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INTRODUCTION

MESSAGE FROM THE MPH DISTANCE COORDINATOR

The fieldwork practicum is a unique and invaluable component of professional preparation in community health education and offers students the opportunity to apply public health concepts, theories, and skills in a community practice setting. The MPH Practicum Handbook contains all the necessary information and protocols students and preceptors need to ensure a successful practicum experience.

I would like to thank preceptors for making a major contribution to the professional development of our current and future public health educators, administrators, organizers, activists, and scholars. We deeply appreciate the time, interest, resources, learning opportunities, and guidance that you and your staff provide to our students.

Daniel Perales, Dr.P.H., M.P.H.
MPH Program Distance Coordinator

This Handbook was developed to provide guidance, information, and tools for Distance MPH students, preceptors, and faculty. The contents have evolved over the year, with contributions from Linda Appleton, Anne Demers, Valodi Foster, Edward Mamary, Daniel Perales, and Kathleen Roe. This version was edited and reorganized specifically for the Fall 2012 – Spring 2013 Distance students and their preceptors by Kathleen Roe. We welcome your feedback and contributions to the next edition! KMR
San José State University has had a Master of Public Health (MPH) program since 1970. In 2008, we admitted our first course of distance students to learn through a combination of “live online” class sessions and annual in-person learning on our campus. The students entering fieldwork in fall 2012 represent our fourth cohort of students learning in this exciting new way. We are very proud of them and delighted to be able to offer our MPH program both “on campus and online”.

Below are highlights of the MPH Distance Experience:

- **Cohorts of 25 are admitted each summer**, to begin the program in August
- **The cohort stays together**, taking every course together, and graduating together, two Augusts later
- **The group meets for the first time during a “live online” session**, three weeks later, they come to the SJSU campus for their first “Campus Days”. This 4-5 day experience includes social time to get to know each other and the other distance students, technology training, introduction to the faculty, and course intensives.
- **Students take one course at a time**. Each course is 6 – 8 weeks long, with a one-week break between courses. The courses meet the same essential objectives as the longer campus classes.
- **Courses meet “live online” every Tuesday night, 6 – 9 p.m. PST**. “Synchronous” sessions are led by the course instructor, with live technical support by the Course Monitor. Online sessions typically involve group discussions, lectures, and guest or student presentations. Participants work from their computers wherever they are (from Minnesota to Maryland to California), facilitated by a learning management system that offers a variety of presentation and course management tools.
- **All MPH Core faculty members teach distance courses**. Like campus students, distance students also have the opportunity to take courses from our part-time instructors, experienced professionals who teach courses with us in their areas of expertise.
- **At the end of the first year, the distance students return to campus for a 3-4 day “Campus Days” experience**. This time, they love getting together after a year of Tuesday nights online. Like the first year, they participate in intensive course sessions and socialize with the new students as well as those about to graduate. And this time, they focus on planning for the MPH Practicum, including fieldwork.
- **Distance students begin their fieldwork early in the second year of their MPH program**. Distance students continue taking Tuesday night courses during fieldwork.
- **Distance students do fieldwork in a wide variety of settings** – from public health departments to local school districts, from national organizations to the military, from regulatory agencies to community organizations. They are everywhere and doing everything, under the guidance of a stellar group of public health and social service leaders who graciously serve as our Preceptors.
- **Distance students return to campus one final time**; this time, they finish their course intensives, report on their Practicum experiences, take the 3-day MPH Comprehensive Exam, and graduate in a gala Convocation ceremony – exactly 24 months after starting the program!
The MPH PRACTICUM

Practicum Key Contacts

MPH Distance Fieldwork Instructor
Kathleen Roe  kathleen.roe@sjsu.edu  408-924-2971

MPH Program Distance Coordinator
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MPH Program Administrative Support
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Practicum Overview
The MPH Practicum is organized in three parts:

▪ HS 291A Preparation for Fieldwork Seminar
▪ HS 291D Fieldwork (under the guidance of a public health preceptor)
▪ HS 29E Fieldwork Synthesis Seminar

The heart of the practicum is fieldwork – the 400 hours spent in a professional setting, applying theory and skills learned in the classroom. Distance students do their practica throughout the second year of their 2-year program. Each of the three components is briefly described below.

HS 291 Preparation for Fieldwork Seminar:
All students must satisfactorily complete four of the Core Health Education Courses (HS 200 Contemporary Practice Seminar, HS 201 Groups and Training, HS 271 Theoretical Foundations of Public Health, and HS 272 Program Planning and Evaluation) prior to beginning the practicum sequence. The Preparation for Fieldwork Seminar helps students identify professional development goals, locate a fieldwork placement and preceptor, negotiate a Memorandum of Understanding (MOU) that serves as the basis of the field assignment, and otherwise prepare for the fieldwork experience. Students take this seminar during the summer of their first year in the program, preparing to begin fieldwork no later than October 1.

Note: As of Fall 2013, the 400 MPH fieldwork hours will be redistributed to 325 hours in the placement itself, 35 hours allocated for documentation and course-related assignments, and 40 hours for professional development beyond the field placement. Students doing fieldwork in 2012-13 have the option of renegotiating their fieldwork MOU with their preceptor if this new schedule is agreeable to both parties.

HS 291D Fieldwork
MPH students have conducted their fieldwork in diverse community settings in local, state, national, and international organizations. With approval of the preceptor, students may work at their fieldwork site full or part-time, depending on the needs of the agency, the activities they will be involved with, and their own personal/professional schedules. Students are encouraged to identify
fieldwork sites that are outside of their place of employment. However, under certain circumstances, students may fulfill their fieldwork experience at their current place of employment provided their MOU delineates activities that are outside the scope of their regular job description.

Students submit monthly summaries to the HS 291D Fieldwork Instructor throughout the fieldwork period and, along with their preceptor and MPH fieldwork faculty, participate in a Midpoint Conference Consultation. Fieldwork begins October 1 and continues until June 1 (or until the full fieldwork commitment has been met).

**HS 291E Fieldwork Synthesis Seminar**
As students near the end of their fieldwork, as well as the end of the MPH program, they reconvene online for HS 291E, the Fieldwork Synthesis Seminar. This highly interactive course encourages sharing of experiences and aha’s from the field, and application of those insights to the ethical responsibilities of public health educators, the structure and processes of effective organizations, and personal assessments of individual strengths and areas for continuing education. The Fieldwork Synthesis Seminar meets June 1 – August 4.

**Practicum Terms**

**Fieldwork Preceptor:** A professional with a graduate public health degree who is responsible for supervising, guiding, and evaluating MPH students during their fieldwork experience. Preceptors must have a minimum 2-years full-time experience after their own master’s degree. If there is not a qualified preceptor onsite, it is possible to provide the required guidance and support to the MPH student through adding a Fieldwork supervisor or Consulting Preceptor (see definitions below).

**Fieldwork Supervisor:** The person who is designated in the MOU to provide day-to-day oversight of the student’s fieldwork activities. In most cases, this is the Fieldwork Preceptor. However, if the preceptor will not be available for regular supervision and consultation, a Fieldwork Supervisor may be added to the team to fulfill this role on a more daily basis.

**Consulting Preceptor:** A health education professional who provides regular consultation on the community health education framework, application, or implications of the fieldwork activities. This is usually the Fieldwork Preceptor or an added Supervisor. However, in the rare cases in which there is no one with a health education degree involved in the student’s assignments, a Consulting Preceptor is required to meet MPH program fieldwork objectives. Consulting Preceptors may work in other parts of the organization or in another setting entirely.

**Fieldwork Site:** An agency or organization approved as a fieldwork setting by the HS 291A Preparation for Fieldwork Seminar Instructor.

**HS 291A Instructor:** The SJSU MPH faculty member teaching the HS 291A Preparation for Fieldwork seminar for this student cohort. This instructor is responsible for facilitating the student-site-preceptor matches and MOU negotiation.

**HS 291D Fieldwork Instructor:** The SJSU MPH faculty member “on duty” for fieldwork while students are working at their placements. This instructor is on call to respond to questions, changes in the field placement, problems, or emerging opportunities. The 291D Fieldwork instructor receives and reviews the monthly fieldwork summaries submitted by all students while in the field.
**HS 291E Fieldwork Synthesis Instructor:** The SJSU MPH faculty member who teaches the final Practicum Seminar and provides guidance on the final assignments and compilation of the Final Report.

