

Fieldwork Handbook

CUNY SCHOOL OF PUBLIC HEALTH

2015-2016

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1. Introduction

The Council on Education for Public Health (CEPH) is the accrediting body for public health programs and schools in the United States. The CUNY School of Public Health (SPH) is CEPH-accredited as of June 2011, and this includes the MPH and MS degree programs in each of the SPH consortial campuses -- Brooklyn College (GPH and HCPA), Lehman College (CBPH) and Hunter College (BIOS/EPI, COMHE, EOHS, HPM & NUTR) and the DPH program at The Graduate Center.



CEPH requires that all MPH students in its accredited programs *demonstrate the application of basic public health concepts through a practice experience* that is relevant to the students' areas of specialization.

In the SPH, fieldwork experience provides MPH

and MS students with the opportunity to demonstrate their ability to use the knowledge gained during their graduate coursework.

Each MPH and EOHS-MS student completes a supervised practice experience while signed up for a fieldwork course. The goal is for students to find field organizations appropriate to their specialization and on the basis of their individual interests, professional goals and needs.

The goal of the MPH fieldwork experience is to give students the opportunity to develop, manage, or lead evidence-based public health practices in real-world settings. Students strengthen the core competencies they have learned in the classroom by testing them in organizations that have unique constraints, opportunities and challenges. They develop professionally while helping an organization to advance its own public health agenda in a culturally competent manner. The supervised practice experience strives to improve students professional self-confidence through involvement in developing, planning, organizing, executing and evaluating public health activities. Fieldwork placements may involve program planning, implementation or operation, applied public health research, community health education and outreach, health advocacy or other appropriate public health-related work.

During the fieldwork period, students are required to follow the policies, rules and regulations of the field organization, as well as seek and accept the field preceptor's guidance and appraisal of performance throughout the placement. Students should share with the field preceptor any questions and concerns regarding the progress of the fieldwork and secure approval of the field preceptor for plans how to best use, disseminate or publish information gleaned from the project.

Fieldwork faculty are responsible for developing and implementing policies regarding the approval of preceptors and placement sites and for supervising students in the selection and evaluation of their field placements. They also advise students on the relationship between fieldwork and capstone projects so that the students will be adequately prepared for capstone at the completion of their fieldwork.

This packet presents the policies and procedures for selection, approval, execution, completion and evaluation of the fieldwork experience and provides the forms that must be submitted as part of the fieldwork course.

For additional information, please refer to the fieldwork syllabus.

Prerequisite: Completion of at least **18 credits** toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

2. Fieldwork Site

Options

Depending on opportunities available and scheduling demands, students generally have two kinds of options for their fieldwork, either working with: 1) Government or private organizations: the student works with a fieldwork preceptor at that organization to define a field project that will be appropriate for a capstone project, or 2) CUNY or other academic institutions: the student works with a faculty member on a public health-related research project which may then become a master's essay (provided the student has the required GPA). A wide range of organizations and agencies can provide a valuable field practicum experience for the student. In general, any organization that researches, provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site.

Site selection

Students can identify a fieldwork opportunity in a variety of ways: through their own networks and outreach efforts; with assistance from fieldwork or other faculty, or; via a position they see posted. Fieldwork can be conducted in a wide variety of settings. Most important, the student must be conducting public health work at the site, and with sufficient responsibility to apply some of the skills and knowledge acquired through the MPH program. The fieldwork faculty advisor is responsible for approving the fieldwork site with the approval of the fieldwork contract (see Appendix for a template model).

Examples of types of sites include:

- Federal agencies, such as the USDHHS, Veterans Administration, CDC, USDA, OSHA
- State, county, or city health departments
- Health and social service organizations
- Managed care organizations
- Neighborhood health centers, community clinics, and community mental health centers
- Hospitals (public, nonprofit, for-profit) and multi-specialty medical practices
- Environmental health consulting companies
- Industrial settings
- Early childhood programs, public schools, and private schools
- Academic or other non-governmental research institutes

Expectations of the site

Participating agencies and organizations agree to provide the student with a suitable field experience for a designated period of time and agree to assist in the professional development of that student by identifying an appropriate preceptor at the agency or organization. The agency agrees to provide the student with all materials, equipment, and space needed to conduct the work in a professional work environment. The agency submits a written and signed letter of a confirmation that identifies the student, the agreed upon scope of the fieldwork project, and expected deliverables from the student.

Criteria for site selection

- The site is able to provide appropriate public health experience as it relates to the student's career goals and area of concentration.
- The site is able to provide support and space for the student appropriate for the student's experience.
- The environment of the site is safe for the student's field practicum experience. The site has an available preceptor who is qualified and able to spend time with the student and provide guidance.
- The preceptor has an understanding of the educational needs of public health students, including the need to increase responsibility and independence gradually.
- If fieldwork is to be performed in a student's own current job setting, the student must generally identify a different supervisor and engage in a substantially different assignment which is outside the scope of his or her usual activities.

