

**UCLA Fielding School of Public Health  
Department of Epidemiology**

***Epidemiology 400  
Field Study Handbook  
2017-2018***

Click [here](#) to go to the field study page of the Epidemiology website.

**Field Study Coordinator Contact Information:**

Azadeh Terceman  
UCLA Fielding School of Public Health  
56-085 CHS  
Los Angeles, CA 90095-1772  
Phone: (310) 206-4880  
E-mail: [aterceman@ph.ucla.edu](mailto:aterceman@ph.ucla.edu)

## TABLE OF CONTENTS

	<b>Page</b>
Introduction	1
Objectives	2
MPH Report Options	2
Field Study Timeline	3
Field Study Requirements	3
International Students	5
Role of the Preceptor and Sponsoring Organization	5
Role of the Student	5
Role of the Faculty Advisor	6
Field Study Search and Selection	6
MPH Final Report	8
Epidemiology 400 Approval Form	10-11
Epidemiology 400 Scope of Work	12
Epidemiology Interim Report	13
MPH Final Report Cover Page	14
Student Evaluation	15-17
Performance Evaluation	18-20

## INTRODUCTION

Welcome to Epidemiology Field Study! Your field study is an opportunity to apply your academic knowledge in a professional setting prior to graduation. Key benefits of your field study include the opportunity to:

- Apply scientific and theoretical knowledge in a real-world work setting
- Polish and enhance communication, planning, team, and leadership skills
- Develop a professional persona
- Explore a particular epidemiologic setting as it might relate to future career decisions
- Advance the work of the organization in which you are performing the field study

The UCLA Master of Public Health (MPH) in Epidemiology prepares students for careers in epidemiology by integrating a strong foundation of theoretical and laboratory knowledge with a field study. The field study provides students with an opportunity to apply principles and knowledge obtained in the classroom to real-world problems in a professional setting. As a culminating experience, MPH students are required to take a comprehensive exam and to submit a report on a field study project to demonstrate an understanding of epidemiologic methods and applying what they learned to a public health concern. The field study project is called Epidemiology 400. You will enroll in 4 units of this course after you complete your field study.

All students registered in the MPH program in Epidemiology are required to complete a field study that totals at least 400 hours, in a public health agency, supervised by a public health professional, is appropriate epidemiology work, and write the MPH Final Report with the guidance of your faculty advisor. Eligible field study sites include, but are not limited to, corporate research organizations, public health agencies, non-profits, and non-governmental organizations (NGOs). The field study site, preceptor, and proposed project must be pre-approved by the faculty advisor before any work begins.

Typically, the field study will take place over the course of one year. Students usually begin their field study search in January, conduct the field study over the summer and enroll in 4 units of the Epidemiology 400 course in the Fall, Winter, or Spring of the year when they will complete the MPH Final Report.

This Field Study Handbook provides guidance on the field study requirement and MPH Final Report.

## OBJECTIVES

The objective of the Epidemiology 400 field study requirement is for MPH students to develop and address an epidemiological question through an applied experience and prepare them for careers as professional epidemiologists. As part of this objective, students are expected to conduct themselves appropriately in the academic and professional setting in preparation for future careers. Personal attributes, communication skills, leadership qualities, and professionalism are all taken into consideration by the faculty advisor and preceptor during the course of the project. The resulting product of the Epidemiology 400 field study requirement is the MPH Final Report. It should demonstrate a proficiency in and competence in epidemiologic theories and methods.

Field training in an approved setting is required. Your faculty advisor cannot serve as your preceptor and you cannot do the field study within your department. Under the guidance of their advisor, students may select from working with existing data, developing an original project, or developing a proposal for a relevant epidemiologic study of a health problem to fulfill this requirement. Students should seek a field study site to carry out this project that is conducive to this objective.

**Only those field studies which can address a scholarly epidemiological question may be considered to fulfill the field study requirement.** Students can opt for additional field study experiences outside of these parameters but they will not count for the Epidemiology 400 field study requirement.

