MPH Field Study
Preceptor Handbook
Overview

The Public Health Field Study Course is required of all MPH students. The Field Study provides students with practical experience in a public health setting allowing for the application and integration of the skills and knowledge acquired during their graduate didactic coursework.

1. Overall Objective: Students will learn and apply relevant skills in a public health setting.
2. Learning Objectives: Through the field experience, MPH students will be able to:
   a) Integrate public health theory, knowledge and skills in a practice setting;
   b) Complete a defined project(s) in an area of public health practice including core public health functions such as a needs assessment, program plan, program evaluation, policy development, educational campaign, applied research project;
   c) Exhibit proficiency in at least one of the following areas: program planning, needs assessment and data gathering, program implementation, applied research, program evaluation, policy analysis, or data analysis under the guidance of an experienced preceptor;
   d) Demonstrate competence in a public health practice setting; and
   e) Demonstrate leadership, teamwork, communication skills, and creativity in the development of a public health practice activity.

Requirements

Students must have the approval of their faculty advisor, be in good academic standing and have completed nearly all MPH course requirements prior to registration for their field study experience. Students will have taken the following courses of the MPH curriculum:

Course and Field Study Format

Independent MPH students are required to complete a 400-hour fieldwork experience through PH 600, under the supervision of site administrators/ preceptors and the guidance of the Field Study Coordinator. Joint MSPAS/MPH and dual degree DO/MPH students are eligible for a partial waiver and must complete 200-hours of fieldwork experience and enroll in PH 623. (See waiver requirements.) Requirements for the fieldwork experience include Field Study Coordinator approval of the fieldwork site as well as completion of the core courses prior to the field study placement. Students will work on available projects in local or global locations within various public health organizations including but not limited to: hospitals, clinics, government agencies, health departments, community organizations, and advocacy programs.
The Field Study will involve:

a) Participation in “project-oriented” work in a public health setting. Examples of appropriate tasks may include the following, but are not limited to involvement in:

   a. Developing, implementing and or evaluating health promotion programs for specific population(s);
   b. Conducting research on a public health issue of interest (e.g. study and instrument design, data collection, data entry, analysis, and assessment of findings;
   c. Conducting policy analysis or advocacy related to a public health issue;
   d. Conducting a community needs assessment;
   e. Coalition building and coordination of resources;
   f. Developing, pre-testing and evaluation of curriculum and or health education materials;
   g. Contributing to the development of grant proposals;
   h. Communicating health education needs and information to policy makers and the public

b) Development of a plan to implement the selected project;

c) Presentation of project findings in a field study summary and in a Capstone paper* that addresses a health issue of the community and contributes in resolving practical health problems.

* The Capstone paper will primarily be worked on following the fieldwork experience and is not expected to be completed during the fieldwork placement.

Student-Organization Match
Site selection may be either through student identification of the site and self-initiative or through utilization of the Program's organizational network. When the Program is involved, students are directed to appropriate sites and opportunities depending on their stated skills inventory and interests. The office maintains a notebook of preceptor opportunities. Students identify those in which they are interested and for which they are qualified. They then interview competitively for these positions if required by the site. For those field study placements that are identified through a student's own resources, the placement must be approved by the Program Director before the field study begins. The match of student and site is, in the final analysis, a decision between the student and the site with the approval of the Program Director.
During Placement

The preceptor supervises the student’s on-site performance. Communication is an important aspect of a successful placement. It is expected that both the student and preceptor will contact the faculty advisor at any time when questions or issues arise. Faculty advisors may also contact the preceptor to discuss the student’s progress particularly at about the midpoint of the placement.

Requirements

1. All students are required to complete a minimum of 400 hours of fieldwork experience during the course of a placement. Joint MSPAS/MPH and dual degree students are eligible for a partial waiver and must complete 200-hours of fieldwork. All students are expected to work an average of 30-40 hours per week to meet the total number of required field study hours.