3. Major Players

Close cooperation is essential between the following players:

- Student (the masters degree student)
- Fieldwork faculty member -- the faculty member from the student's program assigned to the fieldwork course for the semester during which the student is registered for the course (also referred to as the 'fieldwork faculty').
- Fieldwork Preceptor (also known as 'fieldwork supervisor,' or 'preceptor')

Student

Students are primarily responsible for developing a scope of work for the fieldwork, in consultation with their preceptor and the faculty fieldwork member, and for carrying out that scope of work. Students are also responsible for submitting appropriate paperwork at the beginning, during, and at the end of the enrolled Fieldwork semester.

Students are expected to attend scheduled classes held during the Fieldwork semester and submit periodic assignments. Three didactic sessions are included in the course to augment student competencies on project planning, management and leadership, and ethical research, and to prepare the student for the Capstone project.

During the course of the fieldwork project, students are expected to meet regularly with the preceptor to discuss progress and raise any questions or problems regarding the work. Students are expected to treat the fieldwork as they would any job and follow organizational policies and meet all commitments to the agency. In addition, if the student feels that the field experience will not enable him or her to produce the agreed upon deliverables (whether from lack of access, lack of supervision, changing organizational priorities, etc.) it is up to the student to alert the field supervisor.

Responsibilities of the student for the fieldwork experience include:

- Identifying and organizing the fieldwork project
- Submitting appropriate paperwork
- Following the policies, rules, and regulations of the field agency or organization.
- Maintaining the agreed upon working hours.
- Maintaining a professional attitude and conduct.
- Seeking and accepting the field preceptor's guidance and appraisal of performance throughout the work period.
- Sharing with the field preceptor any questions and concerns regarding the progress of the field work.
- Planning for conferences with the fieldwork preceptor.
- Attending requested meetings and workshops.
- For some programs, maintaining a weekly fieldwork log and submitting all logs to the fieldwork faculty member at the end of the course.
- Submitting to the host agency all agreed upon deliverables within the time frames indicated by the preceptor.
- Providing the host agency with a copy of the student's final capstone project.
- For further information, please contact the fieldwork faculty member in your area of concentration.

Fieldwork Faculty Member

Within each degree program, the designated fieldwork faculty member approves fieldwork contracts, tracks required fieldwork paperwork, provides guidance and support to the student and site supervisor during the semester, and determines the student's grade for the course (pass or fail), based on a review of the fieldwork supervisor's evaluation and additional fieldwork requirements. **The fieldwork faculty member provides guidance to the student to maximize the learning potential of the field experience.**

- All fieldwork faculty members must maintain a valid human subjects training certificate, even if they are not currently conducting research with human subjects.
- The fieldwork faculty member guides and tracks the development of fieldwork contracts, submission of IRB determination forms, and evaluation forms.
- The fieldwork faculty member assists students and preceptors in resolving problems that arise during fieldwork placement.
- The fieldwork faculty member assists students in the initial conceptualization of the Capstone project from the field experience.
- The fieldwork faculty member instructs students on topics aimed at improving the field experience and preparing the student for the capstone course.

CITI Course in The Protection of Human Research Subjects
Human Research Curriculum Completion Report
 Printed on Thursday, July 5, 2007

Learner: (username:)
 Institution: City University of New York (CUNY)
 Contact Information: Department:
 Phone:
 Email:

Social and Behavioral Investigators: This learner group provides a course for researchers and key personnel who are NOT engaged in Biomedical Research.

Stage 1. Basic Course Passed on 07/05/07 (Ref #)

Required Modules	Date completed
Introduction	07/04/07
History and Ethical Principles - SBR	07/04/07
Defining Research with Human Subjects - SBR	07/04/07
The Regulations and The Social and Behavioral Sciences - SBR	07/04/07
Assessing Risk in Social and Behavioral Sciences - SBR	07/04/07
Informed Consent - SBR	07/04/07
Privacy and Confidentiality - SBR	07/04/07
Research with Prisoners - SBR	07/04/07
Research with Children - SBR	07/04/07
Research in Public Elementary and Secondary Schools - SBR	07/05/07
International Research - SBR	07/05/07
Internet Research - SBR	07/05/07
Group Harms: Research With Culturally or Medically Vulnerable Groups	07/05/07
HIPAA and Human Subjects Research	07/05/07
Workers as Research Subjects-A Vulnerable Population	07/05/07
Conflicts of Interest in Research Involving Human Subjects	07/05/07
The City University of New York (CUNY) Module	07/05/07

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
 Professor, University of Miami
 Director Office of Research Education
 CITI Course Coordinator

Preceptor

The preceptor is the key to a successful fieldwork experience. The preceptor serves as both supervisor and mentor. Preceptors are expected to provide students with an orientation to the organization and project, meet with students regularly, and provide guidance and feedback. The preceptor is expected to have expertise in the area of the student's project so proper guidance can be provided, and an MPH or other graduate degree, or significant and demonstrable experience in a public health management role. Preceptors help students develop a written fieldwork contract specifying the expectations for the fieldwork. Preceptors also complete an evaluation of the student's performance at the end of the work experience, as the preceptor has the primary responsibility for supervising and guiding the student in the development and implementation of the fieldwork project. The role of the preceptor includes the following activities:

