Table of Contents

PREFACE ................................................................................................................. 3
Fort Valley State University .................................................................................. 3
ACADEMIC PROGRAM .......................................................................................... 4
  Core Courses ......................................................................................................... 4
  Environmental Health Concentration ................................................................. 4
  Field Experiences/Thesis Courses ...................................................................... 4
  Elective Courses ................................................................................................... 4
Program Objectives ................................................................................................. 5
General Description of the Course ......................................................................... 5
Time Available for Field Experience .................................................................... 5
Kinds of Experience Desired .................................................................................. 6
Student Responsibility ............................................................................................. 7
University Responsibility ........................................................................................ 9
Additional University Responsibilities .................................................................. 10
Agency Responsibilities .......................................................................................... 11
Immunizations .......................................................................................................... 12
Wages or Stipends ................................................................................................... 12
Summary .................................................................................................................. 12
Supervision ............................................................................................................... 13
Field Experience Guidelines .................................................................................. 14
Field Experience Presentation Guidelines ........................................................... 15
Notice to Master of Public Health Program Field Experience Students ............. 17
Format for Final Field Experience Report ............................................................ 19
APPENDICES .......................................................................................................... 20
  Field Experience Application .............................................................................. 21
  Proposed Field Project Approval ....................................................................... 22
  Student Evaluation of Agency Supervisor ......................................................... 23
  Student Evaluation of Field Coordinator ............................................................ 24
  Student Evaluation of Faculty Advisor ............................................................... 25
  Student Evaluation of Field Experience Course ................................................ 26
  Field Agency Supervisor Evaluation of Student ................................................ 27
  MPH Faculty Evaluation of Oral Report ............................................................. 28
SAMPLES ............................................................................................................... 29
  Resume ................................................................................................................... 29
PREFACE

This handbook is intended to provide the Master of Public Health major with information relative to the expectations and requirements for satisfactory completion of HLTH 5850 Field Experience in Public Health. It is intended to serve as a guide to improve the overall coordination of the Public Health Field Experience within the Environmental Health area in order to ensure that the experience is beneficial for the student, the agency, and Fort Valley State University. HLTH 5850 Field Experience in Public Health is generally one of the last courses required in the Master of Public Health program in Environmental Health, thus it is a time when the student begins to apply the theory, knowledge, and skills gained in the classroom to actual work situations.

The students will have already developed both written and verbal communication skills as well as skills in the areas of program planning, needs assessment, identification of methods that can be used to reach goals, and the skills needed to assess the movement towards those goals, both from a personal and agency standpoint.

It is intended that this handbook will assist the student and Master of Public Health faculty in planning the field experience and to make an appropriate placement for the student so that it is beneficial in assisting the student in moving from the status of a Public Health pre-professional to the status of an environmental health professional. Also contained in the handbook is basic information pertaining to the responsibilities of the student, the University, and the Agency. These duties and responsibilities are designed to make the field experience a three-way partnership among the student, the University, and the supervising Agency.

FORT VALLEY STATE UNIVERSITY

Fort Valley State University is a public, senior, 1890 land-grant institution serving Georgia and the nation. Founded in 1895 as an institution to serve primarily the educational needs of the underserved, the University provides instruction, research, and public and extension services, consistent with its land-grant and public functions, for all segments of the population to achieve their educational and personal goals.

The University provides diversified and challenging programs to meet educational needs resulting from social change. Fort Valley State University provides a learning environment that enables its graduates and all who come under its influence to become innovative and critical thinkers, problem solvers and responsible citizens.
MPH ACADEMIC PROGRAM CORE COURSES

HLTH 5100 Introduction to Public Health
Basic Concepts and methods associated with the disciplines and sciences of Public Health

HLTH 5103 Environmental Health
Students diagnose and investigate environmental factors affecting the health of a community

HLTH 5123 Epidemiology
The distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of health and disease.

HLTH 5153 Biostatistics
Concepts and practice of statistical data analysis; collection, management, analysis and interpretation of health data; and the design and analysis of health related surveys and of experimental and quasi-experimental health studies.

HLTH 5173 Public Health Policy and Administration
The formulation, analysis and implementation of public health policy; and the planning, organization, administration, management, and evaluation of health programs.

HLTH 5200 Health Behavior and Health Promotion
Concepts and methods of social and behavioral sciences applicable to the study of health behavior and the identification and solution of public health problems.

ENVIRONMENTAL HEALTH CONCENTRATION

ENVH 5113 Environmental Pollution
Students primarily review sources, features and control of air, water and soil contaminants as well as their interactions once introduced to the environment and living organisms.

ENVH 5183 Environmental Law
Students study federal, state and local laws and regulations related to the protection of human health and the regulation of environmental contaminants.