### Options for Epidemiology 400 field study projects to produce the MPH Final Report

With the guidance of the faculty advisor, students may select one of the following report types:

- **Analyze and write up existing data:**  
The student can define a research problem and, using existing data, carry out the necessary data analysis to answer or illuminate the problem. The report based on a project of this type should follow usual research paper format.
- **Carry out an original research project:**  
The student can define a research problem and design and carry out the research necessary to answer or illuminate the problem posed. This can be a laboratory or other type of study (e.g., medical records, vital records, interview, etc.). The report based on a project of this type should follow the usual research paper format.
- **Development of a proposal for a relevant epidemiologic study of a health problem:**  
Based on the field study experience, the student will define a health problem and develop a research proposal (similar to a grant proposal) to address this problem, following an in-depth review and analysis of the existing literature. The proposal should include objectives, rationale, methods (clearly and explicitly developed) and an appropriate discussion of projected statistical analyses. The project should be feasible, particularly with respect to human subjects review.

## FIELD STUDY TIMELINE

The field study timeline loosely follows the major milestones identified here for a summer field study of 10 weeks. Students are encouraged to do their field study during the summer between year 1 and year 2. Note that students in the department have the option of interning during the academic year as well; those students are advised to consult the Field Study Coordinator at their earliest convenience to establish their specific timeline.

<b>January - February:</b>	Department sends recruitment email to potential field preceptor; students work with Intern Coordinator on resume and cover letter preparation
<b>March-May:</b>	Sponsoring organizations and preceptors arrange for informational meetings and student interviews
<b>June 1:</b>	Field Study Approval Form must be submitted to advisor
<b>Mid-June - Early July:</b>	Field study begins
<b>2nd Week of field study:</b>	Scope of Work Form is due
<b>After 200 hours at field study:</b>	Interim Report is due
<b>Late September:</b>	Field study ends

This process is designed to permit sufficient time for students and organizations to identify a good fit and to reduce anxiety. Many students will have accepted offers by April or early May. Once you complete 400 hours of your field study, which typically will take place over the summer after your first year in your program, you may enroll in EPI 400. You should enroll in the course when you are ready to write your final report. This will typically occur during your second year during Fall, Winter, or Spring. Students do not take EPI 400 over the summer since that is the time they are still completing their field study hours. You will need to ask your faculty advisor for a PTE to enroll in EPI 400 once you're ready to take the class.

## FIELD STUDY REQUIREMENTS

### **Before the Project Begins**

MPH students in the 68-unit program must first complete their core courses EPI 200A, EPI 200B, and EPI 200C, prior to starting their field study. The core courses teach the methods that students are expected to apply in their field study experience. There may be exceptions to this rule which can be taken into consideration by the faculty advisor (i.e., a student who has transferred from another department and may be taking EPI 200A in their second year).

Students in the 56-unit MPH (US clinical doctorates and medical students) may start the field studies project while concurrently enrolled in EPI 200C in the spring. The MPH MD students should work with their faculty advisor on the timing of their Epidemiology 400 project and should be afforded extended consideration to accommodate their curriculum schedule. All MPH students will work with their faculty advisors to identify an appropriate project that fulfills the requirements of a field study and the opportunity to carry out a project as described above.

Students are expected to meet with faculty advisors early in the Winter quarter of the first year to begin the discussion of a field study project. **Prior to starting the field study, the student must complete the "Epidemiology 400 Approval Form" and have it signed by the preceptor at the organization that is sponsoring the field study.** The student should then submit this form to his or her faculty advisor for approval. The signed form should be submitted by the student to the Field Study Coordinator no later than

June 1 (if completing field study during summer; otherwise, one week prior to starting field study if timeline is not during summer).

