



**SUNY**  
**DOWNSTATE** | **School of Public Health**  
Medical Center

# **School of Public Health**

**Handbook for the Required  
DrPH Field Experience  
PUBH 7000**

**Adopted by the faculty  
August 2010**

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## **FIELD EXPERIENCE PUBH 7000: 3 credits**

### **I. Course Description**

The goal of the Field Experience is to integrate material from practice, research, and academia. Students gain in-depth experience through supervised internships relevant to the student's career plans. The experience allows students to develop competencies at an advanced level under a qualified preceptor's supervision.

This handbook outlines the steps for fulfilling the DrPH Field Experience requirement. This requirement cannot be waived. It is preferable for students to gain experience at a site that is new to them and that broadens their exposure to public health. Weekend opportunities are often more convenient for some students. Students who work full-time and do not have the flexibility to work elsewhere may develop a Field Experience at their place of employment if the following conditions are met:

- The activities of the field placement are distinct in nature and timing from those carried out as paid employment,
- The student has articulated clear public health learning objectives,
- A preceptor is available who has training or experience in public health, and
- The faculty advisor agrees to the plan and site.

This planned and supervised experience has these features:

- Coordinated and developed by the student, the site preceptor, and the faculty advisor
- Has been pre-approved by the faculty advisor
- Applies measurable learning objectives to develop specific competencies relevant to real-world public health practice
- Includes a minimum of 200 contact hours.
- Includes an initial student plan and placement agreement that must be completed by the student and signed by the preceptor and the advisor.
- Incorporates student activities that are coordinated and evaluated in writing by the student's preceptor and faculty advisor.
- Includes a brief weekly report continuously updated that summarizes activities, challenges, and progress in achieving the learning objectives.
- Includes a midway progress report signed by the preceptor and the advisor.
- Includes a final student evaluation by the preceptor and the advisor.
- Includes a student self-assessment of the accomplishment of the Field Experience goals and objectives.
- Includes a final written report and a 500-word (or less) abstract prepared by the student assessing the activities and the attainment of the learning objectives.
- May include any additional departmental requirements, such as a poster, presentation, or seminar.
- Includes a review of the student's report and preceptor's evaluation by the faculty advisor, and final review and sign-off by the advisor and the department chair.

### A. Identifying an appropriate site

Consider what type of placement would allow you to develop your doctoral education and future career. Your adviser and the fieldwork coordinator can offer guidance in your choice. Be sure that you do not commit to a site or to a preceptor before your advisor has agreed to the placement. The preceptor at the site must be an experienced public health practitioner.

### B. Identifying your learning objectives

With your advisor, identify skills and practical knowledge that will benefit your professional development and that are related to a specific DrPH competency, for example, leadership (see inset).<sup>1</sup> The appendix includes DrPH competencies from the other five domains.

<b>E. LEADERSHIP</b> <i>The ability to create and communicate a shared vision for a positive future; inspire trust and motivate others; and use evidence-based strategies to enhance essential public health services.</i>	
Competencies: Upon graduation a student with a DrPH should be able to...	
E1.	Communicate an organization's mission, shared vision, and values to stakeholders.
E2.	Develop team for implementing health initiatives.
E3.	Collaborate with diverse groups.
E4.	Influence others to achieve high standards of performance and accountability.
E5.	Guide organizational decision-making and planning based on internal and external environmental research.
E6.	Prepare professional plans incorporating lifelong learning, mentoring, and continued career progression strategies.
E7.	Create a shared vision.
E8.	Develop capacity-building strategies at the individual, organizational, and community level.
E9.	Demonstrate a commitment to personal and professional values.

Then write specific learning objectives that build towards attainment of that competency. Learning objectives are measurable outcomes that the student intends to achieve. Each objective is a concise statement of a change in skill, knowledge, or understanding that builds towards a more general competency. At least one of the learning objectives must be directly relevant to urban and immigrant health. Each objective must be specific and achievable and within the timeframe of the placement.

<sup>1</sup> ASPH Education Committee, *Doctor of Public Health (DrPH) Core Competency Model, Version 1.3*, November 2009

For example, a student working with a community-based research project to promote non-violent conflict resolution might choose to strengthen the competency to “collaborate with diverse groups” (E3 above). A specific learning objective might be: “to analyze by the end of the Field Experience the most effective means of collaborating with adolescent gang members”. In weekly activity reports, the student would provide details of this evolving analysis and would summarize attainment of this learning objective in the final report.

