

**MPH Field Work Seminar**  
(POP HLTH 810-650 - 041)  
Spring 2009

Wednesdays, 11:30 AM - 12:45 PM  
G5/122 - Clinical Sciences Center

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*Purpose of Seminar:*

The purpose of the Field Work Seminar is to prepare students for participation in the MPH Program's Field Experience and Capstone Project and a future as a public health professional. This seminar serves as the pre-requisite for enrolling in the Field Experience. Through the student-led seminar, students will learn basic skills and competencies that will assist them in working in a public health setting.

*Learning Objectives:*

Upon successful completion of this seminar, the student will:

- Understand the field placement process, from identifying the problem/issue to reporting the project findings/outcomes
- Identify and apply strategies/methods, appropriate to addressing specific project or goals of the field experience or a public health problem or issue
- Develop a Field Learning Agreement
- Develop strategies in engaging the targeted "community" and potential stakeholders
- Write a succinct project abstract
- Plan, conduct, and evaluate a (400 hour) field placement project

*MPH Competencies:*

The MPH Field Work Seminar addresses the Public Health Competency of Program Planning - the ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health (#9)

### *Mechanics:*

During the seminars provided in the first few weeks of the course, content will focus on information the students will need in order to prepare for the field experience. Topics to be covered will include the mechanics of the field work, the Field Learning Agreement, IRB processes, International Field Experiences, and the Capstone project.

For the remaining seminars, students will be assigned a week during the semester and be responsible for planning and delivering the seminar activities for that session. The content for each seminar will include information about a public health skill or competency that is necessary for the field work or public health practice. The student or student groups will select a topic area from the list provided below and present it to the class. The student or student group must prepare the following:

- Learning objectives for the seminar session
- An appropriate reading or readings related to the topic area
- The content related to the subject area
- Supporting materials or handouts
- A large or small group activity that assists the class in applying the concept, such as a case study, a debate, discussion, or other activity

### Potential Seminar Topics:

- Developing a professional relationship with your preceptor/mentor
- Writing SMART Objectives
- Mastering the ASPH's Cross-cutting, interdisciplinary competencies during the field experience
- Developing an abstract
- Developing a poster session
- Journaling and Reflection
- Presenting a 10 minute oral presentation
- Professionalism
- Interviewing skills
- Working in diverse communities and organizations
- Leadership skills
- Conflict management
- Working with difficult people
- Managing Change
- Building relationships within the Community
- Getting to know the community
- Working in Interdisciplinary Teams
- Planning a public
- Program evaluation
- Developing a systems approach to public health problems

Following are the mechanics for preparing for these seminars:

- If students are to be placed in groups, these assignments will be provided with their on the first day of class.

- Title/topic of seminar should be provided to the course instructor by the third week of class.
- Post article(s), project descriptions, case study or other materials needed for the participants to prepare for the seminar on Learn @ UW one week before seminar.
- Students are responsible to be prepared for each seminar by printing your own handouts or the materials you will need to participate in the discussion and bringing these items to the seminar.
- If you need to change your date, find a student or student group willing to trade and notify the course instructor by e-mail (original date, new date, name of student swapping, and cc that student) **NO LATER THAN TWO WEEKS BEFORE THE SEMINAR.**

### *Expectations:*

All MPH students will be *required* to enroll in this course prior to beginning a field experience.

Class Attendance: Students are expected to attend every class. If you will be absent, please contact the course instructor via e-mail prior to the class that will be missed. Students who miss seminar may be required to complete an additional short assignment to make up for the absence if applicable.

Citizenship: Much of what you learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct together. Therefore, as a valued citizen of this course, you are expected to attend each class, to have read the assigned readings, to have formulated two written questions when assigned, and to be ready to participate in class discussions. Good citizenship means acquiring knowledge and sharing knowledge with one another in a respectful and altruistic manner. Your attendance and good citizenship (active listening, *informed*, respectful participation) will be considered in the final grade.

University academic standards are outlined in Chapter 14 of the Wisconsin Administrative Code (UWS 14). Further information detailing University policies and procedures related to these standards is available at the Dean of Students Office, 75 Bascom Hall. Online documents include:

- *Student Code of Conduct Policies & Procedures* (<http://www.wisc.edu/students/saja/misconduct/misconduct.html>),
- *Information About Academic Misconduct Policies and Procedures* (<http://www.wisc.edu/students/saja/misconduct/UWS14.html>), and
- *Student Academic Misconduct Policy & Procedures* (<http://www.wisc.edu/students/pdf/UWS-14%20Policy%20&%20Procedures.pdf>).

