FIELD AND CAPSTONE PROJECT HANDBOOK

A Guide for Students, Faculty, and Preceptors

2011 - 2012
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Dear MPH Students,

This handbook serves as a guide to completing the field work and the capstone project for the UW-Madison, Master of Public Health (MPH) Program. The field work is an important aspect of your education as a public health professional. I may be biased, but I think that it is the best part of the MPH educational experience.

The field experience serves as an opportunity for you to craft a learning experience that meets your personal and professional educational needs. It is an opportunity for you to hone your existing skills and knowledge and to gain new skills and knowledge in order to help you become the public health professional that you want to be.

The field experience often results in wonderful outcomes for both the student and the organization that you work with, but remember; the experience is above all, a learning experience. As you begin exploring field work opportunities, remember to seek guidance from faculty members who may have an interest in the same subject matter as you, ask other students about their past experiences, attend the Public Health Symposia to hear about the capstone projects of others, and begin planning early.

Through my years in the MPH Program, directing the field work and capstone process, I have come to learn a few lessons. Based on these lessons, here are some tips that I would like to share with you:

1. Read this guide, read it again, and keep it near you. Most of the answers to your questions are right here in the book. Look here first!
2. Students are often in a hurry to choose their field work. Take these steps before you finalize your field work/capstone project: a) Reflect about your personal and professional goals; b) Utilize the human resources in the program; c) Participate in MPH sponsored activities to learn more about opportunities.
3. Narrow your list to three and do your homework regarding the site/organizations. Remember developing a field placement is your responsibility.
4. Stretch beyond your comfort level. Learn something new in your field work. Choose a topic or issue that excites you.
5. Relate respectfully and effectively to the people you work with.
6. Become engaged at the field placement site.
7. Go above and beyond!
8. Reflect about your experiences DURING your field work.
9. Record your experiences so that you can update your resume’ after the experience.
10. Get all of your paper work and assignments completed by the deadline.

Above all, have fun and enjoy the experience!

Best,

Barbara L. Roemer
THE PUBLIC HEALTH FIELD EXPERIENCE  
PHS 788
Variable Credits 1-6

Course Instructor: Barbara Duerst, RN, MS, Associate Director, MPH Program

Overview

The Public Health Field Experience (PHS 788) 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. The Field Experience 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 didactic courses. 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 a minimum of 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 session 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 and the Capstone Project.

Field Experience Objectives

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, and 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 and/or implementation of a public health practice activity.

Requirements

Students must be in good academic standing and have completed most of their coursework before proceeding to register for the 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** prior to the initiation of the field experience. The MPH Field Work Seminar is offered in an on-line format each semester throughout the academic year and summer. Consult the timetable for specific information on course offerings.

In addition, students must have taken **POP HLTH 810-780: Public Health Principles and Practice** and have completed or be 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 650-063: Principles of Environmental Health for Public Health Practice
- POP HLTH 786: Social and Behavioral Sciences for Public Health

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** prior to beginning their field experience. This course is typically offered during the Fall and Spring semesters. For a summer field placement, it is highly recommended to take PHS 640 in the Fall semester.

MPH Students will be required to register for a total of 6 credits of field experience and complete a minimum of 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 (for example, 40 hours/week over a 10 week period) or on a part-time basis over several semesters (for example, 10 - 15 hours/week over two 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 these 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. MPH students are required to be at the international site for a minimum of 6-8 weeks.

**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 a portion of the second summer). As a result of the accelerated pace, the MD students must begin to think about their field experiences much earlier in the MPH Program than many other students.

It is highly recommended that MD/MPH students take the Field Experience Seminar during their first summer in the program, or at the very latest, in the fall semester.

MD/MPH students may begin their field experience as early as possible during the fall semester, but should begin no later than the spring semester during the four semesters they are enrolled 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 or for two credits towards MPH electives.
- 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 to discuss an individual plan shortly after matriculating into the MPH Program to determine his/her best program plan.
**Milwaukee Field Placements:**

The City of Milwaukee offers a unique view into many urban-related public health problems. As a result, there are opportunities for either part-time or full-time field experiences for MPH students in Milwaukee. If you are interested in a Milwaukee field placement, contact Barbara Duerst and she will put you in touch with some of the Program’s Milwaukee colleagues.

