site, an advisor, and a preceptor, s/he should prepare a brief (3-page) proposal that describes the goals and objectives of the field experience, outlines activities that will be carried out, the product of the experience (paper and/or presentation) and includes dates and time frame for the experience. This proposal must be approved by the advisor and preceptor. It is recommended that field experience proposals are submitted at least 8 weeks before departure.

**Administrative Requirements**: Depending on the student’s program of study and the duration of the field experience, the Global Health Field Experience will be administered by the UW office of International Academic Programs (IAP) or the Center for Global Health. Students are required to comply with all administrative requirements specified by these offices. To review UW policies and procedures for international travel in the health sciences please see [www.pophealth.wisc.edu/gh](http://www.pophealth.wisc.edu/gh). Administrative requirements must be met at least 8 weeks before departure. The following documents should be on file with your program (MPH or Certificate):

1) Global Field Experience Proposal, with faculty advisor and field supervisor approval
2) Confirmation of registration for credit
3) Site Contact Information
4) Copy of airline itinerary
5) Copy of passport photo/signature page
6) Evidence of purchase of Cultural Insurance Services International (CISI) (required for UW travel)
7) Signed UW Statement of Responsibility, Release and Acknowledgement of Risks
Students should periodically consult the State Department (http://travel/state/gov/travel/warnings.html) and CDC web sites (www.cdc.gov) for updates on the country you will be visiting. Conducting field experiences in sites on the State Department Warning List is not permitted.

For more information or to receive forms contact Melissa Coons, (mcoons@wisc.edu, HSLC 4230A) of the Center for Global Health.

**Tools to Assist in the Development of the Field Experience**

**MPH Students:** Each fall, the MPH Program sponsors a Preceptor Day. This event provides all MPH students with the opportunity to meet with preceptors from various organizations throughout the state for brief, individual meetings to discuss potential field experiences for the spring, summer, and beyond. Preceptors share a list of potential experiences and projects for MPH students. Students can also share their interests and unique ideas. All of the students who are enrolled in the fall “Introduction to Public Health” seminar are required to attend the Preceptor Day. The Preceptor Day is open to all MPH students.

A one-credit, required course, MPH Field Experience Seminar, has been developed to assist the students in preparing for the field and culminating experiences. The seminar provides a step-by-step guide to preparing for and implementing the field experience, including interviewing skills, preparing to work in the community, professionalism, journaling and more. Required paperwork for the seminar is incorporated into the coursework.

The MPH Program has developed a Field and Culminating Experience Handbook that is updated on an annual basis. This document is posted on the MPH website, is distributed to all students at the start of the Field Experience Seminar, and 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 culminating 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 contacts for the MPH Field Experiences are as follows:

**For Milwaukee:**
Barbra Beck, PhD
Public Health Training and Education Coordinator
baback@milwaukee.gov
414-286-8510
For all other US placements: Barbara Duerst, RN, MS
Associate Director
bduerst@wisc.edu
608-263-4215

Also key to a successful field placement are two individuals that will guide and assist the student - the Preceptor and the UW Mentor. The two positions are defined below. Mentors are assigned to students upon entry into the program based on similar interests. Students have the opportunity to self-select a preceptor and mentor related to the field experience.

Preceptor: A representative from the field placement site who supervises the student's field placement experience. A preceptor provides guidance, support and feedback for the student throughout the field experience. The preceptor is responsible for assigning a grade for the field experience.

Preceptors are either recruited by the MPH Program or self-identify based on their interest. All preceptors complete a Field Opportunity Form to the MPH Program along with their CV or resume’. The materials are presented for review by the MPH Curriculum Committee, which makes a decision based on the potential preceptor’s education, experience, position, etc. Based on the committee’s approval, the preceptor receives a zero dollar University appointment.

UW Mentor: A UW-Madison faculty member with interests that complement the student’s area of interest for their field experience. The UW Mentor may provide information and counsel about the field and culminating experience, career planning, and research.

Global Health Students: 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.
The **Global Health Center Staff** members assist student in the planning and development of international field experiences and assist 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  
4237 Health Science Learning Center  
750 Highland Avenue  
Madison, WI 53705-2221  
dipretebrown@wisc.edu  
(608)-262-480

**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.

Students can use computers at the Health Sciences Learning Center or other UW computer labs to access Learn@UW. Students that plan to connect from home will need a dependable Internet connection, preferably broadband, and a relatively fast computer with sufficient hard disk space for file transfer.

Please take a look at the student technology resource Web guide at: [http://www.doit.wisc.edu/students/index.asp](http://www.doit.wisc.edu/students/index.asp) and technology policies at [http://www.doit.wisc.edu/security/policies/appropriate_use.asp](http://www.doit.wisc.edu/security/policies/appropriate_use.asp).

