MPH Field Work Seminar

Fall 2011
September 2, 2011 – November 5, 2011

Course Instructor:  Barbara Duerst, RN, MS
Associate Director
MPH Program
Room 736 WARF,
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Office Hours: by appointment

Purpose of Seminar:
The purpose of the Field Work Seminar is to prepare students for participation in the MPH Program’s Field Experience and Capstone Project and for their futures as public health professionals. This seminar serves as one of the prerequisites for enrolling in the Public Health Field Experience (PHS: 788). Through this on-line seminar, students will learn basic skills and competencies that will assist them in working in a public health setting.

Learning Objectives:
Upon successful completion of this seminar, the student will:

- Understand the field placement process, from identifying the problem/issue to reporting the project findings/outcomes
- Identify and apply strategies/methods that appropriately address a specific project or goals of the field experience
- Develop the components needed for the completion of the Field Learning Agreement
- Be able to plan, conduct, and evaluate a field placement and/or capstone project

MPH Competencies:
The MPH Field Work Seminar addresses the Public Health Competency of Program Planning – the ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health (#9)

Mechanics:
The MPH Field Work Seminar is a one-credit, on-line course that uses a combination of presentations, case studies, and assignments to guide students in meeting the objectives of the course. The course is divided into eight modules, to be completed each week during the course. All course materials, necessary to successfully complete the course, are included on the Learn@UW site for the course.
The class will not meet in a face to face class at any point during the summer session; however, each student will be required to meet with the instructor in a face to face meeting at least once during the session.

Each student will complete the modules on his/her own time, however in order to keep pace in the course, a module and the associated course work and assignments are to be completed according to a weekly timeline. Students are welcome to work ahead, but will be penalized for being behind schedule. There are activities and assignments associated with each of the eight modules for the course. Students will submit the activities and assignments into the discussion or drop box on Learn@UW.

The eight modules are as follows:

**Introduction Module**
Course participants will become acquainted with the technical requirements of the online Field Experience Seminar. Participants will also understand the course objectives and the course expectations by reviewing the syllabus. The material in the Field and Capstone Project Manual will give students a thorough explanation of their requirements in completing the Field Experience and Capstone Project for the MPH program. Participants will complete an online quiz covering material in the Field and Capstone Project Manual during the first week of the course.

**Resume Writing Module**
A well-designed resume is not only helpful for networking while students are seeking a field experience, but also an invaluable tool that students will carry into their professional lives. This module will not only showcase strong resume designs, but also give students the opportunity to revise their own resumes. Students will participate in a “before and after” resume makeover. Students review their prepared resumes before starting the module. Students will submit a revised version after completing an online resume-writing module and meeting with a writing center specialist.

**SMART Objectives Module**
Students will gain experience in identifying and writing objectives using the SMART model. By gaining experience writing SMART objectives, students will be better prepared for developing their own field experiences. Students will complete an exercise critiquing pre-written objectives that are missing one or more SMART criteria. Students will also practice writing learning objectives for their own field experience projects.

**Abstract Writing Module**
Developing a concise, well-written abstract is an important skill for public health professionals. Even seasoned professionals can benefit from a review of the basics of writing abstracts. This module will focus on developing an abstract.

**Institutional Review Board Module**
Many MPH field experience projects involve working with sensitive information about human subjects. The ability to conduct research involving human subjects is a privilege bearing many responsibilities. Before beginning a field experience project, students should feel comfortable with the ethical and legal guidelines required of a representative of the University of Wisconsin. This module is designed to familiarize students with the certifications required for different types of field experience projects. Students will also be required to fulfill the trainings necessary to begin their field experience.
Communication Module
Communication is essential to a positive field experience project. While every student starts the MPH curriculum with a set of communication tools, each individual can benefit from additional communication training. This module will introduce communication tools specifically geared towards helping the student maintain a positive and constructive environment during the field experience project.

Reflection Module
The ability to reflect on experiences is a useful tool for personal and professional growth during the field experience. This module will offer students the opportunity to sample different methods of reflection as described in the Field and Capstone Project Manual. This session will also prepare students for the reflection assignments that are part of their field experience requirement.

Poster Session Module
Designing effective posters is a practical tool that students will carry into the professional world of public health. During this module, students will learn the elements of a well-designed poster and practice creating posters.

