BSPH

PUBH 4010 Fieldwork Handbook

University of Memphis
School of Public Health

CONTENTS

APENDICIES

1.   Introduction

The Council on Education for Public Health (CEPH) is the accrediting body for public health programs and schools in the United States. The UofM School of Public Health (UMSPH) Undergraduate program is CEPH- accredited as of March 2021.

CEPH requires that all students in its accredited programs demonstrate the application of basic public health concepts through a practice experience that is relevant to the students' areas of interest. At the University of Memphis School of Public Health, fieldwork experience provides BSPH students with the opportunity to demonstrate their ability to use the knowledge gained during their undergraduate coursework.

Each BSPH student completes a 100-hour supervised practice experience while signed up for the fieldwork course, PUBH 4010. Students will be assisted in finding field organizations appropriate to their professional goals, individual interests, and needs.

The goal of the fieldwork experience is to give students the opportunity to develop, manage, or lead evidence-based public health practices in real-world settings. Students strengthen the core competencies they have learned in the classroom by testing them in organizations that have unique constraints, opportunities, and challenges. Students develop professionally while helping an organization to advance its own public health agenda in a culturally competent manner. The supervised practice experience strives to improve students' professional self-confidence through involvement in developing, planning, organizing, executing, and evaluating public health activities. Fieldwork placements may involve program planning, implementation, or operation, applied public health research, community health education and outreach, health advocacy, or other appropriate public health-related work.

During the fieldwork period, students are required to follow the policies, rules, and regulations of the field organization, as well as seek and accept the field preceptor's guidance and appraisal of performance throughout the placement. Students should share with the field preceptor any questions and concerns regarding the progress of the fieldwork and secure approval of the field preceptor for plans how to best use, disseminate, or publish information gleaned from the project.

Fieldwork faculty are responsible for developing and implementing policies regarding the approval of preceptors and placement sites and for supervising students in the selection and evaluation of their field placements. They also advise students on the relationship between fieldwork and capstone projects so that the students will be adequately prepared for capstone at the completion of their fieldwork.

This packet presents the policies and procedures for selection, approval, execution, completion, and evaluation of the fieldwork experience and provides the forms that must be submitted as part of the fieldwork course.

For additional information, please refer to the fieldwork syllabus or contact the Faculty Fieldwork Director.

Fieldwork Prerequisites:

- ☐ JR or SR Standing
- ☐ Public Health Major
- ☐ Completion of all 3000-level Public Health Core Courses:
    - ☐ PUBH 3120 Environmental & Climate Health I
    - ☐ PUBH 3130 Social Determinants & Health Disparities
    - ☐ PUBH 3150 Health Data Analytics & Informatics
    - ☐ PUBH 3180 Public Health Principles & Practices I
    - ☐ PUBH 3710 Public Health Systems & Policy I
- ☐ PUBH 4151 Analytic & Research Methods in Public Health
- ☐ PUBH 4181 Public Health Principles & Practices II
- ☐ Permission of the student's advisor and on-site preceptor

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2.   Fieldwork Site

Options

Students generally work with either government or private organizations, but a wide range of organizations and agencies can provide a valuable fieldwork experience for the student. Any organization that researches, provides, plans for, coordinates, organizes, pays for, or regulates public health services is usually a valid training site. Fieldwork opportunities depend heavily on availability of preceptors and scheduling demands.

Examples of site types:

- State or county health department
- Health and social service organizations
- Neighborhood health centers, community clinics, and community mental health centers
- Hospitals (public, nonprofit, for-profit) and multi-specialty medical practices
- Early childhood programs, public schools, and private schools
- Academic or other non-governmental research institutes

Site selection

Students can identify a fieldwork opportunity in a variety of ways: Through their own networks and outreach efforts; With assistance from fieldwork or other faculty; Via a position they see posted. Most important to selection, the student must conduct public health work with sufficient responsibility and oversight to apply some of the skills and knowledge acquired through the undergraduate degree program. To that end, the placement is expected to meet one or more Core CEPH Competencies (see Appendix). The fieldwork faculty advisor is responsible for approving the fieldwork site via the fieldwork contract (see Appendix for contract template).

