PM 596: Public Health Practicum – Field Work (2 units)

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Practicum Website: http://practicum.usc.edu

BACKGROUND
The Council on Education for Public Health (CEPH) requires that MPH students complete a “planned, supervised, and evaluated practice experience.” The goal of the Public Health Practicum (PM 596) is to enrich students’ educational training in public health by providing an opportunity to apply theory and skills acquired from their concentration to public health research and/or practice. Placement sites include community-based organizations; research, clinical and school based settings; and federal, state, local and/or international public health agencies and organizations. Students contribute to an agency’s resources and to the solution of public health problems while developing personal confidence and leadership as a public health professional.

COURSE INFORMATION
This is a required 2-unit course. Students must complete 300 hours of supervised field-work experience. Prerequisites are completion of all general MPH core courses and track core courses. Students in the dual degree program and students who receive a practicum waiver will complete 150 hours of field-work.

Attendance at one or more Practicum Orientation meetings is mandatory. Practicum Orientation meetings are held at the beginning of each semester.

OBJECTIVES
The objectives of the Public Health Practicum (PM 596) are to provide students the following opportunities:

- Introduce the role of public health and social service agencies in a community setting
- Expand the understanding of organizational and policy issues, administration, research, funding mechanisms, program activities, and challenges faced by organizations addressing public health issues
- Demonstrate skills and knowledge from coursework in a public health practice setting
- Improve communication and professional skills through on-the-job training
- Contribute to the identification and analysis of public health problems
- Assume leadership roles and responsibilities for the design, implementation and/or evaluation of public health programs
- Exhibit professionalism in all work situations (e.g., behavior, dress, oral and written communication, ethics)

TYPES OF EXPERIENCES
The content and scope of field training activities should be characteristic of those performed by an entry-level public health professional. Typical activities may include (but are not limited to):

- Developing, implementing and/or evaluating health promotion programs for a specific population
- Conducting research on a public health issue of interest (e.g., study and instrument design; data collection, entry, and analysis, assessment of findings)
- Conducting policy analysis or advocacy related to a public health issue

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- Conducting needs assessment of a community/population’s assets and challenges
- Coalition building and coordination of resources
- Development, pre-testing and evaluation of curriculum and/or health education materials
- Contributing to the development of funding proposals

**STEPS OF THE PRACTICUM PROCESS (ALL ARE MANDATORY)**
1. Attend the Practicum Orientation meeting (offered during the first 2 weeks of each semester)
2. Complete the Practicum Interest Form and meet with the Practicum Director and/or Practicum Coordinator to discuss potential practicum sites.
3. Submit the MPH Practicum Approval Form to receive approval of the practicum site of interest
4. Submit the Student Legal Form with a copy of your health insurance card and the Agency Application (if applicable) and Affiliation Agreement (if applicable) prior to starting at the practicum site
5. Submit any necessary forms according to the table below
6. Submit Scope of Work, Learning Contract, and Competency Checklist to the Practicum Coordinator at the 50-hour mark.
7. Meet with the Practicum Director for a mid-practicum assessment
8. Complete all the remaining practicum hours
9. Submit the completed Practicum Portfolio and all its components by the deadline (see dates below)

**COURSE ENVIRONMENT**
The structure of the course is unique in that it utilizes a blend of distance learning and face-to-face contact. Course deliverables including reflective journals, self-evaluation and a practicum portfolio that will be created on-line, using a web interfaced text/html editor. Students must first setup a practicum profile to reserve space for journals and portfolio contents. This site can be accessed at [http://mph.usc.edu/practicum](http://mph.usc.edu/practicum). Instructions on creating and navigating your own personal MPH practicum webpage are included on the site.

**STATEMENT FOR STUDENTS WITH DISABILITIES**
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the faculty instructor (or to practicum coordinator) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**STATEMENT ON ACADEMIC INTEGRITY**
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: [http://webapp.usc.edu/scampus/gov](http://webapp.usc.edu/scampus/gov). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: [http://www.usc.edu/student-affairs/SJACS/](http://www.usc.edu/student-affairs/SJACS/).
COURSE REQUIREMENTS

1. **PRACTICUM FORMS**
   Students must submit the following forms according to the schedule below. Forms are available on the USC MPH Practicum website at [http://mph.usc.edu/practicum/web_forms.php](http://mph.usc.edu/practicum/web_forms.php)

