

MPH Field Placement



**MEDICAL
COLLEGE
OF WISCONSIN**

INFO FOR SITES & PRECEPTORS

This presentation is designed for individuals who are interested in hosting a field placement for a Master of Public Health student from the Medical College of Wisconsin.

Overview of Presentation

- * General Info
- * Persons Involved
- * Site Preceptor Handbook
- * Preceptor Responsibilities
 - * Planning Project
 - * During Field Placement
 - * At End of Placement

In this presentation, I will provide general information, describe the different individuals who are involved with each student's field placement, and explain what the site preceptor handbook entails as well as how to access it. Finally, I will discuss the site preceptor's responsibilities in planning the project, during the field placement, and at the end of the placement.

General Field Placement Info

* **THANK YOU!**

- * Couldn't do it without you
- * FP = requirement of MPH program
 - * Student applies knowledge/skills learned
 - * Epi, biostats, environmental, behavioral, administration
- * Mutually beneficial
 - * Student gains experience in public health
 - * Organization receives assistance on self-identified project

First and foremost, THANK YOU so much for considering hosting an MPH student's field placement! We would not be able to offer this experience to our students without the support of individuals like you, and we truly appreciate your participation.

The field placement is a required element of the MPH program, and it allows the student to apply the knowledge and skills they have learned throughout their MPH coursework. All students are required to have completed the program's core courses before starting project work, so they have skills in epidemiology, biostatistics, environmental health, behavioral science, and public health administration. Additionally, we recommend that students complete their field placements at the end of their program, so many also have skills in community health assessment and improvement, program planning, and program evaluation, among others.

The field placement is designed to be a mutually beneficial experience. Students benefit by gaining practical experience in the field of public health and starting or expanding their public health network. Meanwhile, the organization with which the student works receives graduate-level public health assistance on a project that the organization has identified. (In some programs, organizations are asked to host student-identified projects, but in this program we request that the organization identify the project as needed and the student provide a service.)

Primary Contact – Kim

- * Resource for information
 - * Point person for field placement
 - * Your main contact at MCW
- * Contact Info:
 - Kim Contardi, MPH, CHES
 - Phone: 414-955-4806
 - Email: kcontardi@mcw.edu

My name is Kim Contardi, and I coordinate the field placement for the MPH program at the Medical College. Through this role, I will be your primary contact and resource for information. I work to connect each of the individuals involved in the field placement, and I ensure course and College guidelines are fulfilled. If you ever have any questions related to the field placement, I would be more than happy to answer them.

I have provided my contact information on this slide, so please feel free to contact me. Coordinating field placements is a large part of my role with the Medical College and I would love to hear from you!

Persons Involved in Field Placement

- * Student
- * Field Placement Coordinator: Kim
- * Site Preceptor: you?
 - * Must be available for questions and regular meetings
 - * No credentials required → experience needed
- * Faculty Advisor: TBD
 - * Faculty member at MCW
 - * Responsible for evaluating student (with preceptor input)



There are four people involved in each student's field placement. Clearly, the student is one of those people. I, as the field placement coordinator, am another.

Since you are reviewing this presentation, you may be the person who fulfills the third role, that of the site preceptor. The site preceptor is a person at the hosting organization who mentors the student and helps them access what they need. This person must be available for questions and regular meetings; however, the preceptor does not need formal education in public health. While there are no degree requirements for the preceptor position, the person must have experience in the area of the student's project.

The fourth, and final, member of the field placement team is the faculty advisor. This individual is a faculty member at the Medical College who is recruited by the program director and me. Since we try to find someone with expertise in the area of the student's project, we first need to know what the student will work on. For this reason, the advisor is determined at a slightly later date. The faculty advisor is the person responsible for evaluating the student (meaning providing them with a grade), but the preceptor's feedback weighs heavily into that evaluation.

