

**Doctor of Public Health (DrPH)**

**Residency Student Manual**

**2019-2020**

**Doctor of Public Health Residency Handbook**

**Program Rationale**

Practical knowledge and skills are essential to successful practice as public health professionals. As professional degree students, students will have the opportunity to develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the Doctor of Public Health program.

The program of study and the residency experience are designed to contribute to the basic objective of providing opportunities for the student to develop the competencies and skills necessary in the field of public health.

The Public Health Residency can take place in a variety of agencies or organizations such as local and state public health agencies. A vital part of the student experience will be finding a qualified site preceptor who is a public health professional. Students will work closely with the site preceptor to plan a practice experience that is mutually beneficial to the student and to the site. Additionally, students will work with the Doctor of Public Health Coordinator/Academic advisor to develop well-defined learning objectives to be accomplished during the experience.

**Residency Placement Goals**

The student should be able to:

1. Develop an understanding of the structure and functions of the participating public health agency.
2. Learn to function effectively in a work environment with existing staff members and administrators.
3. Develop a residency experience project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student.
4. Gain an understanding of the process of multi-program coordination.
5. Utilize basic related applied research and data gathering techniques as they apply to public health.
6. Gain an understanding of the leadership role in public health organizations.
7. Apply and integrate the didactic DrPH curriculum content in practice setting.

**Components of the Residency**

Each field residency placement should have the following components:

1. An opportunity to work with a practicing professional who is functioning as a leader, or in a similar capacity, for a public health institution, private agency, or organization is the basis for the field residency. This professional will be appointed as a preceptor in the DrPH Program in the College of Public Health.
2. Students should have the opportunity to attend as many, and as varied as possible, managerial meetings involving a variety of people in the organization, such as the medical staff, administrators, health educators, epidemiologists, environmentalists and other professionals. In this way, the student gains a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.
3. The student should be assigned one or more specific projects to carry out during the field residency. The projects should be designed so the student has principal responsibility, perhaps working with others in the organization, and the result should be a product, written or otherwise, that is of value to the organization. The number and types of projects performed by the student are left to the discretion of the preceptor in recognition of the agency's needs, time constraints, and the student's interests and capabilities.
4. The student should conduct other smaller functions within the organization that contribute to an understanding of the complexities that the organization faces. Any reasonable activity in which the student contributes to the organization through assisting other individuals, and which provides a learning experience for the student, are appropriate.
5. The student should undertake any other activities that the preceptor may assign, and which have mutual benefit thus further exposing the student to the organization and the complexities of its working environment.
6. The student develops an understanding of the organizational context within which public health activities are conducted.
7. The student meets regularly with a preceptor who guides the student and serves as a role model; the student attends appropriate meetings and seminars. Upon the field experience completion, the preceptor provides an evaluation of the student’s field experience based on the understanding and implementation of the core functions and essential services of public health.

**Residency Prerequisites**

The Public Health Residency is a requirement for all DrPH students and must be completed. **Waivers will not be granted for the Practice requirement and placements cannot be counted retroactively**. In general, the student will arrange for the experience to be completed during one semester for **three (3) credit hours for 150 contact hours or for six (6) credit hours for 300 hours.** All students are considered eligible to begin the residency only after they have:

1. Been in good academic standing as outlined by the Doctor of Public Health program and Graduate school with a 3.0 or better in all courses.
2. Have demonstrated professionalism during coursework.
3. Completed at least two semesters in the DrPH program and completed all core courses.
4. Completed Residency Advisement and received approval from the Academic Advisor/DrPH Coordinator. Met departmental requirements and received approval to enter into Residency.

**PBHL 9560: Public Health Residency**

Doctor of Public Health students are expected to engage in one or more applied practice experiences in which they are required to complete at least one project that is meaningful for an organization and to advance public health practice. The residency provides students an opportunity to apply the knowledge and skills acquired through their coursework and further develop and demonstrate attainment of program competencies.

The Doctor of Public Health Residency is designed to provide an opportunity for students to apply key elements of policy, management, leadership and program analysis to an organization or institution engaged in public health implementation. The Public Health residency also serves to emphasize the linkages between practice and research, and the value of integrating these through the application of rigorous academic principles to improve both policy and practice.