2. **Scope of Work.** The scope of work provides the framework for the field study, by ensuring that the student and preceptor have a clear understanding of this planned experience. Each student is required to submit the **scope of work** and a **competency inventory** along with a signed **Contract** from the preceptor. The **Contract** acknowledges an agreement for the student to work and complete agreed upon objectives as negotiated between the student and preceptor. Due during the first week of the field study.

3. Submission of a **summary paper** documenting the public health fieldwork experience is due one week following the end of the fieldwork. Refer to the PH Field Study Calendar for the actual due date. Specific instructions for completing the summary can be found in the appendices. The purpose of this assignment is for the student to provide a written demonstration of the application and integration of the skills and knowledge acquired through the didactic and practical components of the MPH program.

4. **Field Study Logs.** The purpose of the weekly logs is to help students develop the discipline of keeping track of significant activities and progress toward reaching the objectives that you have set out to achieve in during the field study.

5. **Preceptor Evaluation:** Student performance during this field study will be evaluated by the site administrators and site preceptors to document students’ demonstration of public health competence in a public health setting. Students will be responsible for meeting with their preceptors to ensure that this evaluation is completed. This evaluation must be completed by the preceptor or site supervisor via an online survey within one week of the final field study end date.

6. **Site Evaluation:** Students are required to submit an evaluation of the field study site via an online survey within one week of the final field study end date.

7. **Site Visit.** During the course of the field study, a site visit from the Program will likely take place. The Program will contact the student to arrange this visit. The student will be responsible for assisting with scheduling the visit, which should include a meeting with the site preceptor or supervisor.
Responsibilities

Student's Responsibilities

In return for the commitment of the organization, the student has a responsibility to the organization. The MPH program expects students to behave as developing professionals by having a commitment to the organization and to their life long professional development through:

- Participating in setting goals for their own learning;
- Develops the scope of work and completes a competency inventory with assistance from the preceptor and input from the Field Study Coordinator.
- Returns completed forms (scope of work, competency inventory and Field Study Contract)
- Performs assignments and activities identified in scope of work, seeking assistance from the preceptor, other agency staff or the faculty advisor when needed.
- Maintains contact with the advisor during placement. Maintains a daily log
- Assesses the extent to which the field experience has met his/her needs by preparing a written Summary Report and completing other assignments required by the field experience.
- Completes the Student’s Evaluation of Field Study via an online survey within one week of the final field study end date.
- Fulfils the requirement of 200 or 400 hours, depending on degree;
- Completes academic work and assigned papers relating to their internship;
- Behaves in an ethically and morally professional manner;
- Performs professional quality work;
- Conducts themselves consistent with the values of the organization.

Preceptor's Responsibilities

Overall, preceptors are expected to provide supervision for the student and to ensure assigned tasks meet not only the agency's needs but provide opportunities for the student's personal and professional growth. Preceptors must also serve as a liaison between the fieldwork site supervisor (if preceptor is not on site) and the student’s faculty advisor. Specific duties related to the student fieldwork learning objectives include:

a) Mutual agreement on a public health project and field study objectives for the student to pursue.

b) Assists the student in developing the scope of work and identification of competencies.

c) Development of a work schedule based on mutually agreed upon objectives for the field experience.
d) Ensure that access for primary data collection and or the availability of relevant existing program data set is provided for the student to complete the written Capstone paper.

e) Ensure that a project for which the student can carve out ownership of the process and outcome is provided.

- Review policies and procedures with which the student is expected to comply.
- Be accessible to the student through a commitment to meeting with the student on a regular basis to discuss and critique the student’s work and progress.
- Encourage student to work independently while providing opportunities for data gathering and sharing information.
- Become involved with and foster the student’s learning experience.
- Attend, if possible, the student’s oral presentation on campus.
- Evaluates the student’s performance during the field experience by completing the performance evaluation.
Program and Faculty Advisor's Responsibilities

1. **Preparation**- The Program will adequately prepare the student for the Public Health experience both academically and administratively.