- Assist the fieldwork student in determining specific, mutually-agreeable, written fieldwork objectives & deliverables to the agency.
- Orient the student to the field organization's mission, programs, policies, protocols.
- Commit time for instructional interaction & dialogue w/ student.
- Provide supervision of the student's activities.
- If indicated, resolve conflicts w/ agency or organization policy.
- Prepare an evaluation of the student, and discuss it with the student prior to sending it to the fieldwork faculty member.
- Transmit the student's final evaluation to the student's fieldwork faculty member.
- Share any comments and/or suggestions about the field experience with the course fieldwork faculty.
- Allow student to use some or all of the work product to prepare capstone paper.

4. The Relationship Between Fieldwork and Capstone

- Fieldwork is a prerequisite for Capstone. In other words, students may start the Capstone course only when they have completed their fieldwork and understand how it will inform the Capstone project.
- The fieldwork experience provides the basis and the foundation for the Capstone project. During fieldwork, the student is involved in public health practice, and shapes a research question and study design for executing through the Capstone project. Generally, the data or information
- The Capstone paper reflects the research question and investigation informed by the student's fieldwork experience.
 - The Master's Essay is an exception to this model. Here, students work with individual faculty members or academic institutions on specific research projects. These must be approved by the faculty member who will be working with the student and by the fieldwork faculty. To be eligible for the Master's Essay option, students must have a minimum GPA of 3.8.
 - In some circumstances, when the fieldwork project does not generate data as expected, the Capstone project may be based on an activity or data analysis other than the fieldwork experience. If this decision is reached during the fieldwork course, the new plan must be approved by the fieldwork faculty advisor. If it is reached at the beginning of the Capstone course, the decision and plan must be approved by the Capstone faculty advisor.
- During the fieldwork semester, students prepare and submit several deliverables based on their work in the placement, and in preparation for the Capstone project. These are discussed below.

5. Fieldwork Timeline

When?	Activity
Preparation for supervised fieldwork	<ul style="list-style-type: none"> • Notify your program advisor of intention to register for fieldwork, and discuss your eligibility for the course. • If you are searching for fieldwork opportunities or assessing potential fieldwork sites, contact the SPH fieldwork coordinator and your academic advisor to help identify target sites and to confirm program fit. • Fieldwork Information Sessions are held twice each semester, and offer information and guidance for identifying and securing a placement. Student attendance to one of these sessions is highly recommended. • Identify a fieldwork opportunity. Working with the fieldwork faculty advisor and/or the SPH fieldwork coordinator, secure the placement with the preceptor via an approved Fieldwork contract (template is included in the Appendix). • Once you have submitted a finalized, approved Fieldwork contract, you are eligible to register for the course in the upcoming semester.
Carrying out and participating in supervised fieldwork	<p>Begin the fieldwork placement.</p> <ul style="list-style-type: none"> • IRB approval is required before the student can begin any data collection activities. The student works with the faculty advisor to develop and finalize submission to the IRB. All students must present a current CITI certificate, even if the project does not require IRB review (eg, systematic literature reviews, secondary analysis of publicly available data) • Submit assignments, attend class meetings, and meet with your fieldwork faculty advisor, as instructed. It is recommended that you keep a work/time-log of fieldwork activities so you can recall how your time was spent, confirm the number of hours in the placement (expected 180 hours total), and articulate the processes involved. • Students will complete two progress reports to track their progress, assess potential challenges, and identify solutions. • Faculty may choose to require students make additional submissions, such as a Rapid Lit Scan, a project Logic Model, and a project Gantt Chart.
Successful completion of the fieldwork experience	<p>Fieldwork students must submit and receive a passing grade for several deliverables to successfully complete the supervised fieldwork requirement:</p> <p>(1) Submit two evaluation forms: the Student’s Evaluation of Fieldwork Experience Form, and the Preceptor’s Evaluation of your performance (instructions for both are included in the Appendix).</p> <p>(2) Submit a Literature review: conduct a brief literature review (2-4 pages) during fieldwork to frame and guide the Capstone proposal (example included in the Appendix).</p> <p>(3) Complete and submit your Reflections on Fieldwork (instructions are included in the Appendix).</p> <p>(4) As preparation for the Capstone class, develop and submit a Capstone Proposal (outline included in the Appendix).</p>

6. CUNY Policy for Student Research with Human Subjects and IRB

All students are required to complete and submit an **Institutional Review Board (IRB) Research Determination Form** to the fieldwork faculty advisor early in the Fieldwork course. This brief form describes the project, as well as any human subject involvement, and institutions/individuals involved. The faculty advisor will work with the campus IRB office to review this document and assess whether a full IRB proposal must be submitted, or if the project is exempt from human subject research issues. For the purposes of this submission, the student is the Project Investigator and the fieldwork faculty is the faculty advisor. Campus IRB approval or exemption is required before the student can begin data collection.