Clearly defined learning objectives are the foundation of a strong and successful Field Experience. This method of self-directed, reflective learning helps lay the groundwork for a lifetime of learning (see E6 above). Generally only two or three learning objectives are appropriate during a Field Experience.

## **II. Roles and Responsibilities**

An individualized Field Experience plan, developed for each Field Experience, is a collaborative effort among the student, faculty advisor, and preceptor. A Field Experience plan identifies joint responsibilities of the Field Experience project; the Field Experience’s measurable learning objectives; and available technical and programmatic support to achieve the objectives.

### **A. Student roles and responsibilities**

In collaboration with the Field Experience coordinator, the advisor, and appropriate track faculty, students are responsible for the following:

- Identify potential Field Experience topics based on area of specialization, previous experience, career interests, and career goals.
- Develop a Field Experience/project plan including learning objectives, a timeline, milestones, and final deliverables. It is your responsibility to secure approval of your plan by your preceptor and your faculty advisor.
- Provide a mid-project written progress report to the preceptor and faculty advisor.
- Participate in periodically scheduled progress review meetings with your preceptor and your faculty advisor.
- Submit a final Field Experience report describing your project; the activities you undertook; and your results, findings, and recommendations.
- Conduct a midterm and final self-evaluation of your Field Experience.
- Complete any additional departmental requirements such as poster, presentation, and/or seminar. Your advisor will inform you of these requirements.

### **B. Advisor roles and responsibilities**

The advisor provides general oversight of the Field Experience. He or she is responsible for the following:

- Helping students identify prospective sites.
- Providing advice to students about site selection and the development of the specific Field Experience plan.
- Reviewing overall progress of the student during the Field Experience process.
- Advising students of any additional departmental requirements for the Field Experience.

- Evaluating the student's work products during and at the end of the Field Experience.

### **C. Preceptor roles and responsibilities**

The preceptor's responsibility includes the following:

- Providing professional, technical and administrative oversight to the student throughout the Field Experience period.
- Providing periodic feedback and guidance to the student in writing and/or through meetings.
- Reviewing the student's progress through formal mid-term and final evaluations.
- Collaborating with the advisor to address overall project issues as necessary.

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### III. FIELD EXPERIENCE: Learning Objectives and Plan

Students must complete this form and secure the preceptor's signature and the advisor's approval  
*(before the student begins the Field Experience.)*

Student name \_\_\_\_\_

Student degree program & department \_\_\_\_\_

Expected semester of graduation \_\_\_\_\_

Field Experience competency/ies and related learning objectives :

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Description of planned Field Experience:

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Agency/Program name \_\_\_\_\_ Phone number \_\_\_\_\_

Address \_\_\_\_\_

### SIGNATURES

**Student** \_\_\_\_\_ Date \_\_\_\_\_

**Advisor** \_\_\_\_\_ Date \_\_\_\_\_

**Preceptor** \_\_\_\_\_ Date \_\_\_\_\_

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### Doctoral Field Experience

#### IV. LINKAGE AGREEMENT

This linkage agreement is an administrative agreement of our inter-agency community service program. Through a fieldwork placement, a Doctor of Public Health student will provide health information, workshops, presentations, data collection, data analysis, or other related services agreed upon with your staff and/or clients during one semester of the 20\_\_-20\_\_ academic year.

**AGENCY NAME**

**SITE PRECEPTOR**

**PHONE NUMBER AT SITE**

**FAX NUMBER**

**E-MAIL ADDRESS**

\_\_\_\_\_  
**Karen Benker, MD, MPH**  
Associate Dean for  
Community Public Health Affairs  
Phone: 718 221-6194  
Fax: 718 270-2533  
kbenker@downstate.edu

\_\_\_\_\_  
**Agency Representative**  
Date

Student name \_\_\_\_\_

Address \_\_\_\_\_

Phone & email \_\_\_\_\_

Agency \_\_\_\_\_

Address \_\_\_\_\_

SPH advisor \_\_\_\_\_

Phone & email \_\_\_\_\_

The specific roles, responsibilities and activities of the student, preceptor, and advisor are attached.