2. **Assignment**- The Program will be responsible for assigning students to sites that will provide a quality learning experience.

3. **Objectives**- The Program will provide learning objectives. The Program will provide these to students and preceptors and evaluate compliance with these.

4. **Affiliation Agreements**- The Program will develop affiliation agreements with Public Health sites.

5. **Insurance**- The Program will assure that all students have current Liability Insurance. The program will also assure that all students have current Health Insurance and immunizations.

6. **Grading**- The Program will be responsible for assigning a final grade to each student.

7. **Problems**- The Program will interact with preceptors and be available to handle any problems or concerns. In addition, should problems arise at the site, the program retains the right to remove a student from a rotation.
Evaluation and Grading

Public Health Field Study Evaluation & Grading
Evaluation and grading for each rotation will be based on the following measures. Each component must be completed as defined and/or assigned before a grade of pass or fail will be assigned.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Scope of Work, Competency Inventory and Contract</td>
<td>20%</td>
</tr>
<tr>
<td>Logs</td>
<td>15%</td>
</tr>
<tr>
<td>Field Study Summary</td>
<td>35%</td>
</tr>
<tr>
<td>Site Evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Preceptor’s Evaluation</td>
<td>25%</td>
</tr>
<tr>
<td>Site Visit</td>
<td>N/A</td>
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</tbody>
</table>

Scope of Work/Competency Inventory/Contract
Late – Lose up to 5 points
Not Done – Results in Zero

Logs
Late – Lose up to 5 points each
Not Done – Results in zero

Field Study Summary*
Late – Lose up to 5 points
Not Done – Results in zero

*The Field Study Summary must receive a passing grade in order to “pass” the Field Study Course.
Public Health Field Study and Grading Components
Requirements for a “pass” grade include satisfactory completion of the following:

1. All students are expected to work an average of 30-40 hours per week to meet the total number of required field study hours.
2. **Scope of Work.** The scope of work provides the framework for the field study, by ensuring that the student and preceptor have a clear understanding of this planned experience. The **competency inventory** ensures the integration of didactic coursework with public health practice. Each student is required to submit the **scope of work** and **competency inventory** along with a signed **Contract** from the preceptor. The **Contract** acknowledges an agreement for the student to work and complete agreed upon objectives as negotiated between the student and preceptor. Due during the first week of the field study. See PH Field Study calendar for the actual due date. Specific instructions for completing the summary can be found in the appendices. Failure to submit the Scope of Work &/or Contract by the designated due date will result in a loss of 5 points from the final grade. Failure to submit either will result in a grade of zero.
3. Submission of a **summary paper** documenting the public health fieldwork experience is due one week following the end of the fieldwork. Refer to the PH Field Study Calendar for the actual due date. Specific instructions for completing the summary can be found in the appendices. The purpose of this assignment is for the student to provide a written demonstration of the application and integration of the skills and knowledge acquired through the didactic and practical components of the MPH program. Failure to submit the Summary paper by the due date will result in a loss of 5 points from the final grade. Failure to submit summary paper will result in a grade of zero.
4. **Field Study Logs.** The purpose of the weekly logs is to help students develop the discipline of keeping track of significant activities and progress toward reaching the objectives that you have set out to achieve in during the six-week field study. See PH Field Study calendar for the actual due date. Specific instructions for completing the logs can be found in the appendices. Failure to submit any of the logs by the designated due date will result in a loss of 5 points from the final grade. Failure to submit any of the logs will result in a loss of 10 points from the final grade. Failure to submit all logs will result in a zero.
5. **Preceptor Evaluation:** Student performance during this field study will be evaluated by the site administrators and site preceptors to document students’ demonstration of public health competence in a public health setting. Student will be responsible for meeting with their preceptors to ensure that this evaluation is completed. This evaluation must be completed by the preceptor or site supervisor via an online survey within one week of the final field study end date.
6. **Site Evaluation:** Students are required to submit an evaluation of the field study site via an online survey within one week of the final field study end date.
7. **Site Visit.** During the course of the field study, a site visit from the Program will likely take place. The Program will contact the student to arrange this visit. The
student will be responsible for assisting with scheduling the visit, which should include a meeting with the site preceptor or supervisor.