Research in CUNY

Research conducted in the City University of New York (CUNY) is subject to federal regulations, which require that all research protocols involving human subjects be reviewed by an IRB office. However, these regulations allow many types of course-related studies to be exempted from IRB review, depending on potential risks to participants.

Definitions

Research: Research involves "a *systematic* investigation, including research development, testing and evaluation, designed to develop or contribute to *generalizable* knowledge." (Citiprogram.org)

Human subject: "A human subject is a living individual about whom an investigator conducting research obtains 1) data through *intervention* or *interaction with the individual*, or 2) *identifiable* private information." (Citiprogram.org)

Risk: The probability of harm or injury (physical, psychological, social or economic) occurring as a result of participation in a research study.

Source: *Health Sciences Doctoral Programs Faculty Handbook* (Aug 2009).

7. Fieldwork Waiver

A *practical experience* is required of our students in order to assure the competency of our graduates when they enter the field of public health. The professional degree student who graduates from CUNY SPH, as well as all other accredited schools of public health, must have “skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization.”

In very rare instances, fieldwork is waved for MPH students who are admitted to the CUNY School of Public Health already possessing extensive public health experience. Before a waiver is granted, the student must demonstrate “experience in application of basic public health concepts and of specialty knowledge to the solution of community health problems.” Public health knowledge includes the core competencies as well as a population approach to health problems, use of a prevention framework, and collaboration with community partners. The student must also show that their previous experiences relate to specialty knowledge acquired in their specialization track.

Eligible students should discuss the possibility of a waiver with their academic advisor within one year of enrollment. The associate dean for academic affairs will determine if the written summary of the student’s experiences demonstrates an adequate applied public health experience in the appropriate area of concentration.

The summary should include:

- Name of the organization(s)
- Name, title and contact information of supervisor(s)
- Dates and approximate number of hours of experience
- Description of how the experience demonstrates application of the core and specialty public health knowledge. (Refer to the core MPH competencies and the competencies for your specialization.)

When all parties have signed off, the original form and attachment should be forwarded by the student to the school office for inclusion in the student’s academic file. Copies should also be sent to the track advisor, fieldwork faculty member representing the student’s program, and the SPH evaluation coordinator.

If a waiver is granted, the student is expected to select another course to fulfill the credit requirements of the program.

The format for requesting a fieldwork waiver is as follows:

The student requesting a fieldwork waiver must submit the information requested below, with the accompanying statements, and attach to it a summary of her/his public health experience. This summary should tell us the type of educational or professional experiences you are submitting in consideration of a waiver of your practice requirement. The summary should include the name of the organization(s); name, title and contact information of supervisor(s); dates and approximate number of hours of field-based experience; and a description of how the experience demonstrates application of knowledge from the core and specialty public health areas. This waiver form must be submitted to the SPH Associate Dean of Academic Affairs within twelve (12) months of enrollment.

I request a waiver of the fieldwork course. I have extensive public health experience and have acquired skills and content in the core and specialty public health areas. A summary of these experiences is attached.

Student _____

E-mail address _____

Degree, track and campus _____

Faculty advisor _____

E-mail address _____

Signatures in support

Student's signature _____ Date _____

Program director's signature _____ Date _____

Associate dean's signature _____ Date _____

APPENDIX

FIELDWORK CONTRACT TEMPLATE

[TO BE PLACED ON HOST ORGANIZATION LETTERHEAD]

Project title

[Reflects the general focus of the work, ie, topic and setting, or more specific proposed research question, ie, investigation of specific public health problem in type of setting with population group]

[Date]

Dear Fieldwork Faculty Advisor:

This represents an agreement between **[student name]**, MPH student at CUNY School of Public Health, and **[preceptor name, position title, host organization]** describing the tasks and goals of both parties as they relate to the supervised fieldwork to be performed beginning **[start-date for placement]** and projected to end **[end-date for placement]** on the **[name of project, if applicable]**. The fieldwork student and preceptor agree that the fieldwork student is responsible for 180 hours of service in this role.

Project background

[Provide one or two paragraphs describing the background and context for the project, including, if applicable, topic of focus, methodology, host organization.]

Project plan

[Describe the specific project(s) in which student will be involved for placement.]

Student tasks and responsibilities

[List the specific activities which the student will carry out in the fieldwork placement, and its relevance to public health.]

Preceptor responsibilities

[Provide two to three sentences affirming the preceptor's responsibility for providing guidance supervision, and evaluation for the student in the placement, confirming the student will be allowed to use the project data for her/his Capstone paper, and describing the preceptor's own public health experience, including any graduate education.]