**Getting Started:**

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<td>1</td>
<td>If you haven’t done so already, activate your NetID and Wiscmail account. Directions: <a href="http://www.doit.wisc.edu/students/activate.asp">http://www.doit.wisc.edu/students/activate.asp</a></td>
</tr>
</tbody>
</table>
| 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. |
| 3    | Click on the plus icon in front of the year and semester you are enrolling in the course |
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.

Resources for accessing Learn@UW off campus:

WiscWorld. WiscWorld is a collection of resources (information, software and documentation) to make it easier for UW-Madison students to connect their computers to online resources. It is available to download at: http://www.doit.wisc.edu/wiscworld/.

Antivirus Software. Antivirus software is essential because in this course we will utilize attachments and file transfers to share and submit course materials. Free Norton Antivirus for is available at the DoIT Showroom or at: http://www.doit.wisc.edu/software/security/download.asp. For Windows user, it’s also recommended that you install Ad-aware on your computer. Information on this free download is available at: http://www.doit.wisc.edu/wiscworld/download/windows.asp

Internet Browser: Netscape, Internet Explorer, or Mozilla. For optimal results please upgrade your browser to the latest version. Please note that browser downloads are available at the WiscWorld site.

Adobe Acrobat Reader. Acrobat Reader will allow you to read PDF files. Adobe Reader 7.0 is the most current version and is available for free download at the following Website address: http://www.adobe.com/products/acrobat/

Evaluation/Grading

MPH Students: MPH student grades are based on the following:

- Preceptor’s Evaluation of the Student Experience = 60%
- Self-Reflections = 20%
- Participation in Online discussions = 10%
- *Summary report = 10%
- MPH students are also expected to turn in their time log.

*The Summary report is only required for final semester of the Public Health Field Experience; for semester(s) the summary report is not required the Preceptor’s Evaluation is worth 70% instead of 60%
Students are graded on the standard university grading scale.

- A = Outstanding
- AB = Excellent
- B = Very Good
- BC = Fair
- C = Poor

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.

**Preceptor’s Evaluation of the Student Experience:** The preceptor will supervise and evaluate the student’s on-site performance based on the Field Learning Agreement. During the field experience, it is expected that there will be regular communication between the student and his/her preceptor. During the field experience period, the program contacts the preceptor to discuss the student’s progress. In addition, two weeks before the field experience activities for the semester conclude, the Program Office will distribute the following evaluations forms to both the preceptor and the student.

- Student’s Evaluation
- Preceptor’s Evaluation

The student and the preceptor will have the opportunity to complete an evaluation at the end of each semester in which Field Experience credits are taken.

Evaluations will be completed and returned to the Program office on the final day of classes for the semester in which the field experience is taken. If the student is completing his/her field experience on a part-time basis, the preceptor will have the opportunity to provide a grade for the student after each semester. Occasionally, the student and preceptor will jointly decide to provide the student with an “Incomplete” until the entire project is completed. In this case, a final grade is given upon which the whole field experience is finished. In this case, the Program Office encourages the preceptor and student to meet to discuss progress and receive feedback about the field experience.

**Self-Reflections:** During the field placement, students are required to keep a journal about their experiences. The purpose of the journaling is to provide the student with an opportunity for self-reflection and synthesis of the activities of the placement. The purpose of the self-reflection is not simply to report about the completed tasks, 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 (for MPH students).

The reflections are submitted to the Program faculty via the Drop Box on Learn@UW. They are not available to the preceptor, UW Mentor, and other students. Students are required to complete a specific number of reflections 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

Students 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:** About once weekly during each semester, a question is posted on the Learn@UW Discussion Board. The purpose of the discussion is for the 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. Students, program staff, faculty, and mentors 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

**Summary Report**: Students are also expected to prepare a written summary report of the field placement at the end of the placement, regardless of whether the field experience is completed during one semester or over a period of several semesters. The summary report will be submitted to the 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 coursework.
3. What the student gained from the experience and identifying 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.

**Global Health Certificate Students**: Global Health Certificate student grades are based on the following:

• Referenced Field Experience Report = 50%
• Field Experience Journal = 25%
• Preceptor Evaluation = 25%

Students are graded on the standard university grading scale.

• A = Outstanding
• AB = Excellent
• B = Very Good
• BC = Fair
• C = Poor

The student’s global health faculty advisor will evaluate the field experience report and the field experience journal and will be responsible for reviewing the preceptor evaluation for submission of the overall grade.