Criteria for site selection:

- The site is able to provide appropriate public health experience related to the student's career goals and area of concentration.
- The site is able to provide support and space for the student appropriate for the student's experience.
- The environment of the site is safe for the student's field practicum experience.
- The site has a preceptor who is qualified and able to spend time with and provide guidance to the student.
- The preceptor has an understanding of the educational needs of public health students, including the need to increase responsibility and independence gradually.
- If fieldwork is to be performed in the student's current job setting, the student must identify a different supervisor and engage in a substantially different assignment from the scope of their usual activities.

Expectations of the site

Participating agencies and organizations agree to provide the student with a suitable field experience for a designated period and agree to assist in the professional development of that student by identifying an appropriate preceptor at the agency or organization. The agency agrees to provide the student with all materials, equipment, and space needed to conduct the work in a safe and professional environment. The agency works with the student to prepare and submit a written and signed contract that identifies the student, the agreed upon scope of the fieldwork project, learning objectives, and expected deliverables from the student (see Appendix for contract template).

3. Major Players

Close cooperation is essential between the following players:

- BSPH Student
- Academic Advisor – the faculty member to whom the student has been assigned for academic advising through the duration of the BSPH program
- Faculty Fieldwork Director – the faculty member who guides and manages the fieldwork process for students, and facilitates relationships with the Fieldwork Preceptor and their host agency
- Fieldwork Preceptor – Employee of host agency assigned to supervise the student's fieldwork

Student

Students are primarily responsible for developing a scope of work and learning objectives for the fieldwork, in consultation with their preceptor, the faculty academic advisor, and the faculty fieldwork director, and for carrying out that scope of work. Students are also responsible for submitting appropriate paperwork at the beginning, during, and at the end of the enrolled fieldwork semester, or when they complete their fieldwork placement (see Checklist of Fieldwork Submissions).

Students are expected to attend required fieldwork information sessions before and during the enrolled fieldwork semester, and to submit periodic assignments during their fieldwork enrollment.

During the fieldwork project, students are expected to meet regularly with the preceptor to discuss progress and raise any questions or problems regarding the work. Students are expected to treat the fieldwork as they would any job and follow organizational policies and meet all commitments to the agency. In addition, if the student feels that the field experience will not enable them to produce the agreed upon deliverables (whether from lack of access, lack of supervision, changing organizational priorities, etc.) it is up to the student to alert the field supervisor.

Responsibilities of the student:

- Identifying and organizing the fieldwork project.
- Submitting appropriate paperwork.
- Following the policies, rules, and regulations of the field agency or organization.
- Maintaining the agreed upon working hours.
- Maintaining a professional attitude and conduct.
- Seeking and accepting the field preceptor's guidance and appraisal of performance throughout the work period.
- Sharing with the field preceptor any questions and concerns regarding the progress of the fieldwork.
- Planning for conferences with the fieldwork preceptor.
- Attending requested meetings and workshops.
- Submitting to the host agency all agreed upon deliverables within the time frames indicated by the preceptor.
- Completing and submitting fieldwork course deliverables to the fieldwork director.
- Providing the host agency with a copy of the student's final capstone project, where relevant.

Academic Advisor

The faculty member who serves as the student's academic advisor is responsible for working with the student, as needed, to develop and finalize the fieldwork contract. The academic advisor provides guidance to the student to maximize the learning potential of the field experience.

Responsibilities of the academic advisor:

- The faculty academic advisor helps the student, as needed, to develop learning objectives for the placement and finalize the contract.
- The faculty academic advisor assists students in the initial conceptualization of the Capstone project from the fieldwork experience.
- The faculty academic advisor instructs students on topics aimed at improving the fieldwork experience and preparing the student for the Capstone course.

Faculty Fieldwork Director

The faculty fieldwork director is responsible for the overall direction of fieldwork, from identifying host agencies and cultivating student placement opportunities, to supporting students through the placement process, from initiation to completion.

Responsibilities of the faculty fieldwork director:

- Orients students to the fieldwork placement experience and course expectations prior to enrollment.
- Assists students with securing placements, approves the student's fieldwork contract, and clears the student for course registration.
- Guides and tracks course assignments, submission of IRB determination forms related to Fieldwork, and placement evaluation forms.
- Provides guidance and support to the student during the semester.
- Assists students and preceptors in resolving problems that arise during fieldwork placement.
- Recommends the student's grade for the course (pass or fail) based on a review of the fieldwork supervisor's evaluation and additional fieldwork requirements.