Expectations:
Students may work in groups to complete modules, but it is expected that assignments and the final project will reflect the individual’s work, unless otherwise specified.

Each module is posted in the Content Section of the Learn@UW site for the course. Students are expected to complete each module in full by the assigned deadline noted on the syllabus and in the module. The completion of the eight modules and associated assignments accounts for 80% of the grade for the course. In addition to the module, there is a final assignment/project worth 20% of the grade for the course. The assignments and final project are explained fully in the “Assignments” section of the syllabus.

Each student is required to meet face-to-face at least one time during the seminar with the instructor for the seminar course to discuss individual plans for the field experience and capstone project. The course instructor is available to provide guidance to the students in finding an appropriate placement, preceptor, and capstone committee members, and in developing the field learning agreement.

Learn @ UW:
Learn@UW, a course management system, will be used for posting all course materials, Web-based readings, turning in assignments, and other electronic resources.

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 see the following website, which contains the list of recommended systems and web browsers for use with Learn@UW. [http://kb.doit.wisc.edu/luwmad/page.php?id=3210](http://kb.doit.wisc.edu/luwmad/page.php?id=3210)

We recommend that you have the latest versions of Firefox or Safari, Adobe Flash, and Adobe Acrobat in order to be able to access the course materials most efficiently and effectively.
Please take a look at the student technology resource Web guide at: http://www.doit.wisc.edu/students/index.asp and technology policies at http://www.cio.wisc.edu/security/

**Getting Started:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 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>
<tr>
<td>Step 2:</td>
<td>Log-in to Learn@UW with your NetID and password. <a href="https://learnuw.wisc.edu/">https://learnuw.wisc.edu/</a> If you are not able to log-in contact the DoIt help desk at 264-4357.</td>
</tr>
<tr>
<td>Step 3:</td>
<td>Click on the double arrows by the Fall 2011</td>
</tr>
<tr>
<td>Step 4:</td>
<td>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.</td>
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<tr>
<td>Step 5:</td>
<td>Click on the logout link on the right hand corner of you screen.</td>
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**Evaluation and Grading:**

Students are expected to complete all activities in each module and complete all required assignments according to the class schedule. Final assessment will be based on the satisfactory completion of all assignments and the final project.

Students will receive A-F letter grades for the course and will be evaluated dependent upon the following:

**Letter grades will be assigned as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>≥93 points</td>
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<tr>
<td>AB</td>
<td>88-92 points</td>
</tr>
<tr>
<td>B</td>
<td>83-88 points</td>
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<tr>
<td>BC</td>
<td>78-82 points</td>
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<tr>
<td>C</td>
<td>73-78 points</td>
</tr>
<tr>
<td>D</td>
<td>65-72 points</td>
</tr>
<tr>
<td>F</td>
<td>0-64 points</td>
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(Note: MPH students must achieve at least a grade of B in all MPH program coursework)

**Assignments and Final Project:**

There are a total of eight assignments and one final project that will be graded in this course.

Each assignment will be worth 10 points and will consist of 80% of the grade for the course. Late assignments will be decreased by one point for each day it is late.
Assignment #1: Complete the online, open-book quiz about the handbook: MPH Field Work and Capstone Project Handbook Quiz. Assignment Due: Friday, September 9, 2011 by 5pm

Assignment #2: Develop or enhance an existing one - two page resume’ that you would use to apply for a public health related position (position descriptions found in Module 2). Submit your completed resume (and alternative job description, if applicable) in the Dropbox on the Learn@UW site. Assignment Due: Friday, September 16, 2011 by 5pm

Assignment #3: Prepare 3-4 draft learning objectives for your own field experience and place them in a word document. Assignment Due: Friday, September 23, 2011 by 5pm

Assignment #4: Develop a 250 word abstract for your Field Work or Capstone Project. Make certain to include the reason/objective, problem, methods, results/product, and conclusion in your abstract. Place it in the Dropbox on Learn@UW. Assignment Due: Friday, September 30, 2011, by 5pm

Assignment #5: Certificates of completion for both the Human Subjects Protection Training and HIPAA training (if required) should be submitted in electronic form to the Dropbox on the Learn@UW site. Assignment Due: Friday, October 7, 2011 by 5pm

Assignment #6: Answer the questions following your communication case study and submit an electronic copy to the Dropbox on Learn@UW. Assignment Due: Friday, October 14, 2011 by 5pm

Assignment #7: After completing the reflection module, submit a formal reflection to the Dropbox on the Learn@UW site. The reflection should be about your field experience project or preparation thus far. Assignment Due: Friday, October 21, 2011 by 5pm

Assignment #8: After completing the poster module, submit your completed poster in the dropbox on Learn@UW. Assignment Due: Friday, October 28, 2011 by 5pm

Final Project:

The final project will be worth 20 points and will consist of 20% of the grade for the course. Turning in the final project late will result in a decrease in points for each day it is late.