**Referenced Field Experience Report**: Students are required to prepare a summary report about the field experience. Whenever possible this report
should be shared with international colleagues in addition to being submitted to
the UW Faculty advisor. The written report should be a maximum of 5 pages,
including a concise summary of objectives and a description of the outcomes of
the field experience. The student should provide references that include health
data about the country and problems addressed, the information or evidence-
base that provided a foundation for their work, and any other sources that they
used to carry out the work. Students who wish to prepare a paper for
publication may submit a draft in the format specified for an identified journal.

**Field Experience Journal:** The requirement of regular journal entries is intended
to provide the student with an opportunity to reflect on the international
experience and his or her own responses to it. Students are encouraged to
reflect on both positive experiences and challenges, considering issues related
to professionalism, cultural competence, or ethics. The Field Experience Journal
will be submitted to the faculty advisor and placed in the student’s Global
Health Certificate file. In addition to being part of the student’s grade for the
field experience, the journal content may be reviewed for purposes of program
evaluation.

**Preceptor Evaluation:** A brief report from the field preceptor (this may be via e-
mail) should comment on the student’s performance in the planned task, as well
as professionalism and cross-cultural skills. It is the responsibility of the student to
assure that the preceptor report is filled out and submitted on time. A standard
form is available from the Center for Global Health.

**Site Evaluation:** Students are asked to fill out an evaluation of the site of the field
experience. This will not be graded, but rather will be used by the program and
future students to make field experience placement decisions. A standard form
is available from the Center for Global Health.

*Please Note:* For MPH students who are also pursuing the global health
certificate, the student will follow the MPH requirements, which will be accepted
as fulfillment in full of the Global Health Certificate requirements.
Field Learning Agreement

The purpose of this form is to provide the student, preceptor and UW Mentor 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.

Student Information (REQUIRED):

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<thead>
<tr>
<th>Student Name:</th>
<th>Campus ID# 901.542.6762</th>
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<tbody>
<tr>
<td>Jane Smith</td>
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<thead>
<tr>
<th>Student’s Phone:</th>
<th>Student’s Email:</th>
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<tbody>
<tr>
<td>608.867.5309</td>
<td><a href="mailto:jsmith4@wisc.edu">jsmith4@wisc.edu</a></td>
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Preceptor Information (REQUIRED):

<table>
<thead>
<tr>
<th>Preceptor’s Name:</th>
<th>Preceptor’s Title:</th>
<th>Preceptor’s Email:</th>
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<tbody>
<tr>
<td>James Brown</td>
<td>Executive Director</td>
<td><a href="mailto:james.brown@nonprofitpublichealthorg.com">james.brown@nonprofitpublichealthorg.com</a></td>
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<tr>
<td>608.555.1515</td>
<td>Non Profit Public Health Organization, Inc.</td>
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<tbody>
<tr>
<td>758 Tree Lane</td>
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<td>Madison, WI 53716</td>
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UW Mentor Information (OPTIONAL):

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<th>UW Mentor’s Name &amp; Title:</th>
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<tr>
<td>Professor Bruce Brilliant</td>
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<tr>
<th>Campus Address and Department:</th>
<th>UW Mentor’s Email:</th>
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<td>632 Bascom Hill</td>
<td><a href="mailto:bbrilliant@wisc.edu">bbrilliant@wisc.edu</a></td>
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<tr>
<td>Madison, WI 53726</td>
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<td>608.265.4357</td>
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</table>

Dual Degree Advisor (if applicable):

| N/A |

Registration Approval:

<table>
<thead>
<tr>
<th>X</th>
<th>Course</th>
<th>Credits</th>
<th>Term/Semester to be Completed</th>
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<tbody>
<tr>
<td></td>
<td>MPH Field Experience (POP HLTH 650)</td>
<td>6</td>
<td>Summer 2008</td>
</tr>
<tr>
<td></td>
<td>MPH Culminating Experience (POP HLTH 650)</td>
<td>2</td>
<td>Fall 2008</td>
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Provide a brief description of your overall goal/activity (attach separate page if necessary):

The goal of my project is to develop and pilot an HIV/AIDS Prevention Curriculum in the Metropolitan School District during 2008-2009 school years. The curriculum will be designed so that high school students will learn about AIDS in a way that encourages them to become advocates for their personal health and the health of the global community. The curriculum will be developed based on an evidence-based curriculum developed by the CDC and then supplemented with additional components about global education. It will also incorporate a service learning activity.

