



## *Field Experience Proposal Guidelines, Competencies, & Partner Agreement*

1. Guidelines and Format for Field Experience Proposal
2. Field Experience Competency Form (required for MPH students who started in January 2019 or after)
3. Field Experience Community Partner Agreement



## Guidelines for Capstone Field Experience Proposal

The Capstone Field Experience Proposal is a 1 to 2 page editable document written after an initial conversation with the Community Partner and a meeting with the Faculty Advisor. The student and the Community Partner decide the type of activities the agency will be able to provide for the student to meet his or her objectives. The student and the Faculty Advisor ascertain the proposed competencies, objectives, and activities to meet the academic requirements for the MPH program. This proposal serves as an overview of how the student will meet MPH generalist competencies and gain an understanding of a public health agency, its programs, the population it serves, and potential Capstone Projects. A final version of this proposal, approved and signed by the Faculty Advisor and Community Partner, along with the signed Community Partner Agreement, must be submitted to the Capstone Manager to obtain permission to register for EPH 680 and to begin logging hours. You will find examples of field experience opportunities in the Purple Briefcase database and on the Department of Public Health Sciences website.

Below is a **SAMPLE** format for the Capstone Field Experience Proposal.

### **Introductory Paragraph:**

*Brief description of field experience site/organization, WHY you chose this site; WHAT population it serves; the public health significance of their work and a general overview of WHAT activities you will be doing.*

### **Objectives:**

1. *Objective 1. (Example: By completion of the field experience the student will be able to describe the organization and operations of the agency; describe the services provided, population served, and the public health significance of the work).*
2. *Objective 2. (Example: An example of what the student should be able to accomplish in planning, implementing and evaluating a smoking cessation program for Hispanic employees).*

### **Competencies:**

1. *Select at least 5 competencies you will attain through your capstone field experience (see list provided in Field Experience Proposal Template – next page).*

### **Sample Activities:**

1. Review the mission and policies governing the agency and read program manuals.
2. Participate in an orientation program that includes spending time in selected departments. Attend staff meetings, conferences, etc.
3. Schedule and attend meetings with administrators, Community Partners and other relevant staff.
4. Gain an understanding of the population and communities served.
5. Identify areas of deficit or need in terms of programs/services provided.
6. Collect information about smoking in the general Hispanic population.
7. Conduct a survey to determine the magnitude of the problem at this site and interest in employee participation.
8. Develop a program plan, objectives, methods and evaluation.
9. Assemble materials and equipment needed for implementation.
10. Present program.
11. Implement program.
12. Assess program results.



## FIELD EXPERIENCE—PROPOSAL (Format)

### FORMAT:

- 1-2 pages, single spaced, 12 point font.
- Follow the outline below. Create your own Word document.
- Signatures from your Faculty Advisor and Community Partner on your competency form signify they have approved your field experience proposal and proposed written product.

### INTRODUCTION:

- Brief overview of the public health topic you will be working on. Please include:
  - Public health significance: Introduction of the problem and its significance (why it is important, relevance, incidence, prevalence, consequences), proposed scope of your involvement, etc.
  - Brief summary of literature review on the issue: Include references in the proposal (see below).
  - How this issue relates to your public health interest and professional development.
- Brief description of the Community Partner organization and its specific programs or departments with whom you will be working. Tailor your summary to what is most relevant to your project, and do not copy and paste from their website.

### OBJECTIVES & ACTIVITIES\*:

Consider using the SMART Goals guideline to create your objectives (see page 6).

- Objective 1: State general objective (e.g., I will understand the organization's fiscal needs).
  - List all activities that relate to objective 1. Use action verbs to list activities (e.g., I will review annual budgets and accounting reports; I will interview the CFO and others in financial roles).
- Objective 2: State general objective
  - List all activities that relate to objective 2

### CAPSTONE FIELD EXPERIENCE COMPETENCIES

**Student Instructions:** Select at least 5 competencies you will attain through your capstone field experience on the Competency Check List. Be sure to follow the instructions above the list of competencies.