**Selecting an Organization**

The DrPH Practice Coordinator will work with the student to identify and arrange field sites that meet the specific needs of individual students in the terms of their own career interests and identities. The student’s own work setting may be used however, the selected project must not be in the realm of the day-to-day work responsibilities of the student. Students select an organization or institution that will provide them with new learning and practical experiences.

In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. **Please be aware that sites external to the University may have policies that require criminal background inquiries and/or drug tests in order to participate in a field experience. Cost associated with those policies are the responsibility of the student.**

**For International Placements**

Students should begin communications with the DrPH Practice Coordinator, DrPH Program Coordinator and the Site Preceptor (if known) at least two semesters prior to the residency semester period. Students should consider the following:

* The DrPH Program Coordinator, DrPH Practice Coordinator and Site Preceptor should be in communication with each other at least one semester prior to the placement or scheduled deployment.
* It is advisable that students travel to a site that has a prior University of Georgia partnership to ensure a planned experience. Courses, trainings or meetings may be required prior to the beginning of the international placements.
* There will be no new Memorandums of Understanding for International Placements initiated AFTER the beginning of the semester prior to the placement.
* Each student is responsible for completing all requirements of the Office of Global Engagement and must register for the associated courses in addition to the PBHL 9560 course. Office of Global Engagement Contact Information: Colleen Larson, Global Education Advisor, clarson@uga.edu.

**Organization Criteria and Requirements**

1. The site provides a model for public health practice that reflects the mission and curricula of the College of Public Health. The organization has an understanding of the educational needs of students, including the need to increase responsibility and independence gradually.
2. The site is community oriented.
3. The site provides support and space for the student which is appropriate for the student’s experience.
4. The environment of the site is safe for the student’s field experience.
5. The site has an available preceptor who is qualified and free to provide guidance to the student.
6. Availability of other Public Health Practice role models at the site.
7. The site demonstrates an appropriateness of experience as it relates to career goals and the student’s area of concentration.

When selecting an organization, effective training principles must be followed to insure sound educational experiences. The following principles are starting points for planning sound practical training. In choosing a site, students should consider the following principles:

* Practical training for an individual student must be planned in terms of his/her abilities and needs and interests as an integral part of the total training experiences in which he/she is participating.
* The student must be an active participant in planning their training experience making sure that their projects and activities are a quality contribution to the agency.
* The experiences offered to the student should meet real needs of the agency in their particular mission, goals and objectives. If at all possible, the student should be given the opportunity to function as a full-fledged staff member.
* Based upon prior experience and education DrPH students will interact with a senior level of the organization during the experience, for example, having access to governance meetings.
* The residency experience should be so designed that the student has an opportunity for responsible participation in a significant project common to the activities of public health professionals. The resources available must be adequate for this purpose.
* Residency training must be under the guidance and supervision of an individual who is able to make a learning experience out of a work situation and who is professionally competent in the student's area of specialization.
* The agency provides experiential learning to improve student competencies.
* Evaluation of the residency experience must be in terms of:
	+ The student's growth in understandings and abilities needed in situations faced by public health professionals;
	+ The student's contributions to the agency's program.

A wide range of organizations and agencies can provide a valuable field residency experience for the DrPH student. Relevant organizations include governmental, non-governmental, non-profit, industrial, or for-profit settings.

**Examples of Sites**

* Federal Agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, Environmental Protection Agency
* State, County or City Health Departments
* Other State and Local Health and Social Service Agencies
* Managed Care Organizations
* Insurance Companies
* Neighborhood Health Centers and Community Clinics
* Hospitals (Public, Nonprofit, For Profit, Psychiatric, Rehabilitation)
* Community Mental Health Centers
* Consulting Companies
* Industrial Settings
* Multi-Specialty Medical Practices
* International Sites

**Selecting a Site Preceptor**

A vital part of the Public Health Residency experience will be finding a qualified site preceptor who is a public health professional. Students will work closely with the site preceptor to plan a Practice experience that is mutually beneficial to the student and to the site. Additionally, students will work with the DrPH Program Coordinator and Site Preceptor to develop well-defined learning objectives to be accomplished during the practice experience. Students will have the opportunity to evaluate the residency experience and in turn, the site preceptor will have the opportunity to evaluate the quality of the student’s work.