Site Preceptor Handbook

- * Available on [FP Forms webpage](#)
- * Provides all pertinent information
 - * Contact Info
 - * Purpose & Objectives
 - * Background of Students
 - * Hours at Site
 - * Financial Compensation
 - * Project Information
 - * Site & Preceptor Responsibilities
 - * Student Evaluation
 - * Forms, including Timeline of Responsibilities



A handbook designed specifically for site preceptors is available on the field placement website. You can access the document on the Field Placement Forms webpage under the second section, entitled Site Preceptors. The handbook is a great resource for information about the field placement and the site preceptor's role; it even incorporates some information that is not provided in this presentation.

The handbook lists contact information for MPH staff members as well as the purpose and objectives of the field placement course. Additionally, it provides information regarding the background of our students and how many hours they should work on a project. The handbook highlights that you are not required to provide the student with financial compensation for their efforts, but – whether you do or not – the MPH program is not involved in these negotiations. The handbook also provides examples of types of projects on which students could work and lists the responsibilities of the site and preceptor, which will be explained in this presentation. Finally, the handbook describes how the student is evaluated and provides access to a number of forms, which are useful to preceptors as well as students.

Field Placement Forms:

<http://www.mcw.edu/mpsprogram/CulminatingExperiences/FieldPlacement/Forms.htm>

Site & Preceptor Responsibilities



Timeline of Responsibilities

Available on [FP Forms webpage](#)

The rest of this presentation focuses on site and preceptor responsibilities, which are separated into three stages: planning the field placement (which occurs before the placement begins), during the field placement, and at the end of the field placement. The timeline of responsibilities outlines the responsibilities of all of the field placement team members, and it provides specific deadlines for various semesters. This document is available in the site preceptor handbook as well as on the field placement forms webpage.

Field Placement Forms webpage:

<http://www.mcw.edu/mpsprogram/CulminatingExperiences/FieldPlacement/Forms.htm>

Responsibilities in Planning FP

- **Guide student in development of project**
 - **Submit Site Application**
- **Assist with signing of Affiliation Agreement**
- **Review and approve Field Placement Proposal**

Planning for a student's field placement is quite involved, so a number of responsibilities must be fulfilled even before the student starts their project. These include guiding the student in the development of their project, submitting a site application, ensuring the legal agreement is signed, and reviewing and approving the student's proposal. I will discuss each of these responsibilities in greater detail in the following slides.

Project Development

- * Site identifies project as need
- * Project could involve many different activities
 - * Student must demonstrate abilities
 - * Examples
 - * Program design, implementation, evaluation
 - * Community assessment, health plan
 - * [Previous Students' Field Placement Projects](#)
 - * Take care when considering human subject research
 - * [IRB Review Processes for MPH Students \(PDF\)](#)



As I mentioned in a previous slide, you, as the organization, must determine that a project is needed in order for the student to work on it. (Students are not supposed to work on independent research projects with the assistance of an organization. Rather the student should assist the organization in meeting a need.) It is important, though, that the project allow the student to demonstrate their public health abilities, so the project must be of sufficient rigor to promote graduate-level work.

Because public health is such a broad field, students could be involved in many different types of projects. They could work on program design, implementation, or evaluation, or they could assist with a community assessment or community health plan. Additionally, students could write grant proposals, research public health policies, or be involved in applied research. However, it is important to carefully consider whether the project activities would involve human subject research. If so, the student would be required to go through a formal IRB review process at the Medical College (or a local institution). If you would like, please feel free to review the presentation given to students to help them understand which activities are considered human subject research and how to determine whether their project will likely require a formal IRB review process. I have provided the link to that presentation.

In addition, the field placement website provides examples of the types of projects on which previous students have worked. If you have any questions about the types of activities you would like a student to work on – such as if you need help determining whether they are appropriate, graduate-level activities or whether they involve human subject research – please do not hesitate to contact me.