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

**Consumer Health Advocacy Certificate and the MPH Field Experience:**

A few MPH students choose to complete a certificate in Consumer Health Advocacy through the Center for Patient Partnerships (CPP) in the UW Law School. This certificate has a clinical or field work component. MPH students who choose to complete the certificate must take the 6 credits of required field work in the MPH Program and in addition, take 3 credits of the Consumer Health Advocacy and Patient Centered Care Clinical. While this clinical work with the CPP does not count towards the MPH field work, it can count as three credits towards MPH electives. For more information about the Consumer Health Advocacy Certificate, see: http://www.patientpartnerships.org/certificate.php

**Waiving the Field Experience:**

Students who have had at least five years of full-time professional public health 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 10 page evaluative paper, which discusses the work experience and the current employment organization in terms of the quality of its products and processes, makes recommendations for improvement, and analytically discusses the lessons to be drawn from that work. In addition to the report, students submitting a waiver include a copy of a resume or CV that specifies the positions and employment dates that justify the waiver.

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

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.
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 students complete their capstone project based on their field work. While the purpose of the field experience is for students to experience public health in a practical setting, some students prefer to also experience population health-based research. These students may complete a practice-based field experience and then complete an additional research experience. 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, usually sometime during the first semester in the program. Field placements are highly individualized for each student, which is what makes this program unique. At this point, the program does not have a specific number of student slots at various organizations. Finding a field placement site is highly dependent upon the student and the initiative taken by the student.

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 these questions, there are several formal and informal resources students may wish to utilize when choosing a placement.

To begin, students may wish to review 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. [http://www.pophealth.wisc.edu/Current-Students/Field-Experience/Opportunities](http://www.pophealth.wisc.edu/Current-Students/Field-Experience/Opportunities)

Students often get ideas about possible field experiences and projects through lectures and guests in their courses, seminars, and ongoing and special events in the School of Medicine and Public Health and throughout campus. The first semester in the program is an opportune time to learn about different public health issues, ongoing projects and research.

The MPH Program often puts information about potential field placements in the *Weekly Update* – an electronic message sent weekly during the academic year with important information for students in the Program.

Talking to faculty members, staff members, and other students is also helpful. These important individuals may have anecdotal information about possible projects, past and present. Past students’ capstone papers are available on file in Room 734 WARF and can be reviewed by appointment. The programs from past Public Health Symposia are also posted on the MPH Website. These programs include brief abstracts about the student capstone presentations. Perusing these documents may also provide some ideas about types of projects students have
completed in the past, as well as potential preceptors.  
http://www.pophealth.wisc.edu/Current-Students/Field-Experience/Public-Health-Symposium

Some planning for the field experience formally takes place during the Field Work Seminar.  A requirement of the course is for each of the students to meet individually with Barbara Duerst, course instructor for the MPH Field Work and for the Field Work Seminar, to discuss field work and capstone project plans.  Students are also welcome to initiate a meeting with the MPH Program Office at any time to discuss the student’s educational and professional goals and desired placement environment.

While the MPH Program staff is poised to help in the development of the field experience, please remember that developing the field experience is the student’s responsibility.

Once the student has an idea about possible topic areas, public health issues, or sites, 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 his/her interests in a concise statement.

Students may also wish to make appointments to visit the potential field placement sites before settling on a field work site and/or preceptor.  Always remember to thank potential preceptors for taking the time to meet, even if you decide to work with another preceptor.

Since the inception of the MPH Program, our students have worked with a wide variety of public health professionals and organizations.  Because of this, many MPH Students work with existing preceptors and field work sites that have been approved in the past; this, however, is not a requirement.  Some students pursue an individual interest and find a new preceptor/field work site.  There may be additional paperwork involved in the approval process for a new site and/or preceptor.

Important Paperwork
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 and no MPH students have ever practiced there before)
- The Preceptor’s Resume’ or CV
- The Standard Affiliation Agreement between the site and the University (only if it is a new site)
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 Learn@UW site for the Field Work Seminar.

The Field Learning Agreement (FLA)
A Field Learning Agreement will be mutually developed by the student and the field work preceptor and at a minimum, the Capstone Committee Chair. 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 (student, preceptor, Capstone Committee Chair, and third Capstone Committee member, if identified), and returned to the MPH Office approximately 6 – 8 weeks prior to beginning a field placement. If the third member of the student’s capstone committee has not been identified at the time the FLA is signed, the third member’s signature can be added at a later date, but soon after the placement begins.

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.

It is important that the student provide accurate and up-to-date contact information for the student, preceptor, and other capstone members on the FLA, as it serves as the Program’s contact information throughout the field experience.

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

**Learning Objectives:** Students develop 2-4 learning objectives to guide the field experience in consult 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.
**Learning Objectives Format:**

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<th>Activities</th>
<th>Products</th>
<th>Timeframe</th>
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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. You may wish to use bullets to delineate the activities that are planned.</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 Summary Report that is required at the end of the field work. 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. All MPH students are required to complete the CITI training as an assignment in the Field Work Seminar.

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.

It is highly recommended to have all capstone committee members sign the FLA before it is submitted to the MPH Program. Sometimes the third member has not been identified when
the form is due. In this case, submit the FLA, but identify the third member shortly into the experience.

