

Fieldwork Preceptor Information

The Public Health Fieldwork course is intended to provide students with an opportunity to integrate theoretical and applied learning in a community setting. Students are required to complete a minimum of 100-hours in an approved public health-related setting under the supervision of an agency staff member who will serve as a preceptor. The Preceptor and Student will complete a Fieldwork Contract (in consultation with a School of Public Health faculty member) prior to beginning the fieldwork. This agreement will guide the student's individualized learning experiences. The experience must be designed to allow the student to apply the two BSPH Core Competencies; develop competency in at least three of the public health domains; and participate in activities that contribute to one or more of the 10 Essential Public Health Services (see below).

The Preceptor Role

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.

BSPH COMPETENCIES

CEPH Core Competencies

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.

In addition, the School of Public Health competencies for the course include:

1. Develop competency in three or more skill areas or “public health domains” (specific competencies within each domain to be identified on the Fieldwork Contract):
 - a. Analysis/Assessment
 - b. Policy Development/Program Planning
 - c. Communication
 - d. Cultural Competency
 - e. Community Dimensions of Practice
 - f. Public Health Sciences
 - g. Financial Planning and Management
 - h. Leadership and Systems Thinking
2. Meet the Basic Competencies for BSPH students engaged in field learning:
 1. Arrive to the worksite and related events on time
 2. Conservative, tidy attire in line with workplace practices (when in doubt, go more formal)
 3. Seek assistance when appropriate (from Field Instructor, Advisor, or Preceptor, depending on the circumstance)
 4. Seek and act upon input from colleagues and supervisors
 5. Fulfill commitments and meet deadlines
 6. Take initiative: proactively identify opportunities for learning and relationship building and discuss them with the Field Instructor
 7. Know and adhere to university and host agency rules and norms
 8. Demonstrate clear and respectful written and verbal communication appropriate to the audience
 9. Maintain appropriate records and documentation
 10. Act as an ambassador of the University of Memphis and trainee of the host organization

10 ESSENTIAL PUBLIC HEALTH SERVICES

1. Assess and monitor population health status, factors that influence health, and community needs and assets
2. Investigate, diagnose, and address health problems and hazards affecting the population
3. Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it
4. Strengthen, support, and mobilize communities and partnerships to improve health
5. Create, champion, and implement policies, plans, and laws that impact health
6. Utilize legal and regulatory actions designed to improve and protect the public's health
7. Assure an effective system that enables equitable access to the individual services and care needed to be healthy
8. Build and support a diverse and skilled public health workforce
9. Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement
10. Build and maintain a strong organizational infrastructure for public health.

FIELDWORK CONTRACT TEMPLATE

[TO BE PLACED ON HOST ORGANIZATION LETTERHEAD]

Project Title

[Reflects the general focus of the work, ie, topic and setting, or more specific proposed research question, (for example: Investigation of food insecurity among senior residents in a specified neighborhood or ZIP Code).

[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, prefix/suffix, position title, host organization] describing the expectations of both parties as they relate to the supervised fieldwork to be performed beginning [start-date for placement] and projected to end [end-date for placement] on the [project title]. The fieldwork student and preceptor agree that the fieldwork student is responsible for a minimum of 100 hours of service in this role.

Project Background

[Provide a paragraph describing the background, context, and overall plan of the project(s) in which the student will be involved, including host organization background, topic, and methodology, where applicable.]

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, and explain how these activities meet specific learning objectives.]

If student activities involve any of the following, please mention: Research Design; Data Collection; Data Analysis; Research Synthesis; Health Intervention Planning; Health Intervention Implementation; Quality improvement; Program Evaluation; Policy Analysis; Policy Innovation; Communications; Collaboration with Diverse Groups.

Preceptor Responsibilities

[Describe the preceptor's public health experience (if relevant), including any graduate education, in 1-2 sentences.] The preceptor agrees to provide the student with guidance, training (as necessary), 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 [extent of project data] available to the student for their Capstone paper. The preceptor can be reached at [email contact info].

Agreed to by:

Student Name (printed): _____ Date: _____

Student Signature: _____

Preceptor Name (printed): _____ Date: _____

Preceptor Signature: _____

PRECEPTOR EVALUATION

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

| | Excellent (performs on a level that is highly professional) | Above average | Average (needs to improve) | 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 field | | | | | |
| Professional Qualities | | | | | |
| 1. Planning / Assessment - understands requirements and is able to identify risks and issues | | | | | |
| 2. Implementation / Program Development - is able to develop strategies and interventions to meaningfully address problems | | | | | |
| 3. Organization / Time Management - is able to organize tasks and resources and complete assignments on time | | | | | |
| 4. Written communication - is able to communicate and document work accurately | | | | | |
| 5. Verbal communication - is articulate and able to effectively communicate ideas verbally | | | | | |
| 6. Collaboration / Teamwork - works well within teams and is able to establish good working relationships with collaborators | | | | | |
| 7. Innovation / Creativity - raises innovative ideas and brings our creative and innovative ideas in others | | | | | |
| 8. Leadership - accepts responsibility and is able to facilitate work of committees and groups | | | | | |
| 9. Work Ethic - is dependable and driven | | | | | |
| Comments | | | | | |
| Please comment on the student's performance. | | | | | |
| 1. Special Strengths | | | | | |
| 2. Skills and knowledge needing further improvement | | | | | |
| 3. Other comments | | | | | |