Preceptor

The preceptor is the key to a successful fieldwork experience. The preceptor serves as both supervisor and mentor. Preceptors are expected to provide students with an orientation to the organization and project, meet with students regularly, and provide guidance and feedback. The preceptor is expected to have expertise in the area of the student's project so proper guidance can be provided, and an MPH, other graduate degree, or significant and demonstrable experience in a public health management role. Preceptors help students develop a written fieldwork contract specifying the expectations for the fieldwork placement they will complete. Preceptors also complete an evaluation of the student's performance at the end of the experience, as the preceptor has the primary responsibility for supervising and guiding the student in the development and implementation of the fieldwork project.

Responsibilities of the preceptor:

- Assist the fieldwork student in determining specific, mutually agreeable, written fieldwork objectives and deliverables to the host agency.
- Orient the student to the host agency's mission, programs, policies, and protocols.
- Commit time for instructional process interactions and dialogue with student.
- Provide supervision of the student's activities.
- If indicated, resolve conflicts with agency policy.
- Prepare an evaluation of the student, discuss it with the student, and transmit it to the faculty fieldwork director.
- Share any feedback about the fieldwork experience with the faculty fieldwork director.
- Allow the student to use some or all the work product to prepare the Capstone paper, if warranted and as agreed upon in the fieldwork contract.

4.   The Relationship Between Fieldwork and Capstone

Fieldwork is a prerequisite for Capstone. In other words, students may start the Capstone course only when they have completed their fieldwork and understand how it will inform the Capstone project.

Connecting Fieldwork to Capstone

The fieldwork experience may provide the basis and the foundation for the Capstone project. During fieldwork, the student is involved in public health practice, and shapes a goal for professional development and/or a research question and study design which, ideally, will be executed through the Capstone project. Generally, data or information produced in the fieldwork experience – for example, designing or evaluating a new program, provides the basis for the research question, analysis, and findings reported in the Capstone. The Capstone project reflects the synthesis of core public health concepts and competencies informed by the student's fieldwork experience.

Students who choose to focus their Capstone project on content other than the work they were involved in during their fieldwork placement should discuss these plans with their faculty academic advisor prior to enrollment in the Capstone course.

5.　Fieldwork Timeline and Process

Preparation for supervised fieldwork

Investigate and prepare for fieldwork placement.

1. Notify your academic advisor of intention to register for fieldwork, review prerequisites, and discuss your eligibility for the course.
2. Complete the "fieldwork interest" survey, provided to you by your academic advisor.
3. If you are searching for fieldwork opportunities or assessing potential fieldwork sites, contact the faculty fieldwork director to help identify target sites and to confirm program fit.
4. Identify a fieldwork opportunity. Working with the faculty fieldwork director and in consultation with the academic advisor, secure the placement with the preceptor and finalize a Fieldwork Contract.
5. Submit the finalized, approved Fieldwork contract to the faculty fieldwork director. Completing this step will confirm your eligibility for course registration in the upcoming semester.

Carrying out supervised fieldwork

Start and participate in fieldwork.

- Fieldwork course begins.
- If fieldwork project includes data collection, students must complete and submit a description of the fieldwork research activities in the Human Subjects Research Form.
- If required, a Human Subjects Research Application must be submitted for IRB review before the student can begin any data collection activities.
- All students must present a current CITI certificate, even if the project does not require IRB review.
- Complete all assigned essays, projects, readings, and discussions, and attend five class meetings for PUBH 4010 Fieldwork.
- A work/time-log of fieldwork activities is required at five points throughout the fieldwork experience, so you can recall how your time was spent, confirm the number of hours spent (required 100 hours total), and articulate the processes involved.

Completion of fieldwork experience

Fieldwork students must submit and receive a passing grade for several deliverables to successfully complete the supervised fieldwork requirement:

Checklist of Fieldwork Submissions:
- ☐ Fieldwork Contract
- ☐ Human Subjects Research Form and/or Application (if applicable)
- ☐ Assignment 2: Current CITI Certificate
- ☐ Personal Development Goal
- ☐ Essay 1: Organizational Analysis
- ☐ Essay 2: Creating Change Through Engaged Scholarship
- ☐ Essay 3: Reflections on Fieldwork
- ☐ Fieldwork Poster/Deliverable
- ☐ Professional Interview Guide, Interview, & Summary
- ☐ Review of Peer-Reviewed Journal Article
- ☐ Presentation of Fieldwork Poster/Deliverable
- ☐ Fieldwork Hours Logs
- ☐ Student Evaluation of Fieldwork Experience
- ☐ Preceptor Evaluation of Student Performance

6.   Policy for Student Research with Human Subjects and IRB

All students are required to complete and submit a [Human Subjects Research Form](#) at the beginning of the fieldwork placement.