**MPH Fieldwork Consultants:** MPH faculty members or special consultants who assist the HS 291D Fieldwork instructor with Conference Consultations and Final Reports as needed.

**MPH Fieldwork Teaching Team:** The full set of instructors and consultants involved with HS 291A, D, and E for a particular MPH cohort.
FIELDWORK

Fieldwork is the center component of the MPH Practicum – the 400 hours spent at an agency or other community agency. Fieldwork is required of all students in accredited MPH programs.

Fieldwork Activities

The specific things that students are invited and required to do during fieldwork make all the difference in their professional preparation. In the 40+ years since our first fieldwork placement (1971), we have learned that the best fieldwork opportunities involve students in some combination of the following activities:

- Helping to plan, develop, implement, and evaluate community health education programs or research;
- Conducting a community health education needs or asset assessment;
- Developing or tailoring culturally appropriate materials, programs, or interventions for a particular community;
- Accessing and appraising current literature, databases and information clearinghouses related to one of the agency’s programs or emerging initiatives;
- Contributing to policy advocacy for health education;
- Promoting or disseminating program information, results, or accomplishments.

In addition, fieldwork should provide opportunities for the student to:

- Observe and participate in staff meetings;
- Understand the strategic plans of the agency;
- Participate in conferences or key meetings that occur during the practicum period;
- Meet and interact with key leaders of the agency or the field.

Official Site Approval

Agencies or individuals seeking SJSU MPH students as interns must be approved by the HS 291A Preparation for Fieldwork Seminar Instructor.

- Site approval is given to agencies or organizations that have:
  - A genuine interest in precepting a health education professional;
- A designated staff person to serve as Fieldwork Preceptor (See preceptor definitions in previous section);

- A set of tasks and projects that would expose the student to the breadth of community health education practice; and

- A specific project the student can work on to develop depth, expertise, and achievement in a particular area.

**New site approval** involves submission of:

- A letter of intent, signed by the relevant agency official, indicating the resources, potential projects, and designated Fieldwork Preceptor to support an MPH student;

- A packet of agency materials, including agency brochure, organizational chart, list of current programs, and recent annual report;

- These items should be submitted by the student to the HS 291A Preparation for Fieldwork Seminar Instructor.

**Continuing site approval** involves submission of:

- Student Performance Evaluations after each field experience,

- Positive feedback from students and faculty regarding past fieldwork experiences.
FIELDWORK ROLES AND RESPONSIBILITIES

Roles and Responsibilities of MPH Students

• **Successful completion of four Health Education Core Courses** (HS 200 Contemporary Practice Seminar, HS 201 Groups and Training, HS 271 Theoretical Foundations of Public Health, and HS 272 Program Planning and Evaluation) **prior to beginning the Practicum sequence**;

• **Master the theories and skills from the four Health Education Core Courses, and the Fieldwork Seminar** and achieve a minimum of B- grades in each of the five courses **prior to beginning** fieldwork activities;

• Assess individual strengths, competencies, resources, professional development plans, and use this assessment to **identify priorities for fieldwork**;

• **Explore and identify potential fieldwork sites and preceptors**, in collaboration with the HS 291A Preparation for Fieldwork Instructor and the other students in the MPH cohort also seeking promising field placements and preceptors;

• **Select a fieldwork site and preceptor** in collaboration with the HS 291A Preparation for Fieldwork Seminar Instructor;

• **Develop a Memorandum of Understanding (MOU)** with the Fieldwork Preceptor, outlining specific and measurable objectives, a timeline, and any other relevant agreements, and submit it for final approval to the Fieldwork Instructor by the HS 291A deadline;

• With an approved MOU on file, **begin Fieldwork** by October 1st;

• **Fully engage** in the unique opportunity offered by the fieldwork experience;

• **Perform fieldwork duties** with the highest professional integrity;

• **Act with appropriate professional and proactive assertiveness** to ensure a meaningful fieldwork experience;

• **Meet regularly with the Fieldwork Preceptor** for direction, feedback, and guidance;

• Complete and submit a **Midpoint Report**, per HS 291D Fieldwork specification;

• **Coordinate a Midpoint Conference Consultation** in collaboration with HS 291D Fieldwork faculty and the fieldwork preceptor(s);

• **Actively participate in the Midpoint Conference Consultation** with the Fieldwork Preceptor(s) and assigned fieldwork faculty member(s);
• Complete and share the written **Self and Site Evaluation** with the Fieldwork Preceptor at the end of fieldwork;

• Complete and submit the **Fieldwork Completion Form** to the HS 291B Fieldwork Instructor upon completion of all on-site requirements;

• Submit a **Final Report** to the Fieldwork Instructor; and

• **Represent the SJSU MPH program, the profession, and their peers** with dignity and respect at all times.

**Roles and Responsibilities of the Fieldwork Preceptor**

• **Fully explain the SJSU MPH fieldwork program to agency officials** and obtain official agency approvals for accepting a fieldwork student;

• **Accurately portray the opportunities and potential limitations** of the fieldwork setting and priority projects offered by the site, for the time period under consideration, to the potential fieldwork student and MPH Distance Fieldwork Instructor;

• **Identify stipend, honoraria, or other resource support** for the student, if applicable;

• **Commit to the time, precepting, and resource requirements** necessary for a meaningful fieldwork experience for an MPH student;

• **Assist the student in developing the Memorandum of Understanding**, particularly regarding the fieldwork objectives, activities, and timeline;

• **Explain the SJSU MPH fieldwork program to participating agency staff** and facilitate acceptance of the student by staff and other key personnel;

• **Provide the student with a full orientation** to the agency and its programs, including a description of its mission, goals, organizational structure, strategic plans, and office procedures;

• **Actively help the student understand the agency culture** and the role of the fieldwork student, the assigned projects, and any other information necessary for success in the organization;

• **Provide space and access to the resources necessary** for successful completion of assigned tasks (i.e., dedicated desk space, phone, copy machine, computer);

• **Conduct frequent meetings with the student** to provide guidance, constructive feedback, and coaching to the student throughout the field experience, and monitor the student’s progress to ensure that the agreed upon fieldwork activities are completed;

• **Serve as a resource person for the student**, explaining concepts and challenges, and the
reasoning behind program decisions and professional actions;

• **Model professional demeanor and accomplishment**, explore potential career paths and opportunities with students; and provide unique insight into developing a professional career;

• **Work proactively with the student and/or Fieldwork Instructor** should problems with the student or unanticipated agency changes occur during the fieldwork period;

• **Participate in a Midpoint Conference Consultation (call or visit)** with the student and the Fieldwork Practicum Instructor or faculty designee; and

• **Complete and share the written Student Evaluation** and verify the student’s completion of fieldwork hours on the **Fieldwork Completion Form** at the end of the fieldwork experience.

**Roles and Responsibilities of the Fieldwork Instructor(s)**

**HS291A Preparation for Fieldwork Seminar**

• **Represent the MPH program** in all official arrangements with cooperating agencies;

• **Coordinate the process of site approval**;

• **Arrange necessary legal agreements** between the university and the agency (e.g., university insurance coverage);

• **Teach the HS 291A Preparation for Fieldwork Seminar**;

• **Assist in the development and approval of the Memorandum of Understanding** between each fieldwork student and preceptor;

• **Determine successful completion of Fieldwork Practicum Seminar**, based on student’s submission of all required documents, and submit final grades for HS 291A;

• **Serve as a resource person** to both the student and Fieldwork Preceptor as needed;

• **Maintain database** of current fieldwork students, preceptors, and sites and provide this information to the MPH Program Distance Coordinator;

• **Conduct annual training and quality assurance** for midpoint conference consultations; and

• **Annually update fieldwork section of the MPH Student Handbook** and this **Fieldwork Handbook**.

**HS 291D Fieldwork**

• **Provide support to students** while they are completing their fieldwork;
• Develop and coordinate the **Conference Consultation assignments and calendar**;

• **Conduct conference calls according to MPH program protocol**, with the exception of those conducted by MPH Faculty or Fieldwork Consultants (as coordinated with MPH Distance Coordinator or MPH Program Director);

• **Maintain file of Midpoint Conference Consultation reports**,

• **Develop written recommendations to MPH Core Faculty** regarding common elements, challenges, accomplishments of the field experience;

• Facilitate **resolution of emerging problems** or unanticipated changes at the fieldwork site or during the field placement;

• **Review all assignments** completed and submitted by students during HS291B;

• **Review Student and Site Evaluations**, and discuss individual and overall results with the MPH Distance Coordinator;

• **Determine successful completion of fieldwork**, based on student’s submission of all required documents, and submit final grades for HS 291B; and

• **Participate in MPH Distance Meetings**, as requested, regarding fieldwork, its structure, and its integration with other MPH curricular activities.