### *Learn @ UW:*

Learn@UW, a course management system, will be used for posting course news items, Web-based readings, turning in assignments, and other electronic resources. In addition, it may be used for outside class communication via the discussion board. There is no requirement for posting discussion items as part of the evaluation of this seminar.

Students can use computers at the Health Sciences Learning Center or other UW computer labs to access Learn@UW. Students that plan to connect from home will need a dependable Internet connection, preferably broadband, and a relatively fast computer with sufficient hard disk space for file transfer.

Please take a look at the student technology resource Web guide at:  
<http://www.doit.wisc.edu/students/index.asp>

and technology policies at [http://www.doit.wisc.edu/security/policies/appropriate\\_use.asp](http://www.doit.wisc.edu/security/policies/appropriate_use.asp).

### ***Getting Started:***

Step 1: If you haven't done so already, activate your NetID and Wiscmail account. Directions: <a href="http://www.doit.wisc.edu/students/activate.asp">http://www.doit.wisc.edu/students/activate.asp</a>
Step 2: Log-in to Learn@UW with your NetID and password. <a href="https://learnuw.wisc.edu/">https://learnuw.wisc.edu/</a> . If you are not able to log-in contact the Doit help desk at 264-4357.
Step 3: Click on the plus icon in front of 2009- Spring
Step 4: Click on the link for the course and explore. A good place to start is the content section. The main navigation is located at the top of the screen.
Step 5: Click on the logout link on the right hand corner of you screen.

### **Resources for accessing Learn@UW off campus:**

**WiscWorld.** WiscWorld is a collection of resources (information, software and documentation) to make it easier for UW-Madison students to connect their computers to online resources. It is available to download at: <http://www.doit.wisc.edu/wiscworld/>.

**Antivirus Software.** Antivirus software is essential because in this course we will use attachments and file transfers to share and submit course materials. Free Norton Antivirus for is available at the DoIT Showroom or at:  
<http://www.doit.wisc.edu/software/security/download.asp>. For Windows user, it's also recommended that you install Ad-aware on your computer. Information on this free download is available at: <http://www.doit.wisc.edu/wiscworld/download/windows.asp>

**Internet Browser:** Netscape, Internet Explorer, or Mozilla. For optimal results please upgrade your browser to the latest version. Please note that browser downloads are available at the WiscWorld site.

**Adobe Acrobat Reader.** Acrobat Reader will allow you to read PDF files. Adobe Reader 7.0 is the most current version and is available for free download at the following Website address:  
<http://www.adobe.com/products/acrobat/>

### ***Nondiscrimination Policy:***

The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or

individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.

### *Student Disability:*

Any students who need accommodations because of a disability should contact the instructor privately to address those needs. Also, please provide the instructor any appropriate emergency medical or contact information, and please inform the instructor if you require special arrangements in case the building must be evacuated.

### *Evaluation and Grading:*

Students will be expected to attend all sessions of the seminar, participate in class discussion/projects and complete all required readings and assignments according to the class schedule. Final assessment will be based on attendance, class participation, and the satisfactory completion of assignments.

Students will receive A-F letter grades for the course and will be evaluated dependent upon the following:

- Group presentation facilitation/group work (40% of final grade)
  - Students or pairs of students will receive a maximum of 50 points for the seminar they facilitate. In the case of pairs of students, both will receive the same points. Points will be awarded based on a 10-item evaluation form (see attached).
- Two written assignments (40% of final grade)
- Participation in the seminar discussions and attendance (20%)
  - There are 10 sessions within the semester where students are expected to actively participate in the seminar discussions. Students will be graded based on their participation as follows:
    - 5 points = Active participation
    - 3 points = Minimal participation
    - 0 points = Absent

Letter grades will be assigned as follows:

A:	≥93 points
AB:	88-92 points
B:	83-88 points

(Note: MPH students must achieve at least a grade of B in all MPH program coursework)