<table>
<thead>
<tr>
<th>Form</th>
<th>Completed by</th>
<th>Deadline</th>
<th>Submit the form to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Interest Form</td>
<td>Student</td>
<td>Prior to meeting with Practicum Coordinator</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Practicum Approval Form</td>
<td>Student</td>
<td>Once a practicum site is found</td>
<td>Practicum Coordinator &amp; Practicum Director</td>
</tr>
<tr>
<td>Agency Application¹</td>
<td>Practicum Site Supervisor</td>
<td>Prior to student beginning training hours</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Institutional Affiliation Agreement²</td>
<td>Agency designee</td>
<td>Prior to student beginning training hours</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Waiver Criteria</td>
<td>Student</td>
<td>Prior to student beginning training hours</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Student Legal Form</td>
<td>Student</td>
<td>Prior to student beginning training hours</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Release for Domestic or International Travel and/or Travel Information</td>
<td>Student</td>
<td>Prior to student beginning training hours</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Time Card</td>
<td>Student; approved by Supervisor</td>
<td>Submitted by student and approved electronically by supervisor every two weeks</td>
<td>Practicum Site Supervisor</td>
</tr>
<tr>
<td>Practicum Learning Contract Along with the Scope of Work³ (see Appendix A for instructions) and MPH competency checklist</td>
<td>Student; approved by Agency Supervisor and Practicum Coordinator</td>
<td>Prior to student attainment of 50 hours of a 300 hour practicum and 25 hours of a 150 hour practicum³ (NOTE: the learning contract, scope of work, and competency checklist must be received at the 100 hour mark. Hours worked after 100 hours will not be counted unless these documents are submitted on time.)</td>
<td>Practicum Director &amp; Practicum Coordinator</td>
</tr>
<tr>
<td>Field Supervisor’s Evaluation of Student</td>
<td>Practicum Site Supervisor</td>
<td>At the conclusion of field training hours</td>
<td>Emailed directly to Practicum Coordinator by the Practicum Site Supervisor</td>
</tr>
</tbody>
</table>

¹ Needed only if agency is not currently listed on list of MPH affiliated sites OR supervisor is new
² Needed only if agency is not currently listed on list of MPH affiliated sites
³ A draft scope of work must be submitted BEFORE submitting the final practicum learning contract.

2. **FIELD TRAINING HOURS**
   Students must secure a field placement prior to enrollment in PM 596, or at least, prior to the add/drop deadline (3rd week of the semester). The exact hours and days worked will be negotiated between the student and the field supervisor. Since the summer semester is shorter (about 12 weeks), the work hours will be adjusted accordingly.

   Students will record hours worked by using the time card feature provided in the control panel in their Practicum Portfolio.

3. **MID-PRACTICUM ASSESSMENT**
   Students must meet with the Practicum Director midway through the semester to discuss the progress of their practicum to ensure satisfactory completion of all the practicum requirements.
4. **REFLECTIVE JOURNALS**

Documenting the field training experience through journaling provides an opportunity for reflection. Students will complete three journals (one journal for every 100 hours worked). The journals are uploaded to the practicum website as well as turned in to the Practicum Coordinator. While the journals do not have a specific format, they must each be at least 3 pages in length and reflect your individual experience. They may include discussion of the following:

a. **Specific activities** conducted as part of the field training experience

b. **Reflective observations** including a discussion of obstacles encountered successes, etc. These observations could include the following topics:

   - **Challenging previous thinking and/or knowledge**
     Reflect on what you previously thought about a situation, issue, and/or problem and compare what you are learning/doing in the practicum.

   - **Professional Development**
     Describe scenarios that require the consideration of ethics and the use of judgment.

   - **Relationship with the preceptor and other staff**
     Describe the role of your field supervisor and the way in which you interact with him/her as well as other staff. Comment on the management/leadership styles you see exhibited.

   - **Your place in the organization**
     Provide insight into how the organization sees the intern and the internship process.