ENVH 5193 Environmental Health Hazard Management
Students review processes available for hazard monitoring & control and remediation of soil, water and air pollutants as well as various toxic materials used by local industries and agriculture.

ENVH 5253 Industrial Hygiene
Students study the effects of occupational hazards like noise, gases, particulates and radiation on human health and work-related disorders.

CHEM 5304 Environmental Analyses
Students learn fundamental field collecting methods and field and laboratory analytical procedures for various contaminants of air, water and soil.

BIOL 5334 Environmental Microbiology
Students review the role of microbes in the environment and their affect on food and water quality. They also study the use of microbes in treatment processes and as indicator organisms.

BIOL 5354 Physiological Toxicology
Students study the physiological effects of various air, water and soil contaminants and food additives on human health, domestic livestock and economically important plants. Students cover mechanisms of absorption, distribution, excretion and biotransformation of toxicants as well as an overview of toxicity testing methods.

FIELD EXPERIENCES/THESIS COURSES

HLTH 5850 Field Experience in Public Health
Supervised practical experience in a community health setting

HLTH 5999 Thesis Research
Individual investigation, preparation, and oral defense of a substantial research study in a selected area of environmental health. Done in tutorial consultation with a graduate faculty member.

ELECTIVE COURSES

ENVH 5800 Environmental Health Special Topics

3 hour lecture
PROGRAM OBJECTIVES

In order to prepare environmental health professionals to practice in the public health setting and to serve as social change agents, students completing the M.P.H. degree program with a concentration in environmental health will:

- demonstrate an understanding of core public health concepts,
- demonstrate the ability to plan, implement, and evaluate public health environmental programs,
- demonstrate an understanding of how environmental health programs in several concept areas function across a variety of settings,
- demonstrate and understanding of research methodologies, biostatistics, and current policy development and research findings, and
- demonstrate an ability to apply the environmental health knowledge.

GENERAL DESCRIPTION OF THE COURSE

HLTH 5850 Public Health Field Experience. This course involves placement of the graduate student in official, voluntary, and professional public health/environmental health agencies for a minimum of one semester hour of credit to a maximum of six semester hours of credit.

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<thead>
<tr>
<th>Semester/Credit hours</th>
<th>Contact Hours</th>
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<td>300</td>
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TIME AVAILABLE FOR FIELD EXPERIENCE

The graduate student will have 4 semesters, not including summer semesters to complete the 300 field contact hours with the requirement of at least 75 hours each semester or 6 semesters, including summer semesters to complete the 300 field contact hours with the requirement of at least 50 hours each semester. Classes will be excused for those holidays recognized by the University or agency and the specific details relative to the time that the graduate student is in the agency may be arranged to fit agency programs and the graduate student’s class schedule. (See also responsibilities of the graduate student, the agency, and the university.)
KINDS OF EXPERIENCE DESIRED

The time available for graduate student’s public health field experience during the semester or summer limits the scope and depth of activities in which he/she may become involved. To be most valuable, however, the experience should provide some participation in one or more of the following:

1. assessment of the needs of the population served by the agency, organization, business or industry
2. development, implementation, and evaluation of strategies to address an identified need
3. mobilization and coordination of resources
4. development of media related materials, including slides, tapes, press releases, and technology materials
5. working with lay people through volunteer programs, community organizations, committees, churches, citizen action groups and others.
6. preparation of appropriate materials for a specific environmental health program
7. diagnosis of aspects of an environmental health problem
8. focusing on educational needs and determination of educational objectives
9. identification of sources of communication for environmental health related messages and preparation of materials to promote environmental health activities
10. participation in environmental health community organization training or instructional programs and conduct environmental health training sessions for others
11. coordination and administration of an environmental health program activity
12. execution of plans for an environmental health educational activity
13. working with professional staff on an interdisciplinary and/or interagency basis
14. planning an environmental health conference, workshop or seminar
15. preparation, pre-testing and evaluation of environmental health materials
16. evaluation and planning for follow-up of environmental health programmatic activities
17. implementation of the environmental health skills with regard to such things as air, water, and soil testing; inspections of septic systems, pools, landfills, restaurants, and treatment plants; work site related occupational and industrial hygiene issues; land management and resource reclamation; and other environmental health professional skills.

Although the amount of responsibilities a graduate student can assume during these few weeks of field experience will be limited, it is hoped that his/her experiences maybe enriched by observation and conferences with the supervisor as well as other personnel within the organization.
STUDENT RESPONSIBILITY

This is one of the final course requirements in the Master of Public Health Program in Environmental Health. Along with the HLTH 5999, Thesis Research, may well be the most critical of the culminating experiences in the program, for it is in HLTH 5850, Public Health Field Experience, that the graduate student is expected to perform in supervised environmental health work setting in a professional capacity.

