

# **Department of Health Science Field Experience Manual**



**New Mexico State University  
College of Health and Social Services  
Department of Health Science**

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## Understanding the Field Experience

### **Introduction:**

The field experience is a required and integral part of the Bachelor of Community Health (BCH) and Master of Public Health (MPH) degree programs in the NMSU Department of Health Science. A field experience allows you, the student, the opportunity to apply classroom learning to real-world problems and solutions. Placements are made according to your career goals and location preferences. The field experience should occur in your senior year as a BCH student and after the second semester as a MPH student.

It is your responsibility to understand the roles, responsibilities, and the established calendar/time line for the field experience.

The field experience is a planned and supervised experience that:

- Is developed by you, your advisor, the preceptor, and the field experience coordinator;
- Has been **pre-approved** by the field experience coordinator and your advisor;
- Incorporates measurable learning objectives that you have developed which apply to real-world public health/community health education situations;
- Involves an expected minimum number of contact hours;
- Is outlined in a field experience agreement, signed by you, your advisor, the preceptor, and the field experience coordinator, prior to registration for field experience.

### **Students who must participate**

If you are working towards your BCH or MPH you must complete a Field Experience. For MPH students, this includes students completing the degree face-to-face and on-line as well as those seeking the dual degrees of Master of Public Health and Master of Social Work.

If you are an undergraduate student pursuing the BCH degree you must register for HLS 496 (six credit hours).

If you are a graduate student pursuing the MPH in Community Health Education you must register for MPH 596 (three credit hours).

If you are a Fellow/ Returned Peace Corps Volunteer you are to work with the field experience coordinator and your faculty advisor to develop your Field Experience project.

### **Overall focus: innovative/creative contributions to the field**

A field experience allows you the opportunity to apply classroom learning to real-world problems and solutions. You are encouraged to seek creative field experience

placements that allow you to apply skills you have acquired in the classroom setting, assist a group or community with a public health/education issue, and promote personal and professional growth. Sites may be at local, regional, national or international organizations or facilities.

***Field experience calendar***

The calendar which you are to work with in planning your field experience is noted below. Additional information may be found in Appendix B

The calendar applies to both BCH and MPH students.

Semester the class is to be taken	Spring	Summer	Fall
Identify a site and have it approved by Field Experience Coordinator	November 1	April 1	April 1
Develop Field Experience Plan (goals and objectives)	November 30	April 30	April 30
Agreement signed by site preceptor, student, and FE Coordinator prior to registration	December 10	May 10	May 10
Begin work at site	First day of Spring semester	First day of Summer semester	First day of Fall semester

***Ethics involved with the Field Experience***

You are expected to follow and adhere to the Code of Ethics for the Health Education profession. The complete Code for the profession appears in Appendix C.

## Field Experience Process

### ***Create or Enhance your Résumé:***

The field experience is designed to prepare and provide you with practical experience in the field.

- As part of the field experience requirement you are required to have a résumé ready to present when you interview or when you first initiate contact with your preceptor/site supervisor.
- You may include an updated résumé in your field experience notebook that incorporates the newly acquired skills, and completed tasks that were part of your field experience.

Please see Appendix D for additional information and tips for writing an effective résumé.

### ***Identifying a site:***

It is the student's responsibility to seek out and identify a field experience site and have it approved by the field experience coordinator. A listing of past field experience sites is found on the Department Home Page, under the Field Experience link. Students are able to seek out sites that are not on the list.

See Frequency Asked Questions for more information about finding a site.

### ***Pre-approvals:***

The field experience must be *pre-approved* and paper work must be signed off by the field experience coordinator and preceptor before registering and before beginning the field experience.

### ***Learning Goals and Objectives:***

Once the agency and the preceptor have been identified, you can begin collaborating with the preceptor and the field experience coordinator to develop learning objectives, responsibilities, and activities for the field experience.

- Learning objectives and goals are designed as targets enabling you, the preceptor, and the field experience coordinator to evaluate and measure new skills, and the knowledge your field experience will provide.
- Learning objectives must be measurable and include a specific time frame, the criterion, conditions, and what will be learned and achieved.
- You will submit to the field experience coordinator a draft of learning objectives and goals for review.