5. **PRACTICUM PORTFOLIO**

The practicum portfolio is a collection of materials personally developed by students as evidence of their accomplishments and commitment to the field of public health. The contents demonstrate an application and mastery of the program competencies. The purpose of the portfolio is to demonstrate that students have engaged in a self-reflection of their practicum experience and to showcase to others – potential employers, for example – their capabilities as future public health professionals. The following documents comprise the portfolio and are uploaded as separate documents:

a. **Scope of Work**
   See Appendix A.

b. **Competency checklist**

c. **Journals**
   Complete three journals. (Two journals are required for students with a waiver.)

d. **Self-evaluation**
   - The self-evaluation should be no less than 4 pages in length, double-spaced, 12 point font, with 1 inch margins.
   - Upon conclusion of your field training hours, describe how this Practicum has contributed to your understanding of public health and public health practice. Identify and assess the extent to which the general public health competencies and the track-specific competencies you chose were synthesized and integrated during the Practicum. Assess the extent to which you have achieved the objectives outlined in your scope of work. See guidelines in Appendix B.

e. **Sample work/Deliverable**
   - Attach documents/materials you have produced as a result of your practicum. Examples of acceptable documents include: surveys, health education materials, reports, proposals, presentations, etc.
SUBMISSION OF ALL THE REQUIREMENTS

1. Upon completion of all your hours:
   a. Email the following to the Practicum Coordinator AND the Practicum Director in **ONE ZIPPED FILE**:
      i. Folder 1 titled, “Practicum Forms”
         1. Student legal form
         2. Copy of your health insurance card
      ii. Folder 2 titled, “Scope of Work”
         1. Learning Contract
         2. Scope of Work
         3. MPH Competency Checklist
      iii. Folder 3 titled, “Journals”
           1. Journal 1
           2. Journal 2
           3. Journal 3 (Two journals are required for students with a waiver)
           1. Self-evaluation report (see syllabus for detailed instructions)
      v. Folder 5 titled, “Sample Work/Deliverable”
           1. All sample work /deliverables you created during your practicum, it would go in this folder (i.e., PowerPoint presentations, pamphlets, surveys)
   b. Your Field Supervisor Evaluation Form must be completed by your preceptor and **he/she must email it directly** to the Practicum Coordinator by the deadline. **NOTE: You should complete sections 6 & 7 of the Field Supervisor Evaluation Form before you email it to your supervisor to complete.**

GRADING
Students will be given a grade of Credit (CR)/No Credit (NC) by the Faculty Instructor based on feedback from the Preceptor and the content of the Practicum Portfolio. **ALL** course requirements, assignments, and forms must be completed in order to receive a grade of Credit (CR). Unsatisfactory completion of the course requirements will result in a mark of No Credit (NC).

DUE DATES
All course requirements must be 1) uploaded onto your Practicum Portfolio webpage AND 2) emailed to the Practicum Coordinator by 5:00 p.m. according to the dates below. **There are no exceptions to the deadlines and no extensions will be granted.**

<table>
<thead>
<tr>
<th>Semester of Registration</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Dec. 5th @12PM (Noon)</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>April 30th @12PM (Noon)</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Aug. 11th @12PM (Noon)</td>
</tr>
</tbody>
</table>
MPH PRACTICUM OVERVIEW

PRACTICUM ELIGIBILITY: You must have completed all the MPH Core Courses (501, 508/509, 510, 512, 529) and your track core courses

TIMELINE and FORMS: Once you have completed the Core Courses, the following timeline should be followed:

1. At least six months before you want to begin your practicum:
   a. Complete the MPH Practicum Student Information Form
   b. Meet with the Practicum Director and/or Practicum Coordinator to discuss the Student Interest Form
   c. Begin searching for a practicum site that is related to your MPH track competencies.

2. Once you find a practicum site:
   a. Complete the MPH Practicum Approval Form and email it to the Practicum Coordinator
   b. The Practicum Coordinator will review your form with the Practicum Director and you should receive an email response in approximately 5-7 business days stating whether your practicum has been approved

3. When your practicum has been APPROVED:
   i. Email the following to the Practicum Coordinator
      1. Student Legal Form
      2. Scanned copy of your health insurance card
      3. NOTE: You must submit the Legal Form and the copy of your health insurance card BEFORE you starting working at your practicum site. We will only count the hours you accrue after these items have been received.
   ii. Create your Practicum Portfolio Site
      1. Visit the Practicum Website (http://mph.usc.edu/practicum)
      2. Click on “First Time SETUP” and follow the prompts to create your site
   iii. Log your hours using the Practicum Time Card located in your practicum portfolio
      1. If you need to enter old hours, use the Catch Up Time Card
      2. Email the Practicum Coordinator for the passcode to access the Catch Up Time Card