In order to get as much out of the public health field experience as possible, the graduate student must take the initiative to let your faculty supervisor know if the experience is not progressing the way you would like. Please do not express your dissatisfaction in the experience late in the semester or summer, as it will be too late in the experience for remedial action to occur.

In order to assist you in obtaining the best possible public health field experience, the following responsibilities are directly charged to the MPH graduate student:

1. At least one (1) semester or term prior to the proposed time of the public health field experience, complete the HLTH 5850 Public Health Field Experience application and submit it to the Coordinator of the MPH Program.
2. Within two (2) weeks after submitting the public health field experience application secure and keep an appointment with the Coordinator of the MPH Program.
3. At least one-half (1/2) semester or term prior to the proposed semester or term of field experience, formulate objectives in cooperation with a faculty supervisor and have said objectives approved by the Coordinator of the MPH Program.
4. Contact the assigned agency and arrange for an interview with the agency sponsor and others as necessary.
5. Be an active participant in planning the public health field experience by:
   a. Developing a resume for use in placing him/her in an appropriate public health field experience agency.
   b. Compiling a list of goals and objectives that the graduate student would like to accomplish during the public health field experience.
   c. Writing a statement about what he/she believes he/she can contribute to the agency.
   d. Becoming familiar with the agency and agency supervisor prior to the public health field experience by making a personal visit and obtaining materials from the agency that can be read prior to the public health field experience.
   e. After the finalization of the public health field experience placement, working with the agency supervisor and faculty advisor, finalize the specific programs and tasks that are to be assumed and accomplished during the semester or term.
6. Discuss any difficulties regarding the placement first with the agency supervisor. If the difficulties are not resolved, inform the MPH Coordinator and try to work out the difficulties.
7. Maintain a daily log of field experience activities that describes the goals or objectives that the activity was directed towards.
8. Meet at least bi-weekly with the agency supervisor to discuss progress, difficulties encountered, and receive feedback about performance.

9. Assume major responsibility for a project in the agency (to be selected in conjunction with the agency needs as well as student needs).

10. Complete the Project Proposal Form that outlines specifics of the semester’s or term’s work and present this for approval to the agency supervisor, faculty advisor and the Coordinator of the MPH Program. This must be completed no later than the third week of the semester or term.

11. Adhere to the policies, procedures, and working hours that apply to professional and administrative staff members of the sponsoring agency.

12. Maintain a regular schedule and notify the agency sponsor and faculty supervisor in case of absence. The missed time must be made up during the semester or term.

13. Evaluate the public health field experience from the following perspectives:
   a. Self-assessment regarding his/her original goals (in the final report) and on a form at the mid-semester or mid-term point.
   b. Evaluate the agency supervisor in relation to the goals set.
   c. Evaluate the faculty advisor/supervisor and the Coordinator of the MPH Program

14. The graduate student is responsible for commuting expenses to and from the public health field experience site.

15. The graduate student is responsible for living expenses while engaged in the public health field experience.
UNIVERSITY RESPONSIBILITY

Master of Public Health Department faculty will provide supervision for the graduate student who is selecting a public health field experience placement. The placement responsibility falls upon the Field Coordinator of the MPH Program. The graduate student has the option of selecting a specific faculty advisor with whom the graduate student can discuss problems that arise. All such selections must be approved by the Coordinator of the MPH Program. Graduate student activity logs will be submitted to the MPH faculty advisor each time upon visitation to the field experience site and will be used to assess the field experiences and learning of the graduate student. Additional visitations may be made by either the MPH faculty supervisor and/or the Coordinator of the MPH Program.

All faculty will attend the final oral reports of the graduate students and will participate in issuing the final grade for the public health field experience. Pertinent information about the graduate student’s strengths, weaknesses, and educational needs and skills will be shared with the faculty supervisor and program coordinator.
ADDITIONAL UNIVERSITY RESPONSIBILITIES

1. Select field experience sites (agencies) and sponsors according to criteria such as:
   a. Agencies that can provide a wide range of environmental/public health experiences
   b. Field experience sponsors willing to accept the responsibility of a three-way partnership, including completing reports, objectively evaluating graduate students, meeting with the graduate student and the MPH Program faculty member, and possibly attendance at seminars.
   c. Agency field experience sponsor has recognized competence as a professional public health/environmental health professional.
2. Maintain a file of information (prior reports) about the agencies in which graduate students have and will be placed, including agencies that have expressed an interest in becoming a public health field experience site.
3. Assist the graduate student in selecting an agency where his/her personal goals and objectives will most likely be met.
4. Supply the agency sponsor with appropriate materials that describe the program of study and how the graduate student is to be evaluated.
5. Provide agencies the opportunity to have input into the public health field experience.
6. Provide evaluative instruments or criteria for:
   a. Agency sponsor/supervisor of graduate student performance (mid-semester or term and final).
   b. Agency personnel that work with the graduate student, which consider strengths and weaknesses.
   c. Student evaluation of the agency sponsor/supervisor, faculty advisor and MPH Program Coordinator.
   d. Evaluation of the final oral report.
   e. Self-evaluation for the graduate student at mid-semester or term and final.
   f. Outline of basic components to be contained in the final written report.
   g. Sample of daily log entry for graduate student public health field experience activities.
   h. Outline of basic components to be contained in the field experience portfolio.
   i. Information that should be gathered by the graduate student who is becoming oriented to the agency.
7. Arrange to participate in at least one field sponsor/supervisor and graduate student conference, preferably midway through the fieldwork period. (In addition to the initial visitation of the MPH Field Coordinator.)
8. The MPH Field Coordinator will make the FINAL DECISION AS TO ALL PUBLIC HEALTH FIELD PLACEMENTS.
AGENCY RESPONSIBILITIES