The Capstone Project Proposal
Students will use the information in the 2011 - 2012 Field Work and Capstone Project Handbook to develop a Capstone Project Proposal. The Capstone Project Proposal should be a 10 page paper that will be reviewed by the course instructor.

All students are required to complete a Capstone Proposal and present it to their Capstone Committee members for approval before proceeding on to complete a Capstone paper and presentation. While students enrolled in this seminar may not be at the point of developing their final Capstone Proposal, it is still a requirement of the course to develop one, even if it is simply a preliminary one.
Students who have a more fully developed plan for their field and capstone project may be able to, as the Field and Capstone Handbook describe, meet with their Capstone Committee members in developing this assignment in order to have it truly meet the requirements of this course as well as a step in moving towards the completion of the Capstone Project requirement for the MPH Program.

Other students, may not be at the point of having identified the specifics of their field work, their final capstone project, or their Capstone Committee members. For these students, it is important to develop a Capstone Proposal that is to reflect an “ideal field and capstone project.” Even though this Capstone Proposal may not be the final proposal or may have to be modified significantly in the future, the exercise will help the student in shaping plans and can be used for meetings in securing a preceptor, field placement site, capstone committee members, and final capstone project.

The Capstone Project Proposal should include the following:

- A Title page, including the title of the Capstone Project, the students’ name, and the date.
- A 250 – 300 word narrative abstract of the project (on a separate page, following the title page)
- A brief description of the public health problem to be addressed in the project
- A review of the most relevant existing literature (this must include an actual written review of the literature, including references).
- A description of the data that will be collected
- A description of the methodology that will be used to address the problem
- References to be included on the last page of the document

The final five to 10 page paper should be presented using at least an 11 pt font, double spaced, with 1 inch margins. Please number your pages.

Students may use an AMA or APA format for reference citation.

*The final project is due on Saturday, November 5, 2011 by 11:59pm*

**Additional Course Requirements:**

Each student is required to meet face-to-face at least one time during the seminar with the instructor for the seminar course to discuss individual plans for the field experience and capstone project. The course instructor will provide guidance to students in finding an appropriate placement, preceptor, and capstone committee members, and in developing the field learning agreement. It is each student’s responsibility to contact his/her instructor to set up the appointment.

In addition, to the face-to-face meeting with the Field Work Director, each student enrolled in the course this Fall is expected to attend at least a portion of the Preceptor and Career Fair on Wednesday, October 12, 2011 from 3 – 6 PM at the Union South.
**Nondiscrimination Policy:**
The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.

**Student Disability:**
Any students who need accommodations because of a disability should contact the instructor privately to address those needs. Also, please provide the instructor any appropriate emergency medical or contact information, and please inform the instructor if you require any special arrangements.

**Citizenship:**
Much of what you learn or fail to learn in this course is dependent on the nature of the learning environment we are able to construct together. Therefore, as a valued citizen of this course, you are expected to participate fully in the activities and assignments for each of the eight modules. Good citizenship means acquiring knowledge and sharing knowledge with one another in a respectful and altruistic manner. Your full participation and good citizenship (informed, respectful participation) will be considered in the final grade.

**Honesty and Integrity:**
The MPH Program and the MPH Student Organization adopted an MPH Code of Conduct in September, 2009. The MPH Code of Conduct states: “Master of Public Health students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect patient confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the MPH program, UW-Madison, and the public health profession as a whole. “

Plagiarism is an act that is taken very seriously on this campus, in this program, and within this course. Important information about the definition of plagiarism and how to avoid it can be found on the Writing Center web site (http://www.wisc.edu/writing/Handbook/QuotingSources.html).