### **Preceptor and organization qualifications**

The field study will introduce the student to a high level of professional skills and expertise in epidemiology. The student should consider the following when selecting preceptors and placement sites:

- The preceptor should have an epidemiology or related graduate degree or equivalent combination of degree and experience
- The preceptor should demonstrate an interest in and willingness to foster the student's learning experience
- The preceptor should commit to meeting with the student on a regular basis during the field study to discuss and critique the student's work and progress
- The field study should be relevant both to the mission of the sponsoring organization and to the field of epidemiology

### **Two weeks into the project**

**After the student has been at the field study for two weeks, the “Scope of Work” form is due.** By this time, the student and field advisor will have a good sense of what the field study will entail and this should be described on the form. The student should also clearly articulate the question(s) to be addressed by the field study project, and the relationship between the field study and the MPH Final Report. It is highly recommended that a meeting or conference call take place between the student, the preceptor, and the faculty advisor, so that the research question(s) can be determined. **Once the “Scope of Work” form is signed by the student, preceptor, and faculty advisor, the student must submit it to the Field Study Coordinator.**

### **Midway through the project**

**After completing 200 hours of the field study, the student should submit an “Interim Report”, which must be signed by the faculty advisor.** This report is a brief progress check with the faculty advisor to assure the project is proceeding as planned or to determine if a different approach is warranted.

### **End of Field Study**

At the end of the field study, the student must complete the “Student Field Study Evaluation” and the preceptor must complete a “Field Study Performance Evaluation”. The student will turn in the “Student Field Study Evaluation” and the “Field Study Performance Evaluation” to the Field Study Coordinator. A copy of each evaluation should also be submitted to the faculty advisor at the time you submit your MPH Final Report.

### **Earning a Grade: Epidemiology 400 and the MPH Final Report**

**The student must enroll in 4 units of their faculty advisor’s section of EPI 400 no later than the final quarter of the program. The grade for EPI 400 is determined by the faculty advisor’s assessment of the student’s MPH Final Report.** The final form of this report must be approved by both the preceptor (first) and the faculty advisor (second). It should be submitted to the faculty advisor for a grade no later than the 8<sup>th</sup> week of the terminal quarter, and once approved, the student needs to submit the signed and graded final report with cover page (page 13) to the Field Study Coordinator by the end of week 10. The MPH Final Report cover page and final report cannot be accepted by the Field Study Coordinator until all required signatures and final grade are on the MPH Final Report cover page. The report should be a scholarly treatment of the problem area in which the intern has worked. The report should show evidence of originality and critical thought. The faculty advisor assigns a letter grade to the report.

### **INTERNATIONAL STUDENTS**

International students are required to take the following documents to their Dashew Center F-1 Visa counselor once you plan to do a paid or unpaid field study off campus and you receive an offer letter from your field study site:

- Field study letter from field study Coordinator
- CPT request form: <http://www.internationalcenter.ucla.edu/Content/files/f1/CPTRequest.pdf>
- Employment offer letter

If you are working on the UCLA campus, you do not need to obtain a field study letter from me.

### **ROLE OF THE PRECEPTOR AND SPONSORING ORGANIZATION**

The field study is meant to introduce the student to a high level of professional skill and expertise in epidemiology. The student should consider the following when selecting preceptors and placement sites:

- The preceptor should have an epidemiology or related graduate degree or equivalent combination of degree and experience
- The preceptor should demonstrate an interest in fostering the student's learning experience
- The proposed field study project should provide opportunities for the student to be exposed to a variety of organizational departments, individuals, functions, and tasks
- The preceptor should commit to meeting with the student on a regular basis during the field study to discuss and critique the student's work and progress
- The field study project should be relevant both to the mission of the sponsoring organization and to the field of epidemiology

The Department of Epidemiology expects preceptors to provide supervision for the student. Assigned tasks should not only meet the organization's needs but also provide opportunities for the student's personal and professional growth. The preceptor should work with the student prior to the beginning of the field study to develop a synopsis of the project plan. The synopsis should include the aim(s) of the field study and what you will assess or investigate throughout the project. This plan will need to be included on the MPH Field Study Approval Form that the student submits to the faculty advisor for approval. The preceptor is expected to work with the student during the first week of the field study to finalize the scope of work for the project. Organizations are expected to provide student interns with access to any data required to conduct their projects. The preceptor is responsible for evaluating the final report that the student completes at the end of the project before it is submitted to the faculty advisor for a grade.