The major agency responsibility in this public health field training is to provide supervision so that the experience contributes to the professional growth of the graduate student. This requires careful planning of the graduate student’s activities and conferences with the graduate student’s field training supervisor. Agency sponsors/supervisors are invited to attend the final oral reports of the graduate students.

In addition, the following are agency responsibilities:

1. The experiences offered a graduate student should meet real needs of the agency in program development, screening, assessment, and evaluation.
2. The public health field experience should be so designed that the graduate student has an opportunity for reasonable participation in a wide variety of tasks and relationships common to the activities of professional environmental/public health professionals.
3. Prepare and present a list of specific projects and activities in which the graduate student can become involved.
4. Participate in the selection of the graduate student(s) who will be placed for the public health field experience in the agency.
5. Provide the MPH Program Coordinator feedback in regard to the public health field experience program.
6. Evaluate the graduate student using the form(s) or criteria provided by the MPH Program and the University.
7. Provide the graduate student with continuous feedback about his/her performance throughout the field experience period.
8. Confer at least bi-weekly with the graduate student to discuss his/her progress.
9. Approve the “contract” prepared by the graduate student relative to the activities for the semester.
10. Provide physical facilities necessary to accommodate the graduate student. These include desk space, and other essential services such as access to a computer and a telephone.
11. Participate in special orientation seminars held by the MPH Program as well as attending the final oral presentation of any graduate students assigned to the agency.
12. Provide monetary consideration to the graduate student when the graduate student is required to travel outside the immediate area, or to participate in such activities that require the outlay of funds on the part of the graduate student. In those cases, the same consideration for reimbursement of expenses should be afforded the graduate student as are afforded any other agency professional.
13. The agency should have some form of liability coverage for volunteers who work with the agency. However, this does not apply in most cases since graduate students are not providing direct services. In the case where the graduate student is placed at risk, the agency should so inform the graduate student and the MPH Program Coordinator.
**IMMUNIZATIONS**

Certain field experience sites may require additional immunization updates. If so, it will be required. Any immunizations required by the agency/organization will need to be done prior to the beginning of the field experience.

**WAGES OR STIPENDS**

The student is not guaranteed any wages or stipends for the public health field experience. However, this stipulation would not preclude some compensation in a reasonable amount for services rendered if the agency wanted to do so to help ensure greater interest and effectiveness on the part of the graduate student. (Elsewhere in this document potential paid field placements and internships are outlined). If the agency does offer a stipend or wage to the graduate student, the MPH Coordinator should also be advised.

**SUMMARY**

The foregoing pages are listed merely as examples of experiences and responsibilities that are shared in this three-way partnership of public health field experience. Specific duties of the graduate student with reference to the expectations outlined in this document are open to discussion between the MPH Program, the agency and the graduate student. It is hoped that in every instance, the duties will be aimed at integrating theory with modern day practice in the 21st Century public health environmental health agency setting.
SUPERVISION

Each graduate student will work with the MPH Field Coordinator along with MPH faculty members to act as the advisors for the field experience. Beginning with the first week of the semester or term, the MPH Field Coordinator will assume all the duties and responsibilities attributed to the University set forth earlier in this handbook.

The MPH Field Coordinator will be responsible for reading and assigning a grade to all logs and other assignments turned in by the graduate student. All grades and assignments will be recorded by the MPH Field Coordinator.

As stated earlier in this handbook if the graduate student is experiencing difficulty in the field placement, the difficulty should first be discussed with the agency sponsor supervisor. If no satisfaction can be derived, the difficulty should be discussed with the MPH Field Coordinator. If need be, the graduate student may contact the MPH Program Director to resolve any problem not resolved following discussions with the agency sponsor/supervisor and the MPH Field Coordinator.

The MPH Field Coordinator will visit with the agency sponsor/supervisor at the beginning of the field placement and at least one more time (preferably at mid-semester or term) to discuss, with the graduate student and agency sponsor/supervisor, the progress of the graduate student in the field experience.