Agreed to by:

[Student signature

Student name

Date]

[Preceptor signature

Preceptor name

Date]

LITERATURE REVIEW EXAMPLE

Implementing a program to increase school meal participation and improve the school food environment in a low-income New York City elementary school

[Student Name]

In a recently released Food Research and Action Center (FRAC) report, the South Bronx (New York 16th Congressional District) ranked first and central Brooklyn ranked sixth (New York 10th Congressional District) in food hardship.¹ This report's unsettling results urge us to further explore hunger and food security, defined as "including both physical and economic access to food that meets people's dietary needs as well as their food preferences,"² in New York City (NYC) where 37% of residents experienced difficulty affording food in 2010.³

In the United States, an estimated 14.7% of households were food insecure in 2009.⁴ However, among households below the official poverty line (\$21,756 for a family of four), 43.0% were food insecure and 24.9% and 26.9% of Hispanic and Black households respectively were food insecure compared with 11% in whites.⁴ Twenty-one percent of households with children under 18 years old were food insecure with single parent households having even higher rates: 35.6% in single mothers and 27.8% in single fathers.⁴ The higher than average prevalence of food insecurity in families with children raises concerns of the health of children. While caloric energy needs are generally met by food insecure children, dietary quality may be compromised.⁵ Children from food insecure households have greater odds of being in poor health, having a chronic condition, and having asthma than children from food secure households.⁶

The association between food insecurity and obesity is well-established, with the risk of obesity being greatest in non-whites.⁷⁻¹⁰ The growing epidemic of childhood obesity disproportionately affects children of low-socioeconomic status (SES) and certain ethnic minority groups, the same groups that are at high risk for food insecurity. Data from the 2007 National Survey of Children's Health (NSCH) show Hispanics and non-Hispanic Blacks have more than two times the odds of obesity than non-Hispanic whites.¹¹

Consideration of food insecurity and its associated health risks adds to the challenge of our nation's call to aggressively address childhood obesity. School meal programs are one avenue to strategically address both food security and improve the diets of food insecure children at high risk for developing obesity and diet-related diseases. The federally assisted National School Lunch Program (NSLP) and the School Breakfast Program (SBP) are provided through the United States Department of Agriculture Food and Nutrition Service (USDA FNS). The NSLP serves free and low cost lunches to more than 31 million children each school day¹² while the SBP provides free and low cost breakfast to 11.1 million students per day.¹³ School meal participation and access have shown to strengthen food security; a recent study showed that households with access to the SBP had lower marginal food insecurity than households without access to SBP.¹⁴

School meals provided by the NSLP and SBP follow nutritional requirements based on the Dietary Guidelines for Americans (DGAs), and for many NSLP and SBP participants, school meals may be the most nutritious food consumed in their diets. The literature indicates that dietary intake in NSLP participants is superior to non-participants in certain areas including lower consumption of energy-dense, low-nutrient foods; lower consumption of sugar-sweetened beverages; lower caloric intake; higher fiber intake; and higher calcium intake.^{15,16} School Breakfast Program participants have been shown to have higher intakes calcium, magnesium, phosphorus, fruits and vegetables, and lower intakes of red meat and cholesterol than non-participants.¹⁷ Another study found that in an ethnically-diverse, low socioeconomic status (SES) population with low fruit and vegetable consumption, NSLP provided the primary source of FV for schoolchildren,¹⁸ suggesting that school meals are an important source of nutrient dense food in low-SES, minority populations. In addition to the nutrition provided by school meal programs, NSLP and

SBP participation also provide a protective effect against obesity in girls.¹⁹ Another study found that SBP participants had lower body mass indices (BMI) compared with non-participants.²⁰

Despite positive outcomes seen with school meal programs, NSLP and SBP, NYC has low participation rates in both programs which are administered by the NYC Department of Education Office of SchoolFood (SchoolFood). Of 1.1 million children in NYC public schools, 70% are eligible for free and reduced-price meals.²¹ However, only 38% of NYC high school students, 70% of middle school students, and 84% of elementary school students participate in the school lunch program.²¹ Breakfast has a citywide participation rate of 22% despite being free to all NYC students.²¹ In the South Bronx where the poverty rate is 41%²² and where food insecurity is very high,¹ ensuring that children are participating in SchoolFood programs can have a profound effect on both food insecurity and adverse diet-related health problems.

Schools represent an ideal location for interventions that can improve both school meal programs and school environments. Children spend more time in school than any other institution and consume up to 50% of their daily calories during school hours,²³ making the school food environment a unique location where healthy eating behaviors can be taught, encouraged, and reinforced. The Institute of Medicine identifies the school food environment, which encompasses all foods eaten in and around a school, as a key area for targeting the childhood obesity in the United States.²⁴

Acknowledging the school environment as a focus area for addressing childhood obesity, congress passed the Child Nutrition and WIC Reauthorization Act of 2004 which mandated that all schools participating in the NSLP enact local wellness policies that set standards on school meals and support a healthful school food environment.²⁵ Researchers and organizations also call for strong school wellness policies, but there is a lack of evidence-based strategies for their implementation.^{23,26,27} Major challenges and barriers include the lack of funds, dedicated personnel, and time needed to implement and maintain wellness policies and work towards a healthier school environment.²⁸⁻³⁰ Strategies to address these challenges are also sparse in the literature, especially at the local and building-level. Tool kits and practical guides are available through hunger, nutrition, and wellness organizations; however, the guides are not evidence-based and are largely anecdotal.³¹⁻³³

We hypothesized that there is a gap between policy mandates and building-level implementation that is especially apparent without a key staff member dedicated to school wellness. Additionally, low school meal program participation rates in NYC indicate that there are barriers to participation that should be addressed. The City Harvest Healthy Schools program aims to fill this gap by placing dedicated Fieldwork students in low-resource NYC schools to provide manpower, strategies, and resources to improve school meal participation and the food environment within the school community which in turn can increase food security and access to healthy food in NYC's high-need communities.

