Master of Public Health Program
Field Experience
Preceptor Orientation
Thank you for your willingness to provide an Field Experience opportunity for our students. The Field Experience that you will be able to offer is a valuable component of the Master of Public Health degree. Without agencies and professionals like you we would not be able to provide a comprehensive program for our students.
Why a School of Public Health at Indiana University?

Compelling evidence exists to warrant a school of public health in Indiana. According to a Gallup-Healthways survey, Indiana ranked 46th among the 50 states for overall well-being, 39th for physical health, 42nd for life evaluation, 43rd for emotional health, 45th for life quality, and 49th for healthy behaviors.
New Name : Proud History

The newly named Indiana University School of Public Health-Bloomington, has a long, proud history of outstanding achievements across an array of academic fields related to health, wellness, fitness, recreation, and disease-prevention.
New Name : Proud History

Founded in 1946, the original School of Health, Physical Education, and Recreation was a research, service, and professional preparation innovator in the various disciplines under its umbrella.
On a mission . . .

IU is committed to addressing the significant public health needs of Indiana citizens and beyond.

Focusing on health promotion and disease prevention, especially in rural areas that comprise a considerable portion of the state, the School of Public Health at Bloomington is tasked with leading the wellness movement that is essential to Indiana’s future.
About the school . . .

The School of Public Health-Bloomington is unique, with a large, diverse student population.

While many schools of public health in the country are limited to graduate education, our nearly 3,000 graduate and undergraduate students experience a traditional campus environment enriched by 21st-century innovation.
Opportunities to apply knowledge in meaningful settings

Students completed over 700 Field Experiences last year, enhancing their professional skills while helping others.
Our departments

The Indiana University School of Public Health-Bloomington has five departments offering undergraduate and graduate degrees in a variety of majors.
Department of Applied Health Science

Offering undergraduate majors in dietetics, human development/family studies, nutrition, public health, safety science, youth development, and secondary health education, as well as graduate degrees.

AHS is the home of the MPH degrees in Behavioral, Social and Community Health, Family Health, Professional Health Education, and Public Health Administration.

Preventing disease, promoting health, improving quality of life.
Department of Kinesiology

Offering undergraduate majors in athletic training, dance, exercise science, fitness specialist, sport communication, sport marketing and management, and physical education teacher preparation as well as graduate degrees.

Kinesiology is the home of the MPH in Physical Activity.
Department of Recreation, Park, and Tourism Studies

Offering undergraduate majors in outdoor recreation and human ecology; public, nonprofit, and community recreation; recreational sport management, recreational therapy; and tourism, hospitality, and event management, as well as graduate degrees.
Department of Environmental Health

Offering graduate degrees to students to provide them with the necessary skills and knowledge in toxicology, occupational health, and global environmental health to solve environmental health challenges locally and globally.

This department is the home of the MPH degree in Environmental Health
Department of Epidemiology & Biostatistics

Offering graduate degrees in the fields that serve as the cornerstone of public health research and practice.

Students become experts in the distribution and patterns of health-events and learn statistical methodology on topics in human health.

This department is the home of the MPH degrees in Epidemiology and in Biostatics
Primary Goals of the Field Experience

The primary goals of the Field Experience program are to:

• provide opportunities for students to become acquainted with public health agencies and their role in understanding behavioral health and health promotion,

• provide the student with hands-on experiences in public health which can assist in developing desirable employment skills, and

• provide a foundation on which he/she can become a competent public health professional.
The field experience is expected to provide the student with the opportunity to:

1. Participate in the daily functions of a public health agency, including administration and non-educational activities of the agency.
2. Participate in the agency’s program planning which include assessment of needs, planning and implementing programs, budgeting, and program evaluation.
3. Create a major independent public health project incorporating the Essential Public Health Services and the concentration specific competencies.
4. Demonstrate the ability to successfully work independently and with co-workers.
5. Use appropriate written and oral communication and human relationship skills.
6. Apply knowledge and skills gained in the classroom to practical experiences in the field.
7. Demonstrate the ability to coordinate public health services to those populations served by the agency.
8. Demonstrate the ability to utilize and disseminate public health resources.
9. Describe how the knowledge and skills gained during the field experience will be put to future use.
Preceptor Characteristics

1. Desire, time, and skills to adequately supervise and mentor an intern
2. Compatible with the intern
3. Treats the intern with trust and respect
4. Encourages the intern to learn independently and allows appropriate level of autonomy
5. Provides constructive feedback
6. Possess cutting-edge knowledge in areas of major interest to the intern
7. Well known and respected in the public health community
8. A good career sponsor (i.e., one who would be very helpful in assisting the intern progressing to the next career level)
Orientation to the Organization

