

Field Placement Proposal

Submission Instructions for Students, Site Preceptors, and Faculty Advisors

Proposal development is an iterative process, so students should be prepared to revise their proposals several times, and preceptors and advisors should be prepared to review multiple drafts of this document.

Students should complete the form and then email it as an attachment to their Faculty Advisor, Site Preceptor, and the Program Coordinator all at once. Advisors, preceptors, and the coordinator will provide feedback and recommendations to all (so that they do not provide conflicting or repetitive advice), and the student will revise and resubmit the proposal in the same manner.

Timely submissions and revisions are important because all students must receive approval from their Site Preceptors and Faculty Advisors before the batch of proposals may be submitted to the IRB Consultants, and students may not begin working on their projects until they have gained approval from the IRB Consultants. Therefore, if one proposal is late, all students must wait to begin their projects.

When preceptors and advisors are satisfied with the proposal as it is written, they should review their responsibilities in Part V of the proposal and indicate their agreement and approval through an email to the Program Coordinator, Laura Conklin, at lconklin@mcw.edu.

Please contact the Program Coordinator, Laura Conklin, with questions or concerns:

Phone: 414-955-4806

Email: lconklin@mcw.edu

Proposal Development Instructions for Students

Part I. Contact Information

Provide all of the requested contact information for yourself as well as your Faculty Advisor, Preceptor, and site. Remember to include each person's credentials (MD, PhD, MPH, etc.)

Part II. Field Placement Timeframe & Logistics

Identify the arrangements you have made with the site regarding the timeframe of your Field Placement.

Part III. Project Description

Describe the nature and scope of your proposed public health project.

- **Overview** – Provide a general overview of your project. Explain the purpose and importance of the project as well as how it will benefit the site. Also describe any funding you will receive via a research grant to complete this project.
- **Timeline of Activities & Outcomes** – Describe the activities you will complete, and indicate the anticipated dates for conducting and completing those activities as well as submitting deliverables. Include dates of meetings with your Preceptor as well as midpoint and final evaluation conferences with your Preceptor and Faculty Advisor.
- **Participants/Private Health Information** – Identify if you will be working with any private health information or will be interacting with possible participants (i.e. surveys, questionnaires, or focus groups).
- **Resources Needed** – Explain arrangements for student workspace, access to information, personnel, data, equipment, and other materials necessary for completion of the project.
- **Disseminating Information** – Describe your plans for the information you collect. Indicate if you are planning on publishing or submitting this project as a poster abstract or journal article.

Part IV. Chart of Competencies and Objectives

Complete the chart that outlines how your activities will help you achieve your learning objectives and gain competency in the areas you have chosen to target during your Field Placement.

A. Competencies

Referring to your Competency Self Assessment, list the competencies you will enhance during your Field Placement. Competencies are outcomes that are linked to workforce needs, as defined by employers and the profession.

- For the most part, the competencies you list should correspond to those you identified as ones you would like to target during your Field Placement.
- Remember you should address at least six competencies.
- Write the competency exactly as it appears in the Competency Self Assessment.

Ex. Demonstrate an understanding of the environmental factors including biological, physical, and chemical factors that affect the health of a community.

Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community outcomes.

B. Learning Objectives

Identify the learning objectives that correspond with each competency. Learning objectives describe the knowledge and skills that you will demonstrate upon completion of this course. They are more specific than competencies, and individual competencies often incorporate several learning objectives. Please see below for an example of how to develop learning objectives.

- Ex. Apply data analysis product toward overall evaluation of domestic violence reduction program
Assess the regional mass communication needs and resources during emergencies
Develop a lifestyle intervention program to prevent type 2 diabetes mellitus in African American women

Developing Learning Objectives

Step 1: Activities

List all the activities and duties you will engage in throughout the Field Placement. *What will you do?*

Ex. Data analysis

Step 2: Resources Needed

Identify the resources needed from yourself and the organization to accomplish each of the listed activities. *What do you need to do your work?*

Ex. Access to data from quality control survey and knowledge of how data were collected
Software, knowledge of software, computer, and work space
Understanding of the purpose of the analysis; access to department manager

Step 3: Projected Outcomes

Describe the results of your activities. *What will completing your activities cause/create?*

Ex. Contribute to the quality control survey that is determining how the program is utilized

Step 4: Learning Objective

Develop learning objectives considering the activities, resources needed, and projected outcomes. *What will you learn?*

Ex. Gain proficiency in statistical software to analyze the given data
Assess how data must be “cleaned” to prepare for proper analysis
Apply data analysis product toward overall evaluation of program

The following is a list of verbs, adapted from Bloom’s Taxonomy, which may be helpful in the development of your objectives:

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
Acquire	Convert	Apply	Analyze	Arrange	Appraise
Define	Describe	Compute	Associate	Combine	Assess
Distinguish	Discuss	Demonstrate	Classify	Create	Conclude
Identify	Explain	Generalize	Compare	Develop	Critique
List	Illustrate	Plan	Determine	Expand	Deduce
Name	Review	Prepare	Diagnose	Integrate	Evaluate
Record	Transform	Present	Differentiate	Organize	Rank
		Solve	Estimate	Produce	Revise
		Utilize	Examine	Propose	Select
			Inspect	Specify	Test
			Investigate	Write	Verify

C. Activities

Distinguish the specific activities, which you will complete during your Field Placement, that will help you achieve your learning objectives and gain competency.