This brief form describes the project, as well as any human subject involvement, and all institutions and/or individuals involved. The Faculty Fieldwork Director will review this document and assess whether a full IRB proposal must be submitted, or if the project is exempt from human subject research issues.

IRB Determination

Where full IRB submission is required, the student is the Project Investigator, and the faculty fieldwork director is the faculty advisor. IRB determination is required before the student can begin data collection in the fieldwork experience.

Research Conducted at UofM

Research conducted under the auspices of the University of Memphis is subject to federal regulations, which require that all research protocols involving human subjects be reviewed by an IRB office. However, these regulations exempt many types of course-related research activities from IRB review, depending on potential risks to participants.

Definitions

- *Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge (45 CFR 46.102(d))
- *Interaction* includes communication or interpersonal contact between investigator and subject (45 CFR 46.102(f))
- *Intervention* includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes (45 CFR 46.102(f))
- *Human subject* means a living individual about whom an investigator (whether professional or student) conducting research obtains (1) Data through intervention or interaction with the individual, or (2) Identifiable private information (45 CFR 46.102(f))
- *Private information* includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record) (45 CFR 46.102(f))

APPENDIX
BSPH COMPETENCIES

<u>CEPH Core Competencies</u>
1. Ability to communicate public health information in both oral and written forms, through a variety of media and to diverse audiences.
2. Ability to locate, use, evaluate, and synthesize public health information.

<u>University of Memphis School of Public Health Competencies</u>
1. Develop competency in three or more skill areas or "domains" in the Public Health Core Competencies (specific competencies within each domain to be identified on the Fieldwork Contract).
   1) Analysis/Assessment
   2) Policy Development/Program Planning
   3) Communication
   4) Cultural Competency
   5) Community Dimensions of Practice
   6) Public Health Sciences
   7) Financial Planning and Management
   8) Leadership and Systems Thinking

2. Meet the Basic Competencies for BSPH students engaged in field learning:
   - Arrive to the worksite and related events on time.
   - Conservative, tidy attire in line with workplace practices (when in doubt, go more formal).
   - Seek assistance when appropriate (from Faculty Fieldwork Director, Academic Advisor, or Fieldwork Preceptor, depending on the circumstance).
   - Seek and act upon input from colleagues and supervisors.
   - Fulfill commitments and meet deadlines (and communicate early and clearly if unable to do so).
   - Take initiative: Proactively identify opportunities for learning and relationship building and discuss them with the Field Instructor
   - Know and adhere to university and host agency rules and norms.
   - Demonstrate clear and respectful written and verbal communication appropriate to the audience.
   - Maintain appropriate records and documentation.
   - Act as an ambassador of the University of Memphis and trainee of the host organization.

PUBLIC HEALTH "DOMAINS"

1. **Analysis/Assessment**

   Analysis and assessment skills focus on identifying, collecting, and understanding data; employing and evaluating rigorous methods for assessing needs and assets to address community health needs; and using evidence for decision making to improve the health of communities.

   - Describe factors affecting the health of a community (e.g., equity, income, education, environment).
   - Assess community health status.
   - Access existing quantitative and qualitative data.
   - Collect, analyze, manage, and use quantitative and qualitative data.
   - Describe public health applications of quantitative and qualitative data.
   - Explain how community health assessments use information about health status, factors influencing health, and assets/resources.
   - Describe how evidence (e.g., data, findings reported in peer-reviewed literature) is used in decision making.

2. **Policy Development/Program Planning**

   Policy development and program planning skills focus on developing, implementing, and evaluating policies, programs, and services; engaging in quality improvement for organizational and community planning; and influencing policies and programs to impact health and well-being for all.

   - Develop, implements, evaluates, and improves policies, programs, services, and organizational performance.
   - Contribute to community health improvement planning.
   - Contribute to development of program goals and objectives.
   - Describe organizational strategic plan (e.g., includes measurable objectives and targets; relationship to community health improvement plan, etc.).
   - Identify current trends (e.g., health, fiscal, social, political, environmental) affecting the health of a community.
   - Gather information that can inform options for policies, programs, and services.
   - Describe implications of policies, programs, and services.
   - Explain the importance of evaluations for improving policies, programs, and services.
   - Describe how public health information is used in developing, implementing, evaluating, and improving policies, programs, and services.