In the event that the student is completing a unique field experience that does not relate to the student’s capstone project, the student is still expected to identify a preceptor and a UW Faculty mentor or advisor for the project.

**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 offered during the spring semester, fall semester, and summer session in an eight week, on-line course.

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 also 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. [http://www.pophealth.wisc.edu/Current-Students/Field-Experience/Opportunities](http://www.pophealth.wisc.edu/Current-Students/Field-Experience/Opportunities)

**MPH Program Faculty** are available to assist students in the development of field experiences and capstone projects. For a list of public health program faculty and their interests see the MPH Program’s website: [http://www.pophealth.wisc.edu/Prospective-Students/MPH-Degree-Program/Faculty](http://www.pophealth.wisc.edu/Prospective-Students/MPH-Degree-Program/Faculty)

**An MPH Staff** member is 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:

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
The Global Health Center Staff assists students in the planning and development of global health 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. The Preceptor is 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 capstone committee) 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, particularly 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 and to communicate with these members throughout the development and completion of the project.

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

**MPH Students** are a great informal resource for tips about field work planning and survival in the field. Here is some advice from past MPH students:

“I’m sure we can all think of an exam that we’ve taken where we thought we deserved a better grade, and that our score did not truly reflect the great deal of knowledge we acquired while prepping for the exam. Here’s the good news: This situation does not exist in the field experience so long as you keep working hard, do your best, learn from your mistakes, and document what you did and why.

I was very nervous during the first couple weeks of my field experience because I was hoping that the project I’ve been assigned to would produce fruitful/new information. The advice that I would give to any student in the field experience would be to not worry so much about results. Just focus on learning! As much as we all want a good grade from our preceptors and high marks on our transcripts, the field experience is really about learning. This is the one time in all of our studies where we are not penalized for getting results we did not expect or we consider unfavorable.

The field experience is about applying what we’ve learned, learning what we have not learned yet, and then learning those things when the opportunity presents itself. If you do not get the results you were looking for/expected; it’s ok! The important thing should be to make the required analysis and find out why you got the results you did. This is what research is all about. You’re not expected to reinvent the wheel or make some amazing discovery. I’ve realized that the journey is truly the reward in this case regardless of the outcome. I’ve already learned so much just from using different statistical software, but this knowledge will never be tested...this new information is for me and me only. I’m not going to write about all the new statistical software I’ve learned in any paper or manuscript as part of my grade. In fact, learning how to use the software, and not the actual numbers I get, may just be the most interesting thing I discover during the whole field experience...and this is OK! Like I said earlier, just relax and learn. You’re not expected to reinvent the wheel!” ~ Ryan Joerres, MPH
“Keeping track of hours and deadlines, mileage for reimbursement, and other responsibilities can get really difficult, so I found it is necessary to be really organized. Having a good calendar system to remind me of deadlines, important meetings, and keeping track of my hours has been very useful. I would also recommend to keep up on your reflections over the course of the summer so they don’t pile up at the end. These seem like common sense things, but it has really made a difference for me this summer!” ~ Maggie Grabow, MPH

“I know this was something I was told back from the beginning, and other people have touched on this too, but I wanted to stress it again anyway. Go into your field experience with a lot of flexibility and patience! There are so many situations out of your control (ie. political coups!... perhaps a dramatic example) that will determine the logistics of your project. If you look at the project as “this IS what I’m doing/ where I’m doing it/ when it will be done" then you can get very easily frustrated and likely disappointed in the end product. But if you go into it with a broader perspective on what you want to learn from it and an openness to be taught about a certain area of public health, I think you will feel that you have had much more success in the long run.” ~ Elizabeth George, MPH

“I know this has been said by many others, but I would suggest that one begin looking for their field work location early on. By giving yourself time you will not feel as rushed and allow yourself the opportunity to possibly explore different options before you finally decide on a site. Barb and Heather are incredibly helpful and can point you in the right direction as to where to begin looking. Other students in the MPH program are also a great resource, as you can learn where they did their field work and how they found out about it.” ~ Meghan Johnson, MPH
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.

Please make certain that you have the most up-to-date browsers and Adobe before beginning to use Learn@UW. Failure to do so may result in the inability to access some of the materials.

Getting Started:

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>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></th>
</tr>
</thead>
<tbody>
<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 carrots icon after the semester for which you have enrolled, e.g, Summer 2012.</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>
</tr>
<tr>
<td>Step 5:</td>
<td>Click on the logout link on the right hand corner of your screen.</td>
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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 the understanding of public health

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

• Travel time to and from the 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.

The MPH Program has specific rules about completing field work as part of the student’s job or assistantship. Generally, the rules above apply in that work/job time cannot count towards field work hours. However, if the student wishes to complete a project that is completed above and beyond his/her regular work hours, that will benefit his/her organization, it is possible to negotiate a plan to do a work-site-related project. There may be special considerations related to preceptorship and field work supervision as it relates to a work situation.