- Objectives and goals must be written and approved before the start of the semester that you are registered for field experience. Please refer to the semester field experience calendar for specific dates.
- A final copy of the goals and objectives will be included in the field experience notebook and attached to the field experience agreement.

Please refer to Appendix F for sample learning objectives and goals.

***Site Visit:***

The field experience coordinator will arrange with you and the preceptor a time to visit and observe the field experience site, mid-way through the experience. The coordinator will meet with the preceptor and evaluate the experience, and your contributions to the project to date. If the site is out of state, it is the student's responsibility to set up a time for a conference call between the preceptor, student, and field experience coordinator.

***Department presentation:***

Upon completion of the field experience hours, you will give a presentation scheduled for the end of fall or spring semester, which is open to all department faculty, staff, students, and preceptors. Students graduating in the summer, after the completion of their field experience are not required to return in the fall for these presentations.

- Presentations are designed to be professional, including highlights of the field experience, and should describe activities that were undertaken, the results, findings, personal insights and recommendations.
- Presentation length:
  - a. BCH students: 6-8 minutes
  - b. MPH students: 10-12 minutes

***Other items of importance:***

Please be familiar with the procedures for the agency that you have selected. Some may require background checks, immunizations, additional paperwork, or applications from the sponsoring agency. Plan ahead.

- a. *Background checks:* Some agencies may require a full background check. The NM State Police Department and Campus Police offer these services if the agency does not have an individual contract.
- b. *Immunizations:* The Student Health Center provides TB skin tests and Hepatitis B vaccinations and boosters. Contact the Student Health Center at 575-646-1512 for information, appointments, and additional locations for obtaining all other vaccinations.
- c. *Safety at the field experience site:* It is your responsibility to adhere to any and all safety requirements identified by your field experience site and

If you observe an unsafe situation, you are to report it to your preceptor(s). If the situation continues, please advise the field experience coordinator. Use common sense when engaging in field experience activities and situations, with vigilance towards your safety and that of the clients, staff, and others.

## Roles and Responsibilities

### ***Your roles and responsibilities:***

In collaboration with the field experience coordinator, you are responsible for the following:

- i. Identify the site and potential topic/project/activity based on an area of interest, previous experience, or career interests and goals. The field experience coordinator and the faculty advisor will help identify opportunities and potential locations.
- ii. Identify the potential preceptor within the agency that meets the department qualifications. For BCH and MPH majors, it is preferable that the preceptor holds an advanced degree (ideally an MPH with their CHES) and be active within the organization in order to qualify as a preceptor.
- iii. Establish a time to interview with the preceptor and agree upon activities. You must be prepared to interview with the agency and should consider the following questions before meeting with the preceptor:
  - Have you ever had an intern here before? What was the experience and what projects did they do?
  - What project(s) did you have in mind for me to work on?
  - What resources will I have to help me achieve the objectives we agree on?
  - I am particularly interested in learning more about \_\_\_\_\_. Could that happen here? How?

The interview should assist in determining the plan of action, the tasks and activities that you could potentially be involved with, and assist with the development of learning objectives.

**Note:** Please see Appendix E for additional interviewing tips.

- iv. Develop goals and measurable objectives. These must be drafted, revised, and approved before the field experience begins. Please refer to Appendix F for more detailed information and examples.
- v. Mid-term report: A brief written evaluation of current activities related to the learning objectives is required to be submitted to the field experience coordinator. Please refer to Appendix M.

- vi. Field Experience Notebook: For details please see page 11 of this manual.
- vii. Field experience departmental presentation

### ***Field experience coordinator roles and responsibilities:***

The field experience coordinator provides the general oversight for the field experience and facilitates the following activities:

- Helps to identify the site;
- Provides advice to the student about site/agency selection and the development of the field experience plan, goals and objectives;
- Conducts site visits and other communication between student, preceptor and the site; and
- Reviews your overall progress and evaluates the quality and quantity of your work, reports, presentations, and assigns a final grade based on the agencies evaluation, final report, and other evidence of performance.