MPH Field Coordinator and faculty members will also be present at the final oral reports of the graduate students enrolled in the public health field experience and will issue a grade for the oral report.
HLTH 5850 Public Health Field Experience Guidelines

Field Experience is a Web-Hybrid (WH) class, that meets in-class and online. If work is not completed professionally and satisfactorily this may result in the non-removal of the IP from the transcript resulting in the failure to graduate in the student’s anticipated timeframe, until all work has been completed satisfactorily.

Students are required to do the following for this class:

- Attend all class sessions
- Submit outline of proposed Field Experience to include:
  - Relevance to Public Health
  - Background
  - Agency Description
  - Purpose
- Submit weekly proposals drafts
- Submit weekly PowerPoint presentation drafts
- Complete, at least, two practice presentation
- All work is expected to be handed to the Faculty advisor for review no less than 2 weeks prior to final presentation date
- Presentation dates should be scheduled with Faculty advisor within one month of graduation
- Portfolio must be submitted 2 weeks prior to graduation

Field Experience Preferred Timeline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>Identify location</td>
</tr>
<tr>
<td>2</td>
<td>Start, develop, and obtain project approval</td>
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<tr>
<td>3</td>
<td>Continue proposed drafts</td>
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<tr>
<td>4</td>
<td>Continue proposed drafts</td>
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<tr>
<td>5</td>
<td>Continue proposed drafts</td>
</tr>
<tr>
<td>6</td>
<td>Completion of field, final presentation, final paper</td>
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HLTH 5850 Public Health Field Experience Presentation Guidelines

As partial fulfillment of HLTH 5850 Public Health Field Experience all students are required to deliver an oral presentation on their approved project(s) to the MPH faculty and staff. All oral presentations will be evaluated on the following guidelines:

- presentation content
- presentation delivery
- presentation attire

Presentation Content

Content of Slides – All slides must contain accurate and concise information. Content must not consume the slides entirely. Foot notes must be on those slides containing information from outside sources (e.g. agency background, statistical data, etc.).

Agency Background – The public health agency’s background information must be included in the presentation. This includes the following: location, purpose, mission statement, services and programs provided.

Job Description – This section should include an outline and a brief explanation of duties and responsibilities you assumed while at the agency.

Project Importance – The project is a defined area or issue within public health approved by MPH faculty members, on which the student focused at their agency. All projects must prove a public health concern and the student must devise a case study or implications for prevention efforts in a proposal format.

Methodology – Students must provide a detailed outline of methods used during project formation. This section must include statistical data demonstrating the need and importance of the student’s project. Statistical data could be national, regional, local or self-generated data; however, all data implicated must identify a linkage(s) with the student’s project.

Presentation Delivery

Time - Students will be allotted 45 minutes (30 minutes for the presentation and 15 minutes for questions/comments), to present their projects. Students should not exceed this time limit, as it will impact your evaluation.

Eye Contact – All students are expected to maintain eye contact with the audience, while expounding on key points from each slide.

Elocution - Students should speak in a lucid and firm tone throughout their presentations. The use of slang terminology is prohibited and the student should be prepared to thoroughly explain information.

Visual aids – The use of maps, photos, film clips, graphs, diagrams, and charts can enhance a presentation. Below are additional tips to abide by for visual aids.

- keep visual aids simple and uncluttered
- use color and contrast for emphasis but use them in moderation
- use a font large enough to be seen from the back of the room
- do not use sound effects and dramatic slide transitions
**Handouts** - The use of handouts provide structure and other supplemental material, references, a glossary of terms, and serve as a record of the presentation. The handout should be attractively laid out and inviting to read. Leave enough white space on the handout for the audience to take notes.

**Practice** - All students are **required** to schedule a time with the field advisor/coordinator to conduct a practice final presentation. If this is not done the Field advisor reserves the right to not allow the student to hold their final presentation. Speak out loud and time yourself. Practice using your visual aids. It is absolutely important that you adhere to your time limit.

**Presentation Attire**

Students are required to dress in professional attire for the delivery of oral presentations. Students should dress for success. Below are images the student should avoid.

**Avoid Wearing:**

- bright colors
- bright nail polish
- high heels
- excessive make-up
- accessories
**Notice to Master of Public Health Program Field Experience Students**

When you are in the field, you should get the following information for use in your final report. This information will constitute Part II of your final report.

1. Identify describe and define the agency in which you are working in terms of its purpose, goals, philosophy, objectives and activities.
   a. Obtain an organization chart of the agency
   b. Identify the administrative pattern of the agency (line of authority)
   c. Obtain an overall statement of the agency’s program plan
   d. Obtain the personnel and staffing policies with particular reference to the type of position in which you are working
   e. Obtain any budgetary information about the program in which you are working in relation to the budgetary considerations for the remainder of the agency.
   f. Identify how the agency evaluates the performance of staff members and the efficacy of programs.