### **ROLE OF THE STUDENT**

In return for the commitment of the organization, the student also has a responsibility to the organization. The Department of Epidemiology expects students to act as developing professionals by:

- Search for field study opportunities starting in January of first year in the program
- Participating in setting goals for their own learning
- Fulfilling a minimum of 400 hours at the field study site
- Behaving in an ethical and professional manner
- Performing quality professional work that is scientifically defensible
- Conducting themselves in a manner consistent with the values of the organization
- Completing academic work and assigned papers relating to the field study project

## ROLE OF THE FACULTY ADVISOR

The faculty advisor is expected to:

- Discuss the proposed field study project with the student and the preceptor to determine whether it is suitable for the field study program
- Make recommendations for modifications to meet program guidelines if necessary
- Provide guidance and advice to the student and the preceptor as needed throughout the field study
- Evaluate the final report once it has been approved by the preceptor and assign a letter grade
- Provide expectations and guidance for all field study related paperwork

Note that prior to starting the **field study**, the student must get written approval for the **project from the faculty advisor**. If prior approval is not obtained, the student runs the risk of not getting formal credit for completing the **field study** requirement for the program. All content related questions pertaining to your field study paperwork should go to your faculty advisor.

## FIELD STUDY SEARCH AND SELECTION

There are various resources that are accessible to you for your field study search. To start, it is important to schedule a meeting with your faculty advisor no later than the end of January to discuss your field study plans. Your faculty advisor has to approve of the field study you select so it is crucial to have a discussion about your interests and your potential plans early on to be clear on your faculty advisor's expectations for the work you will perform at your field study. Your faculty advisor may also direct you to appropriate sites and opportunities depending on your stated skills and interests.

Working students occasionally use their existing sites for the field study. In such a circumstance, the student must provide in the EPI 400 Final Report an account of the new skills and knowledge obtained during the field study, and how their academic courses have helped them solve the problems investigated.

If you come across a field study position where all you will do is literature review or basic office duties, please note that this will not be considered an acceptable field study. Your field study project must contain a substantive original analytical component on top of the literature review if you want to incorporate a literature review.

In January, your field study coordinator will reach out to past preceptors and organizations that have offered field study in previous years to see if they have plans to offer field study in the upcoming summer. Your field study coordinator will then email all opportunities to you and will also store the opportunities in the following database: <https://ccle.ucla.edu/course/view/EPI%20Internships>. You will be emailed an invitation to join the database and once you accept, you will be granted access. Students interview competitively for these positions.

The field study coordinator also stores all previous field study projects in binders at her office. You can schedule an appointment to look through the binders. If you find a previous project that interests you, let the field study coordinator know so that she can try to connect you with students who interned at the site. The students you get connected to may be able to put you in contact with the preceptor at the site, provide you with insight on the interview process, as well as helpful tips for the application process.

Another resource for your field study search is the FSPH Career Services CCLE page that has targeted employer lists for specific sectors. Here is the access link:  
<https://ccle.ucla.edu/enrol/invitation/enrol.php?token=578fc97c7d53e>

You will use your UCLA Log on to access the site. If you click the left side menu of “Public Health Career Pathways” there are industry employer lists and resources for field study and job searching. Also, the “Job Search Strategies” tab has some field study resources too.

Also, please visit BruinView as open field study opportunities and jobs are listed there. You can access BruinView with your UCLA logon and the site can be found on the following link:

<https://secure.career.ucla.edu/BruinViewLogin/Login.aspx>

In addition to the above mentioned resources, you are highly encouraged to network as much as possible. Let people know you are searching for field study, including details about your project interests and location preferences. If you currently hold a part-time position that is related to your field, you may want to inform your supervisor that you will be searching for a summer field study. Your supervisor may be able to offer you a project or may know of someone who could serve as your preceptor.