In the case of an assistantship, if a public health related project can be identified within the framework of the position, then it is possible to count some of the assistantship time toward the field work. Typically this has been about 25% of the project can be paid on the assistantship and 75% is done on the student’s own time. It is important to discuss and negotiate any work related field work early in the planning process. See Barbara Duerst for more information and to discuss the specifics of the situation.

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.
  - On one half record the incidents or activities that happened
  - 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 Drop Box 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, or other students. MPH students are required to complete a total of 10 reflections by the time that the field experience is completed. Dual degree students who do not take the full six credits of field work (i.e., MD students and MS/Nursing students) are still required to complete a total of 10 reflections.

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. Reflections are meant to be completed over the course of the time spent in the field. The final field work grade will be impacted if the student chooses not to complete the reflections, completes them all well after the field work has ended, 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: http://www.studentsinservicetoamerica.org/tools_resources/reflection.html

**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 for students 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. Dual degree students who do not take the full six credits of field work (i.e., MD students and MS/Nursing students) are still required to complete a total of 8 discussion posts.

The number of times the student posts on the discussion board is related to the number of credits the student is taking during that semester/session. 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

Failure to post on the discussion will impact the student’s final grade.
**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. Students may also develop and complete their own student time log, as long as it provides evidence of the time spent in the field and has signatures of both the student and preceptor.

**Summary Report**

Students are also required to prepare a written summary report of the field experience at the end of the placement. The summary report, which includes two sections or parts, will be submitted to the MPH Program Office at the time of the Student Evaluation. Summary reports are typically 5 – 8 pages in length, double spaced and must include:

**Part I: Summary of Field Placement**

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).

**Part II: Cross-Cutting Competencies**

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 when you developed your FLA 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.
The Summary Report accounts for 20% of the students’ final grade for the field experience. The Summary Report should be five to eight pages in length, double spaced.

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**

Communication is an important aspect of a successful placement. The student and preceptor 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 any time a question or issue arises that cannot be addressed by reading the handbook. It is important that all parties have current contact information on file in the MPH Program Office (through the Field Learning Agreement) 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

**MPH Student Conduct**

While students are in the field, they are expected to behave in a professional manner at all times. The MPH Program and MPH Student Organization have created a Student Code of Conduct, which is attached at the end of this handbook. The Code of Conduct contains important statements about professional ethics, honesty and integrity, interpersonal relationships, commitment to learning, and personal appearance. Please read it and adhere to it during the field placement and throughout the time enrolled in the MPH Program.

**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 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 preceptor evaluation form to both the preceptor and the student.

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 50% of the student’s final field work grade. Evaluations will be completed and returned to the MPH 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 summary report, 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.

**Student Evaluation of the Preceptor and Placement Site**

The purpose of the student evaluation is to provide an opportunity to evaluate the preceptor and the placement site. While not a part of grading, the student evaluation is the MPH Program’s effort to make certain that all of our field placement sites and preceptors provide an educationally sound experience. The information provided by the student in the evaluation is kept confidential and is not shared with the preceptor. The student evaluation will be sent to the student approximately two weeks prior to the end of the semester or session. The student evaluation and accompanying paper work should be completed and returned to the MPH Program Office.

Students only need to complete the student evaluation and summary report once at the very end of the placement. For students who are doing their field placement over more than one semester, they need not complete a student evaluation after each semester. Complete the student evaluation only once at the very end of the experience/placement.

If problems arise with the preceptor or placement site that cannot be resolved, please contact Barbara Duerst in the MPH Program Office. Do not wait until the end of the placement.

**Final Field Experience Grade**

Student grades are based on the following:

- Preceptor’s Evaluation of the Student Experience = 50%
- Self-Reflections = 20%
- Participation in On-line Discussions = 10%
Summary Report = 20%

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.

**“Incomplete” Grade in Field Work**

The timing for doing field work does not always fit nicely into a semester or summer session. Sometimes, because a student does not quite finish during the semester or session or 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.

Please note that having had an “incomplete” will show on the students’ transcript, even after the final grade is changed to a letter grade.