**Selecting a Topic for the Public Health Residency**

The residency is not a research project, although it may involve conducting a study related to management, implementation, or systems functioning in the organization or institution. When the residency does involve research, it should be carefully linked to both the objectives of the residency laid out in the proposal and also the competencies worksheet developed for the residency.

The work product may be a single project or a set of related projects that demonstrate depth of competence. It may be a discrete experience or integrated into program coursework. The residency project proposal must be approved, in advance, by the Doctor of Public Health Program Coordinator and DrPH Practice Coordinator.

To help understand what constitutes an appropriate residency topic, several past residency topics are available from the Doctor of Public Health Program Coordinator as guidance in discussion with organizations. Students should also use the DrPH Competency Self-Assessment as a guide when choosing a topic with possible preceptors.

**Public Health Residency Proposal**

When students have identified a residency location, know the name and contact information for their field preceptor, and have drafted a residency proposal, they must make an appointment with the Doctor of Public Health Program Coordinator and the DrPH Practice Coordinator to seek approval for their proposed residency experience.

The residency proposal should include the details of the experience, including:

* Learning objectives that describe the specific competencies that they hope to enhance during the residency and how working in the residency will address them;
* A detailed timeline describing the schedule of hours they will commit to the residency, a date for the midpoint review, and approximate range(s) of time devoted to particular residency tasks or responsibilities.
* A description of the residency experience tasks, responsibilities, deliverables, and expectations. For example:
	+ Program evaluation
	+ Cost effectiveness study of a program
	+ Quality improvement plan
	+ Analysis of current organizational guidelines
	+ Proposal for implementation of program based on a recent evaluation

All of this information should be included in the project proposal which must be signed by the DrPH Program Coordinator, Field Preceptor, and the DrPH Practice Coordinator. Students will be responsible for having the proposal signed by all three prior to the start date of the residency. Students should keep a copy of the proposal and all other residency documents for their records.

**Tips for Writing Learning Objectives**

Learning objectives form the basis of the Public Health Residency Proposal and represent measurable statements of the results the student and field preceptor wish to achieve. A learning objective is a concise statement of a change in competency, skill, knowledge, or understanding the student plans to gain. Learning objectives should be specific, reasonable, obtainable, and possible to complete within a particular timeframe. Learning objectives are written generally in the present tense and use action verbs that describe how learning will be demonstrated. They give insight to why the student is doing the residency. It is important to define the level of mastery that will be obtained when defining the outcome, e.g., identifying an issue vs. analyzing the issue, listing problems vs. evaluating problems. Clearly defined learning objectives are the foundation of a strong and successful residency. The methods and activities should then describe the detail of the student’s work and how the learning objectives will be obtained.

**Linking the Residency to DrPH Foundational Competencies**

In conjunction with the DrPH Program Coordinator and the Field Preceptor, students will compare the leadership competencies at the time they initiate the residency to the broader DrPH Foundational Competencies. Based on this comparison they will develop a list they wish to develop/enhance in their residency and include in their residency proposal.

**Field Experience Midterm Evaluation**

Students will be required to complete a midpoint review with their Field Preceptor and are responsible for scheduling a time for the review to take place. The first step of the midpoint review is to meet with the Field preceptor and use the learning objectives and timeline they developed for the Proposal to guide the discussion. Students should discuss with their field preceptor their progress to date, determine whether or not their future activities and timeline need to be adjusted, and make alterations to their Proposal if needed.

For the second part of the midpoint review, students should submit an update to the DrPH Program Coordinator and DrPH Practice Coordinator on their progress. The update should include:

* Written description of the student’s activities to date
* Progress on accomplishing student learning objectives
* Changes to activities/timeline based on the midpoint review with the field preceptor

**Reflection on Leadership, Management, and Policy Analysis**

By the time the students complete their residency, they should have completed Policy Evaluation, Leadership in Public Health, Economic Evaluation Methods, Research Methods and Management of Public Health Organizations. These skills provide students with the ability to examine organizations and institutions critically and analytically.