IRB Review Processes for MPH Students (PDF):

<http://www.mcw.edu/FileLibrary/Groups/MPHProgram/FP/PPTIRBReviewNotes.pdf>

Site Application

- * Provide info & indicate interest
- * Form available on the [FP Forms webpage](#)
- * Include preceptor's current resume/CV
 - * Written documentation of experience
- Email documents to Kim at kcontardi@mcw.edu



To provide information about your organization and indicate your interest in hosting an MPH student, you will complete a site application. This short document should only take 10 or 15 minutes to complete and can be accessed on the Field Placement Forms webpage in the second section, entitled Site Preceptors. Please note, to complete a site application, you must submit not only the form but also the preceptor's resume or CV. (The resume provides the MPH program with written documentation that the individual has the experience necessary to fulfill the site preceptor role.) Both the site application form and the preceptor's resume should be emailed to me at the address indicated.

Field Placement Forms webpage:

<http://www.mcw.edu/mpsprogram/CulminatingExperiences/FieldPlacement/Forms.htm>

Kim's email address: kcontardi@mcw.edu

Affiliation Agreement

- * Legal agreement between site & MCW
 - * Outlines liability & indemnification
 - * Often takes weeks/months to execute, so start ASAP
 - * Student may not begin FP until agreement fully executed
 - * [Sample available online \(PDF\)](#) (or on [FP Forms webpage](#))
 - * May alter document, as needed
 - * Kim can work with any designated individual at your organization to execute agreement



For a student from the Medical College to work with your organization in order to earn credit from us, we must put a legal agreement, an affiliation agreement, in place. This agreement outlines each party's liability and indemnification, and – depending on the respective legal departments – it can take quite some time to execute (or sign). In a few rare cases, it has taken months to put an agreement in place, so we try to start this process as soon as possible. Please note, the student may not begin working with your organization until the agreement is fully executed, meaning all entities have signed it.

An example of the affiliation agreement is available online using the direct link provided in this slide or on the Field Placement Forms webpage. This agreement was developed by the legal team at the Medical College, but it can be altered to meet your organization's needs. For alterations and signatures, I will send a Word version of the document to you. To recommend revisions, you – or another representative at your organization – should just redline any edits you would like. I will have my legal team review those changes, and we will continue the revision process until each party is satisfied with the agreement.

Speaking of other individuals at your organization, please know that I am happy to work with whoever you designate to execute this agreement. If you would prefer that I coordinate with your manager, administrator, legal team, or another individual regarding the legal agreement, I would be more than happy to do so.

Sample Affiliation Agreement (PDF):

<http://www.mcw.edu/FileLibrary/Groups/MPHProgram/FP/AffilAgreement.pdf>

Field Placement Forms webpage:

<http://www.mcw.edu/mphprogram/CulminatingExperiences/FieldPlacement/Forms.htm>

Proposal Development

- * Student develops proposal
 - * Preceptor & advisor provide feedback & approval via email
- * Iterative process (usually 3-4 drafts)
- * General timeline
 - * Fall semester: mid July – early Aug
 - * Spring semester: mid Nov – early Dec
 - * Summer semester: throughout April
- * Detailed instructions available on proposal form
 - * [Field Placement Forms webpage](#)



Kim will email specific schedule

Every member of the field placement team is involved in the development of the proposal; however, the student takes primary responsibility. The student writes the proposal, and then the site preceptor and faculty advisor provide feedback. This iterative process continues, usually through three or four drafts, until everyone is satisfied with the proposal as it is written. Communication typically occurs via email (although sometimes in-person meetings are arranged between two or more team members), and to approve the proposal, the site preceptor should just email me. (I use email in place of signatures so that we do not need to fax a document to various places.)

