Washington University in St. Louis
Brown School

MPH Educational Learning Agreement (ELA)
Office of Field Education (OFE)
Purpose of the ELA Reference Guide

• Familiarize field instructors and students with the ELA format
• Provide tips and tools for completing the ELA
• Communicate how the ELA will be evaluated
ELA is Part of Your Practicum Grade

You will receive a grade of:

– High Pass/Pass with distinction if ELA is completed by the deadline
  • ELA includes clear learning activities that align with your practicum context
  • Self Evaluation is completed by the deadline
  • Field Instructor Evaluation indicates excellence in practicum
  • Field Instructor Evaluation is completed in a timely manner

– Pass if ELA is completed by the deadline (points taken off for late ELAs)
  • ELA includes clear learning activities that align with your practicum context
  • Self Evaluation is completed by the deadline (points taken off for late evaluations)
  • Field Instructor Evaluation indicates satisfactory practicum
  • Field Instructor Evaluation is completed in a timely manner

– Fail
  • ELA and/or evaluations are turned in late
  • Field Instructor Evaluation indicates a fail
What is the ELA?
Why a narrative ELA?

- Allows students to articulate their practicum tasks as they relate to the public health competencies
- Creates a work plan for the student and the field instructor
- Supports individualized and meaningful goal setting for students
- Facilitates deeper exploration and identification of practicum tasks
- Provides practice in strategic planning
- Prepares students for job interviews
What are the public health competencies?

- Specific areas in which students must demonstrate competence, determined by the Council on Education in Public Health (CEPH) and our university.
- There are competencies that are considered foundational, and those that correspond with each of the school’s specialization areas.

Students select 3 foundational competencies and 2 specialization competencies to fulfill during their practicum.
What are the public health competencies?

- There are 22 foundational competencies that fall into 8 key categories:
  - Evidence-based approaches to public health
  - Public health and health care systems
  - Planning and management to promote health
  - Policy in public health
  - Leadership
  - Communication
  - Interprofessional practice
  - Systems thinking
What are the public health competencies?

• Each MPH specialization also has specific competencies that students must attain through a combination of their coursework and practicum.
• Each specialization has its own ELA which lists the competencies specific to that specialization.
Completing the ELA

• Helpful documents to support completion
  – Job description or project description
  – Students’ syllabi from related courses
  – ELA Guide

• The ELA is a fillable Word form that allows for an electronic signature, so you will not need to sign a hard copy.
Using the ELA

• **Initially**: developing focus and plan for learning
• **During the practicum**: check in on progress, update as needed
• **At the conclusion of practicum**: evaluate learning and closure
• **After the practicum is over**: student references ELA to develop resume, prepare for interviews
How the ELA will be evaluated

Organization Description:

• Structure of the organization is clearly communicated. Programs are described, leadership structure is described
• Mission of the organization is clearly communicated
• Populations/communities/clients served by the organization are clearly communicated
How the ELA will be evaluated

Goals and objectives of the practicum

• Student articulates what their goals are for learning. What skills will you obtain? What interventions do you hope to use? What activities will you participate in?

• Student lists products or processes they will complete at the practicum, including ideas for two portfolio products that should be determined by both the student and field instructor.
  – Details on the portfolio products are found on page 1 of the ELA
How the ELA will be evaluated

Learning activities: Ask the following questions while creating your learning activities. Some learning activities will be able to answer all of these questions clearly, others will be ongoing in nature. Examples are on the next page.

• Specific: What is the activity and how does it relate to the organization and populations/clients/community groups with which you are working?
• Measurable: How will you know you achieved these activities? This will often be the box you check in your method of evaluation.
• Achievable: Do they fit the scope of the time and context?
• Results-focused: What will be the result of the goal; what will be the product or the learning?
• Time bound: How often, how many, and by when? This may often be ongoing or by the end of the practicum.
How the ELA will be evaluated?