Students who do not complete all the requirements of the field experience in a timely fashion; i.e., well 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. Or a student that does not complete the products associated with the field work until several months or years after the semester or session has ended, should also not expect to receive an “A” on the field work.
Time-line for Successful Completion of a Field Experience

During 1st Semester in the MPH Program

The Student will:
- Meet with MPH Program Student Services Coordinator (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 and identify the capstone chair by the end of the first semester
- 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

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

During the semester prior to beginning Field Experience

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 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
2 - 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 6 – 8 weeks prior to beginning at the placement site. Here is a simple guideline for submitting the Field Learning Agreement depending upon which semester you plan to enroll:
  - For beginning the field experience in the Fall Semester, submit the FLA in August
  - For beginning the field experience in the Spring Semester, submit the FLA in December
  - For beginning the field experience in the Summer Session, submit the FLA in April
  - For beginning an international/global health field experience in the Summer Session, submit the FLA in February
- 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, telephone access, and arrange for space where the student can work on assignments
- Give a general orientation and introduction to the field agency and 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 communicating, providing periodic feedback and giving project 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 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/note 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 other materials and determine the final grade for the Field Experience

Timeline for International Field Experience

MPH students who wish to complete an international/global health 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. The MPH Program’s contact at the IAP Office is:

Erica Haas-Gallo
Study Abroad Advisor
International Academic Programs
250 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
Phone: 608-261-1020
Fax: (608) 262-6998
www.studyabroad.wisc.edu

Because of the complexities of an international field experience, students who travel to areas outside of the US, must have solid plans for a summer field placement by the end of the first semester in the program and complete their field learning agreements sooner than the other students doing domestic experiences. 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.

MPH students completing an international/global public health field experience are required to complete a 400 hour field experience; however the hours may be counted slightly differently. In order for the experience to count towards the MPH requirement, though, the student must spend, at a minimum, six – eight weeks on-site in the country.

Because of this timing, the majority of global health field experiences take place in the summer semester between the student’s first and second year in the program.

The following time-line, which begins in the first semester the student enters the program, will be useful for those students completing an international field experience.

**During Fall Semester:**

- Take PHS 640: Foundations in Global Health Practice
- Identify a potential preceptor for the field experience
- Develop a work plan for Field Learning Agreement
- Take the PHS 787: Field Work Seminar

**During Spring Semester:**

- 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 weekly MPH Program Update)
  o MPH Program will e-mail list of names of students completing international field experience to International Academic Programs (IAP) by early March
  o 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
  o Students completing an international field experience may be eligible for Financial Aid
• Attend a briefing meeting with IAP personnel in mid/late April or early May to finalize plans
• Pay IAP Program Fee by mid-May

**During Field Experience**

• Travel to 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 regarding progress 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: A 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. The capstone project is based on a non-thesis, culminating MPH experience. Students will demonstrate their mastery of public health competencies through:

- 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 demonstration of excellence in writing and oral presentation requirement 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 MPH Program requirement is completed. Each component of the capstone project is crucial to completing the requirements of the MPH Program.

The Capstone Committee:

The capstone committee and its members are responsible for guiding the student’s capstone project and determining whether or not the capstone project meets the MPH requirements. At least one member of the student’s capstone committee, typically the capstone chair, 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. MPH Students should plan to identify a capstone committee chair by the end of the first semester in the program.

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 a requirement to have three people on the capstone committee.

Sometimes there is an additional individual or faculty member beyond the three required members who can provide credence, expertise, or critical input to the capstone project. It is also acceptable to have more than three capstone committee members.

Choosing the Capstone Committee:

Capstone Committee Chair: A list of Public Health Program Faculty is available on the MPH Website. 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. This is particularly important if your capstone project requires IRB approval.

The capstone committee chair should be chosen by the end of the first 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 a minimum of three members.
- At least one committee member must be from the MPH Program’s Public Health Program Faculty.
- If the capstone project is based on the field experience, at least one of the committee members must be the student’s field work preceptor.
- 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 paper work, 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 (and committee members, if appropriate) should begin to 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 or issue 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 that will be used to address the problem
- A description of plans for IRB approval, if needed
- A list of references used in the project proposal

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

Developing the capstone project proposal is one of the assignments in the Field Work Seminar course. While typically not finalized in the seminar, students have the opportunity to begin the development of the proposal with initial feedback from the instructor.

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, 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 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 their capstone committee members to appropriately match the project objectives. For example, students have developed written reports, policy briefs, and other forms of final capstone papers in lieu of the formats described. Alternative formats should be of similar length, breadth, and depth and should be consistent in providing evidence that the student has mastered public health competencies sufficiently. Once the capstone committee approves the alternative format, the student and/or capstone chair should seek the MPH Program Office’s approval.

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.

As with all assignments in the MPH Program, students are held to the MPH Program’s Code of Conduct (included at the end of this handbook) and the UW-Madison’s integrity standards for the Capstone Project. For more information: [http://students.wisc.edu/saja/misconduct/uws14.html](http://students.wisc.edu/saja/misconduct/uws14.html)

Plagiarism is an act that is taken very seriously on this campus and in this program. 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](http://www.wisc.edu/writing/Handbook/QuotingSources.html)).