**Documents and Forms**

- Public Health Field Study Calendar
- Scope of Work Template
- Instructions for Completing Scope of Work
- Field Study Contract
- Summary Report Guide
- Organizational Registration Form (for preceptors)
- PH Program Competencies
- Competency Inventory
- Student’s Evaluation of Field Study “Site Evaluation” (web-based evaluation)
- Preceptor's Evaluation of Student Performance (web-based evaluation)
<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Delivery Method</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Scope of Work, Competency Inventory and Contract</td>
<td>Fax or US mail*</td>
<td>End of 1st week</td>
</tr>
<tr>
<td>Logs</td>
<td>Fax or US mail*</td>
<td>Bi-Weekly</td>
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<tr>
<td>400 hours (MPH)</td>
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<td>200 hours (Joint and Dual Degree Programs)</td>
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<tr>
<td>Field Study Summary</td>
<td>US mail*</td>
<td>One week after placement ends.</td>
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<tr>
<td>Site Evaluation</td>
<td>Fax or US mail*</td>
<td>One week after placement ends.</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>Fax or US mail*</td>
<td>One week after placement ends.</td>
</tr>
<tr>
<td>Site Visit</td>
<td>Dates TBD</td>
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*If mailed, postmark must be on or before due dates.*
TOURO UNIVERSITY MPH Program

Public Health Field Study

FIELD STUDY SCOPE OF WORK FOR ____________________________

<table>
<thead>
<tr>
<th>OBJECTIVES (S)</th>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>EVALUATION</th>
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Each Student is required to complete and submit a final scope of work within 5 days of starting field work, as part of the signed contract between the student and the preceptor. The scope of work provides the framework for the field experience, by ensuring that:

1. the student and preceptor have a clear understanding of this planned experience
2. the experience is appropriate to earn academic credit toward the MPH degree.

**Recommended time line and steps for creating scope of work**

- Meet with preceptor and or site coordinator to discuss the experience
- Student writes draft of scope of work based on above discussion
- Submit draft scope of work to Gayle Cummings prior to the beginning of field experience
- Revise scope of work
- Submit final scope of work as part of signed contract **within 5 days of starting field experience**

**Suggestions for creating scope of work**

- Be clear in proposed general work
- Create objectives that are specific but not cluttered with language
- Scope of work should be as long as needed to adequately describe planned experience
- Be very specific in activities associated with objectives
- Estimate time for each activity, remember that deciding how much time something should take is always an estimate
- Determine how you will evaluate yourself, think about:
  - How will you and your preceptor know that you completed an activity or objective
  - How will you and your preceptor know how well you completed the activity or objective
  - Some general evaluation guidelines:
    - Weekly logs
    - Final preceptor’s evaluation
    - Final student’s evaluation
    - Student's final report Remember that, should it become necessary, it is possible (and sometimes expected) to change the scope of work
Field Study Contract

The purpose of this agreement is to structure the field experience through results-oriented objectives and a well-defined scope of work. This contract and related scope of work serves as the basis for the field study. Once the student and preceptor have signed the contract, any subsequent changes will require the approval of the preceptor and field study coordinator. The contract and scope of work must be submitted to the Program by the designated due date. (Refer to the PH Calendar)

| Student’s name: |  
| Phone number: |  
| E-mail address: |  
| Preceptor’s name: |  
| Supervisor’s name: |  
| Organization: |  
| City, State, Zip: |  
| Work phone number: |  
| Work Fax number: |  
| Start Date: |  
| End Date: |  

I have read and agree with the scope of work and competency inventory attached to this document and by my signature approve the field study as outlined.