• **Annually update fieldwork section of the MPH Student Handbook** and this **Fieldwork Handbook**.

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**HS291E Fieldwork Synthesis Seminar**

• Teach the **HS 291E Fieldwork Synthesis Seminar**;

• Receive and review **Final Fieldwork Reports**;

• **Annually update fieldwork section of the MPH Student Handbook** and this **Fieldwork Handbook**.
THE MEMORANDUM OF UNDERSTANDING, FIELDWORK OBJECTIVES, AND EVALUATION PLAN

The MOU

The Memorandum of Understanding (MOU) serves as the basis for the field experience. It is one of the most crucial documents a MPH student will develop, as it clearly delineates the expectations of the student and the Fieldwork Preceptor before fieldwork officially begins.

The Fieldwork MOU is based on the site needs and resources and the student’s fieldwork objectives and professional development priorities. It is negotiated between the Fieldwork Preceptor and student as the placement is being finalized and must be approved by the MPH Distance 291A Preparation for Fieldwork instructor prior to formally beginning fieldwork.

The MOU should include the following elements:

- **Parties**: Names and contact information.
- **Time Commitment**: Indicate the start date, the total number of hours to be worked, the number of hours expected to work each week, and the expected end date.
- **Key Responsibilities and Deliverables**: Fieldwork products (e.g., report, needs assessment). These specifics are to be finalized with the Fieldwork Preceptor and included in the final Fieldwork Report.
- **Compensation**: Describe the compensation (if applicable) to be provided.
- **Resources**: List the resources that will be provided by the agency for which fieldwork is completed.
- **Communication, Responsibilities, and Supervision**: Preliminary communication approach between student and Fieldwork Preceptor (e.g., weekly meetings, conference calls, etc.), workplace responsibilities, and supervision.
- **Preceptor/Agency Responsibilities**: Commitment to meetings, completion of student evaluation, fieldwork process and requirements, one Midpoint Conference Consultation (call or visit), including tentative date, with MPH Fieldwork Instructor and student.
- **Fieldwork Objectives and Evaluation Plan**: This key document should summarized briefly in the MOU and then attached in full as an appendix to the MOU. Details are described in the section below.
- **Signatures and Dates**: Lines for signatures of student, Fieldwork Preceptor, Fieldwork Supervisor (if applicable), and signature dates.

It is good practice to refer to the MOU periodically to make sure that expectations and responsibilities are being met and the field experience is going as planned. Changes to the MOU
often happen, as new opportunities emerge or agency context changes. All changes need to be discussed with the HS 291B Fieldwork Instructor and, when needed, indicated on a revised MOU.

Fieldwork Objectives and Evaluation Plan

The Fieldwork Objectives detail what the student hopes to gain from the time in the field. As such, they guide daily priorities and overall planning for both the student and preceptor.

The Fieldwork Objectives document should include the following:

- **Learning Objectives**: At least two (2) personal learning experiences that you (the student) expect to obtain from your fieldwork experience, using the areas for professional development you identified in your HS 291A Skills Assessment and Fieldwork Priorities Assignment.

- **Project/Program Objective**: One (1) primary project objective that will be completed during the fieldwork experience.

- **Primary Activities/Process Objectives**: Process objectives that describe the steps/tasks that must be completed to achieve the personal learning and project/program objectives.

- **Timeline**: List date ranges for each Primary Activity/Process Objective.

- **Other Professional Development Opportunities** – Additional opportunities provided by the agency for the student’s professional development (i.e., training, conference attendance, special meetings).

Fieldwork Evaluation Plan

This document establishes the criteria by which fieldwork will be evaluated by the student, including indicators of a successful field experience and key personal/professional benchmarks. This plan helps guide compilation of the Final Fieldwork Report.

*Note*: Distance students in the field during 2012-13 may not have developed a specific Evaluation Plan during HS 291A Preparation for Fieldwork. Don’t worry! Students may certainly develop one mid-stream if they find it useful or just go forward without a specific summative plan. This will be required for all MPH students starting fall 2013.
Dr. Radelfinger’s Tips for Preceptors for a Successful Fieldwork Experience

For 30 years, Dr. Sam Radelfinger coordinated the MPH program’s fieldwork component. He retired in 2004 but left us a rich legacy. Obviously, Dr. Radelfinger had a wealth of knowledge and experience. Below, in his words, are his tips for preceptors for a successful fieldwork experience.

1. Provide an orientation

Provide a formal student orientation at the beginning of the fieldwork experience. Many agencies allow students to attend their existing “new employee” orientation meeting. It is important that students be apprised of the fieldwork agency’s mission, policies, and procedures. Introduce students to key employees, especially to those individuals that may be working with MPH students on agency projects. It is also helpful to allow students to attend staff meetings at various levels.

2. Schedule regular meetings

Although preceptors will complete a final assessment of the student’s performance at the completion of the internship, it is important to evaluate the student’s progress throughout the field experience. Regularly schedule meeting times with the student (a minimum of once a week is recommended for full-time fieldwork students) to monitor progress, provide feedback, and address issues and concerns as they develop.

3. Be flexible

Students often identify new areas of professional interest as they begin to work in the field. Provide opportunities for students to assess whether their fieldwork experiences are meeting their expectations. If needed, allow students to renegotiate their MOUs with your agency, under the advisement of the Fieldwork Instructor.

4. Encourage independence under your professional guidance

Provide opportunities for students to work independently. Periodically review their progress toward the completion of activities and provide both praise and constructive feedback that will improve student performance.

5. Make it a meaningful experience

Although students are always willing to perform the basic administrative tasks necessary for agency projects, ensure that students are given responsibility for performing project activities that will develop their professional skills.
Fieldwork Forms and Guidance

All documents in this section are posted to the course website and can be accessed by students at any time.
MPH Professional Development Fieldwork Policy

MPH Professional Fieldwork Policy (approved September 2012). Students will be required to participate in 40 hours of professional development activities that are offered beyond what his sponsored by the fieldwork placement site and will be counted towards their required 400 hours. The scope and nature of these professional development activities must be reviewed and approved as part of the formal MOU developed in HS 291 D by the HS 291 A instructor. The MOU can be amended, with approval, if new professional development activities are identified and need to be substituted once the field experience has formally begun.

The following definitions are guidelines assist both the student in the documentation of approved professional development activities in a student’s MOU.

Definition of Professional Development: Any facilitated and documented public health learning opportunity offered in-person or online, such as workshops, trainings, staff development, in-service opportunities, and professional conferences.

Unit of time: In line with professional development guidelines in health education and related fields, one hour of professional development credit will be granted for each 60 minutes of an approved professional development activity. Reasonable time for breaks within the total learning experience duration will be allowed. A full-day conference will be credited as appropriate as long as the student was an active participant in all the activities, including productive networking opportunities reasonably expected of a professional attending a conference. Social hours and actual meal times during half-day and full-day conferences may be counted as long as they are described in the required documentation.