Information on what the university’s rules are regarding plagiarism can also be found on [http://www.wisc.edu/students/saja/misconduct/misconduct.html](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 capstone project.
**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 review and discuss the capstone project in an oral defense.
- 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.
- Students should use the AMA or APA format in writing the paper.

The format of the capstone paper will vary depending on the nature of the capstone project, and can be negotiated with the capstone committee and the MPH Program Office depending on the nature of the student’s project.

Examples of previous students’ capstone papers are available for review. Please contact the MPH Program Office to set up an appointment to review the papers.

Following is an example of the components to include in the capstone paper:

**Title Page** (1 page)
A title page for the paper should include the title of the paper, the author, the date, and the capstone committee members.

**Abstract** (1 page)
Prepare a 250 - 300 word summary of the paper in a narrative abstract. 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 your project (or the agency/organization you are working with) attempting 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?

**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?

**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/s).

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.)

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

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. Symposia are typically held twice each academic year in May and November. For specific dates check the Program’s Weekly Update or ask the MPH Program Office.

In special circumstances, some MPH students complete their oral capstone presentations at events other than the two Symposia.

The Oral Presentation and the Oral Defense are different.

Specific guidelines for the oral presentation include the following:
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
   - Overview/Outline
   - Introduction/background
   - Project Methods
   - Results/Findings
   - Discussion
   - Conclusion
   - Acknowledgments

For the oral presentation for the MPH Program, do not include a reference slide.

Additional resources and tips for giving 10 minute presentations can be found at the end of this handbook.

Evaluation

Presentations will be evaluated on a “criteria met/unmet” basis by the capstone committee and/or the MPH Program 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
A feedback form is available from the MPH Program Office and is also included in this handbook. The use of this form is optional.

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

Oral Defense of the Capstone Project:

The Oral Presentation and the Oral Defense are two different components 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. This is typically done after the student has completed the capstone presentation and before the student is set to graduate. It is the student’s responsibility for the following:

- Schedule final meeting with capstone committee members before graduation
- Provide a final copy of the capstone paper to the committee members at least two weeks prior to the oral defense
- Resolve incompletes and progress grades

Scheduling the Oral Defense

Students should plan to schedule the oral defense well before the last day of classes in the semester they plan to graduate. At times things do not go as planned; therefore, scheduling the oral defense during the final week before graduation is risky. If the paper is deemed unacceptable or needs modifications, the student may not be able to graduate as planned.

When setting up the meeting, students should plan that the defense will last 1.5 – 2 hours in length.

Consult with capstone members to find an appropriate date/time and place for the meeting. Work with capstone committee members to find a conference or meeting room for the defense. Determine if all members can be present for the meeting or if a teleconference is needed. For assistance with logistics, contact the MPH Program Office.

It is important to make every effort to have the Capstone Committee meet face to face for the oral defense. This requires good planning on the student’s part. Capstone members and faculty are busy individuals. Give plenty of notice regarding potential dates for the oral defense to insure that all members can attend.
There are instances, though, when it is not possible to have all capstone members in the same room for the oral defense. For example, when the preceptor is located in another state or country, every effort should be made to include that individual via teleconference. Another example may be when an MD/MPH student is completing the oral defense while in a residency in another state. In this case, every effort should be made to hold a teleconference with all of the members of the committee.

If it is not possible to get all of the committee members together for a face to face meeting or a teleconference for the oral defense, the student should try to get as many of the committee members together at one time and place and then meet with the remaining individual separately to review the paper.

At least two weeks before the oral defense is scheduled the student should distribute the final copy of the paper to all capstone committee members, electronically. Capstone committee members will review the paper and be ready to fully participate in the oral defense with adequate preparation.

The Oral Defense “Meeting”
The oral defense typically takes 1.5 – 2 hours.

The capstone committee chair will be responsible for conducting the oral defense. The oral defense can be as formal or as informal as the chair requires. Some capstone committee chairs will ask the MPH student to give a brief presentation that encompasses an overview of the Capstone Project at the start of the oral defense. Others will just start the meeting by suggesting that the committee members go around the room and ask questions of the MPH student about the paper/project, much like an oral exam. Others may just start going through the paper as a group; page by page. Still others may use a combination of these styles. There is not really a prescribed method of doing an oral defense. The key is to make certain that all capstone committee members have an opportunity to provide any final feedback or commentary about the paper and feel that the student has met the criteria for a satisfactory capstone project.

Obtaining Signatures on the Capstone Completion Form
In preparation for the oral defense meeting, the MPH Student should complete the Capstone Project Completion form, except for the signatures. The form is brought to the meeting so that all committee members can sign the form at the end of the oral defense.

The Capstone Project Completion form is available on the Learn@UW site for the Field Work, in the MPH Program Office, and at the end of this booklet.
In most cases, the capstone committee members feel that the student has done an adequate job in meeting the capstone criteria either at the meeting or with a few minor edits to the final paper. In this case, all members will sign the form at the oral defense meeting.