The residency is an opportunity to apply those skills in a controlled environment, with the open collaboration of a partner organization. Using observations, qualitative methods, and quantitative methods students can conduct needs assessments, leadership assessments, evaluations, or policy analyses. The results of this reflection and analysis should be incorporated in the final written report.

**Assessment**

The student will be assessed a grade of “Satisfactory” or “Unsatisfactory” upon completion of the Public Health Residency. The Public Health Residency grade is comprised of the project deliverables, Final Written Report, Organizational Report, Midterm and Final Evaluations, Final Residency Presentation, Time-Log and Exit Evaluation. All materials must be submitted and uploaded to the e Learning Commons (eLC) to the DrPH Program Coordinator by the final day of classes for the semester of the field placement.

**Final Products**

Students undertaking the residency are expected to complete the following:

* **Final Written Report:** The final written report should be planned and developed in conjunction with students’ field preceptor. It could take on many different formats, including a detailed description of the intervention or evaluation that was planned and/or developed as part of the residency, a case study of the development or impact of a public health policy, an examination of the role and challenges associated with leadership in public health, or another substantial report keeping with the spirit of a practice-based analysis and approved by both the DrPH Program Coordinator and the Field Preceptor.
* **Organizational Report:** This report of 6-8 pages should evaluate the effectiveness and efficiency of the organization providing the residency site and how the application of management and organizational principles can improve organizational function and service delivery. What are the organization’s barriers to better performance?
* **Residency Presentation:** Students must deliver a presentation on the challenges to leadership in the settings in which they were placed.
* **Final Residency Leadership Self-Assessment**: Students must submit a detailed self-assessment reporting on how their field experience and classroom preparation have improved their leadership competencies. Reflections on their residency experience must provide a description of how students met their leadership competency learning objectives through specific deliverables, ongoing projects, and/or responsibilities.
* **Midterm and Final Field Preceptor Evaluation**: A written evaluation of students’ performance should be submitted to the DrPH Program Coordinator and DrPH Practice Coordinator.
* **Time-Log:** Each student will record their time spent at the site. This log should have the site preceptor and student signatures.
* **Student Exit Evaluation:** All students must complete the Field Placement Exit Survey, which will be distributed by the Practice Coordinator at the end of the semester of the placement.

At the end of the residency experience, if students have committed to delivering any products to the organization, they should be delivered as complete and in a form that is acceptable to the organization.

**Required Documents and Forms**

* Residency Proposal Form
* Midterm Preceptor Evaluation Form
* Final Written Report
* Organizational Report
* Residency Presentation
* Final Residency Leadership Self-Assessment
* Final Preceptor Evaluation Form
* Student Exit Evaluation Form
* Time-Log

**Residency Placement Process**

As a part of the protocol for any student entering the field, two steps must be completed. In order to ensure successful placement, the **pre-placement** steps must be completed before the Midpoint of the semester prior to placement. In order to ensure that assessment takes place, **post-placement** steps must be followed when the student is on-site.

**Pre-Placement**

1. Review DrPH Residency Manual to ensure knowledge of policies, procedures and practices;
2. Make an advisement appointment with both departmental advisor and Practice Coordinator and attend one Residency Briefing no later than the beginning of the semester before placement;
3. Complete the *DrPH Proposal and Approval Form*. This paperwork will serve as the student’s Syllabus for their specific placement. Each placement is different, **and it is the responsibility of the student to design his/her own syllabus via the *Proposal and Approval Form* after consulting with the site supervisor and the academic advisor.**
4. Complete the Memorandum of Understanding (*MOU*) with the site.
5. Submit the *Proposal and Approval Form*, *Applied Learning Agreement* and *Release of Records* forms. All forms must have appropriate signatures prior to submission.
6. Attend Field Placement Briefing (attendance is mandatory for registration of PBHL 9560 to occur).
7. Institutional Review Board (IRB) Approval. If the student is collecting data from human subjects (via phone survey, focus group, pen and paper survey, etc), and intends on publishing his/her work at any point, she/he must receive approval from the UGA IRB office. The student will need to complete the CITI training from the website: [www.ovpr.uga.edu/compliance/hso/training/](http://www.ovpr.uga.edu/compliance/hso/training/).
	1. Students should check with the DrPH Program Coordinator immediately upon accepting the placement to determine if this will be needed; these approvals can take weeks, and therefore it is recommended to begin this process early to avoid a delay of the placement for IRB purposes.