Epidemiology students should seek a field study that will enhance their skills and prepares them for the workforce. Not all field studies are paid. If a paid field study is important to you, view the pay information prior to applying for the field study. There are other funding opportunities that you will be able to apply for and if eligible, you could receive a stipend. The School of Public Health typically advertises funding opportunities for students during Winter quarter. When you figure out the pay, location and type of work you would like to do, you will need to create a resume and cover letter so that you are prepared to apply for field studies.

The following is a list of skills future employers will desire. Once these skills are gained, students should add them to their resumes and/or CVs.

#### Data Collection

- Study design and implementation
- IRB application preparation
- Chart abstraction
- Literature review
- PubMed and other online literature resources
- Grant writing

#### Data Entry

- Codebook design
- Database design

#### Data Management and Cleaning

- Microsoft Access and Excel databases
- SAS data: Special character and numeric functions, arrays, merging, concatenating, and updating

#### Data Analysis

- Using statistics to analyze cohort, case-control or cross-sectional data
- Performing qualitative data analysis
- Creating tables and graphs to summarize data findings
- Using Geographic Information System (GIS) software
- Drafting and submitting conference abstracts
- Designing conference posters, health briefs, fact sheets, websites, and newsletters

- Writing reports and peer-reviewed manuscripts: introduction, methods, results, discussion, and references
- Giving oral presentations

To prepare for potential field studies and employment opportunities, it is recommended that first year students take several of the applied courses (which tend to be valuable to employers) in addition to their core courses:

- ENV HLT 207 - Introduction to Geographic Information Systems
- EPID M218 - Questionnaire Design and Development (2nd year and PHD students only)
- EPID 270 - Behavioral Epidemiology
- EPID 410 - Management of Epidemiologic Data
- EPID 412 - Public Health Surveillance
- EPID 413 - Methods of Scientific Communication
- EPID M254 - Nutritional Epidemiology
- EPID M403 - Computer Management and Analysis of Health Data Using SAS
- EPID 404 - Advanced SAS Techniques for Management and Analysis of Epidemiologic Data

Some examples of previous student projects include:

**-Los Angeles County Public Health Scholars Program:** Adolescent obesity and later educational attainment

**-Los Angeles LGBT Center:** Concordance between self-reported sexually transmitted infection history and biomedical results among men who have sex with men in Los Angeles

**-KHANA (Khmer HIV/AIDS NGO Alliance):** HIV/AIDS flagship project

**-Los Angeles County Department of Public Health (LACDPH) Chronic Disease and Injury:** Costs of hospital visits for Alzheimer's Disease and Type II Diabetes using national inpatient sample of 2013

**-LACDPH – Office of Health Assessment and Epidemiology:** Flu Outreach Campaign 2013-2016

**-University of Health Sciences:** Epidemiology of medical injection use in Cambodia

**-Center for Disease Control and Prevention, China:** Factors influencing antiretroviral therapy initiation among injection drug users in China, 2006-2015

## MPH FINAL REPORT

Each faculty advisor may have their own maximum or minimum page requirement for the final report. It typically should be 4 – 5 pages (single spaced) and should be in the format specified on the cover page on page 11. Prior to writing your MPH Final Report, ask your faculty advisor if he or she requires a minimum or maximum amount of pages for this assignment. Be clear on your faculty advisor's expectations for your MPH Final Report. It is definitely recommended that you send your faculty advisor a draft or outline of your report and meet with him or her to go over it. This way you can make sure you are on the right track before you spend too much time on the report.

If a student does not have relevant content for the “experimental” section of the final report, the equivalent would be a description of what methods you used to achieve the goals of your field study. One important thing to keep in mind is that you should be placing the work that you did for your field study in the context of the larger literature on the subject of your field study. One thing that can be very helpful is to schedule a consultation with one of the Biomed Librarians (see <http://www.library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/louise-m-darling-biomedical-library>) for a one-on-one session on how to search both the peer-reviewed and gray literature on your topic.