### FINAL FIELD EXPERIENCE PRODUCTS

Identify a written product in addition to your final field experience report that you will submit to your community partner and faculty advisor at the end of your field experience. Examples include:

- PowerPoint presentation
- Data analysis results or output
- Link to a website or video you designed
- Survey or data collection tool
- Fact sheet or infographic
- Brochure
- PDF file of a poster
- Standard operating procedures document
- Literature review if requested by community partner
- Key informant interview if requested by community partner

### ADDITIONAL INFORMATION:

- *If applicable, include a brief description of ideas for your Capstone Project and how the Field Experience may inform that work.*

### REFERENCES:

- *Include at least 3 references that you used for your introduction using proper citation: These should be scholarly references rather than websites or blogs/posts. Search literature using PubMed and Science Citation Index.*



**SMART GOALS: Goals should describe accomplishments, not activities.**

<b>S</b>	<p><b>Specific:</b> Goal objectives should address the five W’s: who, what, when, where, and why. Make sure the goal specifies what needs to be done with a timeframe for completion. Use action verbs, such as create, design, develop, implement, and produce.</p> <p><i>Example: Develop an action plan in response to the Mini “Pulse” Survey results by September 30, 2020.)</i></p>
<b>M</b>	<p><b>Measurable:</b> Goal objectives should include numeric or descriptive measures that define quantity, quality, and cost. Focus on elements such as observable actions, quantity, quality, cycle time, efficiency, and/or flexibility to measure outcomes, not activities.</p> <p><i>Example: Update ten HR policies and procedures each month.)</i></p>
<b>A</b>	<p><b>Attainable:</b> Goal objectives should be within the student’s control and influence. Consider the resources needed and set realistic goals. Is the goal achievable with the available resources? Is the goal achievable within the timeframe originally outlined? Consider authority or control, influence, resources, and work environment support to meet the goal.</p> <p><i>Example: Obtain the PHR certification by December 2020.</i></p>
<b>R</b>	<p><b>Relevant:</b> Goals should be instrumental to the mission of the student academic development and the community partner. Develop goals that relate to the student’s key accountabilities that align with the partner’s agenda.</p> <p><i>Example: Develop and implement a diversity recruitment plan that increases the number of diversity candidates by 10 percent.</i></p>
<b>T</b>	<p><b>Time-bound:</b> Goal objectives should identify a specific target date for completion and/or frequencies for specific action steps that are important for achieving the goal. Incorporate specific dates, calendar milestones, or timeframes that are relative to the achievement of another result (i.e., dependencies and linkages to other projects)</p>



**FIELD EXPERIENCE—COMMUNITY PARTNER AGREEMENT & COMPETENCY FORM**

**STUDENT:**

Name	
Email Address	

**COMMUNITY PARTNER SITE:**

Site Name	
Site Address	
Site Telephone	
Site Website	

**COMMUNITY PARTNER (PRECEPTOR):**

Preceptor Name	
Preceptor Title	
Preceptor Address	
Preceptor Telephone	
Preceptor Email	

*I agree to serve as a Community Partner Preceptor to the student listed above, a Master of Public Health candidate at the University of Miami. I understand that as the Community Partner Preceptor, I will be expected to provide a minimum of 150 hours of supervised experience according to the following work schedule:*

Start date	# days per week	Approx. # hours/day	End date

Proposed Written Product: \_\_\_\_\_

Expected Completion Date of Written Product: \_\_\_\_\_

Field Experience Final Report Draft Submission Date: \_\_\_\_\_

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*I agree to review the student’s objectives and to facilitate his/her accomplishment by assigning tasks and monitoring the student’s activities which after being approved becomes the student’s supervised experience. I further agree to provide an ongoing evaluation of the student’s performance and professional skill during the experience and also formally at the conclusion of the field experience. I have read the Handbook and am willing to adhere to the responsibilities outlined. (Preceptor will sign at the end of the form)*

## MPH, MPA/MPH, MPH/MAIA, MPH/MALAS, JD/MPH

### Capstone Field Experience Competency Form

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**Student Instructions:** Select at least 5 competencies you will attain through your capstone field experience. You can check the box next to each competency. At least 3 competencies must come from the first list. Submit this list with your field experience proposal to your faculty advisor. Review the competencies you plan to attain with your community partner preceptor, and be sure to include activities in your proposal that will help you attain these skills. Once this document is signed, you may begin to log your field experience hours.

Select 3 – 5 competencies from the list below:

#### Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

#### Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

#### Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

If you have not selected 5 competencies above, select an additional 1 – 2 competencies from the list below:

MPH Generalist Concentration Competencies

- Produce graphical displays of data that effectively summarize descriptive and analytical findings
- Utilize reproducible research techniques and concepts
- Apply mixed methodological approaches that combine qualitative and quantitative research methods
- Generate a research question and the appropriate analysis plan
- Design health communication messaging and employ effective multi-media strategies for health communications

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Capstone Faculty Advisor Name

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Capstone Faculty Advisor Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Community Partner Preceptor Name

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Community Partner Preceptor Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Student Name

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date