**Post Placement**

Students must ensure that several evaluation components are met. All evaluation forms can be found on the CPH website, and in the Appendices below:

**Midpoint Evaluation:**

* *Midterm Evaluation* is completed, signed and then submitted to the DrPH Practice Coordinator by the midpoint of the semester (Fall semester- October; Spring semester- March; Summer semester- June).

**Final Evaluation:**

**Required Documents and Forms**

* Midterm Preceptor Evaluation Form
* Final Written Report
* Organizational Report
* Residency Presentation
* Final Preceptor Evaluation Form
* Student Exit Evaluation Form
* Time-Log

**Agency or Site policies and procedures**

The student is responsible for abiding by the policies and procedures of the agency or site in which they are completing their placement. This in includes all HR policies such as background checks, drug screens and orientations. Adherence to HIPPA policies is especially important. **If the student fails a drug screen or a background check, one additional attempt will be made to find another placement, however this cannot be guaranteed**.

**Professional Liability Insurance**

Some sites will require students to purchase professional liability insurance before beginning to work at the residency site. If the student is an employee of the site, coverage is usually covered as part of employment. It is the student’s responsibility to check with the site to determine if this coverage is needed. Students can purchase their own liability coverage and use the insurance company of their choice. Examples of companies used are:

* Healthcare Providers Services Organization – [www.hpso.com](http://www.hpso.com/)
* MARSH – [www.proliability.com](http://www.proliability.com/)

**IMPORTANT:** In order to ensure coverage, the student MUST select a profession from the list of “covered” professions provided by the company of choice. Several public health professions are not specifically listed (i.e. epidemiology, biostatistics, etc.), however students should choose the profession that is closest to what they will be doing.

\*Costs may vary between $20-50 a year; therefore, it is recommended that students research their own coverage options prior to placement.

**Deadlines**

*The deadline for submitting the DrPH Residency Proposal and Approval Form is the midpoint of the semester before entering into the placement*. Students should check for the “Midpoint Withdrawal Deadline” in the graduate school calendar for the actual date. No approvals will be accepted past the deadline. (<http://www.uga.edu/gradschool/academics/calendars.html>)

**Changes or revisions to signed proposals**

Any changes or revisions to the Residency proposal, either to the preceptor, projects, objectives or competencies must be communicated to the Practice Coordinator and Doctor of Public Health Program Coordinator as soon as possible.

**New Memorandum of Understanding (MOU) Requests**

Students wishing to be placed at a site without an existing MOU can request to start the MOU process with the site. This process can take up to 12 weeks to complete; therefore, no new MOUs will be processed after Mid-point of the semester.

**Residency Timeline**

*Table 1: Residency Timeline*

|  |  |  |
| --- | --- | --- |
| **Two Semesters Before** | **Semester Before** | **During Practice** |
| Advisement with Practice Coordinator and department advisorIntern InterviewsMOU Agreements for international placements | Intern SelectionPractice Proposal andApproval Documents (Midpoint of semester)New MOU initiation for Domestic placements due at the mid-point of this semester | Midpoint EvaluationFinal EvaluationFinal Practice Report |