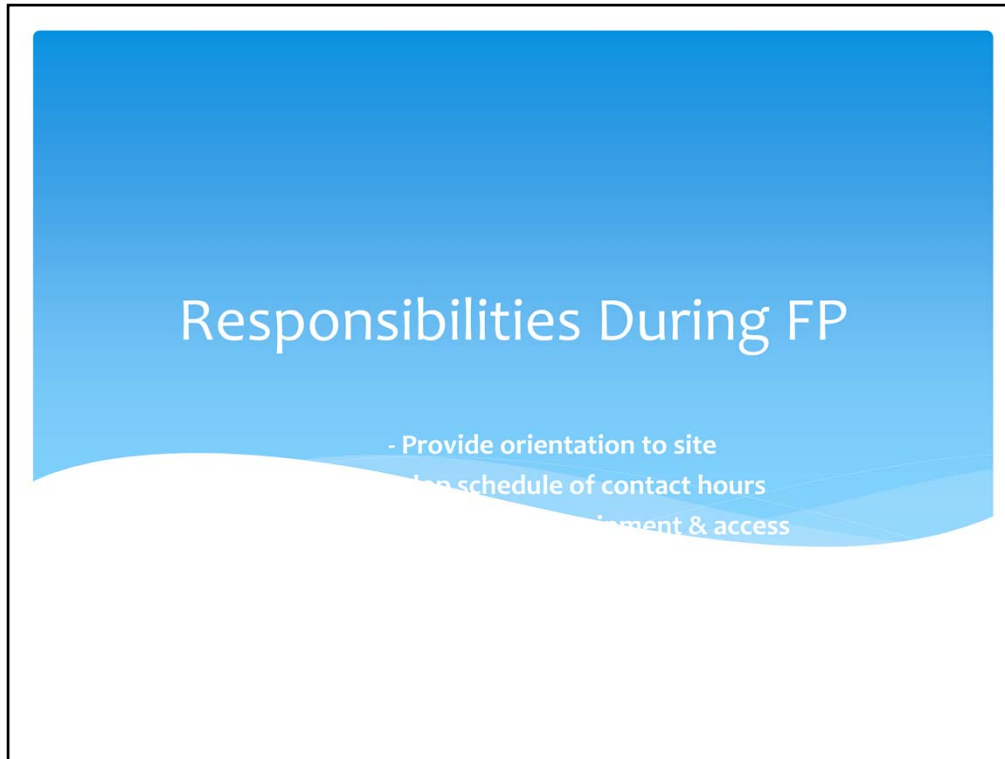
Proposal development happens around the same time each year, so you will want to make certain that the site preceptor (or – in very special circumstances – another representative from the organization) is available to provide feedback and approval during that time. For students planning to start their field placements in the fall, meaning in late August or early September, proposal development occurs from mid July through early August. For students planning to start their field placements in spring, meaning in early to mid January, proposal development occurs from mid November to early December, and for students planning to start their field placements in the summer, meaning in early to mid June, proposal development occurs throughout April.

I will email a specific schedule of when the student should submit each version of the proposal and the dates by which the preceptor and advisor should provide feedback before the proposal development process begins.

Detailed instructions regarding the proposal are provided on the form, which is available on the Field Placement Forms webpage.

Field Placement Forms:

<http://www.mcw.edu/mphprogram/CulminatingExperiences/FieldPlacement/Forms.htm>



Once the proposal has been approved by all parties and the other preparatory requirements (such as the legal agreement) are in place, the student may begin their project. During the student's project, the preceptor is responsible for another set of activities. When the student is beginning their project, the preceptor should provide an orientation to the site and develop a schedule of contact hours. Throughout the placement, the preceptor should ensure the student has access to any necessary equipment, data, or personnel and meet with the student regularly. About halfway through the project, the student and preceptor will participate in a midpoint progress review. I have provided more detailed information about these responsibilities in the following slides.