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INSTRUCTIONS FOR 'REFLECTIONS ON FIELDWORK'

Students are required to think about their fieldwork experience and provide a written reflection when they have completed the placement.

Your reflections statement should be 2-4 pages in length, and address the following:

- The extent to which your graduate course work prepared you for the fieldwork experience.
- The quality of on-site supervision you received from the preceptor and others at the site during your fieldwork. Was someone generally available to answer your questions and provide feedback? Discuss the usefulness and value of the feedback you received.
- Challenges or problems you encountered during the fieldwork and how they were addressed. What technical or human obstacles did you encounter? Were there any deviations from your original plan or expectations for the fieldwork (for better or worse!).
- The overall quality of the fieldwork. Were there particular skills, knowledge or lessons that you acquired unexpectedly? Explain. Was the fieldwork a good educational experience – why or why not? How did it provide you with a better sense of the skills needed for employment in the profession? Discuss recommendations for improving your fieldwork experience. Explain why you would or would not recommend that other students conduct fieldwork with the same department or agency.

CAPSTONE PROPOSAL OUTLINE

Capstone Paper Proposal - OUTLINE AND GUIDANCE

Proposed paper title:

Background:

Proposed paper topic:

In one or two sentences, describe the overall topic, or research question, to be addressed by this paper.

Briefly review the literature on the topic in a structured argument that justifies the analyses you are proposing to conduct or the paper you plan to write. What will your paper add to the literature currently available on this topic? This section should be no more than 2 pages (500 words) long and must include citations. The basis for this section may be your fieldwork literature review, enhanced by any other references.

Specific Aims or Hypotheses:

What are the questions that this paper will attempt to answer? The background section should lead the reader to see the importance of the questions you say you will answer in these aims. You should have a single hypothesis or no more than 4 aims.

Methods:

Briefly, describe the source of the information, experience, theoretical framework or data that you will be using in this paper. In the methods section you should include a casual diagram or logic model that can help guide your faculty advisor through your study design.

Data analysis Plan:

Describe your plans for data analysis in detail. Begin by defining how you will collect your information or if secondary sources are being used, describe them in detail. For qualitative data, describe coding methods, themes to be examined, etc. For quantitative data, describe the variables you will be using, how they will be recoded or categorized, how you will present the data (e.g. present odds ratios or rate ratios or betas) in your paper and the statistical tests you plan to use. For a systematic review or policy paper, describe the data bases to be consulted and the initial search terms, how you plan to organize the literature into subtopics or themes. Clearly describe inclusion and exclusion criteria for database searches. If you plan to use software for your analysis (e.g. NVIVO, Excel, SPSS, SAS), specify which programs you will use.

Citations:

The citations for the introduction section should be included here.

You must use reference management software (Refworks, Endnote, etc.) to put citations in your proposal and format the bibliography using the AJPH style.

PRECEPTOR EVALUATION INSTRUCTIONS

(Note: Each Specialization within CUNY SPH has a Unique Form)

PUBLIC HEALTH NUTRITION Fieldwork Preceptor Evaluation Form

Student: _____ Preceptor: _____

Name of Agency: _____ Dates of placement: _____ to _____

<i>Please check one box in each row.</i>					
	Excellent (performs on a level that is highly professional)	Above average	Average (needs to improve)	Below average	No opportunity to observe
PROFESSIONAL QUALITIES					
1. Appreciation and knowledge of:					
a) Technical & political climate within which agency works					
b) Health education principles and concepts					
2. Skills in:					
a) Planning					
b) Implementation					
c) Organizing					
d) Program analysis and evaluation					
e) Writing					
f) Verbal communication					
g) Nutrition counseling/education					
OVERALL PERFORMANCE					
1. Establishes friendly relationship with co-workers.					
2. Organizes and uses time effectively.					
3. Considers and incorporates the ideas of others					
4. Is able to facilitate work of committees and other groups.					
5. Submits accurate, well documented work and reports.					
6. Accepts responsibility and completes work assignments					
7. Raises innovative ideas and brings out creative and innovative ideas in others					

COMMENTS (Please respond briefly. Use reverse side if necessary):

1. Special strengths:
2. Skills and knowledge needing further improvement:
3. Other comments:

Preceptor Signature _____ **Date:** _____

You are encouraged to discuss this evaluation with the student. Kindly return the completed form to:

**EPIDEMIOLOGY/BIOSTATISTICS
Fieldwork Preceptor Evaluation Form**

Student: _____ Site Supervisor: _____
Name of Agency: _____ Dates of placement: _____