Documentation required:

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earning continuing education credit (workshop, training, journal article review, etc.) where a specified number of continuing education hours are offered as part of a professional certification.</td>
<td>Certificate of completion.</td>
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<tr>
<td>Attending a Professional Conference (half-day, whole day, multiple days)</td>
<td>Professional Development Report that includes:</td>
</tr>
<tr>
<td></td>
<td>• Number of hours.</td>
</tr>
<tr>
<td></td>
<td>• Copy of program or flier for the specific event.</td>
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<td></td>
<td>• Copy of each session abstract attended.</td>
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<tr>
<td></td>
<td>• A one page reflective paper for each day of the event that details the student’s relevant professional development opportunities and insights gained.</td>
</tr>
<tr>
<td>Participating in an in-person or on-line workshop or training.</td>
<td>Professional Development Report that includes:</td>
</tr>
<tr>
<td></td>
<td>• Number of hours reported.</td>
</tr>
<tr>
<td></td>
<td>• Copy of the program or flier for the specific event.</td>
</tr>
<tr>
<td></td>
<td>• Certificate of completion OR a one page reflective paper for each day of the training that details the student’s relevant professional development</td>
</tr>
<tr>
<td>Activity</td>
<td>Professional Development Report that includes:</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Participation as a reviewer for a Request for Application (RFA) or a Request for Proposal Process (RFP).</strong> This activity would include reading the RFA or RFP, independently reading and applying the scoring rubric to each assigned application or proposal, participating in the consensus scoring process, and completing all paperwork requirements of the process.</td>
<td>• Number of hours based on the number of proposals reviewed, meetings convened, and preparation time.</td>
</tr>
<tr>
<td></td>
<td>• Letter from committee chair.</td>
</tr>
<tr>
<td><strong>Serving as the Event Chair, Committee Lead, or facilitator on the planning and implementation of a special public health or community health education event.</strong> This activity may be a symposium, lecture series, training, community meeting, conference, or other appropriate professional development event.</td>
<td>• Number of hours.</td>
</tr>
<tr>
<td></td>
<td>• Event description.</td>
</tr>
<tr>
<td></td>
<td>• Nature of role.</td>
</tr>
<tr>
<td></td>
<td>• Letter from organizer.</td>
</tr>
<tr>
<td><strong>Other approved Professional Development opportunities.</strong></td>
<td>Appropriate documentation do be determined on a case by case basis</td>
</tr>
</tbody>
</table>

Note: Professional Development must be a part of the MOU developed in HS 291 A. It can be amended with advanced approval during HS 291 D. Professional Development plans must be approved by the Fieldwork instructor and forwarded to either the campus or distance MPH coordinator as appropriate.
Fieldwork Journals and Monthly Summaries

Background
Observing, reflecting, questioning, documenting, planning......These are all skills and processes critical to effective professional practice. While in HS 291B Fieldwork, MPH students have a unique opportunity to actively engage in these processes and further develop these skills.

The Assignment
This assignment has two parts:

- **Journal entries** - Students should record fieldwork experiences and reflections on a regular basis through a paper, electronic, or online journal. These entries should record the hours worked, key activities, and reflections on what was experienced or learned that day. Over time, your reflections should address the public health approach or issues addressed in your setting or projects; theories of change applied in the setting; interpersonal relations, power dynamics, intercultural communication; management/leadership styles within the organization, ethical practice or dilemmas encountered, opportunities and challenges experienced by a wide range of stakeholders including staff, leadership, partners, clients, participants, funders. Your journal should also explore any areas of your field experience that extend your professional development or your personal growth. The journal is for your own use and is not turned in for review.

- **Monthly summaries** - Each month, students should carve out time to review the journal entries and develop a 2-3 page summary of the observations, insights, questions, and ahas for practice, further exploration, and public health. The summary should also note the hours worked during that month, the total hours worked to date, and the remaining balance of hours to be completed in HS 291D. The monthly summaries are submitted on the 5th of each month for the duration of fieldwork and should also include a summary of the hours worked during that month, the hours worked to date, and the hours remaining.

Due Dates
The monthly summaries are due to the D2L Dropbox on:

- December 5
- January 5
- February 15
- March 5
- April 5
- May 5
- June 5

Check the D2L HS 291D site regularly for new ideas for journals or updates, questions for reflection, or insights from others in the field...

And finally....Enjoy this assignment and make it your own! It’s an important professional skill and will serve you well, both as an opportunity to stop and reflect, and also as a reminder (10 years from now) of all you learned in your MPH fieldwork.
### Example of Completed Fieldwork Hours Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Worked</th>
<th>Brief Description of Major Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>October</strong></td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>Orientation, staff meeting, review grant documents</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>Review grant documents and progress reports</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>Key informant interviews; write summaries</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>Key informant interviews; write summaries</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
<td>Key informant interviews; write summaries</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
<td>Key informant interviews; write summaries</td>
</tr>
<tr>
<td>25</td>
<td>8</td>
<td>Attend Collaboration Conference</td>
</tr>
<tr>
<td>26</td>
<td>8</td>
<td>Attend Collaboration Conference</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>Total October Hours</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>Total Fieldwork Cumulative Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>November</strong></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Participate in Grantee Training</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Travel expense claims, draft Implementation Plan (IP)</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>Staff meeting, project meeting, continue IP draft</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>Conference call; complete IP draft</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>Statewide conference call; draft notes; route for approval; work on assigned funding proposal sections; meet with budget personnel</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>Work on funding proposal sections</td>
</tr>
<tr>
<td>29</td>
<td>6</td>
<td>Telephone requests for letters of commitment, email follow-up with documents; Prepare for Training 1</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>Telephone requests for letters of commitment, email follow-up with documents; Prepare for Training 1</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>Total November Hours</td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>Total Fieldwork Cumulative Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>December</strong></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Conduct Training 1 – Day 1</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>Conduct Training 1 – Day 2</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>Summarize training evaluations; draft recommendations for changes; revise handouts for training section 3</td>
</tr>
<tr>
<td>14</td>
<td>6</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>21</td>
<td>6</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>27</td>
<td>6</td>
<td>Team review, proposal edits, final draft, route for approval</td>
</tr>
<tr>
<td>28</td>
<td>6</td>
<td>Final edits, proposal packaging</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>Total December Hours</td>
</tr>
<tr>
<td></td>
<td>156</td>
<td>Total Fieldwork Cumulative Hours</td>
</tr>
</tbody>
</table>
Fieldwork Report Instructions – Midpoint Report and Final Report

Purpose
This assignment reports your progress towards completing your fieldwork objectives. In addition, the assignment is designed to provide experience in reporting progress that parallels the quarterly or semi-annual reports often required of organizations receiving funding for public health initiatives.

- The Midpoint Progress Report is due shortly after completing half of your fieldwork hours (162 hours for those on the new 325 hour plan, 200 hours for those on the traditional 400 hour plan). This report provides background for the Midpoint Conference Consultation.
- The Final Report is due at the end of fieldwork.

Format
You may use any reporting format that works for you, as long as you meet the following requirements:

- Cover Page: Your name, internship site and location, preceptor(s), title (either MPH Fieldwork Midpoint Report or MPH Fieldwork Final Report), SJSU MPH Program – Distance, date and hours completed to date
- Acknowledgements Page: If warranted, you may include a page with acknowledgements of those who have helped you reach this stage in your fieldwork
- Report your progress to date on each of the objectives in your MOU. Provide specific information for each objective – dates, activities, outcomes
- Report on any professional development activities to date, either as part of your MOU or professional development plan. Again, be specific – what did you do, when, where, why, what did you learn...
- Include a section on challenges, and include how you are addressing them
- Include a section on unanticipated opportunities or learning opportunities you did not expect
- Midterm Reports: Include a brief section on plans for the second half of fieldwork, including any proposed changes to the schedule or activities. Also indicate any areas you would like addressed in the Midpoint Consultation.
- Conclude with a list of 6-10 Insights from the Field – things you want to remember from your experience and incorporate in your own ongoing professional development.
- Appendices – Attach any documents that explain or highlight your work to date – reports, materials, photos, etc. Be sure they are labeled clearly and referenced in the report text

Submission
- Convert your entire report into one pdf file and submit it to the HS 291D Dropbox within one week of reaching your midpoint hours.
- Be sure to send an email alert to the HS 291D instructor that the report has been submitted.
MPH Fieldwork Conference Consultation Report

This protocol is designed to help organize the Midpoint Conference Consultations and provide guidance for the faculty member/consultant who writes the subsequent report. Participants in the consultation should feel free to raise additional areas for discussion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Completed By</th>
<th>MPH Student Name</th>
<th>Number of Hours Completed</th>
<th>Agency</th>
<th>Preceptor</th>
<th>Project</th>
</tr>
</thead>
</table>

1. Student Consultation

Describe the student’s experience of fieldwork to date, including orientation to the organization, comfort with tasks and workplace, ability to manage fieldwork with ongoing coursework and other responsibilities.

Describe the student’s greatest benefits and contributions to date – aha’s, opportunities, resources, insights…

Describe any specific challenges or concerns the student has regarding the fieldwork assignment or setting, e.g., interpersonal, meeting objectives, etc., and your recommendations for resolving the challenges.

2. Preceptor Consultation

Describe the preceptor’s experience of fieldwork to date, including student preparation, integration into the organization, readiness for work, integration of precepting with ongoing tasks and priorities.