2. Describe the characteristics of the clients who might use the agency and the services provided by the agency.

3. Identify the variety of personnel, both professional and paraprofessional and volunteers who work in the agency with particular reference to how use of these personnel helps foster the attainment of agency goals.

4. Describe the relationship of the agency to other agencies within the community. (This will be with particular reference to other agencies with which you must work in order to complete your assignment, but should also include the general relationship of the agency with other community agencies.)
Format for Final Field Experience Report

The final paper should be composed in a proposal style using APA format to include, but is not limited to, the following:

Attend all class sessions

Submit outline of proposed Field Experience to include:
  ➢ Relevance to Public Health
  ➢ Background
  ➢ Agency Description
  ➢ Purpose

  • Submit weekly proposals drafts
  • All work is expected to be handed to the Faculty advisor for review no less than 2 weeks prior to final presentation date
  • Presentation dates should be scheduled with Faculty advisor within one month of graduation

Introduction: A statement about your goals and philosophy.

The Agency: A description of the agency in which you were placed, including the information you were to obtain regarding the organization or the agency, their budget for health education, etc.

Your Involvement: How you participated in the overall agency program. What you were expected to do in relationship to your field experience.

Programs: A synopsis of all the programs in which you became involved. The type of program; the goals, analysis of the role you played in the program; discussion of what you would liked to have done weren’t able to do — and why discussion of what aspects of each program which went well; and why they did not go well (speculate); what you would do differently if you were to do the program again; and how did each activity help attain your goals of enhancing your strengths while working to overcome your weaknesses.

Self-Analysis: An analysis of what you learned as a result of the experience. How has this experience helped you as a professional in terms of your philosophy and approach to community health? Has the experience benefited you in terms of selection of a job? How?

Recommendations: Specific suggestions for the agency, the faculty and the course (other students) in terms of pitfalls or things, which should remain, unchanged. How might the entire experience have been improved?
Appendices:

A. Log of your activities
B. Pictures — if applicable
C. Copies of any press releases, pamphlets etc. you may have developed while at your field training site.

It is suggested that each student begin working immediately in terms of developing a “professional” final report. The final report is to be no less than 10 pages. Remember one copy is to be submitted to your instructor, one copy is to be left with your agency supervisor, and you should retain one copy for yourself. Each student will be expected to make an oral report, complete with pictures and examples of developed material for the total class and also to the public.

Field Experience General Disclaimers

Students are required to comply with all field experience presentation guidelines. Failure to comply with guidelines will impact the following:

1. Student’s presentation evaluation
2. Overall unsatisfactory evaluation may be submitted
3. Failure to participate in graduation
4. Denial to graduate as a result of removal from graduation list
Appendices

(All forms necessary for Field Experience follow on next page and completion of forms will follow the sequence below.)

Student Evaluations
Agency Supervisor Evaluations
MPH Faculty Evaluations
### Master of Public Health
### Field Experience Application

**Date:**

Check Semester To Begin Field Experience:  □ Fall  □ Spring  □ Summer

Date of Intended Graduation:

GPA:

### Applicant Information

**Name:**

**Date of Birth:**  **SSN:**  **Phone:**

**Cell:**  **Additional Phone:**

**Address:**

**City:**  **State:**  **ZIP:**

**Email:**  **Alternate Email:**

### Employment Information

**Employer:**

**Employer Address:**

**City:**  **State:**  **ZIP:**

**Phone:**  **Fax:**  **E-mail:**

### Additional Materials to be Attached

*(Application is not complete without these documents.)*

1. Resume
2. Detailed goals and objectives statement listing what the graduate student would like to accomplish during the public health field experience.
3. Statement of contribution outlining what he/she believes he/she can contribute to the agency
4. Balance Sheet
5. Proof of Liability Insurance
6. Up-to-date immunization Form
7. Signed Confidentiality Statement
Proposed Field Experience Project

Name of Student: ________________________________ Date: ____________________
Address: ________________________________ Phone: ____________________________
Agency: __________________________________________
Address: __________________________________________
Agency Supervisor: __________________________ Phone: ____________________________
Number of hours per week at agency: _______ Semester credit hours: _______
Project Title: __________________________________________

List your responsibilities and duties fulfilled at this agency:

Provide a description (attach extra pages as needed) of your project and its importance to public health.