4. Once you have completed 100 hours:
   a. Submit the following to the Practicum Coordinator via email:
      i. Learning Contract
      ii. Scope of Work (use the sample Scope of Work as a template)
      iii. MPH Competency Checklist
      iv. NOTE: any hours you work past 50 hours will NOT be counted if the aforementioned documents are not received

5. Upon completion of all your hours
   a. Email the following to the Practicum Coordinator AND the Practicum Director in ONE ZIPPED FILE:
      i. Folder 1 titled, “Practicum Forms”
         1. Student legal form
         2. Copy of your health insurance card
      ii. Folder 2 titled, “Scope of Work”
         1. Learning Contract
         2. MPH Competency Checklist
         3. Scope of Work
      iii. Folder 3 titled, “Journals”
         1. Journal 1, Journal 2, Journal 3
         1. Self-evaluation report (see syllabus for detailed instructions)
      v. Folder 5 titled, “Sample Work/Deliverable”
         1. All sample work /deliverables you created during your practicum, it would go in this folder (i.e., PowerPoint presentations, pamphlets, surveys)
   b. Your Field Supervisor Evaluation Form must be completed by your preceptor and he/she must email it directly to the Practicum Coordinator by the deadline. **NOTE: You should complete sections 6 & 7 of the Field Supervisor Evaluation Form before you email it to your supervisor to complete.

All the Practicum Forms and Documents, including the syllabus, can be downloaded from the Practicum website (http://mph.usc.edu/practicum)
APPENDIX A: INSTRUCTIONS FOR CREATING SCOPE OF WORK

I. Timeline:

- Meet with your practicum supervisor to discuss your tasks
- Compose a draft scope of work based upon discussion with your supervisor
- Scope of Work must follow the format in the Sample Scope of Work
- Submit an electronic draft scope of work to the Practicum Director according to the following schedule:
  - By the completion of 50 hours for a 300-hour practicum
  - By the completion of 25 hours for a 150-hour practicum
- Revise scope of work based upon recommendations
- Submit a final scope of work, along with signed Learning Contract and MPH Competency Checklist

II. Required Elements

Goals
- Develop a broad statement describing what you wish to achieve. List at least 3 goals.

Objectives
- Break down the goals into smaller parts that provide specific, measurable actions by which the goal can be accomplished. List at least 2 objectives for each goal.

Activities
- Detail specific activities you will undertake for each objective

Start-End Date
- Estimate the time to complete each activity

Responsible Parties
- If applicable, list names of others who may be assisting you with the completion of each activity

Tracking Measures (Evaluation)
- Determine how you will evaluate your progress. By what means will you demonstrate that an activity has been completed?

*A sample Scope of Work can be viewed below and can also be downloaded from the MPH Practicum Website
*A tip sheet on how to write goals and objectives can also be found below or on the MPH Practicum Website

**Important: Should it be necessary to modify the scope of work during your field training, please submit a revised copy, noting relevant changes.
APPENDIX B: GUIDELINES FOR THE SELF-EVALUATION

The self evaluation shall be no less than 4 pages (double-spaced, 12 point font, 1 inch margins) and should include each of the following four sections:

I. Achievement of Project Objectives
   • Assess the extent to which you have achieved the objectives outlined in your scope of work. Be certain to mention by what means you can determine their achievement (e.g., measures of success).

II. Addressing MPH Student Competencies
   • Assess the extent to which the general public health and track specific competencies were addressed or enhanced through the practicum experience. For each competency identified in the inventory, list specific examples of how the experience provided an opportunity to address that competency. If these were not met, please explain. If other competencies were addressed that were not initially identified, please list and explain.

III. Contribution of MPH coursework
   • Discuss the extent to which your class-based experiences adequately prepared you for your practicum assignment. Which courses or specific knowledge areas were particularly relevant or useful during your placement? Were there other courses or content areas not covered in the MPH curriculum that would have been useful?

IV. Overall quality of the experience
   • How would you rate your practicum as an educational experience? Were there particular skills, knowledge or lessons you acquired unexpectedly? Did it provide you with a better sense of the skills needed for employment in the profession? What did you like best/least about the experience? Do you have any recommendations for improving the practicum experience for future students?
PRACTICUM LEARNING CONTRACT  
(To be completed by the student with guidance from field supervisor)

Student Name:_____________________________________________________

Agency and Department/Division:_____________________________________

Supervisor Name:__________________________________________________

Dates of Placement:________________________________________________

I. SCOPE OF WORK

Following the scope of work template, create a table to describe the project(s) in which you will be contributing. Include the following sections:

1) Overall goals of the internship
2) Measurable objectives that relate to the achievement of the goals
3) Activities that correspond to each objective
4) Start-end dates
5) Responsible parties involved
6) Tracking measures

II. MPH STUDENT COMPETENCY CHECKLIST

Using the checklist provided, identify the MPH Competencies you will be addressing through the field training experience.