Describe the preceptor’s insights, aha’s, appreciations to date – what are they learning about or from their MPH field student?

Describe any specific challenges or concerns the preceptor has regarding the fieldwork assignment or the student’s performance, e.g., interpersonal, meeting objectives, etc., and your recommendations for resolving the challenges.

What other opportunities does the preceptor see for the period ahead?

Do any of the issues described above require follow-up from MPH faculty?
3. All Participants Conference

<table>
<thead>
<tr>
<th>Summary of areas of consensus and any differences of perspective, insights from the student or preceptor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be the priorities for the second half of the fieldwork experience? What needs to happen to make sure those priorities are addressed or accomplished?</td>
</tr>
<tr>
<td>Are there areas of career guidance that the student or preceptor would like to emphasize in the second half of fieldwork?</td>
</tr>
<tr>
<td>What are the possibilities for future fieldwork placement opportunities? Is there the possibility of developing a pipeline for paid positions?</td>
</tr>
</tbody>
</table>

Be sure to remind the student and preceptor to complete forms – evaluation and fieldwork completion.
STUDENT EVALUATION OF MPH FIELDWORK SITE & PRECEPTOR

Student Name: 
Fieldwork Preceptor: 
Fieldwork Agency/Organization: 
Fieldwork Period (Date began/ended): 
Key Responsibilities & Accomplishments:

I. MPH Program Outcome Objectives
Please rate your performance on each of the following 11 criteria. These are the broad learning objectives of the MPH program and are used to assess “readiness for practice.” They also help the student and faculty advisor identify future professional development needs. Please mark items NA if they were not part of your fieldwork experience.

Demonstrated ability to: 

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

1.a. Assess the factors which affect the health of individuals, groups, or communities
1.b. Identify factors most amenable to health education or health promotion intervention
2.a. Research and analyze emerging trends
2.b. Use findings to communicate the implications for health education or health promotion intervention
3.a. Design and plan health education programs
3.b. Implement health education programs
3.c. Evaluate health education programs
4.a. Work collaboratively with others (community building and/or organizing)
5.a. Apply administration principles and skills in program planning, design, implementation, or evaluation
6.a. Apply theory to program planning, development, or evaluation
7.a. Apply data analysis principles and skills
8.a. Develop culturally appropriate materials, activities, programs, or interventions
8.b. Communicate effectively with people from diverse cultures and backgrounds

II. Site Resources and Opportunities
Please rate the site resources and opportunities that were made available to you.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Not Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

1. Welcoming office environment (orientation and
introductions to other staff/employees)

2. Office space and equipment (desk, computer, access to internet, copy machine, etc.)

3. Opportunities to attend staff meetings

4. Opportunities to meet organizational/agency leaders

5. Opportunities to attend off-site meetings or conferences

6. Financial support

### III. Relationship with Fieldwork Preceptor

*Please reflect on the interaction and guidance provided by your preceptor*

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

1. Demonstrated positive administrative, interpersonal, and communication skills

2. Was an appropriate source of professional knowledge

3. Was available and provided appropriate guidance and supervision (including regular one-to-one meetings, explaining concepts and challenges, and reasoning behind decisions and actions)

4. Provided constructive evaluation throughout the fieldwork experience

5. Helped me feel comfortable in my role and setting

6. Provided projects and activities consistent with the terms of my MOU

7. Encouraged my professional growth and development

### III. Overall

Were the terms of the MOU met? (select one)

_____ Completely  _____ Nearly completely  _____ Somewhat  _____ Not well

Comments?

Overall, what were the greatest strengths of this preceptor and/or site?
What are the greatest limitations or things that could be improved of this preceptor and/or site?

If you faced any significant challenges related to this preceptor and/or site during the fieldwork period, please describe them here.

What were your greatest contributions to the site or programs during the fieldwork period?

Would you recommend this as a future fieldwork site?
   If yes, what advice would you give to future students and/or the preceptor?

If no, please explain why not, or what could be changed to make it a more positive fieldwork experience.

Thank you for the time and thought that went into this evaluation.
Please submit to the HS 291D D2L Dropbox
PRECEPTOR EVALUATION OF STUDENT PERFORMANCE

Student Name:
Fieldwork Preceptor:
Fieldwork Agency/Organization:
Fieldwork Period (Date began/ended):
Key Responsibilities & Accomplishments:

I. MPH Program Outcome Objectives
Please rate the student’s performance on each of the following 11 criteria. These are the broad learning objectives of the MPH program and are used to assess “readiness for practice.” They also help the student and faculty advisor identify future professional development needs. Please mark items NA if they were not part of the student’s fieldwork experience.

<table>
<thead>
<tr>
<th>Demonstrated ability to:</th>
<th>Excellent</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Assess the factors which affect the health of individuals, groups, or communities</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>1.b. Identify factors most amenable to health education or health promotion intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a. Research and analyze emerging trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.b. Use findings to communicate the implications for health education or health promotion intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.a. Design and plan health education programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.b. Implement health education programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.c. Evaluate health education programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.a. Work collaboratively with others (community building and/or organizing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.a. Apply administration principles and skills in program planning, design, implementation, or evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.a. Apply theory to program planning, development, or evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.a. Apply data analysis principles and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.a. Develop culturally appropriate materials, activities, programs, or interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.b. Communicate effectively with people from diverse cultures and backgrounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Professional Skills
Please rate the student’s professional skills as you observed them during fieldwork.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Interpretation of organizations policies and procedures
2. Verbal communication skills
3. Writing skills
4. Problem-solving ability
5. Follow through on tasks and assignments
6. Time management skills
7. Exercises good judgment
8. Leadership
9. Initiative
10. Ability to receive and incorporate constructive criticism

III. Overall

Were the terms of the MOU met? (select one)

_____ Completely  _____ Nearly completely  _____ Somewhat  _____ Not well

Comments?

Overall, what were the greatest strengths of this student during fieldwork?

Were any significant challenges faced by the student - or the agency - during the fieldwork period?

What did the agency or programs gain by the contribution of this student?

Anything else you would like to add to this evaluation of the student and the fieldwork experience?
Thank you for the time and thought that went into this evaluation.

Please return to Destyn Gutierrez, MPH Program Assistant:

Email: Destyn.Gutierrez@sjsu.edu

Mail:
Health Science and Recreation Department
MH 407
San José State University
San José, CA 95198-0052

Fax:
408 924-2979
SJSU MPH Program

Background Information
BRIEF HISTORY OF THE SJSU MPH PROGRAM

Kathleen Roe, Chair, SJSU Health Science and Recreation Department

San José State University’s MPH program was founded in 1970 to prepare community health education practitioners to serve the diverse and dynamic communities of Northern California. For over 40 years, our program has been a leader in community-based, practice-oriented public health and health education teaching, scholarship, and professional development.

Our Founders

The opportunity to establish an MPH program at San José State was first realized by Professor Richard Bonvecchio, Chair of the new Department of Health Science in the late 1960s. Through his own professional network of school health educators, Dr. Bonvecchio heard of the recent decision by the American Public Health Association to allow the public health accrediting body, the Council on Education for Public Health, to accredit graduate programs in community health education outside of schools of public health. Dr. Bonvecchio saw the synergy between SJSU’s community-based school health programs and the public health priorities of a community health education degree. Under his leadership, SJSU became the second accredited health education program in the California State University (CSU) system, and among the first in the United States.

To design the new graduate program, Dr. Bonvecchio recruited Dr. Sam Radelfinger from Stanford University. Dr. Radelfinger established the central features that shape our MPH program more than 40 years later – a practice orientation, including a deep respect for practitioners and their community partners; an overarching systems approach to understanding health, education, and planned change; coursework in theory, group skills and program planning up front; fieldwork that begins in the middle; and unique SJSU signature courses near the end. Sam’s early understanding of the power of systems science to address public health problems, enjoyment of interdisciplinary dialogue and collaboration, and fearless support of emerging problems and strategies, such as the emerging AIDS epidemic, harm reduction, and needle exchange, left an imprint that is fundamental to our MPH program.