3. **Communication**

   Communication skills focus on employing effective communications strategies to convey information and combat misinformation and disinformation; assessing and addressing population literacy, language, and culture; soliciting and using community input; identifying opportunities to communicate data and information; communicating the roles of government, healthcare, and others; facilitating communications; and building trust with communities.

   - Identify the literacy of populations served.
   - Communicate in writing and orally with linguistic and cultural proficiency, both internally and externally.
   - Solicit input from individuals and organizations for improving the health of a community.
   - Suggest approaches for disseminating public health data and information.
   - Convey data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, letters).
   - Respond to information, misinformation, and disinformation.
   - Communicate information to influence behavior and improve health.
   - Facilitate communication among individuals, groups, and organizations.
   - Describe the roles of governmental public health, health care, and other partners in improving the health of a community.

3. **Cultural Competency**

Cultural competency skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.

- Describe the concept of diversity as it applies to individuals and populations.
- Describe the diversity of individuals and populations in a community.
- Describe the ways diversity may influence policies, programs, services, and the health of a community.
- Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community.
- Address the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community.
- Describe the effects of policies, programs, and services on different populations in a community.

4. **Community Dimensions of Practice**

Community dimensions of practice skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.

- Describe the programs and services provided by governmental and non-governmental organizations to improve the health of a community.
- Recognize relationships and describe conditions, systems, and policies affecting community health and resilience.
- Suggest relationships that may be needed to improve health in a community.
- Support relationships that improve health in a community.
- Collaborate with community partners to improve health in a community.
- Inform the public about policies, programs, and resources that improve health in a community.
- Describe the importance of community-based participatory research.

5. **Public Health Sciences**

Public Health Sciences Skills focus on using and contributing to the evidence base; understanding historical systems, policies, and events impacting public health; applying public health sciences to deliver the 10 Essential Public Health Services; critiquing and developing research; using evidence when developing policies and programs; and establishing cross-sector partnerships to improve the public's health.

- Describe the scientific foundation of the field of public health.
- Identify prominent events in the history of public health.
- Describe systems, policies, and events impacting public health.
- Describe how public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, etc.) are used in the delivery of the 10 Essential Public Health Services.
- Retrieve and use evidence in development, implementing, evaluating, and improving policies, programs, and services.
- Recognize limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability).
- Describe the laws, regulations, policies, and procedures for the ethical conduct of research.
- Contribute to the public health evidence base.

6. **Financial Planning & Management**

    Management and finance skills focus on securing, managing, and engaging human and financial resources; supporting professional development and contingency planning to achieve program and organizational goals using principles of diversity, equity, inclusion, and justice; developing and defending budgets; motivating personnel; evaluating and improving program and organization performance; and establishing and using performance management systems to improve organization performance.

    - Describe the structures, functions, and authorizations of governmental public health programs and organizations.
    - Describe government agencies with authority to impact the health of a community.
    - Adhere to organizational policies and procedures.
    - Describe public health funding mechanisms (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes).
    - Contribute to development of program budgets.
    - Provide information for proposals for funding.
    - Provide information for development of contracts and other agreements for programs and services.
    - Describe financial analysis methods used in making decisions about policies, programs, and services.
    - Operate programs within budget.
    - Describe how teams help achieve program and organizational goals.
    - Motivate colleagues for the purpose of achieving program and organizational goals.
    - Use evaluation results to improve program and organizational performance.

7. **Leadership & Systems Thinking**

    Leadership and systems thinking skills focus on understanding and engaging with cross-sector partners and inter-related systems; creating opportunities for collaboration among public health, healthcare, and other organizations to improve the health of communities; building confidence and trust with staff, partners, and the public; identifying emerging needs; and developing a shared vision to engage with politicians, policymakers, and public health to advocate for the role of governmental public health.