<i>Please check one box in each row.</i>					
	Excellent (performs on a level that is highly professional)	Above average	Average (needs to improve)	Below average	No opportunity to observe
PROFESSIONAL QUALITIES					
1. Appreciation and knowledge of:					
a) Technical & political climate within which agency works					
b) Public health principles and concepts					
2. Skills in:					
a) Planning					
b) Implementation					
c) Organizing					
d) Program analysis and evaluation					
e) Writing					
f) Verbal communication					
g) Data manipulation/analysis					
OVERALL PERFORMANCE					
1. Establishes friendly relationship with co-workers.					
2. Organizes and uses time effectively.					
3. Considers and incorporates the ideas of others					
4. Is able to facilitate work of committees and other groups.					
5. Submits accurate, well documented work and reports.					
6. Accepts responsibility and completes work assignments					
7. Raises innovative ideas and brings out creative and innovative ideas in others					

COMMENTS (Please respond briefly. Use reverse side if necessary):

1. Special strengths:
2. Skills and knowledge needing further improvement:
3. Other comments:

Site Supervisor's Signature _____ **Date:** _____

You are encouraged to discuss this evaluation with the student. Kindly return the completed form to:

**HEALTH POLICY AND MANAGEMENT
Fieldwork Preceptor Evaluation Form**

Student: _____ Preceptor: _____

Name of Agency: _____ Dates of placement: _____ to _____

<i>Please check one box in each row.</i>					
	Excellent (performs on a level that is highly professional)	Above average	Average (needs to improve)	Below average	No opportunity to observe
PROFESSIONAL QUALITIES					
1. Appreciation and knowledge of:					
a) Technical & political climate within which agency works					
b) Health education principles and concepts					
2. Skills in:					
a) Assessment					
b) Evaluation					
c) Budgetary processes					
d) Policy implementation					
e) Writing					
f) Oral communication					
g) Collaborative team work					
OVERALL PERFORMANCE					
1. Establishes collegial relationship with co-workers					
2. Organizes and uses time effectively					
3. Listens attentively					
4. Facilitates work of program					
5. Submits accurate, well documented work and reports					
6. Accepts responsibility and completes work assignments					
7. Shows creativity or innovativeness					

COMMENTS (Please respond briefly. Use reverse side if necessary):

1. Special strengths:

2. Skills and knowledge needing further improvement:

3. Other comments:

Preceptor Signature _____ **Date:** _____

You are encouraged to discuss this evaluation with the student. Kindly return the completed form to:

Preceptor's Evaluation Form
Environmental and Occupational Health Sciences Program
CUNY School of Public Health

Student: _____ Site Supervisor: _____

Name of Organization: _____ Dates of placement: _____

<i>Please check one box in each row.</i>					
	Excellent (performs on highly professional level)	Above average	Average (needs to improve)	Below average	No opportunity to observe
PROFESSIONAL QUALITIES					
1. Appreciation and knowledge of: a) Technical & political climate within which organization works					
b) Environmental and occupational health principles and concepts					
c) Legal and regulatory environment					
2. Skills in: a) Planning					
b) Implementation					
c) Exposure assessment					
d) Program analysis and evaluation					
e) Written communication					
f) Verbal communication					
g) Data evaluation and analysis					
h) Training and education					
i) Hazard evaluation and abatement					
OVERALL PERFORMANCE					
1. Establishes friendly relationship with co-workers.					
2. Organizes and uses time effectively.					
3. Considers and incorporates the ideas of others					
4. Is able to facilitate work of committees and other groups.					
5. Submits accurate, well documented work and reports.					
6. Accepts responsibility and completes work assignments					
7. Raises innovative ideas and brings out creative and innovative ideas in others					

COMMENTS (Please respond briefly. Use reverse side if necessary):

1. Special strengths:

2. Skills and knowledge needing further improvement:

3. Other comments:

Site Supervisor's Signature _____ **Date:** _____

You are encouraged to discuss this evaluation with the student. Kindly return the completed form to:

**COMMUNITY HEALTH EDUCATION
Field Supervisor Evaluation Form**

Student: _____ Site Supervisor: _____
 Name of Agency: _____
 Dates of Placement: _____

<i>Please check one box in each row.</i>					
	Excellent (performs on a level that is highly professional)	Above average	Average (needs to improve)	Below average	No opportunity to observe
PROFESSIONAL QUALITIES					
1. Appreciation and knowledge of:					
a) Technical & political climate within which agency works					
b) Public health principles and concepts					
c) Best practices in field					
d) Ethical and social justice principles and standards					
2. Skills in:					
a) Assessment/planning					
b) Evaluation					
c) Budgetary processes					
d) Intervention or program development					
e) Written communication (appropriate to audience)					
f) Oral communication					
g) Collaborative engagement with diverse groups					
OVERALL PERFORMANCE					
1. Establishes collegial relationship with co-workers					
2. Organizes and uses time effectively					
3. Listens attentively					
4. Facilitates work of program					
5. Submits accurate, well documented work and reports					
6. Accepts responsibility and completes work assignments					
7. Shows creativity or innovativeness					