Attach both the scope of work and MPH student competency inventory to this document.

I have participated in development of the practicum proposal and agree to the conditions specified above. If it becomes necessary to alter any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

Student Signature ________________________________________________ Date ____________________

Preceptor Signature ______________________________________________ Date ____________________

MPH Practicum Coordinator _________________________________________ Date ____________________
**MPH Competency Checklist**

Competencies are statements describing the knowledge base and skill set MPH students should possess upon graduation. The following inventory contains both Public Health Core Competencies and Track Specific competencies.

**Instructions:** Before you begin the practicum, indicate the competencies which you plan to address or enhance through your field training experience. Place an “X” next to at least **TWO General Public Health** competencies and **TWO Track Specific** competencies. At the end of the practicum, you will have the opportunity through your practicum paper and self-evaluation to reflect on how you did in mastering these competencies. You may also add any additional competencies that you may not have marked at the start of the practicum.

### GENERAL PUBLIC HEALTH COMPETENCIES

| GPH1. | Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature – both quantitative and qualitative sources |
| GPH 2. | Apply theoretical constructs of social and health behavior in planning community interventions |
| GPH 3. | Assess programs and policies designed to protect and promote environmental and occupational health by applying sound biological, chemical and physical science standards |
| GPH4. | Function as collaborators on public health projects with the ability to assume leadership roles in the development, implementation, and/or evaluation of programs |
| GPH5. | Demonstrate the ability to select, apply and interpret intermediate-level statistical techniques to the assessment of community needs and program outcomes |
| GPH6. | In planning community-based programs and/or program changes, demonstrate an appreciation of the interactive nature of the political, organizational and economic context of public health programs; of funding patterns and priorities; and the possibility of multiple agendas and conflicting goals |
| GPH7. | Articulate the relationship between health care delivery and financing, public health systems and public policy |

### HEALTH EDUCATION & PROMOTION COMPETENCIES

| HP1. | Incorporate understanding of cultural, socioeconomic, and demographic factors into community health education, health policy and health service strategies to improve the health status of a community |
| HP2. | Articulate the key process steps in the development, implementation, and evaluation of community health promotion programs |
| HP3. | Function as a community resource person by demonstrating the skills needed to: listen attentively and purposefully to a group; perform needs assessments based on both first-hand and appropriate secondary sources; and to integrate community objectives into verbal, written, and/or mass-media communications |
| HP4. | Prepare clear and concise health education materials tailored appropriately to diverse audience segments |
| HP5. | Apply behavioral science, health education, and communication theories and methods to the analysis of community health problems and the development of effective health promotion strategies |
| HP6. | Develop and carry out an effective process and outcome evaluation of a community based health promotion program |

### BIOSTATISTICS/EPIDEMIOLOGY COMPETENCIES

| BE1. | Advise fellow investigators on the design, conduct and data analysis for studies in the health sciences |
| BE2. | Serve as data coordinators, managers and analysts for epidemiologic studies or public health-related projects, e.g., multi-center clinical trials, government surveys, outcome databases, etc. |
| BE3. | Design and implement studies related to public health problems |
| BE4. | Describe and discuss the important risk factors for major chronic and infectious diseases |
| BE5. | Assist in the investigation of an infectious disease outbreak or other community health problem |
| BE6. | Locate and access existing sources of data including vital statistics records, disease registries, and clinic and hospital records that might bring light to the problem |
| BE7. | Determine the appropriate study design to analyze a community health problem |
| BE8. | Analyze basic relationships between risk factors and outcome data using data management and statistical software |
| BE9. | Seek additional biomedical, statistical, and computing assistance when appropriate |
| BE10. | Interpret the results of research reports that focus on public health and/or policy implications |
| BE11. | Identify potential bias in research reports and evaluate the likelihood that these potential biases actually explain the findings |
| BE12. | Write the results of data analysis in a coherent report that can be used to guide public policy |
| BE13. | Identify behavioral/social/cultural and epidemiological factors in a particular setting/problem and analyze how these factors affect disease |
| BE14. | Apply principles of cultural competence in the research process through the use of appropriate data collection instruments, methodologies and analysis techniques |

