

MPH Professional Experience Evaluation Form
“Field Experience”
(to be completed by student)

Student Name:

MD/MPH: MPH only: PhD/MPH (non – IGP): PhD/MPH (IGP):

Anticipated Graduation Year:

Field Experience Completion Dates:

Under the direction of the preceptor and the MPH Professional Experience Committee, the value of the FE and the student’s effort will be assessed in several areas. A 5 page analytic paper and poster presentation will be required and evaluated by the PEC. In addition, please complete this self-evaluation. *(check one answer)*

1. You were introduced to public health work and participated first hand in the experience for a minimum of 200 hours.

Exceeded Expectations Met Expectations Below Expectations

Comments (required if checked Below Expectations)

2. If problems arose, please describe how these were handled:

3. How did the precepting relationship work?

Excellent Satisfactory Unsatisfactory

Comments (required if checked Unsatisfactory):

4. You contributed to the site’s work.

Greatly To some extent Not at all

Comments (required if checked Not at all)

Relationship of Professional Experience to MPH Core Competencies

Evaluate how the professional experience was relevant to the 9 core competencies (refer to the student's original application, if necessary) and whether or not you believe these core competencies were achieved.

	Exceeds Expectations	Meets Expectation	Below Expectations	N/A
a. Critically evaluate epidemiologic, prevention and health promotion, clinical outcomes, and health services research studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Formulate a testable hypothesis relevant to public health and select and implement appropriate methods to test the hypothesis in an ethically appropriate fashion with contemporary information and computing resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Locate and interpret vital statistics and other population-based data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identify population needs for primary, secondary, and tertiary prevention and describe population-based, organizational, and individual behavioral change approaches designed to restore, improve, and maintain health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify challenges and opportunities that the economics and organization of health services create for maintaining and improving the public's health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Describe the differences and overlap between clinical medicine and public health, identify ways in which the two disciplines can work in synergy, and recognize the advantages of interdisciplinary team work in achieving health objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Develop advocacy strategies for public policies that advance health goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Demonstrate leadership potential as exemplified by effective writing, public presentation, and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Describe the history and traditions of public health and their relevance to current and future practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