Ex. Perform data analysis
Interpret results of data analysis
Write report describing results of data analysis
Meet with public health officials to determine regional needs and resources

D. Evidence

Describe the products you will generate. If asked for evidence to demonstrate that you have achieved your learning objectives and gained competency, what would you provide?

Ex. Report describing results of data analysis
Notes from meetings with regional public health officials

Part V. Responsibilities

Review your responsibilities in carrying out the project.

Part VI. Agreement & Approval

Indicate your agreement to the responsibilities and approval of the Field Placement Proposal. Students provide their approval and agreement by submitting their proposal. Site Preceptors and Faculty Advisors should email the Program Coordinator, Laura Conklin, at lconklin@mcw.edu to indicate their approval and agreement.

Field Placement Proposal

Part I. Contact Information

Student Name: _____ Email: _____

Faculty Advisor:

Phone: _____ Email: _____

Site Preceptor: _____ Title: _____

Phone: _____ Email: _____

Site Name:

Address:

Does this site have its own IRB? No Yes If yes, please identify:

Will the site require an IRB to review this project prior to initiation of any activities? No Yes

Part II. Field Placement Timeframe & Logistics

Semester(s) and year(s): _____

Field Placement Start Date: _____

Anticipated Field Placement End Date: _____

Average hours per week at site: _____

How often will you meet with your Preceptor? Daily Weekly Biweekly Monthly

Will the Site provide you with a stipend? No Yes If yes, please provide amount: _____

Date CITI training completed: _____

Will you receive any funding via a research grant to complete this project? No Yes

Will you be working directly with any identifiable private health information? No Yes

Will you be interacting with possible participants (i.e. administering surveys or questionnaires, conducting focus groups)? No Yes

Are you planning on publishing or submitting this project as a poster abstract or journal article? No Yes

Part III. Project Description

Overview (purpose, importance, benefit to site, funding)

Timeline of Activities and Outcomes (anticipated dates: completing activities, submitting deliverables)

Participants/Private Health Information (surveys, questionnaires, focus groups)

Resources Needed (student workspace, access to information, personnel, data, equipment)

Disseminating Information (publication, poster presentation, abstract)

Part IV. Chart of Competencies and Objectives

A. Competencies	B. Learning Objectives	C. Activities	D. Evidence

Part V. Responsibilities

Student responsibilities in carrying out the project:

1. Maintain CITI (Collaborative Institutional Training Initiative) certification throughout enrollment in the Field Placement course.
2. Apply to the Medical College of Wisconsin IRB if determined necessary by the MPH Program.
3. Maintain a work schedule agreed upon with the preceptor.
4. Complete the specified activities of the Action Learning Project.
5. Regularly meet with the Site Preceptor to discuss progress.
6. Complete a Midpoint Progress Report in collaboration with the Preceptor and Faculty Advisor.
7. Participate in an Exit Interview with the Faculty Advisor, Preceptor and Program Coordinator.
8. Submit deliverables that include the monthly Field Placement Log, Action Learning Project Summary Report, PowerPoint Presentation, Student Evaluation of the Preceptor and Field Placement experience, and Graduate School Course Evaluation.

Faculty Advisor responsibilities in guiding the student:

1. Provide guidance, as needed, throughout the Field Placement experience.
2. Act as the Principal Investigator for the student's application to the MCW IRB if determined necessary by the MPH Program.
3. Complete a Midpoint Progress Report in collaboration with the student and Preceptor.
4. Participate in an Exit Interview with the student, Preceptor and Program Coordinator.
5. Conduct a final assessment, and assign the final grade for the Field Placement course.

Site Preceptor responsibilities in supervising the project:

1. Orient the student to the Field Placement site.
2. Develop a work schedule with the student, and verify the hours.
3. Arrange regular meetings with the student to monitor progress.
4. Provide the student with appropriate office space and resources necessary to complete the assigned tasks.
5. Complete a Midpoint Progress Report in collaboration with the student and Faculty Advisor.
6. Participate in an Exit Interview with the student, Faculty Advisor and Program Coordinator.
7. Evaluate the student's performance and Field Placement experience using a form provided by the MPH Program.