Orientation & Contact Hours

- * Orientation to site
 - * Mission & vision
 - * Services offered
 - * Work/safety rules
 - * Codes of conduct
- * Contact hours
 - * Very flexible - not all hours need to be on site
 - * Sufficient time needed to understand public health org
 - * If problems, please address (if possible) & notify Kim



In providing an orientation to the site, the preceptor should discuss the mission and vision of the organization, provide an overview of the services the organization offers, and explain any work or safety rules as well as any codes of conduct that are applicable. At the beginning of the student's project, the preceptor should also develop a schedule of contact hours with the student and verify those hours. Students do not need to conduct all of their required project hours physically at the organization, so schedules can be arranged as best suits the preceptor and student. Students should spend sufficient time on site to understand how an organization that supports public health operates, but they could complete some activities at alternate locations. Because of this flexibility within the course, it is important that the preceptor and student clearly define expectations for time spent on site. Should the preceptor encounter any difficulties in developing or maintaining a schedule with the student, he or she should work to address those issues; however, it is also important that the preceptor notify me so that I can document the situation and assist, as needed.

Equipment & Meetings

- * Provide student with necessary
 - * Equipment
 - * Office space
 - * Access to information

- * Arrange regular meetings
 - * Monitor student's progress
 - * Provide constructive feedback



Throughout the student's field placement, the preceptor should provide the student with equipment and office space necessary to complete the assigned tasks. One item students sometimes struggle with is access to information and individuals needed for the project. The preceptor can smooth the acquisition process by assisting the student and directing them to the proper persons or entities. The preceptor should also arrange regular meetings with the student in order to monitor progress and provide constructive feedback.

Midpoint Progress Review

- * Approx. halfway through Field Placement
 - * All FP team members participate
 - * Discuss
 - ▣ Accomplishments
 - ▣ Opportunities for improvement
 - ▣ Plans for completing project
- * Midpoint Progress Report form
 - * Student submits before & again after meeting
 - * Preceptor & Faculty Advisor approve via email to Kim at kcontardi@mcw.edu



The midpoint progress review occurs approximately halfway through the student's project and consists of a 30-60 minute meeting, which often occurs via phone conference. All field placement team members – the student, preceptor, faculty advisor, and me – are present, and we discuss how the project is progressing up to that point. We review the student's accomplishments, opportunities for improvement, and plans for completing the field placement. Specifically, we discuss what the student has done, what they have learned, and the skills they have acquired. We also work through any issues they are encountering and discuss potential solutions to those issues. Finally, we conclude with specifics regarding their plans for completing the project and course, including a timeline of deliverables. We often utilize the student's Midpoint Progress Report as a guide for our discussion, and the student submits the report before the meeting for everyone's review. Based on the discussion during the meeting, the student revises the report and re-submits it after the meeting. The site preceptor and faculty advisor approve the report via email, just as they did for the student's proposal.

Responsibilities at End of FP

- **Complete Evaluation Form**
- **Participate in Exit Interview**

At the end of the student's field placement, the preceptor is responsible for a few wrap-up activities: completing an evaluation form and participating in an exit interview.


Evaluation & Exit Interview

- * Evaluation form
 - * Emailed by Kim
 - * Shared with Advisor
- * Participate in Exit Interview
 - * Similar in structure to Midpoint Progress Review



I will email the site preceptor an evaluation form to complete. This form is four pages long, so it takes a few minutes to complete; however, I will complete as much of it as I can for you. As mentioned earlier in this presentation, the faculty advisor is the person responsible for grading the student, but the preceptor's feedback is very important. The evaluation form the preceptor completes will be shared with the faculty advisor before the advisor completes their evaluation.

The final responsibility of the site preceptor is to participate in the exit interview with the rest of the field placement team members. The exit interview is similar in structure to the midpoint progress review. The student will conduct a PPT presentation during the exit interview and submit an Action Learning Summary Report. We will discuss what the student has accomplished, how the project impacts the organization, and everyone's recommendations for improvement.



Questions?
Contact: Kim Contardi
Phone: 414-955-4806
Email: kcontardi@mcw.edu

This concludes the informational presentation regarding hosting an MPH student from the Medical College. Thank you for your interest in this important program!

As I mentioned earlier in this presentation, coordinating field placements is a large part of my job, so please do not ever hesitate to contact me. I look forward to hearing from you.