**HEALTH COMMUNICATION COMPETENCIES**

| HC1. | Explain and interpret research outcomes related to health communication |
| HC2. | Conduct analyses to determine health communication outcomes (change in behaviors/beliefs) |
| HC3. | Identify the advantages and disadvantages of the vast number of communication channels and demonstrate the ability to select the appropriate channel mix for any given public health communication objective and target audience |
| HC4. | Describe how cross-cultural communication influences the patient-provider interaction and demonstrate listening and interviewing skills that improve communication with diverse audiences |
| HC5. | Design communication messages and materials to respond to the needs of ethnically diverse and low-literacy audiences |
| HC6. | Explain and apply health communication theories to public health problems |
| HC7. | Use appropriate strategies for community and audience needs assessment, campaign design, management and evaluation |
| HC8. | Articulate ethical dilemmas involving the use of communication tools for achieving public health objectives |
| HC9. | Effectively present and advocate for public health programs, resources and policies |
| HC10. | Use the media, advanced technologies, and communication networks to communicate information to diverse populations |

**CHILD AND FAMILY HEALTH COMPETENCIES**

| CFH1. | Describe the normal patterns of individual and family growth and development from an intergenerational and lifespan perspective |
### CFH2.
Discuss key issues in pediatric health and disease and their implications for public health, including the major domestic and international causes of mortality and morbidity for children and adolescents

### CFH3.
Incorporate appropriate intervention strategies based on population strengths, needs, values and practices of diverse cultural, racial, ethnic groups into public health interventions for children and families

### CFH4.
Critically analyze inequities in health status based on age, developmental level, physical ability, race/ethnicity, socioeconomic position and gender

### CFH5.
Prepare and interpret data from vital statistics, censuses, surveys, service utilization and other relevant reports on the health of children and adolescents

### CFH6.
Describe the historical development, scientific basis, and current focus of public policies governing health care practices for children, adolescents and their families

### CFH7.
Demonstrate ethical conduct in the promotion and delivery of family-centered, comprehensive, community-based, and culturally-competent public health services and programs

### CFH8.
Discuss the purpose, rationale, activities, and performance measures for existing child health programs, and apply appropriate quality management techniques in the evaluation of these programs

### GLOBAL HEALTH LEADERSHIP COMPETENCIES

| GH1. | Explain the global context in which public health problems occur and the need to respond to the health consequences of international emergencies |
| GH2. | Describe how globalization, rising infectious and chronic diseases, and natural and manmade disasters make the health and wellbeing of people of the world increasingly interdependent |
| GH3. | Appreciate the increasing influence of determinants arising in foreign countries to any country’s health and safety |
| GH4. | Articulate the leadership and management skills needed in the 21st century to effectively lead local, national, and global public health systems |
| GH5. | Apply scientific knowledge and leadership tools and resources to promote health, prevent illness and fight disease around the world |
| GH6. | Utilize lessons learned and best practices to play leadership roles in promoting global health through proved research, practice and policy-making |
| GH7. | Advocate for multi-dimensional, multi-sectorial and multi-national disease prevention and control initiatives to improve the health of the people around the world |
| GH8. | Promote the mutual benefits of improving the health status and wellbeing of other countries |
| GH9. | Describe the advantages of information sharing and expertise exchange among countries and international partners |
| GH10. | Promote health system development and reform worldwide through the engagement of world-wide networks, partnership and public and private health institutions |

### PUBLIC HEALTH POLICY COMPETENCIES

| PHP1. | Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. |
| PHP2. | Describe the legal and ethical bases for public health and health services. |
| PHP3. | Explain methods of ensuring community health safety and preparedness. |
| PHP4. | Discuss the policy process for improving the health status of populations. |
| PHP5. | Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives. |
| PHP6. | Apply principles of strategic planning and marketing to public health. |
### PHP7.
Apply quality and performance improvement concepts to address organizational performance issues.