The student agrees:

- A. To acquire as much information about the agency as possible before beginning the placement.
- B. To determine, with the agreement of the agency preceptor and university faculty advisor, the objectives of the Field Experience and attach them to this form).
- C. To be responsible for knowing all provisions of the Field Experience expectations and agreements.
- D. To provide the agency with a personal resume.
- E. To consider him- or herself an integral part of the mentoring agency and to follow the rules and regulations of the agency.
- F. To maintain complete client confidentiality.
- G. To prepare thoroughly for each task related to the placement.
- H. To exhibit professionalism in all aspects of the internship including attendance, appointments, meetings, and discussions with supervisors and others.
- I. To consult with the agency preceptor when unsure of appropriate measures needed.
- J. To complete a minimum of 200 hours of contact time in the agency
- K. To keep a weekly log of activities and of progress in attaining the learning objective.
- L. To complete and forward to faculty advisor all documentation by deadlines.

The faculty advisor agrees:

- A. To assist the student in arranging the Field Experience.
- B. To prepare the student for the Field Experience.
- C. To provide advice and guidance to the student through visits, telephone contact, or e-mail, and in response to reports.
- D. To call the student in for a conference whenever a potential problem appears to have arisen.
- E. To provide academic resources as needed.
- F. To remove the student if the faculty advisor deems that either the student or the setting is inappropriate.

The agency preceptor and the agency agree:

- A. To aid the student in outlining the Field Experience objectives before beginning. (The statement of objectives is attached to this form.)
- B. To explain the structure and function of the agency.
- C. To help the student plan a specific program.
- D. To invite the student to agency, interagency, and community meetings.
- E. To supervise the student.
- F. To provide a model of professional skills, work habits, and attitudes.
- G. To evaluate student performance on the forms provided.

Along with the learning objectives, the student must outline the responsibilities and activities of this Field Experience in the space or on a separate sheet attached to this form.

## Responsibilities and activities

By signing this agreement, all parties agree to the roles and responsibilities outlined above and a coordinated plan that outlines the duties and activities of this Field Experience.

### **SIGNATURES**

<i><b>Student</b></i>	_____	Date _____
<i><b>Advisor</b></i>	_____	Date _____
<i><b>Preceptor</b></i>	_____	Date _____

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### V. Weekly Activity Report

Student \_\_\_\_\_

Submit this cumulative record electronically each week to your faculty advisor.

Date	# hours	Activities, challenges, progress on learning objectives

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### VI. Field Experience Progress Report

Students must complete this form *midway through the Field Experience (after about 100 contact hours)* and secure the preceptor's signature and the advisor's signature.

The progress report is a time for reflection and feedback. The goal is to help ensure that the student is progressing towards the learning objectives and that the student is making a contribution to the organization. (*The student must complete this form with the Field Preceptor using the learning objectives as a point of reference.*)

Student Name (Print): \_\_\_\_\_

1. Describe briefly what you have accomplished to date.
  
  
  
  
  
  
  
  
  
  
2. Discuss the progress on accomplishing your learning objectives.
  
  
  
  
  
  
  
  
  
  
3. Describe any challenges obstacles encountered and methods used to meet these challenges.
  
  
  
  
  
  
  
  
  
  
4. Describe any other issues that need to be addressed.

#### Signatures

Field Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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### FIELD EXPERIENCE for Doctoral Student

#### VII. Preceptor's Evaluation of Student Performance

Student name \_\_\_\_\_

**Instructions to the student:**

At the end of your Field Experience, please give this evaluation form to your site preceptor with a stamped envelope addressed to your advisor.

Faculty advisor name \_\_\_\_\_

SUNY Downstate School of Public Health  
Box 43  
450 Clarkson Avenue  
Brooklyn, NY 11203

**Instructions to the preceptor:**

Please complete this evaluation form and discuss the results candidly with the student. Mail the signed original to the student's advisor at the above address.