If you would like another person to review your report prior to submitting a draft or outline to your faculty advisor, the Graduate Writing Center is a free resource provided to you as a UCLA graduate student. They are located at the Student Activities Center. Visit the following URL for more information or to schedule an appointment: <https://app.gsrc.ucla.edu/gwc/reservations/>

**Epidemiology 400 Field Study Approval Form***This form is due by June 1.*

EPIDEMIOLOGY DEPARTMENT

UCLA FIELDING SCHOOL OF PUBLIC HEALTH

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

Faculty Advisor: \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Field Study Address: \_\_\_\_\_

Preceptor (name and title): \_\_\_\_\_

Preceptor email and phone: \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Proposed Field Study Period (dates): \_\_\_\_\_

Pay Rate (if applicable): \_\_\_\_\_

**Synopsis of Field Study and Proposed Project**

1. Type of data collection (Check all that apply):

- Primary       Secondary (existing data)       Literature review

2. Type of project (Check all that apply):

	Sample Size	Collection Dates
<input type="checkbox"/> Clinical trial		
<input type="checkbox"/> Cross sectional study		
<input type="checkbox"/> Case-control study		
<input type="checkbox"/> Case study		
<input type="checkbox"/> Other: _____		

3. Type of software to be used (Check all that apply):

- SAS       SPSS       STATA       R  
 Excel       PowerPoint       Access       GIS

4. Type of analysis (Check all that apply):

- Univariate       Bivariate       Multivariable       Other: \_\_\_\_\_

5. Purpose of project (Check all that apply):

- Fulfill 400 Project requirements       Prepare conference abstract  
 Prepare peer-review manuscript       Prepare grant proposal  
 Other: \_\_\_\_\_

Briefly describe the aim(s) of the field study and what you will assess or investigate throughout the project.

The student will turn in an Intermediate Progress Assessment by: \_\_\_\_\_

*I agree to supervise the field study student on the project described above and to evaluate the written summary of the project that the intern writes upon completion of the field study.*

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I agree to abide by the ethical codes of the University of California while working on this project (and field study) and to provide my faculty advisor and the Field Study Coordinator (if applicable) a written summary of the project when complete.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I have discussed the proposed field study with my advisee and the preceptor (if applicable). This project is consistent with the guidelines and objectives of the MPH program.*

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EPIDEMIOLOGY MPH SCOPE OF WORK FORM***This form is due by the end of the second week of the field study.*

UCLA FIELDING SCHOOL OF PUBLIC HEALTH

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

Field Study Organization: \_\_\_\_\_

Field Study Address: \_\_\_\_\_

Preceptor (name and title): \_\_\_\_\_

Preceptor email and phone: \_\_\_\_\_ ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_\_

Faculty Advisor (name and title): \_\_\_\_\_

Field Study Period (dates): \_\_\_\_\_

Please attach the approved Scope of Work Report to this form. The Scope of Work should be 1-2 pages in length (single spaced) and should include the following sections:

- Aims (< 250 words)
- Field study plan - some items to consider:
  - What substantial intellectual activities are you engaged in as part of your field study?
  - What data will be collected?
  - How many samples?
  - What are the subjects?
  - What are the policies?
  - Describe the work team
- Goals for remainder of field study
- Relationship between the field study and the final report
- Summary

*I understand that I am expected to complete at least 400 hours of work for the above field study. I agree to abide by the ethical codes of the University of California while performing this field study and to provide my faculty advisor and the Field Study Coordinator with a written summary of the project when the field study is completed.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I agree to supervise the field study student on the project described above and to evaluate the written summary of the project that the intern writes upon completion of the project*

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I have discussed the proposed field study with my advisee and the Field Preceptor. This project is consistent with the guidelines and objectives of the MPH Field Study program.*

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MPH FIELD STUDY INTERIM REPORT**