### PHP8.
Apply "systems thinking" for resolving organizational problems.

### PHP9.
Communicate health policy and management issues using appropriate channels and technologies.

### PHP10.
Demonstrate skills in policy analysis

### PHP11.
Demonstrate leadership skills for building partnerships.

**ENVIRONMENTAL HEALTH COMPETENCIES**

<table>
<thead>
<tr>
<th>EH1.</th>
<th>Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH2.</td>
<td>Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
</tr>
<tr>
<td>EH3.</td>
<td>Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.</td>
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<td>EH4.</td>
<td>Specify current environmental risk assessment methods.</td>
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<td>EH5.</td>
<td>Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.</td>
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<td>EH6.</td>
<td>Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.</td>
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<td>EH7.</td>
<td>Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</td>
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<tr>
<td>EH8.</td>
<td>Develop a testable model of environmental insult.</td>
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## Sample Scope of Work for Tammy Trojan

### GOAL 1:
To develop a broad based outreach program about breast and cervical cancer re-screening for underserved minority women in Los Angeles by the end of summer 2012.

**MPH Competencies:**
- General Public Health Core #4 and #6
- HP Competencies #3

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<th>Objectives</th>
<th>Activities</th>
<th>Start/End Date</th>
<th>Person Responsible</th>
<th>Tracking Measure</th>
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</table>
| 1. Research guidelines and state requirements for the design of the broad based materials by the end of May. | a. Review all CDS program letters and scope of work guidelines for broad based materials.  
b. Review previous SOW for last period's broad based plan.  
c. Research possible outreach materials with in budget.  
d. Create templates that fit within the state guidelines and PFP's internal objectives. | 5.18.12 – 5.27.12 | Intern                     | a. Checklist of requirements.  
b. Lists of possible materials and costs                                             |
| 2. Meet with representatives from the targeted groups to design and finalize materials by mid-June. | a. Create contact at community based organizations that serve the priority population.  
b. Set up meetings with representatives to brainstorm material ideas and content that would be appropriate for the specific groups.  
c. Meet with ethnic task forces to discuss and finalize the material templates. | 5.31.12 – 6.15.12 | Intern, Health Education Coordinator, Task Force Members | a. Draft of potential materials  
b. Meeting notes from individual CBO meetings  
c. Meeting minutes from ethnic task force meetings                                         |
| 3. Submit broad based outreach plan by July 1 to the state for approval.    | a. Finalize materials for each priority group.  
b. Finalize evaluation methods for the broad based outreach plan.  
c. Submit draft of plan to preceptor for edits and feedback.  
d. Submit final plan to the CDP:EWC program for approval. | 6.27.12 – 6.30.12 | Intern, Health Education Coordinator                  | a. Draft of submission  
b. Feedback sheet from preceptor  
c. Plan submitted and accepted by deadline                                             |
| 4. Create and obtain broad based outreach materials by early August.       | a. Finalize design of the materials.  
b. Obtain proofs from printers.  
c. Obtain approval from CDP:EWC for purchase  
d. Have materials in hand ready for distribution. | 7.1.12 – 8.3.12    | Intern, Health Education Coordinator                  | a. Cost estimates  
b. Design proofs  
c. Materials ready for distribution                                                  |

### GOAL 2:
To conduct a community analysis on demographic and health statistics for those residing in Los Angeles County by the end of the summer semester.

**MPH Competencies:**
- General Public Health Core #1
- HP Competency #1

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</thead>
</table>
| 1. Conduct a literature review on demographic, breast and cervical cancer, and healthy lifestyle statistics for | a. Use electronic search engines to obtain data sources.  
b. Retrieve and review reports.  
c. Summarize county and SPA data in tables. | 6.2.12 – 7.1.12    | Intern                     | a. Tables summarizing data  
b. Lists of references                                                                            |
those residing in Los Angeles County.

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</table>
| 2. Complete an analysis on the general health of the women in Los Angeles County. | a. Write narrative of health status of women in LA County.  
    b. Identify which minority groups are most in need of cancer prevention education and where they reside in LA County. | 7.5.12 – 8.3.12 | Intern | a. Completion of final report |

**GOAL 3:**
To update and finalize a grant proposal template to secure funding for the Ethnic Task Forces at PFP by mid-June 2012

**MPH Competencies:**
General Public Health Core #1  
HP Competency #1

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</table>
| 1. Update RFA template by June 10th. | a. Review current template and past grant submissions.  
    b. Review current cancer statistics and incorporate into template.  
    c. Update narratives on current task force work and goals.  
    d. Update information about PFP’s work, mission and objectives. | 5.25.12 – 6.10.12 | Intern, Health Education Coordinator | a. Draft of RFA template  
    b. Feedback from health education coordinator |
| 2. Create a component to add a new task force for the LGBTQ community by June 10th. | a. Review current cancer statistics for the LGBTQ community.  
    b. Identify a need within that community for cancer prevention education and resources.  
    c. Create a narrative about a LGBTQ task force. | 6.6.12 – 6.10.12 | Intern, Health Education Coordinator | a. Draft of RFA template  
    b. Feedback from health education coordinator |