Site Supervisor: \_\_\_\_\_

Agency/Organization: \_\_\_\_\_

Student: \_\_\_\_\_

Start/End Dates of Field Experience: \_\_\_\_\_

Number of hours on-site student worked on-site: \_\_\_\_\_

Please evaluate how the student's performance compares to your expectations for a doctoral candidate in public health. Date

Student \_\_\_\_\_

Preceptor (rater/grader) \_\_\_\_\_

Agency \_\_\_\_\_

Unit or Department \_\_\_\_\_

Phone & email \_\_\_\_\_

### Site supervisor evaluation of doctoral student

Please rate the student according to the following numerical scale:

5=Excellent 4=Above Average 3=Satisfactory 2=Needs Improvement 1=Unsatisfactory

Performance standard	5	4	3	2	1
<b>Initiative:</b> Degree to which the student can be relied upon to do the job without close supervision					
<b>Comments:</b>					
<b>Quality of work:</b> Freedom from errors and mistakes; consistency with the Field Experience objectives					
<b>Comments:</b>					
<b>Quantity of work:</b> Work output relative to expectations					
<b>Comments:</b>					
<b>Dependability:</b> Compliance with deadlines and standards of performance					
<b>Comments:</b>					
<b>Professionalism:</b> Ability to manage potential conflicts and to resolve ethical issues appropriately, including ones concerning confidentiality and privacy					
<b>Comments:</b>					
<b>Advocacy:</b> Ability to influence decision-making based on scientific knowledge and consensus-building					
<b>Comments:</b>					
<b>Critical analysis:</b> Ability to synthesize and apply knowledge from a broad range of disciplines to advance public health					
<b>Comments:</b>					
<b>Communication:</b> Ability to communicate effectively in speaking and writing with diverse communities					
<b>Comments:</b>					
<b>Community/cultural orientation:</b> Ability to interact appropriately with people from diverse communities and cultures					
<b>Comments:</b>					

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### FIELD EXPERIENCE for Doctoral Student:

#### VIII. Field Experience Completion Form

To be completed by the student *as soon as he or she has completed the Field Experience* and delivered to the advisor for departmental signatures.

The original copy remains in the files of the Fieldwork Coordinator. A copy of this form with the abstract attached will remain with the faculty advisor.

Student name \_\_\_\_\_

Student degree program & department \_\_\_\_\_

Expected semester of graduation \_\_\_\_\_

A *final Field Experience report* has been submitted to the advisor Yes\_\_No\_\_

*An abstract (500 words or less) of the completed Field Experience report must be attached.*

An *abstract* is attached. Yes \_\_\_\_\_ No \_\_\_\_\_

An *evaluation from the preceptor* has been received. Yes \_\_\_\_\_ No \_\_\_\_\_

Field Experience completed Yes \_\_\_\_\_ No \_\_\_\_\_

## **IX. Outline for the Field Experience Report**

### **A. Report Outline**

The Field Experience report is a formal, professional written document about five pages long. The report should accurately describe your Field Experience. Submit the final report to your faculty advisor by the appropriate deadline.

Your final report should include the following content:

- ***Title and author***
- ***Abstract:*** In 500 words or less, describe the goals of the project, activities, and results
- ***Environment:*** Briefly describe the host organization. Background information for the agency should include the agency's or unit's public health mission and goals, major activities, number of staff, etc. Indicate the dates of your Field Experience and number of hours per day/week. Describe financial assistance you received, if any.
- ***Field Experience rationale:*** Briefly outline the public health need that the Field Experience addressed.
- ***Goals and objectives:*** State your objectives for your Field Experience.
- ***Activities and outcomes:*** Describe the activities/tasks you performed. Address how you accomplished your objectives. Identify any barriers or limitations you encountered. Include a summary of activities. List/describe any written documents or products that were produced as a result of your Field Experience.
- ***Discussion:*** Provide a discussion based on the work accomplished. What were the positive and negative aspects of the experience? What lessons did you learn about public health practice from your experience? Would you recommend this agency as a placement site for future students? Why or why not?
- ***Recommendations:*** Provide recommendations based on the project. How can/will the agency benefit from your project?
- ***Self-assessment:*** Evaluate the level of success you achieved in realizing your objectives.
- ***Appendix:*** An appendix includes work accomplished during the Field Experience: copy of reports or documents written, materials produced, agenda of training held, your regular activity log, your assessment of the preceptor, and other items as deemed appropriate.