____________________________________  _______________
Student         Date

____________________________________  _______________
Preceptor        Date

Please return a signed copy of this contract along with the scope of work and competency inventory to:
Gayle Cummings, MPH
College of Health Sciences – Public Health Program
1310 Johnson Lane
Vallejo, CA 94592
(707) 638-5831    fax (707) 638-5871
Touro University California  
College of Health Sciences  
Public Health Field Study  
Summary Report Guide

Format

Letter Quality print, title page naming project, preceptor agency, advisor, your name and date.

Length

Recommended 3-6 pages, double spaced, not including bibliography or appendices. Attach samples of products completed during field studies as appendices (policy briefs, brochures, curriculum, reports, etc.).

Content

- **Executive Summary.** One page, single spaced. Include the who, what, when, where, why and how of your project; project title, preceptor agency, and supervisor. On the lower right hand corner indicate your name, advisor name and date. Remember this will be added to the notebook of abstracts kept in the department library and potentially posted on the department's field studies website.
- **Statement of Problem.** Briefly summarize your objective(s) and relate this to the problem or issue addressed by your project.
- **Context/Organization Setting.** A description of the agency where (department) you completed your field studies. This should include type of agency, source of funding, mission statement and type of staffing.
- **Place of Project within Organization.** Where did you and your project fit in the agency? Include discussion of how this affected your project, if applicable.
- **Results Achieved.** Describe results achieved during the course of your field studies. Also, explain any difference between proposed scope of work and results achieved, if any.
- **Theoretical Comparisons with Field Studies.** What theories and/or concepts did you use in carrying out the scope of work for your project. Relate specific academic experience with field studies.
- **Recommendation for Similar Projects.** What did you learn in carrying out your work plan that would be helpful in attempting a similar project? What specific skills did you develop and what specific knowledge did you gain? Knowing what you know now, what would you have done differently?
- **Recommendations for Yourself.** What areas have you been able to identify for your own professional or personal development as a result of your field experience?

**Due Date** One week after completing field study.
1. Name of Organization: __________________________________________________
   Street Address: _______________________________________________________
   City: _________________________ Zip: ___________________________
   Phone: (___)_________________________ Fax: (___)_____________________
   Director or Administrator: _____________________________________________
   E-Mail: _____________________________________________________________

2. Person who would be student’s direct preceptor: _____________________________
   Title: _______________________________________________________________
   Academic Degrees: ______________________________________________________
   Phone: (___) ______________________ Fax (___) ________________________
   Areas of Professional Expertise: __________________________________________
   _________________________________________________________________
   E-Mail: __________________________________________________________________

3. Please describe the project(s) and activities that you expect the student(s) to complete during the
   field study? Attach additional material, if necessary.
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

4. Does this project have existing data for the student(s) analyze? If yes, please describe.
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

5. Will there be an opportunity for the student(s) to collect their own data with regard to the
   project? In other words, will your agency provide the necessary resources required for the
   student to collect data (i.e. access to data and or access to target populations for surveys,
   interviews, focus groups, etc.) If yes, please describe.
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
6. What previous academic and work related experience or skills are you seeking?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. Check the learning opportunities available for students with this field experience.

| Program Planning and Development          | Needs Assessment          |
| Data Collection & Analysis                | Evaluation                |
| Educational Materials Development         | Statistical Analysis      |
| Qualitative Research                      | Program Implementation    |
| Quantitative Research                     | Strategic Planning        |
| Educational Program Development           | Community Organizing      |
| Other                                     |                           |

8. What are the minimum qualifications for this project?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9. Please check the organizational support that will be provided to the student to complete their task?