    - Describe public health as part of a larger inter-related system of organizations that influence the health of populations.
    - Describe the ways public health, health care, and other organizations can work together or individually to impact the health of a community.
    - Contribute to development of a vision for a healthy community.
    - Identify internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services (e.g., using root cause analysis and other quality improvement methods and tools, problem solving).
    - Describe needs for professional development (e.g., training, mentoring, peer advising, coaching).
    - Participate in professional development opportunities.
    - Describe the impact of changes (e.g., social, political, economic, scientific) on organizational practices.
    - Describe ways to improve individual and program performance.

CREATING LEARNING OBJECTIVES

Learning Objectives

The purpose of defining learning objectives is to identify the specific knowledge and skills the student hopes to achieve in their fieldwork. A clear learning objective states what the learner will be able to do upon completion of their fieldwork experience and, therefore, should help the student and preceptor keep track of the student's learning progress. When determining your learning objectives consider the domains area of interest, then ask yourself what you expect to learn that you do not know? Your objectives should not be too broad or superficial, such as "Objective: To improve communication skills."

Students should work closely with their fieldwork preceptor to identify feasible learning objectives that take into consideration the environment in which they are working, the mission and structure of the organization, and the relationships the organization has with key stakeholders.

Sample Learning Objectives
"At the end of my fieldwork experience, I will be able to…"

- Compose S.M.A.R.T. program objectives and develop strategies to evaluate performance on such objectives (Domain: Policy Development & Program Planning).
- Explain the major elements of grant management through examining and assessing how an organization manages grants (Domain: Management & Finance).
- Present program information to community members through the completion of an information flyer summarizing available services (Domain: Communication).
- Analyze the effects of programs on different populations using community health outcome data (Domain: Cultural Competency).
- Identify community assets and resources through participation in community stakeholder meetings (Domain: Community Dimensions of Practice).
- Assess the variables that put some populations at a higher risk for certain population-based health problems (Domain: Analysis/Assessment).

Sample verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyze	arrange	assess
identify	compile	calculate	calculate	assemble	compare
label	conclude	demonstrate	categorize	compose	critique
list	discuss	develop	classify	construct	decide
match	describe	interpret	criticize	design	determine
name	explain	locate	compare	develop	establish
recall	express	operate	contrast	diagnose	evaluate
recognize	give examples	perform	determine	manage	judge
record	identify	practice	differentiate	organize	justify
relate	interpret	predict	distinguish	plan	measure
repeat	recognize	present	examine	propose	rate
select	summarize	report	outline	relate	recommend
state	translate	use	test	summarize	select

Words to Avoid

appreciate	believe	improve	learn
approach	grasp the significance of	increase	thinks critically
become	grow	know	understand

FIELDWORK CONTRACT TEMPLATE
[Placed on Host Organization Letterhead]

[Project Title]

Reflects the general focus of the work, i.e., topic and setting, or more specific proposed research question, i.e., investigation of specific public health problem in type of setting with population group.

[Date]

Dear Fieldwork Faculty Advisor,

This represents an agreement between ***[Student Name]***, BSPH student at the University of Memphis School of Public Health, and ***[Preceptor Name, Title, Organization]***, describing the expectations of both parties as they relate to the supervised fieldwork to be performed beginning ***[start date]***, and projected to end ***[end date]***, on the ***[project title]***. The fieldwork student and preceptor agree that the fieldwork student is responsible for 100 hours of service in this role.

Project Background:

[A paragraph describing the background, context, and overall plan of the project(s) in which the student will be involved. Include brief information about the host organization, the project, topic, and methodology. If the project involves any of the following, please mention assessing/monitoring population health; worker health training; health promotion/education; program planning/evaluation; policy analysis/advocacy; researching health issues.]

Student Tasks and Responsibilities:

[Describe the student's involvement in the project plan and all activities the student will carry out during fieldwork placement. Identify 3 or more skill areas or "domains" (see supporting documents) that the student intends to focus and define related learning objectives. Explain how each activity will assist student in meeting specified learning objectives and developing skills in the chosen domains. Indicate "deliverable" (see supporting documents) of value to the organization that student will be responsible for completing before the completion of their fieldwork.]

Preceptor Responsibilities:

[In 1-2 sentences describe the preceptor's public health experience, including any graduate education.] The preceptor agrees to provide the student with guidance, necessary training, and supervision through the placement experience, including but not limited to: Orientation at the start of the project, regular meetings with the student at a frequency of at least ***[agreed upon frequency]***, and an evaluation of the student's performance at the conclusion of fieldwork. The preceptor also ***[agrees/does not agree]*** to make any relevant data or resources available to the student for their Capstone project and paper.