Tour the Building
  • Office Space
  • Parking

Introduce Staff

Dress Code

Policies and Procedures

Expected Schedule
  • Meetings
  • Typical work-week

Expected Mode of Communication
  • How to communicate emergencies, changes in schedule
MPH Competencies

The field experience is based on the MPH Competencies developed by the Indiana University School of Public Health-Bloomington

The MPH Competencies were adapted from the following sources:

- Association of Schools of Public Health ([www.asph.org](http://www.asph.org))
- Council on Linkages between Academia and Public Health Practice
- National Institutes of Health Science of Behavior Change
- Precede/Proceed (Green & Kreuter, 2005)
- Principles of Community-Based Participatory Research (Israel, Schulz, Parker, Becker, Allen & Guzman, 2003)
- Intervention Mapping (Bartholomew, Parcel, Kok & Gottlieb, 2006)
- American College of Epidemiology
- International Epidemiological Association
- National Environmental Health Association
- International Society of Environmental Epidemiology
- American Public Health Association: Environmental Health Section
- Royal Society of Public Health
- National Institutes of Environmental Health Sciences
- National Institute for Occupational Health Sciences

The MPH Competencies have been approved by the Council on Education for Public Health ([www.cephp.org](http://www.cehp.org))
Each student will choose two concentration specific competencies to develop during the field experience.

The competencies will be listed on the Memorandum of Understanding. The preceptor will evaluate the student’s level of attainment of each competency during the field experience and on the final evaluation.

Click on the link below to view the core and concentration specific competencies:

[MPH Program Competencies](#)
Field Experience Requirements

The Field Experience is to be completed during the LAST semester of enrollment, prior to graduation. **All core and required coursework in each concentration, except C650, must be completed and the student must have a cumulative GPA of at least a 3.0 before the student can begin the Field Experience.** On some occasions, the student may take only one additional course while completing the Field Experience. However, the additional course cannot be a MPH core or required course.

The Field Experience is a **5.0 credit** hour requirement, and no less than **300 clock hours** working with the agency. Each credit hour is worth 60 clock hours. The exact number of weeks and the number of hours per week are mutually determined by the student and the Preceptor. However, the student cannot work less than 20 hours per week with an agency. If all of the hours are not completed by the end of the semester in which the student enrolled, then the student will be assigned a grade of an “Incomplete (I).” This grade will remain in place until the student successfully completes all of the requirements for the Field Experience.
Preceptors’ Credentials

All Preceptors (persons who supervise and mentor interns at the field placement sites) must have at least a master of public health degree or a master’s degree in a closely related field and at least one year of experience, or a bachelor’s degree in public health or closely related field and at least three years of work experience in public health, or eight years of work experience in public health.
Field Experience Course Requirements: Documents

In Preparation of the Field Experience- Student and Preceptor:
Field Experience Agreement Form*
Memorandum of Understanding*
IUB Release of Risk and Liability Form

During the Field Experience- Student
Weekly Journal Entry
Student Mid-Term Status Report*
Final Report

During the Field Experience- Preceptor
Mid-Term Evaluation (completed via web)*
Final Evaluation (completed via web)*

* Preceptor Signature Required
Memorandum of Understanding

The Memorandum of Understanding (MOU) is the agreement made between the student and the preceptor which outlines the goals for the student during the Field Experience period. Information regarding the Major Independent Project (MIP) must be explained in the MOU. Lastly, the two concentration specific competencies the student will work on during the Field Experience must also be clearly listed on the MOU.

The Memorandum of Understanding must be completed in the following manner:

1. Typed on Agency Letterhead
2. Signed by both the Student Intern and Preceptor
3. Contain the following information:
   • Student’s name
   • Duration of Field Experience
   • Plans for during Field Experience and what the student will do during his/her Field Experience experience
   • Major Independent Project (MIP)
   • Two (2) MPH Concentration specific competencies
4. Returned to Faculty Coordinator with the Field Experience Agreement Form prior to registration of the field experience course
5. The MOU is a working document and should be reviewed and revised as necessary throughout the field experience.
6. All changes to the MOU must be communicated to the Faculty Coordinator
Major Independent Project

During the planning process, it is very important to discuss with the student the scope of the major independent project (MIP). The project must be a product of the student’s Field Experience experiences which contributes to the mission of the agency. The MIP should also show evidence of the student’s achievement of the competencies in public health. Examples of projects are below:

• Establishment of a smoking cessation program for dormitories and sororities on the IU campus
• Plan, implement and evaluate tobacco prevention program with Students Working Against Tobacco Program
• Conduct a needs assessment, develop, implement, and evaluate a public health program for an Amish community
• Summarize, critique and rank NCI funded 5-A-Day elementary and middle school curricula for teachers, results were placed on NCI website
• Plan, implement and evaluate HIV/AIDS Awareness Week programs
• Measles disease surveillance report
• Investigation of breast cancer cases and potential causal links between the occurrence of the disease and environmental exposures
• Researching and developing tobacco policies related to children and exposure to second-hand smoke in automobiles
Example of BSCH MOU