<table>
<thead>
<tr>
<th>Desk/Office</th>
<th>Clerical</th>
<th>Telephone</th>
<th>Computer</th>
<th>Other</th>
</tr>
</thead>
</table>

10. How many students can your organization support?__________________________

11. What primary service need(s) does your organization have that the student(s) can contribute their time to during their field study experience?
_____________________________________________________________________
_____________________________________________________________________

Please Send Form and All Materials to:
Touro University – CA
Public Health Program
College of Health Sciences
1310 Johnson
Vallejo, CA 94592
Attention: Gayle Cummings, MPH

Email: gcummings@touro.edu
Tel: 707.638.5831
Fax: 707.638.5871

TUC Public Health Competencies

MPH Competencies

Discipline Specific Competencies

BIOSTATISTICS

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Competencies:

1. Describe the roles biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
5. Apply descriptive techniques commonly used to summarize public health data.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
9. Interpret results of statistical analyses found in public health studies.
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
ENVIRONMENTAL HEALTH SCIENCES

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

Competencies:

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
4. Specify current environmental risk assessment methods.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
8. Develop a testable model of environmental insult.

EPIDEMIOLOGY

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

Competencies:

1. Identify key sources of data for epidemiologic purposes.
2. Identify the principles and limitations of public health screening programs.
3. Describe a public health problem in terms of magnitude, person, time and place.
4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures.
8. Communicate epidemiologic information to lay and professional audiences.
9. Draw appropriate inferences from epidemiologic data.
10. Evaluate the strengths and limitations of epidemiologic reports.

HEALTH POLICY AND MANAGEMENT

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

Competencies:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

SOCIAL AND BEHAVIORAL SCIENCES

The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
**Competencies:**

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

**Cross Cutting Competencies**

**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.*

A. Identify characteristics of a system in the context public health interactions.
B. Identify unintended consequences produced by changes made to a public health system.
C. Explain how systems (e.g. individuals, social networks, organizations and communities) may be viewed as systems within systems in the analysis of public health problems.
D. Explain how the contexts of gender, race, poverty, history, migration and culture are important in the design of interventions within public health systems.
E. Illustrate how changes in public health systems (including input processes and output) can be measured.
F. Analyze inter-relationships among systems that influence the quality of life of people in their communities.
G. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
H. Analyze the impact of global trends and interdependencies on public health-related problems and systems.
I. Assess strengths and weaknesses of applying the systems approach to public health problems.

**Program Planning**
The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.
A. Describe how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes.
B. Describe the tasks necessary to assure that program implementation occurs as intended.
C. Explain how the findings of a program evaluation can be used.
D. Describe logic models in program development implementation and evaluation.
E. Differentiate among goals, measurable objectives, related activities and expected outcomes for a public health program.
F. Differentiate the purposes of formative, process and outcome evaluation.
G. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths limitations and appropriate uses and emphases on reliability and validity.
H. In collaboration with others prioritize individual, organizational, and community concerns and resources for public health programs.
I. Assess evaluation reports in relation to their quality utility and impact on public health.

**Professionalism**
The ability to demonstrate ethical choices, values and professional practices implicit in public health decision; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.
A. Discuss major milestones in the history and development of the public health profession and their relevance for practice in the field.
B. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
C. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
D. Apply the core functions of assessment, policy development and assurance in the analysis of public health problems and their solutions.
E. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
F. Analyze determinants of health and disease using an ecological framework.
G. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
H. Distinguish between population and individual, ethical considerations in relation to the benefits, costs and burdens of public health programs.
I. Embrace a definition of public health that captures the unique characteristics of the field (e.g. population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
J. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).

**Public Health Biology**
*The ability to incorporate public health biology -- the biological and molecular context of public health -- into public health practice.*

A. Describe how behavior alters human biology.
B. Identify the ethical, social and legal issues implied by public health biology.
C. Explain the role of biology in the ecological model of population-based health.
D. Articulate how biological, chemical and physical agents affect human health.
E. Apply biological principles to development and implementation of disease prevention control or management programs.
F. Apply evidence-based biological and molecular concepts to inform public health laws policies and regulations.
G. Explain and integrate general biological and molecular concepts into public health.