To get the new program accredited, Sam knew that he needed someone with skills that would complement his own, particularly his complete disregard for burdensome bureaucracy and written documentation. He recruited Dr. Helen Ross out of UC Berkeley to join him in San José, thus beginning a partnership that would build the program and last for over 20 years. Helen was an expert in group dynamics, health education interventions, and theory-based change. Indeed, she and her husband Paul Mico wrote one of the first textbooks applying social science theory to health education practice. Under her leadership, the new MPH curriculum was refined to meet CEPH accreditation standards and the program was accredited literally as soon as it was eligible. Helen had a keen eye for building curriculum and recruiting new faculty. Indeed, she was the one who recruited Kathleen Roe, Dan Perales, and Bud Gerstman to join the faculty between 1988 and 1991. In addition to her busy teaching and administrative load, Helen spent every summer for 18 years on a global health assignment with the World Health Organization, most often in Burma, Indonesia, Egypt, Afghanistan, and India. Helen served as Chair of the Department from 1975 until her retirement in 1993.

Their Living Legacy

Although they have not actively taught in the program for a long time now, MPH students hear
a lot about “Helen and Sam”. These visionary leaders, along with Paul Mico and their colleague Rich Bonvecchio, built an MPH program in the shadow of much larger universities, with far fewer resources, and to great regional acclaim. They envisioned a different kind of MPH program – one that would draw from local communities to train professionals and leaders to serve those communities. Building on their friendship and esteem for Dorothy Nyswander, one of the founders of the field of health education, they sought to create a program that would honor diversity, stimulate dialogue, energize participants, and approach health “not as an end to itself, but as a resource for daily living” (Nyswander, 1963). They all served in leadership positions in the Society for Public Health Education (SOPHE) and the American Public Health Association (APHA). They were not afraid to push established boundaries, challenge empty conventions, support principled action, and work for public health. We treasure the legacy they left us.

**The Living Legacy Fund**

Our department’s development campaign is dedicated to our founders – Helen Ross and Sam Radelfinger. The Living Legacy Fund awards scholarships to students, supports student travel to national and international conferences, and seeds many of the co-curricular projects so central to the SJSU MPH program. Tax-deductible contributions come to our Living Legacy account in the SJSU Tower Foundation from many sources – alumni, community partners, preceptors, faculty, graduating students, family members – as well as fund-raising activities we do together to keep this fund growing. The independence that the Living Legacy Fund provides enables us to continue the things they cherished.
SETTING OF THE SJSU MPH PROGRAM

The SJSU MPH program is a central part of the Health Science Department (the Health Science and Recreation Department, as of fall 2013). The department is part of the College of Applied Sciences and Arts. The missions, goals, and educational objectives of the university, the college, and the department are closely aligned. We are proud to be part of this university.

San José State University

San José State University was founded in 1857 as Minn’s Normal School. Its mission was to train the teachers needed for the growing population in the region south of San Francisco. One of the characteristics of that rapidly changing population was its diversity, as people came from China, South America, Canada, Mexico, and eventually other parts of the United States to join California’s Gold Rush. As communities and businesses developed to provide support services for those venturing on to the Gold Country, the South Bay region needed teachers for its quickly growing population. This was the mission of Minn’s Normal School, later to become San José State University.

Now a thriving metropolitan university, SJSU is one of the oldest public university west of the Mississippi. It is also one of the most diverse institutions of higher education in the United States, having reached “majority minority” status over a decade ago, and recently receiving federal designation as both a Hispanic-serving and Asian American Pacific Islander-serving institution. San José State offers 135 bachelor’s and master’s degrees with 110 concentrations. Points of “Spartan Pride” include our internationally acclaimed Martin Luther King, Jr. Library; research centers including Moss Landing Marine Laboratory, the Steinbeck and Beethoven Centers; public art that honors the social justice courage and commitments of our community, and our excellent academic programs.

The history of SJSU is vividly brought to light by an interactive timeline found at http://www.sjsu.edu/about_sjsu/history/timeline/2000/. SJSU is currently led by President Mohammed “Mo” Qayoumi.

The College of Applied Sciences and Arts

CASA – The College of Applied Sciences and Arts – is one of SJSU’s largest and most eclectic colleges. Along with Health Science and Recreation, other academic units within the college include Aerospace, Hospitality, Journalism and Mass Communications, Justice Studies, Kinesiology, Library and Information Science, Nursing, Nutrition and Food Science, Occupational Therapy, and Social Work. Our schools and departments are linked through common goals, commitment to practice-oriented professional development, community-based learning, and interdisciplinary collaboration. You can learn more about CASA at http://www.sjsu.edu/casa. Charles Bullock is Dean of the College of Applied Sciences and Arts.

The Health Science and Recreation Department

The Health Science Department was formed in the late 1960s, stimulated in part by the merger of parts of the old Home Economics Department and the School Health Program from the College of Education. Community-based from the start, “science” refers to the social science framing of the issues and concerns of the new department. Since 2001, our department slogan has been “SJSU Health Science: Make a Choice that Matters!” Kathleen Roe has been Chair of the department since 2001.
The Undergraduate Program

The first degree of the Health Science Department was the Bachelor of Science, Health Science. Early concentrations included school health, health care, and community/occupational health.

The Department currently offers the Bachelor of Health Science degree with five options, including concentrations in Community Health, Gerontology, and Health Services Administration. The department also offers minors in gerontology, health professions, health science, and complementary and alternative medicine, and a certificate in gerontology. Health Science offers a variety of general education courses to the entire campus, including Understanding Your Health, Health Statistics, Human Life Span, Health Issues in a Multicultural Society, Aging and Society, and Contemporary Environmental Health Issues. As of fall 2012, there were over 575 Health Science majors, 2,000 undergraduates in Health Science classes each semester, and over 70 instructors.

The MPH Program

In 1970, the first cohort was admitted to the new Master of Public Health program at San José State University. Once that first group graduated, the program was eligible for its accreditation by the Council on Education for Public Health. Accreditation was awarded in 1974, and has been maintained with each successive accreditation review.

The MPH program has a unique place in the department. On the campus, our graduate students are visible and inspiring role models for the undergraduates. Some MPH students work as Teaching Assistants or Course Graders for faculty teaching undergraduate courses. Others work as Graduate Assistants on faculty research projects or the department’s community-based projects. MPH students are the vanguard of our commitment to inclusion, particularly regarding sexual diversity and LGBT equity. Both distance and campus MPH students serve important roles on key department committees, join department groups at the national conferences each year, and otherwise interact with each other, the undergrads, and the faculty and staff in myriad ways during their time in the MPH program.

Our New Partners – The Recreation Program

In fall 2013, Health Science will formally expand once more as we integrate SJSU’s historic and exciting Recreation program within our department. Established at San José State University in 1945, Recreation shares the community-based roots of public health, the professional commitment to health and equity, and a spirit of fun and lively possibilities that fits well with Health Science.

Recreation brings us over 150 new undergraduate majors across two concentrations: Recreation Management and Recreation Therapy. The curriculum also brings exciting possibilities for collaboration, including courses in Youth Development, Non-Profit Management and Leadership, and Creating a Meaningful Life. Our professional fields have been finding common ground and common cause over the past decade, with examples including the built environment, community gardens, municipal planning, increasing physical activity, and parks and open space as sites for public health. There is much that we can do together!

The SJSU Health Science Department is the first in the California State University to formally integrate a recreation program, although we expect this to be a trend in the future. Our new relationship was announced in fall 2012, with the transition complete with the fall 2013 SJSU catalog.

Our Department in Action

The Health Science Department has a strong commitment to community engagement. In
addition to fieldwork and internships, we are involved in several long-term relationships with local communities that create opportunities for us to live out one of our core values that “that which is not given away is lost.” These partnerships also create opportunities for students and faculty to learn in real-world settings, applying the core skills of health education, public health, health communication, collaboration, leadership development, and cultural humility in diverse and dynamic settings. Some of the partnerships or particular interest to MPH students include:

- **Salud Familiar en McKinley** – A long-standing partnership with the McKinley Elementary School community, just two miles from campus.
- **Project SHINE** – A community-based project led by the SJSU Center for Community-based Learning and Leadership. The program partners college students with immigrant elders for 1:1 tutoring in preparation for the citizenship exam.
- **Intercambio!** – A unique partnership between our department and the pueblo of Arrazola, Oaxaca, Mexico. Each October, artisans from Arrazola spend a week in our department and each March, a group of Health Science faculty and students spend Spring Break in Arrazola.
- **Cough SJSU!** – A coalition of SJSU students, faculty, staff, and partners working to make SJSU a smoke-free campus.