Example learning activity: Early Child Nutrition Program

Document and measure attendance of weekly community outreach activities

• Specific: You are tracking the number of individuals utilizing the program
• Measurable: You will know if the notes are missing
• Achievable: You can do in the practicum
• Results-focused: Notes will be kept
• Time bound: Weekly
How the ELA will be evaluated

Example learning activity

Discuss biases and personal values with field instructor or peers on a monthly basis, develop list strategies to manage biases and value conflicts

• Specific: You are discussing your biases and personal values
• Measurable: You know if you had these conversations once a month
• Achievable: You can do this monthly
• Results focused: What will be the result of the goal, what will be the product or the learning? List of strategies
• Time bound: By the end of practicum
How the ELA will be evaluated

Example learning activity

Adjust written and verbal communication strategies so they are clear to the client populations (different strategies for children and parents)

• Specific: written and verbal strategies to different populations
• Measurable: Track communication changes over time
• Achievable: You can do in the practicum
• Results-focused: Strategy will change
• Time bound: ongoing
How the ELA will be evaluated
Example learning activity

Keep the confidentiality of families in the Early Childhood Nutrition Program
• Specific: program is named
• Measurable: you will know if you are not in compliance
• Achievable: You can do in the practicum
• Results focused: confidentiality is upheld
• Time bound: ongoing
Reference Guide

The next several pages provide:

• Explanation of each section of the form
• Examples of how to complete the ELA
This section provides an overview of requirements of practicum including the necessary documents.
<table>
<thead>
<tr>
<th>KEY PRACTICUM DELIVERABLES AND DEADLINES</th>
<th>REQUIRED DOCUMENTS</th>
<th>DUE DATE TO OIE</th>
<th>RESPONSIBILITY FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Registration Form (Simplicity)</td>
<td>Fall 2022/August 1st</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>ELA (Facilitator, Part I, and Part II) (email a signed copy of the ELA to your field advisor)</td>
<td>Fall 2022/December 1st, Summer 2023/April 23rd</td>
<td>Student/Field Instructor</td>
<td></td>
</tr>
<tr>
<td>Self-Assessment of Competencies and Performance (Completed online)</td>
<td>By completion of 40 hours OR OIE due date</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Field Instructors Evaluation of Practicum</td>
<td>Submit by last day of practicum</td>
<td>Field Instructor</td>
<td></td>
</tr>
<tr>
<td>Practicum Timesheet (email copies to OIE at <a href="mailto:elaw@wustl.edu">elaw@wustl.edu</a>)</td>
<td>By last day of practicum</td>
<td>Student (Field instructor’s signature required)</td>
<td></td>
</tr>
<tr>
<td>Portfolio Product (email to <a href="mailto:elaw@wustl.edu">elaw@wustl.edu</a>)</td>
<td>By last day of practicum</td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>

Contact your OIE Field Advisor for support or clarification regarding practicum requirements.

This section provides a general timeline for practicum documents and well as who is responsible for each form.
The practicum start, end, and site visit dates are critical for planning assessment and evaluation of the practicum and will be used to determine when the practicum grade will be assigned.

The practicum information ensures that the OFE has up-to-date contact information for the field instructor.

Supervision is a critical component of field education, as students are developing public health competency in the field. Please let us know who will be providing feedback on the practicum.

Students will be registered in a one- or two-semester practicum, and the ELA should be submitted at the beginning of the first semester. Two semester practica will only have one site visit and students only need to complete one time sheet. This information assists the OFE in ensuring students complete the appropriate number of hours in the field.

This is the most important section of this page. Once the ELA is final, your signature indicates that you agree to the terms of the ELA to guide the practicum experience.
Students enter practicum to develop skills and competency in the field of public health. **Goals:** Students should articulate their goals for the practicum. What skills, knowledge, and experiences do they hope to gain in the practicum? **Projects or Deliverables:** This section should indicate what the student will produce for the organization during and at the end of the practicum, including two required portfolio products.

Some courses ask students to complete projects tied to practicum. Students are responsible for informing field instructors of these requirements.

The organization description ensures the student understands the structure, mission, and services of their practicum organization. Students should provide a paragraph for each of these prompts and use the organization website, print materials, and conversations with the field instructor and other staff to gather this information.

Field instructors should ensure their student receives a comprehensive orientation to the organization and the projects they will be working on. Students should record the type of orientation they receive.
**Foundational Competencies**

Please copy and paste three competencies from the list below into the "Foundational Competency" tables found in the consecutive pages. Complete each table with learning activities that align with each competency.

1. Apply epidemiological methods to the breadth of settings and situations in public health.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analyses for public health research, policy, or practice.
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.
16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.
18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.
21. Perform effectively on interprofessional teams.
22. Apply systems thinking tools to a public health issue.