**DrPH Residency Checklist**

1. \_\_\_\_\_\_\_Identify Residency Site and Field Supervisor
2. \_\_\_\_\_\_\_Determine what your role/s will be during the practicum
3. \_\_\_\_\_\_\_Draft learning objectives and Residency Proposal details
4. \_\_\_\_\_\_\_Meet with the DrPH Program Coordinator to discuss Residency Proposal
5. \_\_\_\_\_\_\_Complete Residency Proposal and submit to DrPH Program Coordinator
6. \_\_\_\_\_\_\_Register for PBHL 9560: Public Health Residency
7. \_\_\_\_\_\_\_Conduct Midpoint Review
8. \_\_\_\_\_\_\_Send updates from the Midpoint Review to DrPH Program Coordinator
9. \_\_\_\_\_\_\_Schedule Final Residency presentation
10. \_\_\_\_\_\_\_Submit Written Report
11. \_\_\_\_\_\_\_Submit Organizational Report
12. \_\_\_\_\_\_\_Submit Final Residency Leadership Self-Assessment
13. \_\_\_\_\_\_\_Complete Field Supervisor Residency Evaluation

**Responsibilities**

**DrPH Program Coordinator/Academic Advisor Responsibilities**

The Doctor of Public Health Program Coordinator Academic Advisor will:

1. Assist the student in finding a suitable site of their choice.
2. Ensure the student is being placed in an appropriate site.
3. Approve the student’s proposal.
4. Ensure that the student has appropriate IRB approval if needed.
5. Supervise the internship.
6. Grade the internship.

**DrPH Practice Coordinator Responsibilities**

Doctor of Public Health Practice Coordinator will:

1. Assist the student in finding a suitable Practice site of their choice.
2. Ensure the student is being placed in an appropriate site.
3. Route the Memorandum of Understanding (MOU) from site to UGA Legal Affairs Office and CPH Dean for signatures.
4. Approve the student’s proposal.
5. Clear the student to register for PBHL 9560.
6. Maintain a tracking system of the Practice sites and student performance.

**Site Preceptor Responsibilities**

The site preceptor will:

1. Meet and interview students as potential interns and discuss specific possibilities for their experience and related on-site projects.
2. If the student is selected as an intern, negotiate with the student a proposal for an acceptable experience. This proposal form is to be completed by the student and signed by the site preceptor. The student will submit the proposal with appropriate learning objectives to their site preceptor, departmental advisor and DrPH Practice Coordinator for final approval. The proposal should be as specific as possible as to the nature of the interns' expected work. This proposal form must be submitted to the DrPH Practice Coordinator by the midpoint of the previous semester and approved by the DrPH Practice Coordinator before the student may begin the Practice experience. **Students are required to spend a minimum of 150 hours total at the Residency experience site.**
3. Arrange for office or workspace for the student.
4. Provide a structured orientation period at the beginning of the experience.
5. Be available, on an appointment basis if necessary, to provide guidance to the student on specific issues. Meeting with the student regularly to discuss progress, problems, and insights will benefit the student in his/her practical learning process.
6. Contact the DrPH Practice Coordinator and if for some reason that a problem cannot be resolved, it is felt the student should not continue the Residency experience.
7. Complete all evaluations for the student’s record including:
	1. the midterm evaluation (student will provide)
	2. the final evaluation form (student will provide)

**Doctor of Public Health Foundational Competencies**

### The DrPH is the professional doctoral degree in public health, designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research. These individuals are able to convene diverse partners; communicate to effect change across a range of sectors and settings; synthesize and translate findings; and generate practice-based evidence that advance programs, policies, services and/or systems addressing population health. The DrPH competencies defined by the Council on Education for Public Health (CEPH) are:

### **Data & Analysis**

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health

**Leadership, Management & Governance**

1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
2. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
3. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
4. Create a strategic plan
5. Facilitate shared decision making through negotiation and consensus-building methods
6. Create organizational change strategies
7. Propose strategies to promote inclusion and equity within public health programs, policies and systems
8. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency
9. Propose human, fiscal and other resources to achieve a strategic goal
10. Cultivate new resources and revenue streams to achieve a strategic goal

**Policy & Programs**

1. Design a system-level intervention to address a public health issue
2. Integrate knowledge of cultural values and practices in the design of public health policies and programs
3. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
4. Propose interpersonal team approaches to improving public health

**Education & Workforce Development**

1. Assess an audience’s knowledge and learning needs
2. Deliver training or educational experiences that promote learning in academic, organizational or community settings
3. Use best practice modalities in pedagogical practices