*This form is due after completing 200 hours at the field study.*

EPIDEMIOLOGY DEPARTMENT

UCLA SCHOOL OF PUBLIC HEALTH

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

Field Study Organization: \_\_\_\_\_

Field Study Address: \_\_\_\_\_

Preceptor (name and title): \_\_\_\_\_

Preceptor email and phone: \_\_\_\_\_ (\_\_\_\_) \_\_\_\_-\_\_\_\_\_

Faculty Advisor (name and title): \_\_\_\_\_

Field Study Period (dates): \_\_\_\_\_

Please attach the approved Interim Report to this form. The Interim Report should be 2-3 pages in length (single spaced) and should include the following sections:

- Aims (< 250 words)
- Introduction and background
- Field study plan
- Work accomplished to date
- What have you learned?
- Goals for remainder of field study
- Summary

*I understand that I am expected to complete at least 400 hours of work for the above field study. I agree to abide by the ethical codes of the University of California while performing this field study and to provide my faculty advisor and the Field Study Coordinator with a written summary of the project when the field Study is completed.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I agree to supervise the field study student on the project described above and to evaluate the written summary of the project that the intern writes upon completion of the project*

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I have discussed the proposed field study with my advisee and the Field Preceptor. This project is consistent with the guidelines and objectives of the MPH Field Study program.*

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MPH FINAL REPORT COVER PAGE**

*Should be submitted to faculty advisor no later than the 8<sup>th</sup> week of the term in which the student is enrolled in EPI 400 for 4 units. Copy of approved report (with all signatures) needs to be turned in to field study Coordinator by the end of week 10.*

ENVIRONMENTAL HEALTH SCIENCES DEPARTMENT  
UCLA FIELDING SCHOOL OF PUBLIC HEALTH

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

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

Field Study Address: \_\_\_\_\_

Field Mentor (name and title): \_\_\_\_\_

Field Mentor email and phone: \_\_\_\_\_ ( ) \_\_\_\_\_ - \_\_\_\_\_

Faculty Advisor (name and title): \_\_\_\_\_

Field Study Period (dates): \_\_\_\_\_

Please attached the approved Final Report to this form. The Final Report should be 4-5 pages in length (single spaced). For a traditional report, the suggested format is:

- **Abstract** (typically < 250 words; summarizes the goals of the project, the work conducted, and the results of the work)
- **Introduction and Background** (summarizes relevant literature on the subject and provides a clear description of the motivation for the project)
- **Experimental** (detailed, technical description of how each experiment was conducted. Note that you should discuss with your field mentor whether this information is confidential or proprietary prior to submitting the report; if you are not permitted to provide this information, then this section should not be included.)
- **Results & Discussion** (describes the experiments that you have conducted and the results that you obtained)
- **Conclusion/Summary**
- **References** (any discussions of published work -- either yours or someone else's -- should be referenced with a citation in the text that refers to a detailed reference supplied at the end of the paper).

*I have completed at least 400 hours of work for the above field study. I certify that the work performed herein is my own and that I have received permission from my field mentor to release it to my faculty advisor and the EPI department.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I grant authorization to the field study Coordinator and other FSPH staff to share a copy of my MPH Final Report (grade omitted) to (check the following that apply):*

\_\_\_\_ FSPH students and faculty      \_\_\_\_ General public (to include potential website publishing)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I certify that the student completed at least 400 hours of work under my supervision on the project described in the report. I have read the report and approve both the content and agree that it may be submitted to the EPI department.*

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I have read the attached report and certify that this project is consistent with the guidelines and objectives of the MPH field study program.*

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assigned Letter Grade (Determined by Faculty Advisor): \_\_\_\_\_

Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT FIELD STUDY EVALUATION***This form is due at the completion of the field study and should be filled out by student.*

DEPARTMENT OF EPIDEMIOLOGY

UCLA FIELDING SCHOOL OF PUBLIC HEALTH

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Organization name: \_\_\_\_\_

Address: \_\_\_\_\_

Preceptor name and title: \_\_\_\_\_

Preceptor email and phone number: \_\_\_\_\_

Paid (list amount) \$ \_\_\_\_\_

Stipend (list amount) \$ \_\_\_\_\_

Volunteer: Y / N

**First, please tell us if you agree or disagree with the following statements about your Preceptor.**

Your Preceptor...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A
1. Provided a good overview and oriented you to the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Introduced you to the staff, key agency/community contacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reviewed appropriate policies and procedures of agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicated expectations of project and your performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provided adequate supervision and direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developed a good rapport with you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assigned work that matched your interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assigned work that matched your skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Listened to your concerns; helped solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Gave feedback on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Scheduled time to review progress and met with you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Encouraged you to feel part of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Eased transition from the classroom to the work setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is a good role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Is someone who can be recommended as a good Preceptor.	<input type="checkbox"/>					
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Now, tell us if the field study helped you develop the following skills.