Agreed to by:

[Student Name]

[Student Email]

[Student Phone]

Student Signature: _____   Date: _____

[Preceptor Name]

[Preceptor Email]

[Preceptor Phone]

Preceptor Signature: _____   Date: _____

GENERAL INSTRUCTIONS FOR FIELDWORK ASSIGNMENTS
Additional instructions and details will be provided in class and in the course syllabus.

Discussion Forums
Each module there will be up to three discussion questions based on the assigned readings. You are responsible for completing all assigned readings and thoughtfully responding to the posed questions in advance of the meeting for that module.

Personal Development Goal – 2 pages, double spaced
State your defined learning objectives and describe your personal fieldwork goals for your development as a public health professional. Describe the steps you will take to reach your goals and explain the ways in which you believe your fieldwork experience will prepare you for the workplace and any professional objectives you are working toward.

Review of Peer-Reviewed Journal Article – 500 words
Find and submit a peer-reviewed journal article that provides an example of an evidence-based intervention that addresses at least one of the public health issues you are working on in your fieldwork placement. In addition, you will provide your process and rationale for selecting the article and a detailed discussion of the "fit" of the intervention for Memphis/Shelby County.

Professional Interview Guide – 10 questions
In preparation for your public health career interview, create a brief interview guide. The guide will help you make sure you have thought through the information you need to know about a career of interest and will help make sure that get all your questions asked and answered. You should have approximately 10, carefully worded questions (with potential follow-up questions) that will give you a clear understanding of what this type of work entails (day-to-day activities, responsibilities, skills required, pros and cons, pay range, etc.). Your instructor will review and approve the interview guide before the interview is conducted.

Professional Interview
After identifying a public health career you would like to learn more about, you will be connected with a professional to interview using your approved guide. You will submit a recording of the interview, whether through zoom or in person, and the accompanying notes.

Essay 1: Organizational Analysis – 2 pages, double spaced
Part of our focus in the BSPH program is to train future public health leaders and to emphasize professionalism in work settings. This means you need to be able to understand how organizations are structured and how they function. Utilize the organization's website, staff, and any other resources available to you to provide your own analysis and description of the organization where you are completing your fieldwork experience. Your organizational analysis should describe the nature of the work done by your assigned agency.

The following questions can be used to guide you: What is the primary focus of this organization? If you worked in a specific department within this organization, what was the specific focus of the department? What staff roles and responsibilities have you observed within the agency or within the specific department in which you are working? Are the roles and responsibilities clearly identifiable? Do agency staff seem to know what is expected of them to perform their assigned roles? Reflect on the leadership qualities you have observed in your fieldwork organization. Have you noted any areas that need improvement? How would you assess the effectiveness of the work being done in your fieldwork organization/department? Do staff work effectively as team members? Provide examples to justify your response.

Essay 2: Creating Change through Engaged Scholarship – 2 pages, double spaced
The Fieldwork experience is intended to enhance understanding of BSPH course content, increase students' sense of personal responsibility to address current pressing public health problems, and is tied to specific learning goals. Describe and provide specific examples of how your fieldwork relates to courses you've taken in your BSPH program. What were your specific learning goals (indicated on your Fieldwork Contract) and how is your fieldwork experience helping you reach them? If your learning goals have not been reached, reflect on why this is the case and how you can make sure they are reached. How has your fieldwork experience increased your sense of responsibility to address public health problems?

Review the CEPH competencies and provide examples of how you have mastered them (either from your fieldwork experience or your coursework). Review the School of Public Health competency domains and indicate the three domains you are working toward mastering in your fieldwork experience.

Essay 3: Reflections on Fieldwork – 3-5 pages, double spaced

Students are required to think about their fieldwork experience and provide a written reflection following completion of the placement. Reflections should address the following:

- The extent to which your undergraduate course work prepared you for the fieldwork experience.
- The quality of on-site supervision you received from the preceptor and others at the site during your fieldwork. Was someone generally available to answer your questions and provide feedback? Discuss the usefulness and value of the feedback you received.
- Challenges or problems you encountered during the fieldwork and how they were addressed. What technical or human obstacles did you encounter? Were there any deviations from your original plan or expectations for the fieldwork (for better or worse!).
- The overall quality of the fieldwork. Were there particular skills, knowledge, or lessons that you acquired unexpectedly? Explain. Was the fieldwork a good educational experience – why or why not? How did it provide you with a better sense of the skills needed for employment in the profession? Discuss recommendations for improving your fieldwork experience. Explain why you would or would not recommend that other students conduct fieldwork with the same department or agency.
- How has this experience affected you personally? Did this experience influence your interests and career objectives? How did you grow through your fieldwork experience?