Information on what the university’s rules regarding plagiarism can also be found on http://www.wisc.edu/students/saja/misconduct/misconduct.html

Please take the time to examine these resources and familiarize yourself with the information available in order to avoid any problems with the assignments in this course.
### Course Timeline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Assignment/Activities</th>
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<tbody>
<tr>
<td><strong>Week of September 5, 2011</strong></td>
<td>Module 1: Overview of the Field Experience and Capstone Project</td>
<td>Complete the online, open-book quiz about the handbook: <a href="#">MPH Field Work and Capstone Project Handbook Quiz</a>. <em>Assignment Due: Friday, September 9, 2011 by 5pm</em></td>
</tr>
<tr>
<td><strong>Week of September 12, 2011</strong></td>
<td>Module 2: Resume Writing</td>
<td>Develop or enhance an existing one - two page resume’ that you would use to apply for a public health related position (position descriptions found in Module 2). Submit your completed resume (and alternative job description, if applicable) in the <a href="#">Dropbox</a> on the Learn@UW site. <em>Assignment Due: Friday, September 16, 2011 by 5pm</em></td>
</tr>
<tr>
<td><strong>Week of September 19, 2011</strong></td>
<td>Module 3: Writing SMART Objectives</td>
<td>Prepare 3-4 draft learning objectives for your own field experience and place them in a word document in the Dropbox on Learn@UW. <em>Assignment Due: Friday, September 23, 2011 at 5pm</em></td>
</tr>
<tr>
<td><strong>Week of September 26, 2011</strong></td>
<td>Module 4: Developing an Abstract</td>
<td>Develop a 250 word abstract for your Field Work or Capstone Project. Make certain to include the reason/objective, problem, methods, results/product, and conclusion in your abstract. Place it in the <a href="#">Dropbox</a> on Learn@UW. <em>Assignment Due: Friday, September 30, 2011 by 5pm</em></td>
</tr>
<tr>
<td><strong>Week of October 3, 2011</strong></td>
<td>Module 5: The Institutional Review Board</td>
<td>Certificates of completion for both the Human Subjects Protection Training and HIPAA training (if required) should be submitted in electronic form to the <a href="#">Dropbox</a> on the Learn@UW site. <em>Assignment Due: Friday, October 7, 2011 by 5pm</em></td>
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<tr>
<td><strong>Week of October 10, 2011</strong></td>
<td>Module 6: The Importance of Communication</td>
<td>Answer the questions following your communication case study and submit an electronic copy to the <a href="#">Dropbox</a> on Learn@UW. <em>Assignment Due: Friday, October 14, 2011 by 5pm</em></td>
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**PRECEPTOR AND CAREER FAIR, WEDNESDAY, OCTOBER 12, 2011, 3 – 6 PM, UNION SOUTH**

<table>
<thead>
<tr>
<th>Date</th>
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<th>Assignment/Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Week of October 17, 2011</strong></td>
<td>Module 7: Self-Reflection</td>
<td>After completing the reflection module, submit a formal reflection to the <a href="#">Dropbox</a> on the Learn@UW site. The reflection should be about your field experience project or preparation thus far. <em>Assignment Due: Friday, October 21, 2011 by 5pm</em></td>
</tr>
<tr>
<td><strong>Week of October 24, 2011</strong></td>
<td>Module 8: Poster Presentations</td>
<td>After completing the poster module, submit your completed poster in the dropbox on Learn@UW. <em>Assignment Due: Friday, October 28, 2011 by 5pm</em></td>
</tr>
<tr>
<td>November 5, 2011</td>
<td>Final Project Due</td>
<td>Prepare a 10 page Capstone Project Proposal. The final project is due on Saturday, November 5, 2011 by 11:59pm</td>
</tr>
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One face-to-face meeting with the course instructor is also a requirement of this course. The meeting is to be scheduled during the time period between September 6, 2011 – October 6, 2011.

Ms. Duerst has Office Hours on Wednesday Mornings from 8 AM – 12:30 PM, or by appointment.

Please attend the Preceptor and Career Fair on Wednesday, October 12, 2011 from 3-6 PM at the Union South.
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.

### Student Information:

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

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<tr>
<th>Capstone Committee Chair:</th>
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<tbody>
<tr>
<td>Department:</td>
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<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>
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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).