The field study helped you develop...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A
1. Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Managerial skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Delegation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Interpersonal/interactional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Program development skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Evaluation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ability to work with other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ability to work as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ability to work with racial/cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Insights into your strengths/weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Clarity about your professional goals and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Ability to apply epidemiological theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Priorities for further professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Confidence in yourself as a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments about your preceptor: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Comments about your skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please answer the questions below:**

1. What did you learn about the profession of public health through your field study?
  
  
  
  
  
  
  
  
  
  
2. What did you learn about the practice of public health in an organizational setting that was helpful?
  
  
  
  
  
  
  
  
  
  
3. What did you learn about your own professional likes and dislikes?
  
  
  
  
  
  
  
  
  
  
4. What did you hope to get from your field study that you did not experience?
  
  
  
  
  
  
  
  
  
  
5. Would you recommend placement in your field site to future public health students? Why or why not?

**Please return completed form to your faculty advisor and your Field Study Coordinator:**

**Azadeh Terceman, MS**  
**Field Study Coordinator**  
**UCLA Fielding School of Public Health**  
[aterceman@ph.ucla.edu](mailto:aterceman@ph.ucla.edu)

**FIELD STUDY PERFORMANCE EVALUATION**

*This form is due at the completion of the field study and should be filled out by preceptor.*

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

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

Organization: \_\_\_\_\_

Thank you for taking the time to evaluate your student intern. We consider the field study one of the most valuable learning opportunities that our students have and we appreciate the role you have played in fostering your intern’s professional development. **Please use the following scale:**

1 = Improvement Required

2 = Improvement Possible

3 = Effective

4 = Very Effective

5 = Outstanding

N/A = Not Applicable

Improvement Required (1)  Outstanding (5)

	1	2	3	4	5	N/A	Comments
<b>PERSONAL ATTRIBUTES</b>							
Initiative							
Resourcefulness							
Reliability							
Accepts responsibility							
Works independently							
Effort to develop and improve skills							
<b>COMMUNICATION</b>							
Interpersonal communication skills							
Facilitation skills in groups							
Presentation skills							
Writing skills							
<b>LEADERSHIP</b>							
Ability to integrate self into work team							
Negotiation skills							
Ability to manage conflict							
Ability to motivate others							
Team building skills							
<b>PROFESSIONALISM</b>							
Knowledge of Public Health principles							
Ability to apply principles to field study setting							
Exhibits integrity, compassion, honesty and respect for all people							
Ability to work collaboratively with diverse individuals, agencies, and organizations							

<b>PROFESSIONAL DEVELOPMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
Self-assesses professional skills frequently							
Accepts feedback and suggestions							
Gives feedback and suggestions							
Articulates career goals and plans							

Notable strengths of student:

Recommendations for professional growth:

Contributions to agency/organization:

In thinking about future students, what could our program do better to prepare them for:

1. Their fieldwork
  
2. Future employment

Additional comments:

Preceptor's signature: \_\_\_\_\_ Title: \_\_\_\_\_

Date: \_\_\_\_\_

Student's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have read and discussed this evaluation with my preceptor. I acknowledge the opportunity to include my comments in this section if I so desire.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

**Please return completed form to your faculty advisor and your Field Study Coordinator:**

**Azadeh Terceman, MS  
Field Study Coordinator  
UCLA Fielding School of Public Health  
[aterceman@ph.ucla.edu](mailto:aterceman@ph.ucla.edu)**