Another hallmark of our department is involvement with professional organizations. Health Science faculty have held leadership positions in the key local, regional, and national professional public health organizations. Our department has been designated member status in the California Public Health Association – North, an affiliate of the American Public Health Association (APHA). Students – both distance and campus – can benefit greatly from the resources, networks, and advocacy of these professional organizations, as well as through service on their many active committees. Our department is proud to assist a large contingent of students to attend the annual meetings of APHA and SOPHE wherever they may be held throughout the U.S.

**Looking to the Future**

The current decade will be remembered as a time of growth, excitement, and lively possibilities. Our department is strong. Our undergraduate major is thriving, our general education courses are in popular demand, our MPH program is a leader in both campus and distance formats. We have developed and sustained important community partnerships that enrich our courses and scholarship. We provide leadership to university initiatives and to national and regional professional organizations. Our focus is growing to include global citizenship and new interdisciplinary possibilities, while, at the same time, we reaffirm our commitment to the core skills and sensibilities required to eliminate disparities and achieve health equity. This is a good time to be in the SJSU Health Science and Recreation Department. Making choices that matter, we look to the future with confidence and commitment.
MPH Program of Study

San José State's MPH Program specializes in community health education and health promotion. The program has been fully accredited by the Council on Education for Public Health (CEPH) since 1974 and has long been known for its practice-oriented, community-based training. Instruction emphasizes the theories and skills necessary to promote public health with individuals, groups, organizations, and communities.

The 42-unit curriculum combines core courses in health education and public health with practical fieldwork that can be done locally, nationally, or internationally. Students also complete a culminating experience. Campus students choose from a comprehensive exam, project, or thesis. Distance students complete the comprehensive exam.

Health Education courses (15 units)
HS 200 Contemporary Practice: Public Health, Health Promotion, and Community Health Education (2 units)
HS 201 Groups and Training: Theory and Practice (2 units)
HS 271 Theoretical Foundations of Public Health (3 units)
HS 272 Health Promotion Planning and Evaluation (3 units)
HS 269 Applied Data Analysis (3 units)
HS 293 Leadership Training for Health Professionals (2 units)

Public Health courses (22 units)
HS 261 Principles of Epidemiology (3 units)
HS 262 Health Services Organization (2 units)
HS 263 Principles and Skills of Health Administration (2 units)
HS 265 Environmental Health (3 units)
HS 267 Computational Public Health Statistic (3 units)
HS 276 Community Organization and Health Promotion (3 units)
HS 277 Multicultural Communication for Health Professionals (3 units)
HS 295 Research Design and Methodology (3 units)

Fieldwork (5 units) (prerequisites: HS 200, 201, 271, 272,)
HS 291A Fieldwork Seminar (1 unit)
HS 291D Fieldwork Practicum (400 hours) (2 units)
HS 291E Fieldwork Synthesis (2 units)
Course Descriptions

Health Education Courses (15 units)

HS 200 Contemporary Practice: Public Health, Health Promotion, and Community Health Education: Introduction to the philosophy, ethics, historical roots, and techniques of public health education and health promotion. Emphasis is on tools and approaches used in practice.

HS 201 Groups and Training: Theory and Practice: Study of group processes and their effects on changes in health behavior within individuals and members of groups. Interpersonal skills in group problem-solving, conflict resolution and management, communications, and creative learning are practiced.

HS 271 Theoretical Foundations of Public Health: Psychological, social, cultural, and ethical factors in health-related behaviors and behavior change.

HS 272 Health Promotion Planning and Evaluation: Theory and practice of developing community health programs. Focus on program planning within the context of strategic planning, problem/needs assessment, setting of program goals and objectives, approaches to program evaluation, and grant writing.

HS 293 Leadership Training for Health Professionals: Preparation for leadership in public health. Emphasis is on: policy and politics of health advocacy, ethics in public health education, and final self-assessment of skills for practice and continuing education priorities.

HS 269: Applied Data Analysis: Overview of quantitative and qualitative data analysis and reporting. Application of basic quantitative analysis concepts introduced in computational statistics and research courses. Specific emphasis on interpretation of qualitative data including data reduction, text management, coding, content analysis, and data trustworthiness. Successful completion of the final exam in this course meets the requirements for Part One of the University required culminating experience. Prerequisites: HS 295, HS 267.

Public Health Core Courses

HS 261 Principles of Epidemiology: The study of population-based risks of infectious and non-infectious diseases and how these risks relate to cause, treatment, and prevention.

HS 262 Health Care Organization: In-depth examination of the organization and administration of health services in the United States. Topics explored include health care economics, health service expenditures, insurance theory, comparative health systems, government role, cost containment and quality.

HS 263 Principles and Skills of Health Administration: Application of administrative concepts and skills in health systems agencies. Includes decision-making, communication, funding, budgeting, marketing, personnel management, labor relations, planning, evaluation, and health promotion.
HS 265 Environmental Health: Investigation of environmental health issues: risk evaluation, risk management, hazardous materials, occupational health and safety, plus air, water, and noise pollution. Learning fundamentals of managing environmental health problems.

HS 267 Computational Public Health Statistics: Methods of public health and biostatistical data collection, management, analysis, and reporting using microcomputers, including the detection and control of confounding factors.

HS 276 Community Organization and Health Promotion: Advanced study of the principles, practices, and ethical considerations underlying community organization, health promotion, empowerment, and advocacy. Includes examination of the change process and introduction to the skills and tools of effective public health organizing.

HS 277 Multicultural Communication for Health Professionals: Theories and skills of multicultural communication necessary for effective professional practice with diverse clients, communities, staff, and colleagues. Examination of concepts and indicators of cultural competence beginning with intensive self-study and concluding with community examples.

HPROF 295 Research Design and Methodology: Multidisciplinary focus on general research methods such as the concept of scientific methods, the logic of research design and applicability of theoretical and experimental approaches in the health professions.

Fieldwork

HS 291A Fieldwork Seminar: Guidance and preparation for fieldwork practicum. Emphasis on the following: self-analysis of strengths, competencies, and professional development; fieldwork objectives; and synthesis of key concepts from core MPH courses.

HS 291D Work Experience Practicum: Supervised work experience in community, health care organization, or worksite settings. Prerequisites: HS 200, HS 201, HS 271, HS 272, HS 291A. Grading Credit / No Credit Units 2 Students complete 400 hours, full-time or part-time.

HS 291E Work Experience Synthesis: Critical reflection and synthesis of fieldwork experience, including lessons learned, organizational analysis, and professional self-assessment. Prerequisites: HS 200, HS 201, HS 271, HS 272, HS 291A, HS 291D. Grading Normal Grade Rules Units 2
CONCEPTUAL FRAMEWORK OF THE SJSU MPH PROGRAM

Vision and Mission Statement

The vision of the San José State University MPH Program is to continue to be a progressive and thriving program – recognized for training a qualified public health workforce that responds effectively to the challenges and opportunities of the 21st century, while holding true to the values, principles, and ethics of community health education.

The mission of the San José State University MPH program is:

To provide professional education that prepares both students and graduates with knowledge, conceptual frameworks, health education and public health competencies, in order to develop programs, build community capacity, and advocate policy for health equity.

The vision and mission were revisited, revised, and reaffirmed by the MPH Core Faculty in spring 2012. Six broad goals guide our efforts to achieve our mission and realize our vision.

Broad MPH Program Goals

The San José State University MPH Program strives to provide:
1. Stimulating and practical graduate education offered by distance and campus modalities in the foundations of public health and the specialized skills of community health education.

2. A program environment that honors diversity, civility, honesty, collaboration, engagement, respect, and ethical practice.

3. Learning that integrates theory, practice, evidence, and lived experience over time, from different sources, and in new ecological contexts.

4. Contributions that advance the body of knowledge and resources in community health education and public health through community-based faculty and student scholarship.

5. Leadership and active participation that contribute to the growth and development of the health education profession.

6. Continuous engagement of the talents, enthusiasm, resources, and imagination of our program’s faculty and students in collaboration with community partners in projects and service activities that contribute to eliminating health disparities and promote social justice.

We address these goals through an integrated program of instruction, research, and service, carried out in close collaboration with a diverse network of community programs and practitioners. Our
ultimate goal is public health and social justice through planned, organized, and empowering community efforts.