Field Experience Agreement Form
Weekly Journal Report

This report is submitted to the Faculty Coordinator on a weekly basis.
The Mid-Term Evaluation

The mid-term evaluation serves as a tool to provide the student with feedback related to his/her development related to:

- Competence on the job (decision making skills, initiative)
- Professionalism (attitude, dependability)
- Interpersonal Relations (empathy, cooperation, listening skills)
- Personal Attributes (enthusiasm, persistence, maturity)

The preceptor also evaluates the intern related to:

- Attainment of the competencies
- Strengths
- Areas for improvement
- Suggested changes in the MOU (goals/objectives) and future activities.

The mid-term evaluation is shared with the intern prior to submission to the Faculty Coordinator.
Intern Mid-Term Status Report

This report is completed at the conclusion of 150 hours. The intern provides an assessment of:

• activities completed
• activities still in progress
• perception of Field Experience activities strengths
• areas for improvement.

This report is shared with the preceptor prior to submission to the Faculty Coordinator.
Final Evaluation

The final evaluation assesses the student’s progress during his/her Field Experience based on the Essential Services of Public Health and the two concentration-specific competencies related to public health. The Essential Public Health Services provide the fundamental framework for the National Public Health Performance Standards Program instruments, by describing the public health activities that should be undertaken in all communities. The final evaluation is shared with the intern during the exit interview.
At the completion of the Field Experience, the student submits the following documents:

- Current Resume/Vitae
- Summary of Field Experience Hours
- Major Independent Project
- Written Materials
- Presentation of Programs
- Additional Submissions (conferences, workshops, special events, etc.)
- Exit Interview with Preceptor
- Final Report
  - Introduction - about the agency
  - Activities
  - Self-Analysis
- Final Evaluations - completed anonymously
  - Site
  - Preceptor
  - Faculty Coordinator
Grading Rubric for HPER-C 644:

Any student who does not complete his/her Field Experience as agreed upon in the MOU and course syllabus will automatically receive a failing grade. A student must complete the work portion of the Field Experience as described in the Field Experience agreement before submitting his/her Field Experience binder for evaluation. A student's grade is based on demonstrated learning as documented in the Field Experience binder, as well as the Faculty Coordinator’s and the Preceptor’s evaluations and assessments, and weekly journal entries. A student must earn a passing grade (C- or better) in each of the categories and earn an overall passing grade (C- or better) in order to successfully pass the Field Experience. **Rating Scale:**

**400 points**
- **A** 400-360 = Passing Grade
- **B** 359-320 = Passing Grade
- **C** 319-280 = Passing Grade
- **D** 279-240 = Failing Grade
- **F** 239-0 = Failing Grade

5 points per attribute
- 5 points = Completed or Exemplary
- 4 points = Completed or Thorough
- 3 points = Completed or Adequate
- 2 points = Partially Completed or Basic Understanding
- 1 point = Partially Completed or Minimal Understanding
- 0 points = Did not submit
This course is graded as SATISFACTORY or FAIL (S or F).

In order for the Faculty Coordinator to assign a passing grade, the graduate student must:

1. Complete all Field Experience hours.
2. Submit completed weekly journal as explained in the course syllabus.
3. Completion and timely submission of student mid-term progress report.
4. Completion and timely submission of Preceptor Mid-Term evaluation.
5. Attainment of at least satisfactory or average marks on the mid-term and final evaluations from the Preceptor.
6. Completion and submission of final evaluation by the Preceptor by due dates indicated on the course syllabus.
7. Submission of the Final Field Experience Packet by due dates indicated on the course syllabus.
8. Successful completion of the Final Field Experience Packet materials based on the requirements outlined in the course syllabus.
Questions? Please contact your Student Intern’s Concentration Faculty Coordinator

Behavioral, Social and Community Health: Dr. Catherine Sherwood-Laughlin, csherwoo@indiana.edu

Biostatistics and Epidemiology: M. Aaron Sayegh, msayegh@indiana.edu

Environmental Health: Dr. Barbara Hocevar, bhocevar@indiana.edu

Family Health: Dr. Maria Schmidt, marschmi@indiana.edu

Professional Health Education: Dr. Noy Kay, noyskay@indiana.edu

Physical Activity: Dr. Jeanne Johnston, jdjohnst@indiana.edu

Public Health Administration: Dr. Jon Macy, jtmacy@indiana.edu
For more information:

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Again, **thank you** for your willingness to provide a field experience for our students. We cannot provide a comprehensive program for our students without you!

Please [click here](#) to complete the Preceptor Orientation