______________________________________________  _____________________________
Student Signature                                  Agency Supervisor

MPH Faculty and Staff Use Only
Project Approved: YES  NO
Explanation:

_____________________________________________________________________________
_____________________________________________________________________________

______________________________________________  _____________________________
MPH Faculty/Advisor                                  Date
### Student Evaluation of Agency Supervisor

Agency: ______________________________ Date: ______________________________

Supervisor: ___________________________ Student: ___________________________

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<th>Average</th>
<th>Poor</th>
<th>Comments</th>
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<tbody>
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<td>1.</td>
<td>Agency supervisor provided oral and written information on the total agency at the time of the initial visit.</td>
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<tr>
<td>2.</td>
<td>Assignments/projects pursued by the student were discussed and mutually agreed upon by the student and supervisor.</td>
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<tr>
<td>3.</td>
<td>Agency supervisor gave assignments, instructions, tasks, and constructive advice to the student for fulfilling his/her responsibilities.</td>
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<tr>
<td>4.</td>
<td>Agency supervisor assisted and encouraged intern in her/his projects and programs.</td>
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<td>5.</td>
<td>Agency supervisor provided timely feedback to student.</td>
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<tr>
<td>6.</td>
<td>Agency supervisor was willing to enhance the student’s existing skills and/or willing to develop new skills.</td>
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<tr>
<td>7.</td>
<td>Agency supervisor was willing to listen to student.</td>
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<tr>
<td>8.</td>
<td>Agency supervisor student to work independently.</td>
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<tr>
<td>9.</td>
<td>Agency supervisor was able to aid student iii making transition from student to a professional role.</td>
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<tr>
<td>10.</td>
<td>Agency supervisor seemed to show an interest in the work of the student.</td>
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<tr>
<td>11.</td>
<td>Agency supervisor was willing to cooperate in scheduling around student’s classes.</td>
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<tr>
<td>12.</td>
<td>Agency supervisor was willing to assist student with personal problems when asked.</td>
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<tr>
<td>13.</td>
<td>Agency supervisor arranged for an orientation session during the first two weeks of the field experience.</td>
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<tr>
<td>14.</td>
<td>Agency supervisor helped the student understand the agency’s structure, operations, program organization and goals.</td>
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<tr>
<td>15.</td>
<td>Agency supervisor presented the student with a list of potential projects for the semester.</td>
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<tr>
<td>16.</td>
<td>Agency supervisor seemed genuinely interested in the student as a person and anew health professional.</td>
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<tr>
<td>17.</td>
<td>Agency supervisor made unreasonable demands upon the student’s time and resources.</td>
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<tr>
<td>18.</td>
<td>Overall effectiveness of the agency supervisor.</td>
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</tbody>
</table>
# Student Evaluation of Field Coordinator

Student: ________________________________________________ Date: __________

MPH Field Coordinator: ____________________________________________

<table>
<thead>
<tr>
<th>1. How well do you believe the University Coordinator of Field Training did the following?</th>
<th>1 Very Poorly</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establish contact with your agency in order to assure good understanding of your role with the agency and your field agency supervisor’s responsibilities.</td>
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<tr>
<td>b. Help you develop your plans and objectives for your field training.</td>
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<tr>
<td>c. Respond helpfully if and when you approached her/him with problems you may have encountered with your faculty supervisor or in your field training. If you never approached her/him with any problems, check here. (Note the specific dates and times of contact on the reverse side.)</td>
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</tbody>
</table>

2. In what ways were you satisfied or dissatisfied with the Field Coordinator in terms of assistance offered to you? (Use reverse side and additional pages as needed.)

________________________________________
________________________________________
________________________________________

3. What recommendations would you offer the Field Coordinator in order to improve the Field Experience? (Use additional pages as needed.)

________________________________________
________________________________________
________________________________________

________________________________________
# Student Evaluation of Faculty Advisor

Student: ___________________________ Date: ___________________________

Faculty: __________________________________________

## 1. How well do you believe your faculty advisor did the following:

<table>
<thead>
<tr>
<th>1 Very Poorly</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Very Well</th>
</tr>
</thead>
</table>

a. Help you develop your plans and objectives for your field training.

b. Respond helpfully if and when you approached her/him with problems you may have encountered in your field training. If you never approached her/him with any problems, check here ________ (Note the specific dates and times of contact on the reverse side.)

## 2. In what ways were you satisfied or unsatisfied with your faculty advisor’s assistance? (Use reverse side and another piece of paper if you need to.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

## 3. What recommendations would you offer your faculty advisor?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Student Evaluation of Field Experience Course

1. Overall, how would you evaluate the value of your field experience compared to academic classes?

2. Specifically, what things could you have done differently, or your field agency supervisor or your faculty advisor have done differently to have made the experience more valuable?