If the paper requires additional work, the committee members may sign the form, but the capstone chair keeps the form without signing it until the student makes edits to the paper that meet the satisfaction of the chair. When the corrections are made, the chair signs the form and it can be forwarded, along with the final paper, to the MPH Program Office. Occasionally the capstone committee members require the student to make substantial modifications or edits in the paper and do not feel comfortable in signing the final form. If this is the case, the student should make the revisions and a second oral defense will need to be scheduled.

Given the time in which it takes to organize a meeting with the capstone committee members and the possibility that the student will be required to make additional edits on the paper, it is imperative that students schedule the oral defense well in advance of semester end and graduation deadlines.

When all of the capstone committee members cannot meet in the same room for the oral defense, it is the student’s responsibility to send a copy of the Capstone Completion Form to each of the members electronically for signature. The capstone committee members then are responsible for returning the signed and dated forms to the MPH Program Office either by email, fax, US mail. In this instance, the student may have several Completion Forms on file, with an individual signature on each.

If the capstone project is reviewed and found to have met the capstone paper criteria sufficiently then it will be deemed that this requirement for graduation has been fulfilled. The student is responsible to provide the signed Capstone Project Completion Form and a hard copy of the final capstone paper to the MPH Program Office.

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.
FIELD WORK OPPORTUNITY FORM

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 MPH Program Office. Potential preceptors will be reviewed by the Curriculum Committee. Upon a decision by the Committee, the preceptor will be notified in writing.

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

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>
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<tbody>
<tr>
<td>Are students likely to be involved with the collection of data?</td>
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<td>If so, please indicate the type/kind of data:</td>
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<td>Will data (that has been previously collected) be available to students for analysis?</td>
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<td>Are students required to have a criminal background check prior to beginning a placement?</td>
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<td>Are there any immunizations/tests required of students prior to beginning a placement? If so, please indicate:</td>
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<tr>
<td>Will students likely be provided a stipend from your organization?</td>
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<td>If so, please indicate the amount of the stipend: $________________</td>
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<td>Are there seasonal preferences for student placement?</td>
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<td>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 pas. 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:

MPH Program Staff Initials: ____________________________ Date: ____________________________

Curriculum Committee Approval:  Approved [ ] Denied [ ] Date: ____________________________
Field Learning Agreement

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.**

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

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

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

<table>
<thead>
<tr>
<th>Registration Approval:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>Course</td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
</tr>
<tr>
<td>MPH Field Experience (POP HLTH 650)</td>
<td>6</td>
</tr>
<tr>
<td>MPH Capstone Project</td>
<td>0</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:

______________________________________________  ____________________________
Student  Date

______________________________________________  ____________________________
Preceptor  Date

______________________________________________  ____________________________
UW Advisor/Capstone Committee Chair  Date

______________________________________________  ____________________________
Capstone Committee Member  Date

______________________________________________  ____________________________
MPH Program  Date

Student must submit the completed and signed Field Learning Agreement 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 in order to register for the Field Experience. The Field Learning Agreement must be received by the Program Office at six to eight weeks prior to the start of the semester or session in which the student begins PHS 788.

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.
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 53706-1380, 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  
Field Placement Director

Date: _______________________

**FACILITY**

By __________________________
Signature

Name (please print)

Title

Date

**THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

By __________________________
Darrell Bazzell  
Vice Chancellor

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

### 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>Student’s Start Date:</th>
<th>Student’s End Date:</th>
<th>Hours/week:</th>
</tr>
</thead>
</table>

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

**SA = Strongly Agree**  **A = Agree**  **D = Disagree**  **SD = Strongly Disagree**  **N/A = Not Applicable**

<table>
<thead>
<tr>
<th>My field experience...</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributed to the development of my specific career interests</td>
<td></td>
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</tr>
<tr>
<td>Provided me with the opportunity to carry out my field learning objective activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provided the opportunity to use skills obtained in MPH classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required skills I did not have Please list:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Required skills I have but did not gain in the MPH program Please list:</td>
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<tr>
<td>Added new information and/or skills to my graduate education Please list:</td>
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<tr>
<td>Challenged me to work at my highest level</td>
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<tr>
<td>Served as a valuable learning experience in public health practice</td>
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</tr>
<tr>
<td>I would recommend this agency to others for future field experiences.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My preceptor...

<table>
<thead>
<tr>
<th></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. **Summary Report**: All students are required to prepare a written summary of the field work to be submitted with this evaluation form. The summary report is 20% of the Field Work grade. Please attach the summary report in a separate document and include:

**Part I: Summary of Field Placement**

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).