C. BRIEF COMMENTS

1. Special strengths:
2. Skills and knowledge needing further improvement:
3. Other comments:

Site Supervisor's Signature _____ Date: _____

You are encouraged to discuss this evaluation with the student. Kindly return the completed form to:

**HEALTH CARE POLICY & ADMINISTRATION
Fieldwork Preceptor Evaluation Form**

Supervisor's Name _____ Title _____

Agency _____

Phone _____ E-Mail _____

Address _____

Name of Fieldwork Student _____

Date of Evaluation _____

PART A - Please evaluate the student by checking the appropriate box..

FACTORS:	Excellent	Very Good	Good	Fair	Poor	No opportunity to observe/does not apply
<i>Work performance</i>						
1. Arrives on time consistently						
2. Uses time effectively						
4. Reliably completes tasks on time						
5. Effectiveness in written communication						
6. Effectiveness in oral communication						
7. Ability to identify problems and troubleshoot						
8. Overall quality of work produced						

<i>Work attitudes</i>						
FACTORS:	Excellent	Very Good	Good	Fair	Poor	No opportunity to observe/does not apply
1. Accepts responsibility						
2. Takes initiative						
3. Follows policies, rules, regulations of agency						
4. Accepts ideas and suggestions of others						
5. Performs tasks with industry and drive						

<i>Professional relationships with:</i>						
FACTORS:	Excellent	Very Good	Good	Fair	Poor	No opportunity to observe/does not apply

						not apply
1. Professional staff						
2. Support staff						
3. Supervisor						
4. Personnel from other organizations						
5. Patients/ clients/participants						
6. General public						

<i>Application of community health skills</i>	Excellent	Very Good	Good	Fair	Poor	No opportunity to observe/does not apply
FACTORS:						
1 Assessing health problems						
2. Developing health objectives						
3. Planning health programs and projects						
4. Managing planned programs						
5. Evaluating program outcomes						
6. Developing budgets						
7. Applying research methodologies						
8. Compiling health data/statistics						
9. Facilitating group process						

Personal characteristics						
FACTORS:	Excellent	Very Good	Good	Fair	Poor	No opportunity to observe/does not apply
1. Dependability						
2. Tactfulness						
3. Listening ability						
4. Sensitivity						

PART B – Please rate the fieldwork student on his or her personal fieldwork objectives

Met

Not Met

1.

- 2.
- 3.
- 4.
- 5.

PART C - Please answer as completely as possible. Use a separate sheet if necessary.

1. What are the outstanding strengths of the fieldwork student?
2. What are the areas needing improvement?
3. Other comments regarding the student.
4. **What is your overall assessment of this student?** (Circle appropriate letter)

A =Excellent; A-- =Very good; B+ or B = Good; B- = Fair; Below B- = Poor.

STUDENT EVALUATION OF FIELDWORK

Please provide an honest assessment of your internship experience

1. Student's name: _____

2. Title of project: _____

3. Date of this form: _____

4. Fieldwork start & completion dates: _____

5. Preceptor's name & title: _____

6. Agency name and address: _____

7. Total number of hours completed: _____

8. Describe the primary duties for which you were responsible: _____

9. Overall, how would you rate your fieldwork experience?

Excellent Very good Good Fair Poor

10. Rate the level of guidance/mentoring you received from your preceptor:

Excellent Very good Good Fair Poor

11. Would you consider working for this agency after you graduate?

Yes No Not sure

12. Would you recommend this placement for other students? Why or why not?

13. Please provide a brief summary of the most important things you learned from your fieldwork experience:

14. How prepared do you think you are in the following areas as a result of your fieldwork? *Insert an X in the appropriate box for each competency.*

	Very well prepared	Well prepared	Adequately Prepared	Inadequately prepared	Not prepared	Not applicable to my project
Core public health competency						
Apply the core functions of public health practice (assessment, policy development, and assurance)						
Understand basic theories, concepts, models and methods from a range of core and related disciplines and apply them to the design of PH research, policy, and practice.						
Apply ethical and social justice principles and standards						
Interpret and apply the public health literature.						
Use basic statistical and informatics techniques						
Communicate public health information verbally and in writing						
Explain key social, behavioral, biomedical and environmental determinants of and inequities in health and disease across the lifespan in urban settings						
Design and evaluate interventions to prevent or control urban public health problems						
Collect, analyze and interpret public health data						
Collaboratively engage with diverse groups						
Describe the legal foundations of the US public health system and its interrelationships with other systems (e.g. health care, education, environmental protection)						
Use key planning constructs (e.g. values, vision, mission, goals, objectives and outcomes)						
Demonstrate knowledge of the context of public and private health care systems, institutions, actors, and environments in which health care and public health policy is made and health care is delivered.						

15. In the space below, please provide any additional comments or suggestions that would help improve the fieldwork experience. Use as much space as you need.