Broad Program Outcomes

In recognition of the increasing cultural diversity of the state of California and regions beyond, our MPH program is committed to training culturally competent health educators whose backgrounds and skills reflect our changing demography. Specifically, the MPH program trains health education practitioners who are able to:

1. Analyze and research emerging trends, priorities, and assets to predict future individual and community health needs and opportunities based on historical foundations, societal changes, and current evidence, and to communicate their implications for public health and health promotion policy and practice;

2. Apply concepts and theories of behavior, education, systems, complexity, communication, and ecological frameworks to design, plan, implement, evaluate, and disseminate health education and health promotion interventions and policy in accordance with public health objectives, community needs, and organizational and community goals;

3. Provide technical assistance and act as a health education resource across a broad range of settings to promote community health through community building and organizing with identified stakeholders, including community members, consumers, health practitioners and health care providers, policy and decision-makers;

4. Apply administration principles and skills to manage human, fiscal, capital, and social resources when administering health education strategies, interventions, and programs.

5. Apply quantitative and qualitative data analysis principles and skills to community health education and promotion;

6. Apply the principles and skills of effective inclusive and multicultural communication when working with individuals, groups, organizations, and communities from diverse cultures and backgrounds;

7. Advance public health practice and the health education profession by drawing upon historical and contemporary contributions of the field and applying principles of social justice.

8. Adhere to standards for ethical practice and research based on their personal values and mission statements, institutional mandates, and the Code of Ethics for the Health Education Profession, in order to apply them to fields of public health and community health education.

These outcome objectives are informed by the accreditation criteria of the Council on Education for Public Health (CEPH), the Institute of Medicine’s recommendations for improving public health professional education, the Association of Schools of Public Health MPH Core Competency
Development Project, and the National Commission on Health Education Credentialing, Inc. Along with the vision and mission, the broad program outcomes were revisited, revised, and affirmed by the MPH Core Faculty in spring 2012.

**Essential Course Objectives**

During our last CEPH accreditation review cycle, one of the most significant undertakings was the transformation of our curriculum from its original emphasis on course and teaching objectives to a contemporary integration of professional competencies and assessment of student achievement of broad program objectives. The result is an intentional, organized, and measurable set of essential course objectives directly related to the emerging public health competencies and the new advanced competencies of the health education profession. A related result is a sustainable plan for systematic assessment of student achievement of the program’s broad learning outcomes via the essential objectives, including mastery of the competencies. Essential course objectives are consistent across both campus and distance modalities and are listed in all MPH syllabi.

The vision and mission, goals, program outcomes, and essential objectives of our MPH program are closely aligned with the mission, goals, and strategic initiatives of the College of Applied Sciences and Arts, and the mission, vision, goals, and academic plan of the university. They also closely align with the guidance from the Council on Education for Public Health (CEPH) for professional preparation and program accreditation. In these ways, our program is like others in our college, university, and profession.

However, our MPH program is also unique. Our program has grown and thrived in a particular time and place. Throughout the generations, faculty and student leadership have responded to emerging public health issues and opportunities while staying true to shared commitments and aspirations. Our program is based on a set of core values, principles, and definitions developed, shared, and affirmed by faculty and students. This is the unique conceptual framework of the SJSU MPH program.

**Core Values**

Our program’s approach to teaching and learning, scholarship and service is based on a set of inter-related concepts. Because they are so central to our approach to everything we do in the MPH program, we call these our core values.
• **Health**.....Of individuals, our organizations, our institution, and our community

• **Community**.....Our setting, our methods, and our orientation to health

• **Personal and social responsibility**....Integrity, ethics, and recognition that our actions impact others

• **Equity and social justice**.....In opportunity, participation, achievement, risk, and protection

• **Advocacy**.....The natural extension of discovery, knowledge, and analysis

• **Diversity and inclusive excellence**.....Assumed, encouraged, celebrated, honored, and engaged

• **Empowerment**....A facilitative process that fosters decisions, actions, and policies that enhance individual and community control over the factors that influence their lives

• **Respect**.....For persons, beliefs, actions, experiences, and choices

• **That which is not given away is lost**.....Deep understanding that our power and potential lie not in what we achieve for ourselves, but in what we offer to others.

We operationalize these values through a set of principles that guide our decisions and actions as an MPH program.

**Principles**

Our principles come from diverse sources. Some are derived from the literature or the oral traditions of our field. Some are adapted from fields beyond public health, and others come from our own situated experience of community health education in a public university.

• **Relevance**

  “Starting where the people are,” with felt needs and concerns, and working with both individual and community needs and assets (Nyswander, 1956), and the recognition that the change ideas and strategies most appropriate to a situation are embedded in the culture or group (Peavey, 1986).

• **Participation**

  Active involvement in any or all stages of a joint effort, from identifying an opportunity or problem through evaluation and sustainability. Authentic participation requires inclusion and representation, information, access, and transparent deliberation and decision-making.
• **Illumination and liberation**
  The ability to see and understand the world in new ways, and to see new ways of being in it, including new insight or conceptualizations of oneself and others, and the ability to therefore act in new ways, without previous constraints (Fetterman, 1997).

• **Ethical practice**
  Individual and organizational behavior guided by the Code of Ethics of the Health Education Profession (see Appendix XX), which is grounded in fundamental ethical principles including promoting justice, doing good, and avoidance of harm.

• **Lifelong learning**
  All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence (http://www.aacu.org/leap/vision.cfm). In addition, lifelong learning involves the recognition that as individuals, organizations, and even professional disciplines, we have, “built into all of us, old blueprints of expectation and response, old structures of oppression, and that these must be altered at the same time as we alter the…conditions which are a result of those structures” (adapted from Lorde, 1988).

• **Interconnectedness**
  Systems thinking that allows us to see causal and connective patterns in social systems and human relations, and that encourage community understanding that our connections to each other are deep and inseparable.

• **Community capacity**
  Both goal and characteristics of our work together, including “active participation, leadership, rich support networks, skills and resources, critical reflection, a sense of community, an understanding of history, core values, and access to power (Goodman et al, 1999).

• **Appropriate technology**
  Commitment to selecting appropriate and relevant technology (best practices, tools, media, communications, and information systems) to address community concerns and advance community visions.

• **Teachers as co-learners**
Educators are often accustomed to thinking of themselves as purveyors of knowledge and, sometimes, as sources of inspiration. But in the course of true learning, students and participants also share insight and perspective that expand our collective wisdom.

- **The liveliest possibility**
  The point, place, or moment in which energies are aligning with the power to spark human ingenuity and artful compassion (Casey, 1998). Recognizing a lively possibility is both a science and an art, and often suggests the best (sometimes unexpected) place to invest our talents, efforts, and hope.

These principles guide our program’s strategic planning, priority setting, resource allocation, and continuous evaluation and improvement.

**Our Diversity Affirmation**

In 2000, MPH Student Association Co-Chairs Wendy Hussey and Elvia Soberanes developed a “diversity statement” that was immediately embraced by their peers and formally adopted by the MPH Core Faculty. In 2007, the statement was endorsed by the Health Science Department faculty and became our department’s diversity affirmation.

**The Health Science Department’s Diversity Affirmation**

*Our diversity honors experiences, visions, choices, and realities. It is open to varied cultures, classes, ages, genders, orientations, religions, and abilities. It acknowledges differences and the critical importance of sharing the experiences, challenges, opportunities, and contributions of those differences.*

*Our diversity is built on respect, support, inclusion, and representation. It embraces and honors community, ethnicity, spirituality, sexuality, gender, and culture.*

*Our diversity provides a philosophical outlook that searches to find the points of inter-connectedness among us, and accepts that not all points of view connect.*

*Our diverse community resolves to create spaces for all voices and stories to be acknowledged, shared and heard.*

We are proud of this unique and timeless statement of who we are and what we value.
Code of Ethics for the Health Education Profession

A final component of our program’s conceptual framework is the health education code of ethics (most recently updated in 2011). As stated in the preamble,

The Code of Ethics is grounded in fundamental ethical principles including: promoting justice, doing good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

The Code of Ethics, adopted by the 9-member Coalition of National Health Education Organizations, identifies 40 distinct ethical responsibilities of health educators across the domains of responsibilities to 1) the public, 2) the profession, 3) employers, 3) the delivery of health education, 4) research and evaluation, and 5) professional preparation.

The full Code of Ethics is available online at