**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.*

A. Describe the skills, responsibilities and attributes of leadership in public health.
B. Describe alternative strategies for collaboration and partnership among organizations focused on public health goals.
C. Articulate an achievable mission set of core values and vision.
D. Engage in dialogue and learning from others to advance public health goals.
E. Demonstrate team building negotiation and conflict management skills.
F. Demonstrate transparency integrity and honesty in all actions.
G. Use collaborative methods for achieving organizational and community health goals.
H. Apply social justice and human rights principles when addressing community needs.
I. Develop strategies to motivate others for collaborative problem solving decision-making and evaluation.
Communications 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 media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

A. Describe how the public health information infrastructure is used to collect process maintain and disseminate data.
B. Describe how societal organizational and individual factors influence and are influenced by public health communications.
C. Apply theory and strategy-based communication principles across different settings and audiences.
D. Apply legal, ethical and confidentiality principles to the use of information and resources in public health settings.
E. Use communication and informatics tools in the process of design implementation and evaluation of public health programs.
F. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
G. Use information technology to access, evaluate and interpret public health data.
H. Use informatics methods and resources as strategic tools to promote public health.
I. Use informatics and communication methods to advocate for community public health programs and policies.

Diversity and Culture

The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

A. Describe the roles of history, power, privilege and structural inequality in producing health disparities.
B. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
C. Explain why cultural competence alone cannot address health disparity.
D. Use culturally appropriate concepts and skills to engage and empower diverse communities.
E. Apply the principles of community-based participatory research to improve health in diverse populations.
F. Differentiate the terms ‘availability’, ‘acceptability’ and ‘accessibility’ in the context of health care across diverse populations.
G. Differentiate between linguistic competence, cultural competency and health literacy in public health practice.
H. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
I. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
Track Competencies

Community Health
- Identify and assess community status and community health needs
- Plan, develop, and implement community health programs using a variety of strategies to improve a community's health.
- Advocate for better health and wellbeing through community mobilization efforts.
- Analyze and/or evaluate policies that impact a community’s health
- Demonstrate cultural sensitivity towards underserved populations.
- Manage fiscal and organizational resources to insure optimal program and service delivery
- Evaluate the efficacy of health promotion/prevention programs.
- Demonstrate a commitment to social justice and health equity.
- Explain and interpret the roles and/or approaches of public health organizations.
- Synthesize and disseminate public health information.
- Apply conceptual frameworks of health patterns, determinants and disparities in support of community health policy, education, promotion or prevention.

Global Health
- Define the global public health challenges of the developing world in terms of key parameters including population, region, countries and magnitude.
- Explain the political economy of global health issues.
- Demonstrate the linkages between local and global health problems
- Demonstrate the health disparities within the developing states and between the developed and developing world.
- Communicate effectively the mandates, roles and approaches of international public health organizations.
- Facilitate to build partnership with health institutions of higher learning, the NGO sector and local community organizations.
- Demonstrate an understanding of community’s awareness of their own health problems and their solutions.
- Recognize the primacy of local solutions to global health issues and promote participatory approaches to problem solving
- Demonstrate a commitment to public health that values social justice and promotes health equity globally.
- Apply theoretical concepts related to global health patterns and social determinants in support of global health policy, promotion or prevention.
- Engage in critical thinking about global health policy and health strategies, especially regarding feasibility, cost effectiveness, sustainability and scalability of different approaches.
- Demonstrate an understanding of the importance of listening in an unbiased manner, respecting diverse points of view, and observing humility in
international situations.
• Develop skills to advocate for programs, resources and policies that advance global public health.
Students are required to identify at least ten core public health competencies and three track competencies (community or global health). Competencies should be identified as a collaborative process between students and preceptors. In order to complete this process, identify and select the competencies that will be addressed through the field study.