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 mentor, 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>
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<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. Some students may wish to have two columns of objectives to include both learning objectives and project objectives.</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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</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 from 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:

- [x] 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:

_____________________________________________________________________________
Student                                           Date
_____________________________________________________________________________
Preceptor                                          Date
_____________________________________________________________________________
UW Mentor                                          Date
_____________________________________________________________________________
MPH Program                                        Date

Student must submit the completed form by the close of business on Friday, March 28, 2008. 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.
<table>
<thead>
<tr>
<th>Personal Learning Objectives</th>
<th>Program Objectives</th>
<th>Activities (Process)</th>
<th>Products (Outcomes)</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 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>Thorough research and review of existing programs, specifically focusing on CDC “Programs-that-work”</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>
<tr>
<td>#2 Increase my aptitude at program planning, particularly focused on AIDS programs for youth</td>
<td>Obtain UW IRB approval and Madison Metro School District approval</td>
<td>Research UW IRB and Madison Metro School District requirements and collect the necessary information to fulfill those requirements</td>
<td>Completed and submitted UW IRB application and Madison Metro School District application</td>
<td>March 2008</td>
</tr>
<tr>
<td>#2</td>
<td>Conduct interviews with teachers in the Madison area to help guide the development of the Global AIDS curriculum</td>
<td>Develop a series of questions designed to determine how area teachers view existing AIDS education in their schools, as well as how that education could be improved based on the needs of their students</td>
<td>Written list of questions</td>
<td>May 2008</td>
</tr>
<tr>
<td>#2</td>
<td>Conduct a needs assessment with students to help guide the development of the Global AIDS curriculum</td>
<td>Develop a series of questions (either in an individual survey form or a small group discussion format) designed to determine how students view AIDS and AIDS education</td>
<td>Written list of questions or a written script (The format will depend on the teacher and IRB approval)</td>
<td>June 2008</td>
</tr>
<tr>
<td>#2</td>
<td>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</td>
<td>Have a series of meetings with the high school family and consumer education teacher to discuss the curriculum</td>
<td>Meeting notes and a mutually agreed upon format for the length and content of the Global AIDS curriculum, also detailing how service-learning will be integrated into the course</td>
<td>These meetings will continue throughout the duration of the program, but the format for the curriculum will be agreed upon by the end of May 2008</td>
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<tr>
<td>#2</td>
<td>Determine existing best practice models for service learning</td>
<td>Research existing literature on service learning and access university resources that specialize on service learning</td>
<td>Detailed word document explaining the process and important points of curriculum adaptation</td>
<td>June 2008</td>
</tr>
<tr>
<td>#3 Increase my knowledge and skills to adapt and enhance an existing HIV prevention curriculum</td>
<td>Conduct a literature review of existing work on the process of curriculum adaptation and replication</td>
<td>Thorough research of the process of curriculum adaptation and how it applies to my work</td>
<td>Detailed word document explaining the process and important points of curriculum adaptation</td>
<td>June 2008</td>
</tr>
<tr>
<td>#3</td>
<td>Determine which existing curriculum will be most effective to adapt to the Global AIDS curriculum objectives</td>
<td>Review all of the collected information</td>
<td>Obtain the curriculum that has been decided upon</td>
<td>June 2008</td>
</tr>
<tr>
<td>#4 Collaborate with local</td>
<td>Have a series of</td>
<td>Meeting notes and a</td>
<td>August 2008</td>
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<td>#5</td>
<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. Design each lesson in the curriculum so that it connects to a specific skill and objective that we would like the students to achieve. Each lesson will build on the previous one. This process will be regularly reviewed by my preceptor and the family and consumer education teacher.</td>
<td>Entire curriculum, complete with resources for the teacher and designed to meet family and consumer education standards.</td>
<td>August 2008</td>
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<tr>
<td>#6</td>
<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. The family and consumer education teacher will implement the curriculum in her senior level class. I will attend and observe those classes, through my observations and interactions with the teacher, I will be able to improve my program implementation skills.</td>
<td>Journal with entries for each class, detailing observations and comments on the program's progress, strengths and weaknesses.</td>
<td>End of 2008-2009 school year</td>
</tr>
<tr>
<td>#7</td>
<td>Expand my skills in program evaluation</td>
<td>Evaluate the implementation, satisfaction, increase in knowledge and impact of the Global AIDS curriculum. Develop a series of questions for the students, the teacher and the non-profit organizations designed to determine the effectiveness of the Global AIDS curriculum and their level of satisfaction with being involved in the program.</td>
<td>Anonymous surveys completed by the students, the teacher and the non-profit organizations.</td>
<td>End of 2008-2009 school year</td>
</tr>
<tr>
<td>#7</td>
<td>Review the feedback on the curriculum and incorporate necessary changes</td>
<td>Review the feedback on the curriculum and determine which elements need to be revised in order to expand the curriculum to other teachers and schools.</td>
<td>Revised curriculum.</td>
<td>End of 2008-2009 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.