### **B. Poster Outline**

Verify with your departmental advisor whether a poster is required for your Field Experience. The poster is a professional, visual description of your project. It should approximate a poster presentation at a national conference. The required elements of the presentation are:

- Title and author
- Agency/program description
- Learning objectives
- Description of activities
- Outcomes
- Lessons learned

## Association of Schools of Public Health<sup>1</sup>

### A. ADVOCACY

*The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication, and consensus-building.*

Competencies: Upon graduation a student with a DrPH should be able to...

- A1. Present positions on health issues, law, and policy.
- A2. Influence health policy and program decision-making based on scientific evidence, stakeholder input, and public opinion data.
- A3. Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques.
- A4. Analyze the impact of legislation, judicial opinions, regulations, and policies on population health
- A5. Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives.
- A6. Design action plans for building public and political support for programs and policies.
- A7. Develop evidence-based strategies for changing health law and policy.

## X. Core Competencies for DrPH Graduates

B. COMMUNICATION	
<i>The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community, and policy actions.</i>	
Competencies: Upon graduation a student with a DrPH should be able to...	
B1.	Discuss the inter-relationships between health communication and marketing.
B2.	Explain communication program proposals and evaluations to lay, professional, and policy audience.
B3.	Employ evidence-based communication program models for disseminating research and evaluation outcomes.
B4.	Guide an organization in setting communication goals, objectives, and priorities.
B5.	Create informational and persuasive communications.
B6.	Integrate health literacy concepts in all communication and marketing initiatives.
B7.	Develop formative and outcome evaluation plans for communication and marketing efforts.
B8.	Prepare dissemination plans for communication programs and evaluations.
B9.	Propose recommendations for improving communication processes.

  

C. COMMUNITY / CULTURAL ORIENTATION	
<i>The ability to communicate and interact with people across diverse communities and cultures for development of programs, policies, and research.</i>	
Competencies: Upon graduation a student with a DrPH should be able to...	
C1.	Develop collaborative partnerships with communities, policy makers, and other relevant groups.
C2.	Engage communities in creating evidence-based, culturally competent programs.
C3.	Conduct community-based participatory intervention and research projects.
C4.	Design action plans for enhancing community and population-based health.
C5.	Assess cultural, environmental community and population-based health.
C6.	Implement culturally and linguistically appropriate programs, service, and health.

## D. CRITICAL ANALYSIS

*The ability to synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies, and systems promoting population health.*

Competencies: Upon graduation a student with a DrPH should be able to...

- D1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies, and systems.
- D2. Interpret quantitative and qualitative data following current scientific standards.
- D3. Design needs and resources assessments for communities and populations.
- D4. Develop health surveillance systems to monitor population health, healthy equity and public health services.
- D5. Synthesize information from multiple sources for research and practice.
- D6. Evaluate the performance and impact of health programs, policies, and systems.
- D7. Weigh risks, benefits, and unintended consequences of research and practice.

## F. MANAGEMENT

*The ability to provide fiscally responsible strategic operational guidance within both public and private health organizations for achieving individual and community health and wellness.*

Competencies: Upon graduation a student with a DrPH should be able to...

- F1. Implement strategic planning processes.
- F2. Apply principles of human resource management.
- F3. Use informatics principles in the design and implementation of information systems.
- F4. Align policies and procedures with regulatory and statutory requirements.
- F5. Deploy quality improvement method.
- F6. Organize the work environment with defined lines of responsibility, authority, communication, and governance.
- F7. Develop financial and business plans for health programs and services.
- F8. Establish a network of relationships, including internal and external collaborators.
- F9. Evaluate organizational performance in relation to strategic defined goals.

## G. PROFESSIONALISM AND ETHICS

*The ability to identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice.*

Competencies: Upon graduation a student with a DrPH should be able to...

- G1. Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.
- G2. Differentiate among the administrative, legal ethical and quality assurance dimensions of research and practice.
- G3. Design strategies for resolving ethical concerns in research, law, and regulations.
- G4. Develop tools that protect the privacy of individuals and communities involved in health programs, policies, and research.
- G5. Prepare criteria for which the protection of the public welfare may transcend the right to individual autonomy.
- G6. Assess ethical considerations in developing communications and promotional initiatives.
- G7. Demonstrate cultural sensitivity in ethical discourse and analysis.