Fieldwork Poster/Deliverable

Deliverables provide evidence of your competency attainment and may include a variety of tangible products. A discussion with your preceptor about potential deliverables should occur in advance of the final fieldwork contract to ensure that the product detailed in the contract is relevant to your project, addresses your preceptor or host site's needs, and is suitable for use by your fieldwork site. Your deliverable should be professional quality, appropriately oriented toward a defined target audience, and will be presented on the last day of class.

Examples of deliverables include posters, videos, spreadsheets or databases, websites, curricula, policy briefs, summary of analyses, white paper, blog posts, infographics, fact sheets, grant proposals, health promotion brochures, literature reviews, public service announcements, referral guides, etc.

PRECEPTOR EVALUATION OF STUDENT PERFORMANCE
Preceptors should complete the following evaluation via the link provided below:

https://memphis.co1.qualtrics.com/jfe/form/SV_6ys9Wl8MGutK4gm

Please rank the student's performance in the fieldwork placement on the scale below.

	Excellent (performs on a highly professional level)	Above Average	Average (room for improvement)	Below Average	Not Applicable (no opportunity to observe)
Appreciation and Knowledge of					
1. Technical & political climate within the agency					
2. Public Health principles and concepts					
3. Best practices in the field					
Professional Qualities					
Planning/Assessment – understands requirements and can identify risks and issues					
Program Development & Implementation – can develop strategies and interventions to meaningfully address problems					
Organization & Time Management – can organize tasks and resources and complete assignments on time					
Written Communication – can communicate and document work accurately					
Verbal Communication – is articulate and able to effectively communicate ideas verbally					
Collaboration & Teamwork – works well within teams and can establish good working relationships with collaborators					
Innovation & Creativity – raises innovative ideas and brings out creative and innovative ideas in others					
Leadership – accepts responsibility and can facilitate work of committees and groups					
Work Ethic – is dependable and driven					
Comments on Student's Performance					
Special strengths					
Skills & knowledge needing further improvement					
General comments					

STUDENT EVALUATION OF FIELDWORK
Students should complete the following evaluation via the link provided below:

https://memphis.co1.qualtrics.com/jfe/form/SV_8D6btQk9ZCKeypw

Please provide an honest assessment of your fieldwork experience.

1. Date	
2. Student Name	
3. Title of Project	
4. Fieldwork Start Date & Completion Date	
5. Preceptor's Name & Title	
6. Agency Name & Address	
7. Total Number of Hours Completed	
8. Describe the primary duties for which you were responsible:	
9. Overall, how would you rate your fieldwork experience?	a. Excellent b. Very Good c. Fair d. Poor
10. Rate the level of guidance/mentoring you received from your preceptor.	a. Excellent b. Very Good c. Fair d. Poor
11. Would you consider working for this agency after you graduate?	a. Yes b. No c. Not Sure
12. Would you recommend this placement for other students?	a. Yes b. No c. Not Sure
13. Please explain why or why not:	
14. Provide a brief summary of the most important things you learned from your fieldwork experience:	

15. How prepared do you think you are in the following areas as a result of your fieldwork?

	Very well prepared	Well prepared	Adequately Prepared	Inadequately prepared	Not prepared	N/A
Core CEPH public health competency:						
Ability to communicate public health information in both oral and written forms, through a variety of media and to diverse audiences						
Ability to locate, use, evaluate, and synthesize public health information.						
UofM SPH competencies:						
Develop competency in three or more skill areas or "domains" in the PUBH Core Competencies:						
Analysis & Assessment						
Policy Development & Program Planning						
Communication						
Cultural Competency						
Community Dimensions of Practice						
Public Health Science						
Financial Planning & Management						
Leadership & Systems Thinking						

16. Please provide any additional comments or suggestions that would help improve the fieldwork experience.

FIELDWORK HOURS LOG

Detailed & signed hours logs must be submitted for each module.

Date	Duration	Location	Activity/Activities	Related Learning Objectives	Preceptor Sign-Off