This is the list of foundational competencies. Students choose 3 competencies from the list to copy and paste into the subsequent pages of the ELA.
Students, in conjunction with their field instructor, come up with 1-5 learning activities related to that competency. Examples can be found later in this presentation.

Field instructors select a method or methods by which to evaluate students on each competency.

Students paste their selected foundational competencies in each box.
This is a list of specialization competencies. Students choose 2 competencies from the list to copy and paste into the subsequent page(s) of the ELA.

Students paste their two selected specialization competencies here.

Field instructors select a method or methods by which to evaluate students on each competency.

Students, in conjunction with their field instructor, come up with 1-5 learning activities related to that competency. Examples can be found later in this presentation.
Example learning activities

From this point forward we have provided some examples of general learning activities that relate to selected competencies, followed by a slide that imagines more specific learning activities for two imaginary projects, one with public health research and one for public health practice.
Example learning activities

Foundational Competency 1: Apply epidemiological methods to the breadth of settings and situations in public health.

Sample learning activities:
- Discuss with supervisor how epidemiological methods are used in different departments within my organization
- Shadow epidemiologists in several departments
- Create a GIS map showing disease patterns in the city of St. Louis
- Conduct a literature review on methods of surveillance for food poisoning in different cities
Examples for Foundational Competency 1

Example 1: Conducting research on cancer treatment outcomes

- Conduct a literature review of similar studies to assess treatment outcomes by intervention type
- Conduct analysis on survivor data from the SEER database
- Discuss with your supervisor any potential biases that may have interfered with the integrity of your data and/or analyses
- Utilize a statistical software to run analyses on patient outcomes across demographic factors
- Make recommendations for tailored marketing of treatment options for different populations

Example 2: A school-based clinic in an urban neighborhood

- Conduct a needs assessment for students and their family members to better understand what health services are needed
- Conduct an environmental audit of the school’s physical environment and programming to determine what larger-scale interventions may benefit the students
- Analyze data from student health concerns to determine what ailments are most common
- Evaluate student utilization of clinic services
- Tailor health messaging to different student groups/populations
Example learning activities

Foundational Competency 6:
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Sample learning activities:
- Identify and discuss local policies that have contributed to cancer disparities
- Conduct a literature review on the impact of physicians’ implicit bias on patient outcomes
- Review research methodology to identify potential biases that may influence results
- Make recommendations for adoption of culturally appropriate programming to suit the needs of the target population
Examples for Foundational Competency 6

Example 1: Conducting research on cancer treatment outcomes
- Conduct a literature review of health disparities in cancer treatment efficacy
- Assess research study methodology for potential biases
- Analyze study data, taking into consideration different demographic factors that may enhance or inhibit patient treatment outcomes
- Discuss with your supervisor your own potential biases and how they may influence your interaction with study participants
- Make recommendations for dissemination of research findings that is tailored to diverse audiences

Example 2: A school-based clinic in an urban neighborhood
- Learn about the demographic makeup of students at the school where your clinic is based
- Conduct a literature review on age- and culturally-appropriate health services
- Seek out resources for translating health information/promotion materials into different languages for students and parents
- Assess the potential influence of stigma and peer groups on students’ seeking of school-based clinic services
- Meet with affinity groups in the school to learn more about unique health needs
Example learning activities

Foundational competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation.

Sample learning activities:
- Create a policy brief explaining the potential impact of Medicaid expansion on infectious disease prevention and treatment
- Present research findings to the board of your organization
- Write a section of a research manuscript for submission to a journal
- Present smoking cessation strategies to a community group
Examples for Foundational Competency 19

Example 1: Conducting research on cancer treatment outcomes

- Assist with writing a manuscript for submission to a public health journal
- Present findings to other research staff at team meetings
- Create a communication tool for recruitment of study participants
- Create a handout for research participants that shares the benefits and risks of participation
- Present findings to a cancer support group

Example 2: A school-based clinic in an urban neighborhood

- Create flyers and other printed materials to promote utilization of clinic services by students
- Meet with student groups to discuss specific health topics and needs
- Present the clinic model to administrators from other schools that are considering starting a clinic
- Present evaluation findings to school administrators/staff
- Create talking points for teachers and school counselors on how to refer students for clinic services
Thank you for reviewing this presentation.

Questions? Please contact ofe@wustl.edu