**Frequently Asked Questions**

**Q: What is a Learning Objective?**

A: A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components:

* 1. A description of what the student will be able to do
	2. The conditions under which the student will perform the task.
	3. The criteria for evaluating student performance.

|  |
| --- |
| 1: Competency: Planning effective health education programs.*Learning Objective*: Recruit volunteers, community members and community organizations to participate in a focus group as a needs assessment tool forplanning sexual violence prevention programs. |
| 2: Competency: Apply epidemiologic methods to the measurement of disease rates.*Learning Objective:* Compile and research data on disease rates (prevalence, incidence) of HIV/AIDS in at risk populations in 3 health districts. |

#### **Q: What if I fail my Field Placement?**

A: A student may fail the Practice several reasons, including:

* Insufficient hours in the field;
* Incomplete or insufficient work on the deliverable;
* Violation of rules or policies of the Practice site. E.g. failure to submit documents in a timely manner;
* Failure to communicate tardies, absences, or other work-related delinquencies.
* If the problem for failing is serious, it may be a cause for dismissal from the Doctor of Public Health Program.
* If the problem is less serious and there are paths to correcting the behavior, the student will have one more opportunity to do another.
* The student must first meet with their Doctor of Public Health Program Coordinator and the DrPH Practice Coordinator to discuss the causes of the failure and develop a plan of action.
	+ The plan of action may include taking additional courses, taking a semester off, completing the placement in a different site, etc.

**STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT**

 In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Facility where I may participate in such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients.
4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.

 Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.

 Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

 I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

 I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

 I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

 I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

This the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Witness Signature

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please print) (Please print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Witness Signature

 (if applicable)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please print) (Please print)

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience (hereinafter referred to as the "Facility").

RE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Print Name of Student)

 As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to the Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

 I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

 I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

 In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

 I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant Signature Witness Signature

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please print) (Please print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Witness Signature

 (if applicable)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please print) (Please print)

**University of Georgia College of Public Health**

**Doctor of Public Health Program**

**Midterm Field Residency Report**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor Name:

This Report Covers the Period: To

Total Hours Worked:

**Part I: Activities Observed and/or Participated In:**

1. Brief Description of the residency project
2. List Projects/Objectives/Competencies accomplished to date. Please attach report.
3. Presentations, projects, charts as examples of the work the student is completing.
4. Describe any challenges or obstacles encountered that have impacted the progress of the residency. What is being done to address these obstacles?
5. Based on the amount of time left in the residency, describe any changes that need to be made to the Residency Proposal.
6. Please describe any other issues that need to be addressed.

**Part II: Preceptor’s valuation of student performance:**

The rating by the site supervisor is very valuable to the student. It provides objective evaluation of the student’s ability, characteristics and growth. Please rate your student intern by checking the appropriate box(es) that best reflects your opinion for each of the following categories. A space for specific comments is provided.

Please also provide an overall rating of the student’s performance for each category.

***Key*: 1 = Poor; 2 = Needs Improvement; 3 = Average; 4=Satisfactory; 5 = Excellent**

**Attitude Towards Work**

*(mark all that apply)*

□ Enthusiastically accepts tasks

□ Genuine interest in assigned tasks

□ Indifferent (neutral) to tasks

□ Complains about workload

□ Shuns assigned tasks

□ Not observed

**Typical Quality of Work**

□ Excellent quality work

□ Good quality work

□ Average quality work

□ Less than average quality work

□ Almost all work is unacceptable

□ Not observed

**Dependability**

□ Is reliable in following instructions with little or no supervision

□ Meets obligations with some supervision

□ Requires careful supervision (average)

□ Is unreliable even under close supervision

□ Poor

□ Marginal

□ Not observed

□ Very good

□ Average

□ Outstanding

□ Not observed

Overall Rating of the Student’s Work *Attitude*:

□ 1 □ 2 □ 3 □ 4 □ 5

Comments:

Overall Rating of the Student’s *Quality of work*:

□ 1 □ 2 □ 3 □ 4 □ 5

Comments for Student’s *Quality* of Work:

Overall Rating of the Student’s *Dependability*:

□ 1 □ 2 □ 3 □ 4 □ 5

Comments of the Student’s *Dependability*:

**Attendance and Punctuality**

*(mark all that apply)*

□ Never late

□ Leaves at the appropriate time

□ Very seldom late or absent

□ Takes lunches/breaks longer than expected

□ Several times late or absent

□ Attendance/punctuality was a problem

□ Not observed

**Work Initiative**

*(mark all that apply)*

□ Knows when to ask for help

*□* Shows creative thinking when given projects

□ Does more than assigned work

□ Works mostly without supervision

□ Needs greater than expected supervision

□ Does average amount of work

□ Sometimes tries to avoid work

□ Low productivity

□ Unreliable final products

□ Not observed

**Professionalism**

*(mark all that apply)*

□ Dresses appropriately

**□** Actively develops professional relationships with

 Co-workers and partners as appropriate

□ Listens attentively

□ Speaks clearly and distinctly

□ Uses proper style, form and grammar in communication (verbal and written) □ A good team player

□ Well-accepted by group

□ Tactful

□ Courteous and tactful to others

□ Dresses in inappropriate clothing

□ Ignores directives (does not listen)

□ Rude to coworkers, supervisors

□ Sometimes uncooperative

□ Intentionally isolated, avoids others

**□** Is unfriendly, rude, or hard to get along with

□ Not observed

**OVERALL PERFORMANCE**

**□ 1 □ 2 □ 3 □ 4 □ 5**

Overall Rating of the Student’s Work Attendance and Punctuality:

□ 1 □ 2 □ 3 □ 4 □ 5

Comments:

Overall Rating of the Student’s Work *Initiative*

□ 1 □ 2 □ 3 □ 4 □ 5

Comments:

Overall Rating of the Student’s Professionalism:

□ 1 □ 2 □ 3 □ 4 □ 5

Comments:

Comments on overall performance:

1. What were the Student’s strongest work-related Qualities?
2. What has the student accomplished for the program?
3. Which projects were a challenge for the student? Why?
4. Has the student demonstrated any specific performance improvement? Please describe:

**Additional Comments** (attach extra page if needed):

**Public Health Residency Time Log**

|  |
| --- |
| **EXAMPLE: PBHL 9560 Residency Time Sheet** |
| Name |  | Site: |  |  |  |  | Sem: |  |
| Wk Ending Date: | M  | T | W | Th | F | S | Su | Week total |
| 1. |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |  |  |
| 14. |  |  |  |  |  |  |  |  |
| 15. |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Total: |  |
| Student Signature |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Site Preceptor Signature |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**University of Georgia College of Public Health**

**Doctor of Public Health Program**

**Final Written Residency and Organizational Report Guidelines**

**Student Name:**

**Enrollment: Spring Year Summer Year Fall Year**

**Preceptor Name:
Residency Site:**

**Part I: Final Residency Report**

The final written report should be planned and developed in conjunction with students’ field preceptor. It could take on many different formats, including a detailed description of the intervention or evaluation that was planned and/or developed as part of the residency, a case study of the development or impact of a public health policy, an examination of the role of and challenges associated with leadership in public health, or another substantial report keeping with the spirit of a practice-based analysis and approved by both the DrPH Program Coordinator and the Field Preceptor. This Final Field Residency Summary Report must be 6-8 pages and submitted at the completion of the field residency. The final report should include the following components:

1. Summary of agency functions and goals (what does the agency do?)
2. Detailed description of duties and responsibilities.
3. Brief description and results of one or more major projects completed.
4. Describe plans; decisions participated in, communications, organizing, problems solved, etc. in which you participated.
5. Discuss major written projects that you have completed.
6. Describe significant meetings attended.

**Part II: Organizational Report**

This report of 10-12, double-spaced pages should evaluate the effectiveness and efficiency of the organization providing the residency site and how the application of management and organizational principles can improve organizational function and service delivery. What are the organization’s barriers to better performance? The report should also evaluate and discuss change management strategies or principles needed for the organization to consider.

**Part III: Final Residency Presentation**

Students will present the work from their residency. Presentation guidelines will be provided during the semester of the residency.