**GOAL 4:**
To conduct one or two tailored education classes on breast and cervical health and cancer prevention.

**MPH Competencies:**
HP Competency #5

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</thead>
</table>
| 1. Prepare for tailored education class on breast and/or cervical health by July. | a. Review current literature on breast and cervical cancer.  
    b. Review current PFP education materials on breast and cervical cancer.  
    c. Attend 2-4 classes on breast and cervical cancer. | 6.1.12 – 7.1.12 | Intern, Health Education Coordinator | a. Notes on breast and cervical cancer  
    b. Sign-in sheets from classes attended. |
| 2. Conduct a tailored education class on breast and/or cervical health during the month of July. | a. Present a class on breast and/or cervical cancer.  
    b. Answer questions from audience about breast and cervical cancer.  
    c. Administer a pre/post test survey. | 7.1.12 – 8.3.12 | Intern, Health Education Coordinator | a. Sign-in sheet  
    b. Flyer advertising class.  
    c. Pre/Post test survey results. |
# SCOPE OF WORK TEMPLATE

## SCOPE OF WORK FOR (INSERT STUDENT NAME)

### Goal 1:
General Public Health Competency:
Track Specific Competency:

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Activities</th>
<th>Start/End Date</th>
<th>Who Is Responsible</th>
<th>Tracking Measures</th>
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### Goal 2:
General Public Health Competency:
Track Specific Competency:

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<th>Objective(s)</th>
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### Goal 3:
General Public Health Competency:
Track Specific Competency:

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Tips for Writing Goals and Objectives

Although many different courses will cover in depth writing goals and objectives for health promotion programs, grants, and organizations, we have compiled a few tips to help write your goals and objectives early in your career.

What are goals and objectives?
A goal is an overarching principle that guides decision making. Objectives are specific, measurable steps that can be taken to meet the goal.

For example

Goal: Develop an increased understanding of careers in health education by the end of the Fall 2006 semester
Objectives:
- Find five job descriptions for health education related jobs by the beginning of December
- Interview two current health education professionals by the end of November
- Identify three organizations that employ health educators by the end of September

A common way of describing goals and objectives is to say that:

- Goals are broad    Objectives are narrow
- Goals are general intentions   Objectives are precise
- Goals are intangible    Objectives are tangible
- Goals are abstract    Objectives are concrete
- Goals are generally difficult to measure    Objectives are measurable

These are not the only definitions of goals and objectives. Goals and objectives are used in different ways for different purposes and several of your classes will offer you greater insight into using goals and objectives.

Throughout your master program, you will come to appreciate the importance of measurable goals. Measurable goals and objectives are essential for evaluating progress. Your personal goals are no different. A useful way of making goals and objectives more powerful and measurable is to use the SMART mnemonic. While there are plenty of variants, SMART usually stands for:

- S  Specific
- M  Measurable
- A  Attainable
- R  Relevant
- T  Time-bound

For example, instead of saying “I will talk to people about health education” say “I will interview three current health educators including questions about their position and career development by December 1, 2006”.


Useful Verbs for Writing Goals and Objectives

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Define</td>
<td>Choose</td>
<td>Apply</td>
<td>analyze</td>
<td>Arrange</td>
<td>Appraise</td>
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<tr>
<td>Identify</td>
<td>Cite examples of</td>
<td>Demonstrate</td>
<td>Appraise</td>
<td>Assemble</td>
<td>Assess</td>
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<td>List</td>
<td>Demonstrate use of</td>
<td>Employ</td>
<td>Calculate</td>
<td>Collect</td>
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<td>Name</td>
<td>Describe</td>
<td>Generalize</td>
<td>Categorize</td>
<td>Compose</td>
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<td>Determine</td>
<td>Illustrate</td>
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<td>Construct</td>
<td>Critique</td>
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<td>Recognize</td>
<td>between</td>
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<td>Conclude</td>
<td>Create</td>
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<td>Record</td>
<td>Discriminate</td>
<td>Operate</td>
<td>Correlate</td>
<td>Design</td>
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<td>Relate</td>
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<td>Repeat</td>
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<td>Give in own words</td>
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