3. Has the transition from the world of academia to a professional role been difficult? Did you accomplish your goals and objectives? How were these objectives (be specific) accomplished? (Attach pages as needed)

4. How helpful were the meetings with your faculty advisor? With your agency supervisor?

5. What was the most difficult part of your field experience? Why?

6. Would you suggest that we alter the format for the experience? How? (Be specific)

7. How valuable was the pre-orientation for your field experience? Would you suggest as ways to improve the orientation?

8. How prepared did you feel to enter your field experience? What suggestions do you have for becoming more prepared? (Be specific)

9. What additional information would you have liked to have had prior to beginning your field experience? (Be specific)

10. Other comments you would like to make regarding the field experience or any other aspect of your academic career at FVSU:
# Field Agency Supervisor Evaluation of Student

**Performance**

Performance — **Suggestions for using form:** This performance schedule should be forwarded to the supervisor of fieldwork. Attach explanation of your assessment.

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Above Average</th>
<th>Average</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work well with (i.e., Professional workers, The Public)</td>
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<tr>
<td>Ability to lead democratically (i.e., Professional groups, Lay groups)</td>
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<tr>
<td>Respect for other persons’ ideas</td>
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<tr>
<td>Attitude on receiving suggestions or criticism</td>
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<tr>
<td>Demonstrated ability to organize and budget time</td>
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<tr>
<td>Demonstrated understanding of community organization</td>
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<tr>
<td>Demonstrated understanding of the value and use of reports and statistics</td>
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<tr>
<td>Ability to grasp a problem</td>
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<tr>
<td>Acceptance of responsibility</td>
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<tr>
<td>Demonstrated ability to step-wise planning</td>
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<tr>
<td>Demonstrated ability to follow through on projects and assignments</td>
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<tr>
<td>Use of appropriate timing</td>
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<tr>
<td>Objectivity in making a decision</td>
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<tr>
<td>Judgment; Common sense</td>
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<tr>
<td>Breadth of vision, ability to look ahead and see parts in relation to the whole</td>
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<tr>
<td>Imagination and creative thinking</td>
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<tr>
<td>Industry</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Characteristics</td>
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<td>Personal appearance</td>
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<tr>
<td>Presence of adverse characteristics, manners and habits</td>
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<tr>
<td>Emotional stability</td>
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</table>
**MPH Faculty Evaluation of Oral Report**  
*Master of Public Health*

Presenter: __________________________________________________________

Agency: ____________________________________________________________

Directions: Place an “X” in the appropriate box indicating your feeling toward each criterion.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Presentation Content</strong></td>
<td></td>
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<tr>
<td>1. Student explains agency background</td>
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<td>2. Student explains job responsibilities</td>
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<td>3. Student explains project relevance</td>
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<td>4. Student explains methods used</td>
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<td>5. Slides demonstrate consistency</td>
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<td>6. Student provides suggestions for Improvement (What student, agency or University could have done differently?)</td>
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</tbody>
</table>

**II. Presentation Delivery**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student expresses understanding of material</td>
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<td>2. Student presents in a timely manner (45mins)</td>
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<td>3. Student maintains eye contact with audience</td>
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<tr>
<td>4. Student speaks in a professional and clear tone</td>
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<tr>
<td>5. Student speaks in a professional and clear tone</td>
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<tr>
<td>6. Student provides visual aides</td>
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<tr>
<td>7. Student is dressed professionally</td>
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</table>

Comments:
________________________________________________________________________
________________________________________________________________________

Evaluator’s Signature: _____________________________________________  Date:__________________
Sample Resume

Mary Pat Health
1005 State University Drive
Fort Valley, Georgia 31030
Phone: 478-555-5555 Fax: 478-555-5556
Email: marypathealth@yahoo.com

Professional Profile
Graduate student looking to enhance leadership experience as an environmental specialist with an public health agency organization.

Summary of Qualifications
• Scientific analysis skills
• Strong technical writing skills
• Proficient in Microsoft Office suite, GeoScout and GeoOffice products
• Proven report writing abilities

Education
Fort Valley State University, Master of Public Health, (Expected 2004)
Concentration: Environmental Health
Massachusetts Institute of Technology, Master of Science, 1993
Concentration: Chemistry
Passed with Distinction
National Urban Fellow, 1991, 1992
Fort Valley State University, Bachelor of Science, 1990
Majors: Chemistry and Mathematics
Graduated Summa Corn Laude

Experience
1998-Present
Atlanta Hazardous Materials Program
Atlanta, Georgia
Hazardous Materials Specialist
• Increased county revenues and reduced inspection time by creating user friendly database
• Updated City Hazardous Material Area Plan
• Participated in facility inspections

1996—1998
Macon-Bibb Waterway Services, Inc.
Macon, Georgia
Assistant Field Analyst
• Collected, stored and cataloged water samples
• Wrote technical reports
• Acted a liaison between scientists and management
• Created systematic analysis methodology

Memberships
Georgia Association of Public Health
Georgia Environmental Health Association
Mayor’s Taskforce for Environmental Conservation

Revised May 2012