Washington University in St. Louis
Brown School

MPH Educational Learning Agreement (ELA)
Office of Field Education (OFE)
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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?

The ELA intersects three different areas in relation to the student experiential learning experience:

- Learning contract – part agreement between the site, field instructor and student
- MPH competency document – document that captures the students selected competencies and learning objectives
- Job description – the ELA includes components from the practicum description and outlines expectations for the student
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 3 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 completed 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.
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
Reference Guide

The next several pages provide:

• Explanation of each section of the form
• Examples of how to complete the ELA
Office of Field Education (OFE)
Instructions and Overview of ELA and Practicum Requirements

Register Your Practicum:
1. Please register in WebStac for the MPH Practicum Course.
   - Login to Brown Hub, click on “OFE Program Forms” and select “Generalist Specialization Proposal”.
   - Prior to the submission of your ELA, you are required to register in Sympli. Please note: Your practicum must be affiliated to register in Sympli.
2. You must register for each new practicum you choose.
3. Please submit an MPH Practicum Proposal Form via Brown Hub. Login to Brown Hub, click on “OFE Program Forms” and select “Generalist Specialization Proposal”.
4. Prior to the submission of your ELA, you are required to register in Sympli. Please note: Your practicum must be affiliated to register in Sympli.
5. You must register for each new practicum you choose.

Complete and submit your Educational Learning Agreement (ELA):
6. The ELA must be prepared with your field instructor.
7. Submit a signed copy of the ELA via Canvas within the first 40 hours of practicum.
8. Your field instructor will notify you by email if revisions are required or when the ELA is approved.
9. No credit for practicum hours will be given if an ELA is not submitted and approved according to practicum guidelines.
10. Students are expected to fulfill all competencies outlined in the ELA during the course of their practicum experience.

Site Visit:
11. A site visit will be completed by your Field Faculty member midway through your practicum to monitor your progress. Your progress will be shared with your academic advisor.

Post Practicum Documentation:
12. Student Self-Evaluation of Competencies and Performance
   - Complete this survey and share with your field instructor according to the guidelines below. Submission of the self-evaluation survey will generate an email with a link for the final evaluation to your field instructor.
13. Practicum Timesheet
   - Record all hours accumulated in practicum. No more than 40 hours per week may be accumulated in practicum (some exceptions for international setting)
   - Completed timesheets must be signed by the student and monitored/signed by the field instructor.
14. Submit final timesheet via Canvas.
15. Student Assessment of Practicum Experience (SAPE)
   - Evaluate your practicum experience by the SAPE. Aggregate information from surveys will be shared with your field instructor one semester after the submission of your grade. All identifying information is removed from the assessment.
16. Two (2) Portfolio Products
   - Create two portfolio products that a) demonstrate an understanding of the specialization competencies selected at the beginning of practicum, and b) are mutually beneficial to the organization and the student.
   - Examples include: written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, policy briefs, publications, photos or other digital artifacts of learning. For clarification on these products, please contact ofe@wustl.edu. The first product is due via Canvas by the time of the mid-point site visit, and the second is due by the last day of practicum. The portfolio product cover page must be included with submission of each product.
This section provides a general timeline for practicum documents and well as who is responsible for each form.

<table>
<thead>
<tr>
<th>REQUIRED DOCUMENTS</th>
<th>DUE DATE TO OFE</th>
<th>RESPONSIBILITY FOR COMPLETION</th>
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<tr>
<td>Practicum Registration Form (Symplify)</td>
<td>Two weeks prior to practicum start date OR OFE due date (whichever comes first)</td>
<td>Student</td>
</tr>
<tr>
<td>ELA (Face Sheet, Part I, and Part II) (submit a signed copy of the ELA to via Canvas)</td>
<td>By completion of 40 hours OR OFE due date (whichever comes first)</td>
<td>Student and Field Instructor</td>
</tr>
<tr>
<td>Student Self-Evaluation of Competencies and Performance (completed online)</td>
<td>Submit two weeks prior to the completion of practicum hours. For May graduates, May 1. For December graduates, December 1.</td>
<td>Student</td>
</tr>
<tr>
<td>Field Instructor Evaluation of Practicum</td>
<td>Submit by completion of student’s entire practicum hours.</td>
<td>Field Instructor</td>
</tr>
<tr>
<td>Practicum Timesheet (submit to Canvas)</td>
<td>Submit by completion of student’s entire practicum hours.</td>
<td>Student (field instructor’s signature required)</td>
</tr>
<tr>
<td>Two Portfolio Products (submit to Canvas)</td>
<td>First product: By the date of the site visit Second product: By the last day of practicum</td>
<td>Student</td>
</tr>
</tbody>
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Contact the OFE at 314.935.6602 or by e-mail at ofe@wustl.edu for support or clarification regarding practicum requirements.
Student completes their contact information

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.

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.

During COVID-19 we are asking students and organizations to plan for remote and in-person practicum by completing this addendum

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.

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. **Racial Equity**: Students should provide examples of projects, program, research, discussions related to racial equity. If a student has questions talk to your field faculty advisor. (Please see next page for details)

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

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**Organizational Description**

**Student**: Provide an overview of the field site.

- What is the structure of the organization (one paragraph)?
- What is the mission of the organization?
- Describe the population served (demographic, geographic, client base) and the services provided by your practicum organization (one paragraph).

**Student’s Goals and Objectives**

- What are the goals for your practicum?
- List projects or deliverables you will create, including ideas for the two required portfolio products (see page 1 of the ELA for more information).
- How will your practicum projects and/or deliverables advance racial equity or anti-racism at your site? Provide a two-paragraph proposal (minimum of 150 words) on your racial equity/anti-racism project based on your practicum placement. Use SMART objectives to support your goals. NOTE: This proposal should be a collaborative process with you and your field instructor. For more information, please refer to the ELA reference guide.

**Practicum Orientation**

While orientation usually takes place most intensively during the first one or two weeks of placement, some aspects of orientation can be spread out over the semester. Check the following boxes that reflect that you have or will receive agency/organization orientation to include but not limited to the following:

- Setting – e.g., physical facilities, safety, parking, dress code, off-site visits, etc.
- Policies and procedures – e.g., safety, documentation, service delivery, reimbursement, communications, confidentiality, etc.
- Mandatory Reporting – Elder
- Mandatory Reporting – Child
- VITRA (if applicable)
- Agency and community resources
- Introductions to staff, volunteers, professionals and support staff
- Relevant readings related to work of the agency
- Other

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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.
Racial Equity and Public Health

Racial Equity continues to be critical for public health education, especially in light of our current political situation. Additionally, diversity and equity are essential goals of Healthy People 2030. To support students integrating this knowledge and skill set into their public health practice, we have added content about racial equity to the ELA.

Students are asked to (please see examples on the next slide):

- Identify a racial equity goal with you to practice applying a racial equity lens in practice on the ELA.
- Integrate racial equity into learning goals for key competencies.

**Racial Equity Statement in the ELA:**

How will your practicum projects or deliverables advance racial equity or anti-racism at your site? Provide a two-paragraph proposal (minimum of 150 words) on your racial equity/anti-racism project based on your practicum placement. **Please be specific as to how you will engage in anti-racist projects or tasks.**

Use SMART objectives to support your goals. NOTE this proposal should be a collaborative process with you and your field instructor.
Potential projects, and activities to support the racial equity goal can include opportunities to explore and examine how an organization/field placement address issues of structural and institutional racism that individuals, families, and communities. A list of potential ideas is provided below to help you get started. These are ideas that will can be expanded or tailored to fit your organizations situation and needs. These are a starting point and this an exhaustive list, please be creative!

- Create a resource guide/binder with resources, which specifically provides additional or specialized support to BIPOC individuals.
- Review existing resources for any agencies/services that have a history of disparate treatment or racism.
- Use supervision for conversations about the way that race can affect how we have conversations with clients; this will mean actively identifying and working through internal biases to provide the highest degree of client care.
- Review agency policies for areas that might not be supportive to BIPOC and offering recommendations
- Review agency webpages/collateral for representation of marginalized communities Develop common language for diversity, inclusion, equity tailored to organization culture a mission
- Develop a literature review on the clinical relationship that address the power imbalances, oppression, and racial identity
- Review intake processes for strengths and challenges for diverse communities
- Develop survey for staff and diversity, inclusion, equity issues
- Review interventions to see if they are cultural relevant/sensitive
- Review Forward Through Ferguson calls to action to see where there is overlap with organizations mission
- Develop racial equity statement for fundraising
## ELA Part II: Competencies (to be completed by student in consultation with field instructor)

### 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 inequities 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.
Foundational Competency

**Competency #1:**

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. Please include a task/project that will clearly demonstrate your efforts to engage in anti-racist practices or advance racial equity at your site.

**Related Learning Activities:** Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

**Method of evaluation:**

- direct observation by:
- review of written work by:
- other, please specify:
- feedback from colleagues and/or clients
- discussion during supervisory sessions
- results of tests/quizzes

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**Competency #2:**

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. Please include a task/project that will clearly demonstrate your efforts to engage in anti-racist practices or advance racial equity at your site.

**Related Learning Activities:** Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

**Method of evaluation:**

- direct observation by:
- review of written work by:
- other, please specify:
- feedback from colleagues and/or clients
- discussion during supervisory sessions
- results of tests/quizzes

---

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.

Students and field instructors must include tasks/projects that will clearly demonstrate efforts to engage in anti-racist practice or advance racial equity.

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. Specialization competencies are pre-approved by the Specialization chair prior to ELA submission.

Students choose 3 competencies from the list to copy and paste into the subsequent page(s) of the ELA.

Students paste their three specialization competencies here.

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

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**Epidemiology/Biostatistics Competencies**

Please copy and paste three (3) competencies from the list below into the "Epidemiology/Biostatistics Competency" tables found on the consecutive pages. Complete each table with learning activities that align with each competency.

1. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
2. Apply and interpret common statistical methods for inference (e.g., ANOVA, linear and logistic regression, survival analysis) found in public health studies.
3. Explain the principles of study design for identifying risk factors for outcomes (e.g., sampling strategies, data collection, study design trade-offs).
4. Describe principles and the application of key concepts from probability and inference (e.g., random variation, measurement error, confounding bias, effect modification) to colleagues without extensive statistical training.
5. Demonstrate an understanding of systematic biases (selection and information biases) that affect observational, quasi-experimental, and experimental studies.
6. Demonstrate an understanding of the components of reproducible research.

**Epidemiology/Biostatistics Competency**

Competency #1: __________

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency.

**Related Learning Activities:** Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

**Method of evaluation:**
- [ ] direct observation by: __________
- [ ] review of written work by: __________
- [ ] other, please specify: __________
- [ ] feedback from colleagues and/or client discussion during supervisory sessions
- [ ] results of tests/quiz(es)

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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 to observe use of epidemiological methods real-time
- 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
Additional Examples
Example learning activity

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
Additional Examples

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
Additional Examples
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
Additional Examples
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
Thank you for reviewing this presentation.

Questions? Please contact ofe@wustl.edu