### Selection of 10 Core Public Health Competencies:

<table>
<thead>
<tr>
<th>Competency</th>
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### Selection of 3 Track Competencies:

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<tr>
<th>Competency</th>
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Student Evaluation: Public Health Field Study Site

Student Name: ____________________________________________
Preceptor Name: ___________________________________________
Agency: ___________________________________________________
Date: ______________

Please check the most appropriate response to the item listed below:

**Your Preceptor:**

1. Provided a project overview and site orientation………………..
   (e.g. Introduced you to the staff, key agency/community contacts, reviewed appropriate policies and procedures, etc..)  
   □ Yes □ No If “No”, explain in comment section

2. Worked mutually with you to develop field study scope of work
   □ Yes □ No

3. Communicated expectations of project and your performance
   □ Yes □ No

4. Provided adequate supervision and direction…………………
   □ Yes □ No

5. Gave feedback on a regular basis……………………………
   □ Yes □ No

6. Met with you as required by the program……………………
   □ Yes □ No

7. Ensured access of primary or secondary data collection………
   □ Yes □ No

**Overall:**

8. Do you think that you demonstrated mastery of the public health competencies that you and preceptor identified by the end of the field study?
   □ Yes □ No

9. How would you rate this site overall?

   | Excellent | | Good | | Fair | | Poor |
   | 5 | 4 | 3 | 2 | 1 |

Comments on any of the above:
Touro University – California
MPH Program

Performance Evaluation: Public Health Field Study

Thank you for your support and involvement in the Public Health Field Study portion of Touro University’s MPH program. Your evaluation of the student’s progress is a significant factor in the overall grade for the rotation.

Please check the appropriate box. Be as specific as possible in the comments section.

<table>
<thead>
<tr>
<th>Demonstration of Public Health Proficiency &amp; Competence</th>
<th>SUPERIOR PERFORMANCE, exceeds expectations</th>
<th>ABOVE AVERAGE PERFORMANCE, knowledge better than expected</th>
<th>AVERAGE, ACCEPTABLE PERFORMANCE, knowledge as expected</th>
<th>BELOW AVERAGE PERFORMANCE, knowledge not meeting expectations</th>
<th>POOR/UNACCEPTABLE PERFORMANCE</th>
<th>NOT OBSERVED/NOT APPLICABLE</th>
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<tr>
<td>General research methods</td>
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<td>Development and testing of research hypotheses</td>
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<td>Needs assessment; program planning procedures</td>
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<td>Data collection procedures</td>
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<td>Program implementation</td>
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<td>General program evaluation</td>
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<td>Survey development</td>
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<td>Data analysis</td>
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<td>Policy analysis</td>
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<td>Communication strategies (use of tailored messages, etc...)</td>
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<td>Community organizing</td>
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<td>Other</td>
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</table>
### Communication Skills
- Written (reports, education materials, papers)
- Oral communication (presentations, workshops, etc.)

### Overall Performance
Rate the student’s performance overall

### PROFESSIONALISM

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Demonstrates ability to work as part of a team</td>
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<td>Demonstrates ability to work with diverse groups</td>
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<td>Recognizes own limitations; seeks help when needed</td>
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<td>Seeks additional learning opportunities, enthusiastic, self-motivated</td>
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<td>Demonstrates appropriate response to criticism and feedback</td>
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<td>Is dependable / punctual</td>
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<td>Completes tasks in a timely manner</td>
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<td>Completed Scope of Work</td>
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Any response other than “yes” or “N/A” requires explanation in General Comments section.

Do you think that he/she demonstrated mastery of the identified public health competencies by the end of the field study? *(see the competency inventory form)*

- Yes
- No

If no, which competencies were not demonstrated? (explain)

Do you feel that the student should pass this Field Study?

- Yes
- No

If no, please explain:

General Comments: