



Connecticut Public Health Fellowship Program

Guidebook

v.1 2022

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Public Health Fellowship Program Overview

The Connecticut Public Health Fellowship Program (PHFP) financially supports college students in quality public health field placements that aim to build interest in Connecticut public health careers and prepare fellows for today's workforce needs. The program is directed by the CT Department of Public Health (DPH) Office of Public Health Workforce Development and administered by the Office of Public Health Practice (OPHP) at the Yale School of Public Health. Financial support for the program is from the Centers for Disease Control and Prevention Crisis Response Cooperative Agreement's COVID-19 Public Health Workforce Supplemental Funding.

The program provides stipends of \$3,500 to fellows to support a public health practice experience that:

- inspires them to work in a public health profession,
- increases their knowledge of health equity and [Essential Public Health Services](#), and
- improves their proficiency of selected public health practice competencies.

DPH is committed to increasing the diversity and inclusion of the public health profession, so the workforce is representative of the community it serves. Students from underrepresented populations or under-resourced backgrounds are strongly encouraged to apply.

The Public Health Fellowship Program will provide 70 Public Health Fellows, 140,000 hours of service learning for a stronger public health system and healthier State of Connecticut.

Eligibility

Public Health Agency	<ul style="list-style-type: none">● Located in the State of Connecticut,● Local Health Departments/Districts, DPH programmatic units, or other state or local government agencies or community-based public health agency that works closely with the state or local health agencies● Able to provide a structured fellowship position involves at least 200 hours of direct public health practice, and● Exposure/work activities related to health equity, Essential Public Health Services, public health careers.
Preceptor and Alternate	<ul style="list-style-type: none">● Works with the host agency, and● public health related advanced degree and at least 2 years of experience in public health,● or at least 5 years of public health practice experience (in Connecticut preferred).
Public Health Fellow	<ul style="list-style-type: none">● 3rd or 4th year undergraduate or graduate student enrolled full- or part-time in an accredited academic institution,● US citizen, non-citizen US national or a foreign national having a visa permitting permanent residency in the United States; and

Benefits of a Public Health Preceptor Program Model

The PHFP uses a preceptor education model that benefits the individuals and groups involved.¹ Please let us know if you perceive other benefits to you or your organization that are not reflected in the list below.

Communities and Connecticut	<ul style="list-style-type: none">● Opportunity for the community to shape the future of the public health workforce● Increase awareness and utilization of public health services in the community
Public Health Agency	<ul style="list-style-type: none">● Increased communication and teaching skills of preceptor contribute to agency goals, including accreditation● Commitment of preceptor as valued, knowledgeable member of the organization● Recruitment of new public health professionals with proven competencies● Retention of skilled public health professionals who seek to continue their professional development● Creation of a relationship for exchange of information and ideas● Opportunity to see public health issues with the fresh perspective of students through special projects, research, and publications
Academic Institutions	<ul style="list-style-type: none">● Creation of a relationship between academic programs and public health agencies leading to improved access and understanding of community and agency● Additional opportunities for experiential learning opportunities for students● Increase interest in public health as a career through research, special projects, and publications
Preceptor and Alternate	<ul style="list-style-type: none">● Formal recognition of preceptor as a role model through increased opportunities to coach/mentor/teach others● Gratification of advancing the practice of public health by sharing knowledge and experiences● Opportunities to expand upon one's own skills and knowledge base● Opportunities to influence change in workplace
Public Health Fellow	<ul style="list-style-type: none">● Work in a public health role for a limited time to learn about everyday duties and the work of public health professionals● Carry out a project or role demonstrating the application of knowledge and skills to current public health practice● Apply classroom learning and gain hands-on experience inside a public health work environment● Develop contacts within the field of public health and access future employment opportunities● Develop goals for personal and professional growth with the understanding that professional development is a continuous process● Work with a preceptor who can serve as a role model and mentor

¹ Adapted from Missouri Council for Public Health Nursing, Missouri Department of Health and Senior Services Rev. 2019

Common questions about the PHFP

Who can be a fellow?

To be eligible, a student, either full-time or part-time must:

1. be a 3rd or 4th year undergraduate or graduate-level student enrolled in an accredited institution of higher learning and in a degree program relevant to public health practice
2. be a US citizen, non-citizen US national or a foreign national having a visa permitting permanent residency in the United States; and
3. not be receiving any other Federal funding support for their field placement.

Interest in working in public health in Connecticut following graduation is a plus. To be eligible, students do not have to be enrolled in an academic institution located in Connecticut or be a current resident of Connecticut.

Where can fellowships take place?

Fellowships must take place in the State of Connecticut. Fellows can work at the State Department of Public Health, at other state agencies with a public health role, as well as local health departments and community-based public health agencies that work closely with the state and local public health agencies.

What is the financial support for fellows?

PHFP awards stipends of \$3,500 to each fellow. The stipend is intended to support a fellow's living expenses during their field placement experience. Fellows are expected to work 200 hours or more for their agencies under the direction and guidance of a preceptor. Use of the fellowship to meet an academic requirement is optional. However, students receiving academic credit for their fellowship are responsible for following their university's policies and requirements, as well as the requirements of this program.

Stipend payments are made under the following schedule.

- Field placements of 12 weeks or less: A single payment of \$3,500 is made after receipt of the fellow deliverable and exit survey.
- Field placements of more than 12 weeks: will receive the \$3,500 stipend in two payments of \$1,750. The first payment following receipt of a mid-point survey and the final payment after receipt of the fellow deliverable and exit survey.

When can fellowships take place?

Placement proposals will be reviewed on a rolling basis beginning January 2023.

What are the requirements for agency field placements?

PHFP requires host agencies and programs to provide fellows with a well-structured practice experience that supports opportunities to develop or improve public health competencies and learn about public health careers. "Well-structured" can be different depending on the placement, but the expectations of the fellow must be clear, and a qualified preceptor or alternative preceptor regularly available to provide supportive supervision.

What type of work is involved with a fellowship placement?

Placements focus on learning about public health roles-- such as public health laboratorian, nurse, or environmental health specialist. It may also focus on a project, such as assisting an agency with the assessment of a program, developing a survey or creating content for a program.

Are there any limitations on the fellow activities?

Fellows may not be directly involved in any activities that would be considered lobbying or directly influencing the legislative process. Here is additional guidance to consider from [Health and Human Services on Federal Restriction on Lobbying](#).

If fellows will be in a clinical setting or have direct clinical responsibilities, additional considerations will be required. Please contact PHFP to discuss.

How is a fellowship field placement approved?

All fellowship field placements must be approved by the PHFP team following a Field Placement Proposal Application completed by the agency or preceptor. Agencies have the option of obtaining approval for a field placement proposal prior to identifying a student (“pre-approval”) or submitting their proposal along with their student’s fellowship stipend application. Of note, pre-approval of a proposal has the advantage of allowing an agency to offer students a paid fellowship.

All agency field placement proposals must have the following components:

- Fellow and agency goals for the placement.
- Confirmation that the placement will require 200 hours or more of work by a fellow for the agency.
- Specified projects/activities that are achievable during the timeframe and the hours allocated to the placement.
- Work activities the fellow can reasonably accomplish.
- A qualified and motivated preceptor to provide student supervision and mentoring.
- Exposure to practice examples that increase student understanding of health equity, Essential Public Health Services, and public health careers.

What is the fellow and field placement approval process?

Fellows meeting all requirements, including an approved agency field placement proposal, are accepted on a first come, first served basis. A total of 70 PHFP fellowships are available as of January 2023.

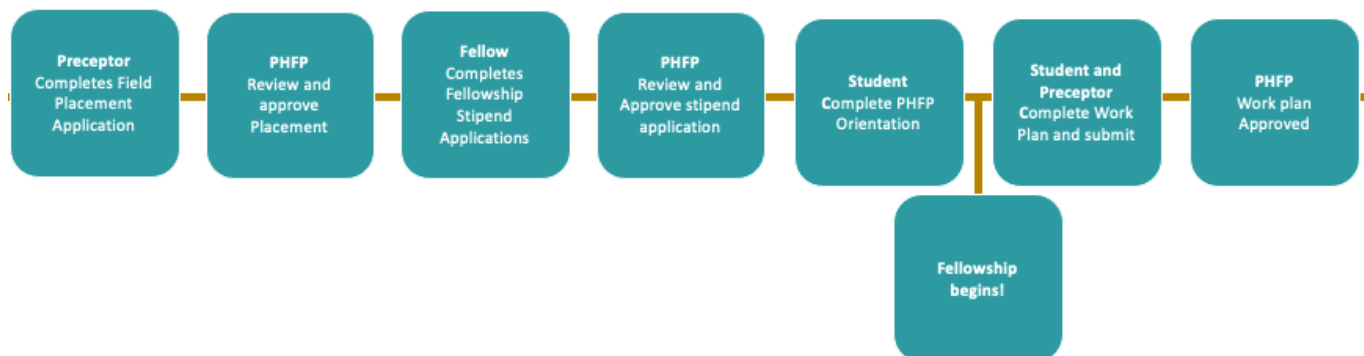
How do students and agencies apply?

To assist agencies and fellows in their planning and preparation, a sample *Agency Field Placement Proposal* and *Fellow Stipend Application* are available on the [PHFP webpage](#) and *Fellow Work Plan Form* can be found at the end of this guidebook. Review the [process for establishing a fellowship placement](#).

Online applications are accepted at the PHFP website <https://ysph.yale.edu/> on a rolling basis, based on availability of stipends. Students with a confirmed field placement experience with an agency can apply at any time. Agencies may apply to PHFP for “pre-approval” of a field placement at any time, or the agency can apply along with their selected student. Fellowships are awarded on a first come, first served basis. A total of 70 PHFP fellowships are available.

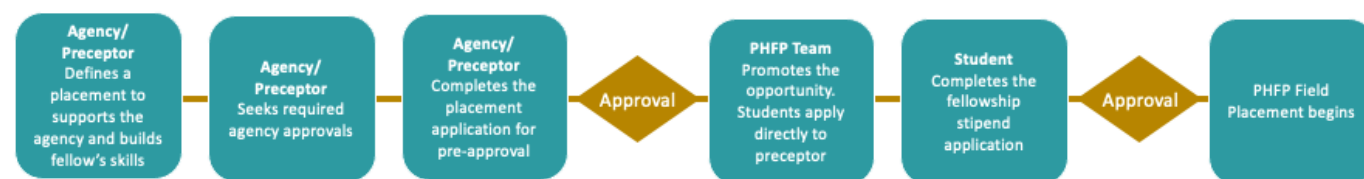
Process for establishing a fellowship placement

Developing a public health fellowship field placement can be driven by an eligible public health agency or an eligible student interested in a public health career in Connecticut. This section will provide instructions for both pathways to creating an eligible fellowship placement.



Public Health Agency-Driven Pathway

This pathway may be applicable to public health agencies interested in hosting one or more fellows, but do not have a specific student identified. Of note, pre-approval of a proposal has the advantage of allowing an agency to offer students a paid fellowship.



1) Define a fellowship

A public health agency interested in hosting a fellow should identify a department, unit, or office with the ability to provide supportive supervision and manage the fellow's productive work experience. Ideal placements should balance the short-term needs of the unit and the public health learning opportunity for the fellow. Preferred placements will include opportunity to gain broad exposure to the [Essential Public Health Services](#) and a practical understanding of health equity and the social determinants of health.

When an agency has identified a field placement opportunity, consider the following elements for the field placement proposal

- field placement overview,
- primary responsibilities and activities including examples of the work the fellow can be expected to accomplish,
- public health practice skills the fellow will be expected to develop or use (e.g., data analysis, health assessment, health literacy education, program evaluation, etc.)
- expectations including start date, end date and weekly hours, and
- how the field placement will enhance the fellow's understanding of health equity and Essential Public Health Services.

2) Agency approval and identifying a preceptor

After any internal approvals for the placement are completed, the public health agency should identify a preceptor and an alternate preceptor who will be responsible for the day-to-day supervision and work deliverables of the fellow. An eligible preceptor must work at the agency, have an advanced degree in a public health related field and at least 2 years of public health practice experience or at least 5 years of public health practice experience (in Connecticut preferred).

Serving as a PHFP preceptor may be considered a professional development opportunity. Keep in mind that supporting a student fellow requires dedicated time to manage and meet with the fellow on a regular basis during the fellowship period and provide the fellow with constructive feedback on their work and on entering the public health profession.

3) Complete agency fellowship placement proposal

When a field placement has been discussed and approved internally, the preceptor may complete a [Field Placement Proposal Application](#). If there are any questions prior to or during the application process, please reach out to the PHFP team for guidance.

The application will be reviewed and approved by the PHFP team to ensure that placement and preceptor criteria are met, and the placement will provide a robust learning opportunity.

4) Identifying a fellow

If a student has already been identified for this placement opportunity, be ready to include their name on the application and confirm that they meet the [eligibility requirements](#).

If a student has not been identified, the PHFP team can help promote a pre-approved fellowship placement opportunity and direct interested students to the preceptor for selection. Each host agency and preceptor will set their own screening and selection process according to their agency's policies. They may also consider offering interviews either in-person or online to reduce barriers and increase accessibility for all students. Once a student has been selected, notify the PHFP team. The PHFP team will work with the student to verify their eligibility and complete a Fellow Stipend Application and orientation program.

Following the Field Placement approval, the fellow will complete a [Fellow Stipend Application](#) and submit requirement paperwork for the stipend payment.

5) Fellowship placement begins

Fellows should have access to necessary information, guidance and supervision from the preceptor or alternate preceptor to develop the knowledge and skills necessary to complete their work as they contribute to the agency's mission. Regular scheduled check-ins with the fellow are necessary to ensure the preceptor is aware of any questions or concerns the fellow may have to promptly enable their full contribution and learning throughout the fellowship.

See additional responsibilities and requirements for preceptors and fellows for a successful fellowship placement.

Student-Driven Pathway

This pathway may be applicable to public health agencies if a student reaches out to a public health agency or preceptor expressing interest in developing a fellowship opportunity.

Agencies are encouraged to work with students to develop fellowship opportunities that meet the short term needs of the agency and align with the skills and career goals of the student. If there isn't a good match with your agency, refer them to a different agency/department or refer them to the PHFP team.



1) Student contacts public health agency

The PHFP is promoted widely to academic institutions offering public health or relevant degrees. Students interested in public health may have an academic practicum or internship requirement to meet and seek out placement with a public health agency.

When a student reaches out about a fellowship with the agency, the agency should consider their short-term needs, the timing the student is requesting as well as the potential learning opportunities for the student.

2) Define a fellowship

If a Public Health Agency contacted by a student is interested in hosting a fellow, they may identify a department, unit, or office with the ability to provide supportive supervision and manage the fellow's productive work experience. Ideal placements should balance the short-term needs of the unit and the public health learning opportunity for the fellow. Preferred placements will include opportunity to gain broad exposure to the [Essential Public Health Services](#) and a practical understanding of health equity and the social determinants of health.

As the student and public health agency work together to define a fellowship placement opportunity consider the following elements required for the placement proposal:

- field placement overview,
- primary responsibilities and activities including examples of the work the fellow can be expected to accomplish,
- public health practice activities the fellow will be expected to use (e.g., data analysis, health assessment, health literacy education, program evaluation, etc.)
- expectations including start date and weekly hours, and
- how the field placement will enhance the fellow understanding of health equity and Essential Public Health Services.

3) Identify a preceptor

Before or during internal approvals for the placement are completed, the public health agency and student should identify a preceptor and an alternate preceptor who will be responsible for the day-to-day supervision and work deliverables of the fellow. Eligible preceptors must work with the agency, have an advanced degree in a public health related field and at least 2 years of public health practice experience or at least 5 years of public health practice experience preferably in Connecticut.

4) Complete a fellowship placement proposal

When a field placement has been discussed and approved internally, the preceptor completes a [Field Placement Proposal Application](#). If there are any questions prior to or during the application process, please reach out to the PHFP team for guidance. Include the student's name on the application and confirm that they meet the [eligibility requirements](#).

Following the Field Placement approval, the fellow will need to complete a [Fellow Stipend Application](#) and submit requirement paperwork for the stipend payment.

5) Fellowship placement begins

Fellows should have access to necessary information, guidance and supervision from the preceptor or alternate preceptor to develop the knowledge and skills necessary to complete their work as they contribute to the agency's mission. Regular scheduled check-ins with the fellow are strongly encouraged to ensure the preceptor is aware of any questions, concerns the fellow has promptly to enable their full contribution and learning throughout the fellowship.

See additional responsibilities and requirements for preceptors and fellows for a successful fellowship placement.

Program Requirements for Fellows

Abide by their field placement agency and academic institution policies requirements.

Throughout their placement, fellows must follow the policies and procedures of their placement agency as well as the institution where they are enrolled. If a student is using this field placement to complete an internship, practicum, or graduation requirement for their school, it is the student's responsibility to confirm before the start of the fellowship if the fellowship meets their school's requirements. Note: If a project involves human subjects research, it is the fellow's responsibility to seek Institutional Review Board (IRB) approval or a waiver for the project. Students should consult their academic faculty advisor for more information.

Participate in an orientation session and complete any required orientation courses, including registering for the Public Health Fellowship Program course on CT TRAIN.

Promptly after acceptance into PHFP, fellows will participate in an orientation session with a PHFP staff member to become more familiar with PHFP program requirements and responsibilities, and to discuss completion and submission of the fellow's work plan. Sessions usually last one hour and are conducted via Zoom.

Complete financial forms for stipend payment

Students are responsible for completing a W-9 and other forms provided by Yale University so that stipend payments can be made.

Complete the PHFP Fellow Work Plan and submit to the PHFP director for approval

Following their orientation session, fellows must complete a Fellow Work Plan Form with their agency preceptor. The work plan includes a section where the fellow and preceptor select public health competencies for the fellow to focus on developing during the placement. Both the student and preceptor must sign the work plan. The fellow then submits the work plan to the PHFP director for approval.

Fulfill obligations in the PHFP approved work plan.

Fellows and agencies should execute the approved work plan. If a substantial change to the plan is needed, the fellow is obligated to contact the PHFP manager to discuss the situation and see if a revised work plan should be submitted.

Provide a fellowship reflection report.

At the end of their placement, fellows must provide a reflection paper that includes a description of their work activities, including any deliverables or products they created, and responses to a series of questions on their field experience. Fellows with placements that resulted in a deliverable to their agency have the option of providing the deliverable(s) to the PHFP program.

Complete PHFP mid-point and Exit Surveys

Fellows must complete both progress and exit surveys. PHFP will email a survey link to the fellow and responses should be completed as soon as possible. Fellows may be asked to remind their agency preceptor to complete process and exit surveys, if needed.

Contact the PHFP team if there are any problems or concerns with the fellowship or enrollment in school.

Field experiences are "real life" and sometimes changes need to be made to a field placement. The PHFP team must be notified if any substantial modifications need to be made to the work plan. The PHFP team should

also be contacted if there is a change in preceptor or if a fellow is experiencing problems with the preceptor or agency.

Important note: Fellows must be enrolled in an accredited academic institution throughout their field experience. If the fellow needs to withdraw from their academic program for any reason, the PHFP director must be contacted as soon as possible.

Complete PHFP One-Year Follow Up Survey

The fellow will be contacted by PHFP one-year following completion of the program to assess the impact of the fellowship on the student’s career path.

Fellow Program Requirements Summary

What	When
Abide by their field placement agency and academic institution policies and procedures	Throughout their fellowship experience
Participate in an orientation session and complete two approved trainings on CT TRAIN	PHFP staff will contact the fellow to schedule an orientation session. Any required coursework should be completed as soon as possible following the orientation.
Complete Yale financial forms including W9 and other requests forms	Complete as soon as possible following receipt.
Complete the PHFP <i>Fellow Work Plan Form</i> with agency preceptor and submit to the PHFP director for approval	Within two weeks of their orientation.
Fulfill obligations in the work plan approved by their agency and PHFP	Throughout their fellowship experience
Share any relevant deliverables with PHFP according to the <i>Fellow Work Plan</i>	As soon as possible following completion of the placement.
Complete PHFP mid-point and exit surveys	At the fellowship mid-point or at least every eight weeks. Exit surveys are sent out following receipt of fellowship deliverable.
Contact the PHFP director if there are any problems or concerns with the fellowship	Throughout their fellowship experience
Complete a one-year follow up survey.	One-year following fellowship completion.

Roles and Responsibilities

Below are summaries of responsibilities and requirements for all groups involved in the PHFP.

Public Health Agency

Overview The public health agency is the host organization providing the fellow with experiential career opportunities to build core competencies in public health practice, better understand the [Essential Public Health Services](#), health equity and the social determinants of population health.

Eligibility

- Located in the State of Connecticut,
- Local Health Departments/Districts, DPH programmatic units, or other state or local government agencies or community-based public health agency that works closely with the state or local health agencies
- Able to provide a structured fellowship position involves at least 200 hours of direct public health practice, and
- Exposure/work activities related to health equity, Essential Public Health Services, public health careers.

Responsibilities

- Identify a qualified preceptor and alternate preceptor (see below).
- Support preceptor(s) and provide resources to accommodate the fellow and ensure ongoing communication with fellow, preceptor, and PHFP manager.
- Collaborate with the preceptor to identify a range of learning opportunities for the fellow while working with the agency.
- Provide orientation about agency, policies, procedures, and programs, including relevant policies such as HIPAA confidentiality requirements and compliance.
- Communicate benefits of PHFP program to governing bodies and advisory boards.

Preceptor and Alternate Preceptor

Overview A preceptor serves as a day-to-day supervisor, mentor, and role model for a PHFP fellow. The preceptor must be willing and able to commit time to guide the learning experience of the fellow, provide ongoing feedback on their work, and participate in the PHFP evaluation. An alternate preceptor should be identified in the event the preceptor is not available due to work or personal obligations.

- Eligibility**
- Works with the host agency, and
 - public health related advanced degree and at least 2 years of experience in public health,
 - or at least years of public health practice (in Connecticut preferred).
-

- Responsibilities**
- Provide the fellow with an orientation to the host agency, including the safety considerations, policies, and procedures within which the student is to operate.
 - Model professional practice and conduct.
 - Identify a range of learning opportunities for the fellow and provide the fellow with exposure to a variety of practice experiences within the agency or community.
 - Arrange regular meetings with the fellow, provide constructive professional feedback, and be available as needed including providing coordination of any additional persons who will work with the student.
 - Clarifying the explicit and implicit working norms of the field placement role and host agency norms.
 - Maintain open communication with PHFP staff and notify the PHFP of any issues with the fellowship placement and engage in solution seeking efforts
-

- Required Documentation**
1. Complete a [Field Placement Proposal Application](#)
 2. Sign a Fellow Work Plan Agreement
 3. Complete a PHFP final evaluation when requested

Public Health Fellow

Overview The Public Health Fellow will be a 3rd or 4th year undergraduate or graduate student in public health, or a related degree program interested in a career in public health. The fellow is required to commit at least 200 hours to the fellowship position and must be a US citizen or permanent resident.

Eligibility

- 3rd or 4th year undergraduate or graduate student in an accredited academic institution,
- US citizen, non-citizen US national or a foreign national having a visa permitting permanent residence in the United States; and
- Not receiving other federal funds for their field placement

Responsibilities

- Attend a PHFP Orientation session and complete at least two CT Train Courses
- Adhere to policies of their school, such as IRB exemptions or limits to work hours during the semester etc.
- Become familiar with information regarding the terms of the PHFP program and general policies
- Understand their specific job responsibilities, including their preceptor's expectations.
- Perform assigned tasks in an efficient and timely manner
- Arrange a mutually agreeable work schedule with the preceptor and work the assigned hours regularly

Required Documentation

1. Submit a [Fellowship Stipend Application](#) and required financial forms
2. Submit a Fellowship Work Plan Agreement signed by preceptor
3. Submit final fellowship report and any relevant deliverables
4. Complete all mid-point, final and follow-up evaluation surveys as requested

Public Health Fellowship Program Team

Overview Managed by the Yale School of Public Health Office of Public's Health Practice, the PHFP team manages all aspects of the program in close collaboration with the State of Connecticut Department of Public Health Office of Public Health Workforce Development.

- Responsibilities**
- Provide consultations with public health agencies, preceptors, academic partners, and fellows to support crafting of well-structured practice experiences.
 - Review and approve field placements from agencies and fellow stipend applications in a timely manner.
 - Provide new fellows with an orientation session introducing the program requirements and other resources.
 - Be available for consultation with preceptors and fellows throughout the experience to reflect on and troubleshoot any challenges.
 - Report progress and outcomes of the PHFP to the State of Connecticut Department of Public Health.
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- Required actions**
- Distribute fellow mid-point surveys and final evaluation surveys to fellows and preceptors.
 - Disburse stipend payment to fellows.

Terminations or Withdrawal

In the event a fellowship placement has failed to meet the responsibilities described, a fellowship placement may be terminated.

For Preceptors If a fellow is not meeting expectations and responsibilities, preceptors should communicate professionally with the fellow and report the circumstances to the PHFP team immediately. Together, the agency, the academic institution, and PHFP will decide the student's status.

If a fellow is terminated, an evaluation should be completed at the time of termination and PHFP will consult with DPH. PHFP is not obligated to find alternative arrangements for the student, and agency-initiated termination may be grounds for the student's exclusion from further participation in the program.

The agency, DPH and PHFP will determine if the field placement will continue and if another student will be recruited for the role.

For Fellows If the preceptor, alternate or agency are not providing the agreed upon support, accommodation, and supervision, fellows should discuss this professionally with their preceptor and notify the PHFP as soon as possible.

Fellows must be enrolled in an accredited program throughout their field experience. If a student needs to withdraw from their academic program for any reason or for any period, the PHFP manager must be contacted immediately.

For Public Health Agency If for any reason the preceptor or alternate preceptors are no longer able to fulfill their responsibilities to the fellow, another preceptor should be identified. If this is not feasible, please contact the PHFP team as soon as possible.

Contact Information

Do you have more questions? For additional information, including state practice and academic partner organizations, please visit [PHFP webpage here](#).

Email PHFP Associate Director contact [Nikole Allen](#) or [schedule a meeting](#)

Appendices:

Public Health Fellowship Program (PHFP) Fellowship Work Plan Form

Dear Fellow, Agency, and Preceptor: The purpose of the work plan is to outline the agreed activities and responsibilities associated with this field placement and learning objectives. After completing the form, it must be signed by the fellow and preceptor and returned to PHFP. The fellow, preceptor and PHFP each retain a copy of this document.

If you have questions or there are significant changes to the tasks and outcomes agreed upon in this document, please notify PHFP Associate Director, Nikole Allen at Nikole.Allen@yale.edu

I. Fellow Information	
Name:	
University/Department:	
Program/Major:	Graduation Semester/Year:
Email:	Cell Phone:
Will this placement be used to meet an academic requirement? Yes No	

II. Agency Information	
Agency Name:	
Address:	City, State, Zip:
Website:	Main Phone:
Agency Preceptor	
Name:	Title:
Phone:	Email:
Agency Preceptor Alternate	

Name:	E-mail:
III. Field Placement Information	
Field Placement Period/Semester: (Circle as many as apply) Summer Fall Spring	
Start Date at Agency:	End Date at Agency:
Description of Fellow Work Schedule:	
Estimated Total Number Hours: <i>(a minimum of 200 hours is required):</i>	
Estimated Date for Portfolio Submission to PHFP <i>(may be after the end date at agency):</i>	

IV. Selection of Core Competencies for Field Placement

The Council on Linkages between Academia and Public Health Practice created the following list of core competencies (October 2021 version available [here](#)). Field placements should incorporate these competencies which represent a desirable set of skills for entry-level public health practitioners. There are eight domains with the corresponding competencies listed below.

Identifying Core Competencies:

- **Step 1 Preceptor:** Use the following checklist to select **ten competencies** that you feel the fellow will have opportunity to practice/strengthen during the field placement.
- **Step 2 Fellow:** Select **five competencies out of the ten selected by the preceptor** that you would like to focus on strengthening during the project.
- **Step 3 Fellow & Preceptor:** Schedule a time during a regular check-in meeting to review and discuss these competencies and how the field placement will provide opportunities to gain experience in these areas.

Note: The fellow and preceptor will be asked about perceived changes to the fellow's ability to perform the five selected competencies as a part of the program evaluation in the exit survey.

Preceptor	Student	COMPETENCY DOMAIN/STATEMENT
Domain 1: Analytical/Assessment Skills		
		1.1. Describes factors that affect the health of a community
		1.2. Accesses existing quantitative and qualitative data
		1.3. Collects quantitative and qualitative data
		1.4. Analyzes quantitative and qualitative data
		1.5. Manages quantitative and qualitative data
		1.6. Uses quantitative and qualitative data
		1.7. Applies public health informatics in using data, information, and knowledge
		1.8. Assesses community health status
Domain 2: Policy Development/Program Planning Skills		
		2.1. Develops policies, programs, and services
		2.2. Implements policies, programs, and services
		2.3. Evaluates policies, programs, services, and organizational performance
		2.4. Improves policies, programs, services, and organizational performance
		2.5. Influences policies, programs, and services external to the organization
		2.6. Engages in organizational strategic planning
		2.7. Engages in community health improvement planning

Preceptor	Student	COMPETENCY DOMAIN/STATEMENT
Domain 3: Communication Skills		
		3.1. Determines communication strategies
		3.2. Communicates with internal and external audiences
		3.3. Responds to information, misinformation, and disinformation
		3.4. Facilitates communication among individuals, groups, and organizations
Domain 4: Health Equity Skills		
		4.1. Applies principles of ethics, diversity, equity, inclusion, and justice
		4.2. Engages in continuous self-reflection about one's biases
		4.3. Recognizes the diversity of individuals and populations
		4.4. Reduces systemic and structural barriers that perpetuate health inequities
		4.5. Implements organizational policies, programs, and services to achieve health equity and social and environmental justice
		4.6. Contributes to achieving and sustaining a diverse, inclusive, and competent public health workforce
		4.7. Advocates for health equity and social and environmental justice
Domain 5: Community Partnership Skills		
		5.1. Describes conditions, systems, and policies affecting community health and resilience
		5.2. Establishes relationships to improve community health and resilience
		5.3. Maintains relationships that improve community health and resilience
		5.4. Collaborates with community members and organizations
		5.5. Shares power and ownership with community members and others
Domain 6: Public Health Sciences Skills		
		6.1. Describes systems, policies, and events impacting public health
		6.2. Applies public health sciences in delivering the 10 Essential Public Health Services
		6.3. Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services
		6.4. Contributes to the evidence base for improving health

Preceptor	Student	COMPETENCY DOMAIN/STATEMENT
Domain 7: Management and Finance Skills		
		7.1. Describes factors that affect the health of an organization
		7.2. Secures human resources
		7.3. Manages human resources
		7.4. Engages in professional development
		7.5. Secures financial resources
		7.6. Manages financial resources
		7.7. Implements organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice
		7.8. Manages programs and services
		7.9. Engages in contingency planning
		7.10. Applies critical thinking in decision making
		7.11. Engages individuals and teams to achieve program and organizational goals
		7.12. Facilitates collaboration among individuals, groups, and organizations
		7.13. Engages in performance management
Domain 8: Leadership and Systems Thinking Skills		
		8.1. Creates opportunities to achieve cross-sector alignment
		8.2. Implements a vision for a healthy community
		8.3. Addresses facilitators and barriers impacting delivery of the 10 Essential Public Health Services
		8.4. Creates opportunities for creativity and innovation
		8.5. Responds to emerging needs
		8.6. Manages organizational change
		8.7. Engages politicians, policymakers, and the public to support public health infrastructure
		8.8. Advocates for public health

V. Placement-Specific Tasks & Outcomes for the Fellow
 List the primary tasks and outcomes during the placement. Use selected list of core competencies in Section IV to correlate which task/responsibility will provide experiential opportunity for the identified core competencies. Add rows to the table, if needed.

Task (Activities and Assignments)	Outcome (Process Goals and Products)	Core Competency
<i>Ex: Design a needs assessment</i>	<i>Ex: Needs Assessment tool</i>	<i>Ex: 1.3</i>