BC:	78-82 points
C:	73-78points
D:	65-72 points
F:	0-64 points

### **Assignments:**

**Assignment 1:** Each student will submit the Field Learning Agreement, due in hard copy form in MPH Office by 12:00 Noon on appropriate due dates listed below. The Field Learning Agreement can be submitted electronically only if signatures can be submitted electronically. (20% of final grade) Due dates are as follows:

- a. For International Field Experiences = Friday, February 20, 2009 at 12:00 N
- b. For all other Field Experiences = Friday, March 27, 2009 at 12:00 N

**Assignment 2:** Each student will complete a Windshield Survey. Students will use the windshield survey tool (found on Learn@UW) to complete a Windshield survey in a community or neighborhood and summarize perceptions and conclusions about this community in a 5 page paper.

*Guidelines for Assignment 2: Complete a "Windshield survey" in the community or neighborhood where you plan to complete your field experience. If you have not identified a field experience site at this point or you cannot travel to your field work site in order to complete this assignment, choose a community or neighborhood near your home. Use the criteria in the worksheet provided on Learn@UW or in the attachment at the end of the syllabus to make observations about the community. You may supplement your impressions with information from the census, schools, chamber of commerce, health department, etc.*

*Develop a five to 10 -page paper which summarizes your perceptions about this community. The paper should be double spaced with one inch margins and single sided. Use a 12 point font. The paper should be organized in the following manner:*

*Part 1: Introduction: Include general information about the community or neighborhood. This can include any history, demographics or even a map of the community.*

*Part II: Strengths: Based on your observations and your background information, what appear to be the strengths of the community of neighborhood from a public health perspective?*

*Part III: Challenges: Based on your observations and your background information, what appear to be some challenges or weaknesses of the community or neighborhood from a public health perspective?*

*Part IV: Strategies to Address PH Problems: As a public health professional, what public health/population health strategies could be used to address the challenges that this community or neighborhood has. Very briefly describe one approach that you feel might be useful.*

*Part V: Conclusions: End with your final conclusions based on your windshield survey and public health problems.*

1/7/2009

Course Timeline:

Date	Topics/Activities	Assignment/Activities
January 21, 2009	<b>Course Overview</b> <ul style="list-style-type: none"><li>• Student and Course Instructor Introductions</li><li>• Overview of MPH Field Work Seminar</li><li>• Course Organization/Group Assignments</li></ul>	
January 28, 2009	Overview of the Field Work Barbara Duerst, Associate Director, MPH Program	
February 4, 2009	Overview of the Capstone Project Patrick Remington, Director, MPH Program	
February 11, 2009	Course Instructor/Faculty Presentation	
February 18, 2009	<i>Student Presentation #1</i>	
February 25, 2009	<i>Student Presentation #2</i>	Field Learning Agreements for International Field Experiences Due in MPH Office on February 20, 2009

Date	Topics/Activities	Assignment/Activities
March 4, 2009	<i>Student Presentation #3</i>	
March 11, 2009	<i>Student Presentation #4</i>	
March 18, 2008	SPRING BREAK	
March 25, 2008	<i>Student Presentation #5</i>	Field Learning Agreements Due in <u>MPH Office</u> on March 27!
April 1, 2009	<i>Student Presentation #6</i>	
April 8, 2009	<i>Student Presentation #7</i>	
April 15, 2009	<i>Student Presentation #8</i>	
April 22, 2009	<i>Student Presentation #9</i>	
April 29, 2009	<i>Student Presentation #10</i>	
May 6, 2009	<i>Semester Wrap-Up</i> <ul style="list-style-type: none"> <li>Evaluation discussion (The actual course evaluation form will be distributed electronically via Department of Population Health Sciences staff.)</li> </ul>	

**PHS 650  
SEMINAR FACILITATION EVALUATION FORM**

**Name of Student(s) Facilitators:**

**Seminar Title:**

**Date:**

<b>CRITERIA</b>	<b>GRADE</b>				
	Needs Improvement 1	2	3	4	Excellent 5
<b>Introduction of self</b>	1	2	3	4	5
<b>Introduction of the topic and explanation of the reasons for selecting the specific topic chosen</b>	1	2	3	4	5
<b>Explanation of how the topic fits within a broader issue of public health importance</b>	1	2	3	4	5
<b>Evidence of having done background research in preparation for the seminar</b>	1	2	3	4	5
<b>Ability to maintain an interesting and productive discussion, with questions available as needed to maintain the flow of the discussion</b>	1	2	3	4	5
<b>Verbal communication skills</b>	1	2	3	4	5
<b>Ability to maintain a connection with the audience</b>	1	2	3	4	5
<b>Professionalism in interactions with the audience</b>	1	2	3	4	5
<b>Time management of the seminar and activities</b>	1	2	3	4	5
<b>Summation that draws together the information presented and discussed</b>	1	2	3	4	5

**Final Grade: Total Points \_\_\_\_\_ (50 maximum)**

# Windshield Survey

## MPH Field Experience Seminar

*Instructions: Use the following tool to complete a "Windshield survey" in the community or neighborhood where you plan to complete your field experience. If you have not identified a field experience site at this point or you cannot visit the site in order to complete this assignment, choose a community or neighborhood near your home. Use the criteria in the grid below to make observations about the community. You may supplement your impressions with information from the census, schools, chamber of commerce, health department, etc.*

*The grid below is meant as a worksheet and does not have to be turned in with the assignment.*

Windshield Survey Tool	
1. The Community	Observations/Notes
History - What can you gather by looking (e.g., old, established neighborhoods, new subdivisions)? Ask people willing to talk: How long have you lived here? Has the area changed? As you talk, ask if there is someone who can provide you with some history of the community.	
Demographics - What sorts of people do you see? Young? Old? Homeless? Alone? Families? Is the population homogeneous?	
Ethnicity - Do you note indicators of different ethnic groups (e.g. restaurants, festivals, etc)? What signs do you see of different cultural groups?	
Values & Beliefs - Are there churches, mosques, temples? Does it appear to be homogeneous? Are the lawns cared for? With flowers? Gardens? Are the sidewalks shoveled? Signs of art? Culture? Heritage? Historical markers?	

2. Systems and Subsystems	Observations/Notes
<p>Physical Environment - How does the community look? What do you note about air quality, flora, housing, zoning, space, green areas, animals, people, human-made structures, natural beauty, water, climate? Can you find or develop a map of the area? What is the size (e.g. square miles, blocks, etc.)</p>	
<p>Health &amp; Social Services - Evidence of acute or chronic conditions? Shelters? Alternative therapists/healers? Are there clinics, hospitals, practitioners' offices, public health services, home health agencies, emergency centers, nursing homes, social service facilities, mental health services? Are there resources outside the community but readily accessible?</p>	
<p>Economy - Is it a thriving community or does it feel depressed? Are there industries, stores, places for employment? Where do people shop? Are there signs that food stamps are used/accepted? What is the unemployment rate?</p>	
<p>Transportation &amp; Safety - How do people get around? What type of private and public transportation is available? Do you see buses, bicycles, taxis? Are there sidewalks, bike trails? Is getting around in the community possible for people with disabilities? What types of protective services are there (e.g., fire, police, sanitation)? Is air quality monitored? What types of crimes are committed? Do people feel safe? Do you feel safe?</p>	

2. Systems and Subsystems - cont'd	Observations/Notes
Politics & Government - Are there signs of political activity (e.g., posters, meetings?) What party affiliation predominates? What is the governmental jurisdiction of the community (e.g., elected mayor, city council with single member districts)? Are people involved in decision making in their local government?	
Communication - Are there "common areas" where people gather? What newspapers do you see in the stands? Do people have TVs or radios? What do they watch or listen to? What are the formal and informal ways of communication?	
Education - Are there schools in the area? How do they look? Are there libraries? Is there a local board of education? How does it function? What is the reputation of the school(s)? What are the major educational issues? What are the dropout rates? Are extracurricular activities available? Are they used? Is there a school health service? A school nurse?	
Recreation - Where do children play? What are the major forms of recreation? Who participates? What facilities for recreation do you see?	

Adapted from "Revised Windshield Survey." Anderson, E.T. & McFarlane, J.M. (1988). *Community as client: Application of the nursing process* (pp. 178-179). Philadelphia: Lippencott, which also incorporates all aspects of the assessment wheel from Anderson, E.T. & McFarlane, J.M. (1995). *Community as partner: Theory and practice in nursing* (2<sup>nd</sup> ed., p. 178), Philadelphia: Lippencott.