**Part II: Cross-Cutting Competencies 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 when you developed your FLA 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.

__________________________________________________________________
Student Signature

Date

Return completed form to Master of Public Health Program Office, Room 740A WAF 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>Student Information</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student’s Start Date:</th>
<th>Student’s End Date:</th>
<th>Hours/week:</th>
</tr>
</thead>
</table>

Please rate the student’s performance during the field experience based on the following criteria:

<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>
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</tr>
<tr>
<td>Completed defined project in Public Health Practice</td>
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</tr>
<tr>
<td>Worked effectively with Preceptor</td>
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<tr>
<td>Worked effectively within Organization</td>
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<tr>
<td>Integrated public health theory into public health practice</td>
<td></td>
<td></td>
<td></td>
<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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</tr>
<tr>
<td>Demonstrated an appropriate level 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>
<td></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>
<td></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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<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><strong>A</strong> = Outstanding</td>
<td></td>
</tr>
<tr>
<td><strong>AB</strong> = Very Good</td>
<td></td>
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<tr>
<td><strong>B</strong> = Good</td>
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</tr>
<tr>
<td><strong>BC</strong> = Satisfactory, but below expectations</td>
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<tr>
<td><strong>C</strong> = Marginal Pass</td>
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</tr>
<tr>
<td><strong>F</strong> = No credit</td>
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</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:
2011-2012

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

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

Time Log for (Check One):  
- Fall 2011  
- Spring 2012  
- Summer 2012  
- Fall 2012

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

Student’s Signature

Preceptor’s Signature

_________ Date

_________ 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 2012</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 2012 |
<p>| Enhance my networking capabilities and expand my connections in the Madison HIV/AIDS community | 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 | 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  | August 2012 |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Details</th>
<th>Timeline</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. Entire curriculum, complete with resources for the teacher and designed to meet family and consumer education standards.</td>
<td>August 2012</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. Journal with entries for each class, detailing observations and comments on the program’s progress, strengths and weaknesses.</td>
<td>End of 2012-2013 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. Anonymous surveys completed by the students, the teacher and the non-profit organizations</td>
<td>End of 2012-2013 School Year</td>
</tr>
</tbody>
</table>
Example: Format for Interdisciplinary, Cross-Cutting Competencies for Field Learning Agreement

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.
PRECEPTOR EVALUATION OF STUDENT PERFORMANCE
**MPH Capstone Project**  
**Oral Presentation Evaluation Form**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
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</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>Student Information:</th>
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<tbody>
<tr>
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<td>Student’s Phone:</td>
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<td>Student’s Email:</td>
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<td>Proposal Title:</td>
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<table>
<thead>
<tr>
<th>Capstone Committee Information:</th>
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<tbody>
<tr>
<td>Capstone Committee Chair:</td>
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<tr>
<td>Department:</td>
</tr>
<tr>
<td>Telephone:</td>
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<td>E-mail:</td>
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<tr>
<td>Capstone Committee Member (2):</td>
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<tr>
<td>Department:</td>
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<tr>
<td>Telephone:</td>
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<tr>
<td>E-mail:</td>
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<tr>
<td>Capstone Committee Member (3):</td>
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</table>

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

<table>
<thead>
<tr>
<th>Student</th>
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<table>
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<tr>
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<tr>
<th>MPH Program</th>
<th>Date</th>
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*This original form must be filed in the MPH Program Office (740A WARF).*
Capstone Project Completion Form  
MPH Program

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 hard 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.

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

| Date of Student’s Capstone Oral Presentation: | |
| Date of Student’s oral defense of Student’s Capstone Project: | |

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<tr>
<th>Capstone Committee Members:</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

**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.

__________________________________________________________________________  ______________________________________________________________________
Signature                                                                 Date
__________________________________________________________________________  ______________________________________________________________________
Signature                                                                 Date
__________________________________________________________________________  ______________________________________________________________________
Signature                                                                 Date
The purpose of this code of conduct is to promote ethical standards and personal conduct of students in the Master of Public Health program at the University of Wisconsin – Madison.

**Professional Ethics:** Master of Public Health students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to extracurricular opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the MPH program; and strive to incorporate and practice public health ideals in their daily lives.

**Honesty and Integrity:** 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.

**Interpersonal Relationships:** Master of Public Health students shall interact with peers, faculty, staff and those they encounter in their professional public health capacity in a manner that is respectful, considerate, and professional. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

**Commitment to Learning:** Recognizing that the pursuit of knowledge is a continuous process, MPH students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.

**Professional Appearance:** Master of Public Health students shall convey a positive, professional appearance as shown by their adherence of dress-code policies at their fieldwork sites and special events in order to represent the MPH program in a dignified manner. Appearance includes a person’s dress, hygiene, and appropriate etiquette for the environment.