### ***Preceptors' roles and responsibilities***

The preceptors facilitate and provide you with a practical real-world working environment that allows you to gain exposure to the field of community health and health education. The preceptor offers guidance, leadership, and assists you with your learning objectives, career-related, and education goals by managing the following activities:

- Provides technical and administrative oversight;
- Offers general feedback and guidance related to your learning objectives and goals;
- Encourages professionalism by assisting you with decision-making abilities and managing office politics;
- Provides opportunities for increasing responsibility by helping you keep and stay directed towards learning objectives and goals;
- Maintains an open channel of communication;
- Reviews and reports your progress;
- Tries to integrate you with regular staff and through regular meetings;
- Completes written final evaluation; and
- Collaborates with you, your advisor and field experience coordinator.

## **Field Experience Paperwork**

There is some essential paperwork which you must complete before, during, and after involvement with your field experience.

### **Completion of goals and measurable objectives**

- i. Before you begin your field experience, you will meet with the contact person at the agency (preceptor) and determine if the site and work to be accomplished will be acceptable to both parties. If the location is acceptable to both parties, learn in the most specific, detailed terms possible, what you will be doing while at site.
- ii. Work with the field experience coordinator [and/or advisors for the MPH students] to develop specific goals and measurable objectives to be accomplished during the field experience.
  - As a guide, for a BCH major, taking HLS 496 for 6 hours, they should develop 3-4 goals and 8-12 measurable objectives.
  - For a MPH major, taking MPH 596 for 3 hours, they should develop 2-3 goals and 5-7 measurable objectives.
- iii. Once the goals and objectives have been approved by the field experience coordinator you will be allowed to register for HLS 496/MPH 596.

### **Field Experience Agreement**

- i. The Field Experience Agreement must be completed before the field experience begins. The agreement is located at [http://www.nmsu.edu/~hlthdpt/forms/form\\_g.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_g.pdf) (undergraduate) [http://www.nmsu.edu/~hlthdpt/forms/form\\_h.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_h.pdf) (graduate)
- ii. The agreement includes yours and your preceptor's contact information and your goals and measurable objectives for the field experience.
- iii. Required signatures include the agency preceptor(s), yours, and finally, the field experience coordinator.
- iv. No hours may be accumulated until the field experience coordinator has signed off on the agreement.
- v. The original of this document goes in the notebook, with a copy being provided to the field experience coordinator.

### **Confidentiality Policy**

- i. The Confidentiality Policy is to be completed and signed by you and field experience coordinator. The form is available at: <http://www.nmsu.edu/~hlthdpt/field/confidentiality.htm>

The original of this document goes in the field experience notebook.

### **Student's Daily Log**

Regular attendance and documentation of your efforts at your field experience is required.

- i. You will complete, **every day you work**, a typed log or diary of the following:
  1. what occurred that day;

2. what you accomplished or learned;
3. challenges or obstacles you were involved with;
4. people you met with and/or meeting attended and the purpose of the meetings; and
5. hours worked each day (rounding to 15 minute increments).

**Note:** if you work with a client/patient, use only the person's initials and no other identifying, personal information.

ii. An example of a daily log entry may be as follows:

Sept 5 Attended a staff meeting for 1 hour where we discussed the upcoming community health activity the agency is sponsoring. I updated them on my booth and the materials I was collecting. I made three calls for additional supplies to Mary of X organization, Fred at Y hospital, and Antonio at Z clinic, for the health activity but no one was in their office so I left messages to call me back. I did some research on-line for more information about our health topic so we have information in Spanish as well as English. I put more data into the computer as we make progress on the evaluation project. 8 a.m. – 11:30 a.m. – 3.5 hrs

iii. It is recommended that you keep a running tabulation, at the end of each month, as to how many hours you have worked for that month and to date, so you are always aware of the number of hours you still need to work. All of this documentation will be turned in, in your Field Experience notebook at the end of the semester.

September worked 80 hours / Total hours worked to date -100 / Hours remaining = 220

### ***Midterm Field Experience Report***

- i. You are required to complete the Midterm Field Experience Report. The form is located in Appendix M. It is the same form for both HLS 496 and MPH 596 students.
- ii. The form is to be completed midway through the field experience.
- iii. You are to report on the progress made towards your goals and objectives accomplished to date.
- iv. You, your preceptor, and field experience coordinator must sign off on this document.
- v. The original of the document will be included in the Field Experience notebook, submitted at the end of the semester.

If any modifications are indicated, a revised set of goals and objectives will need to be submitted with the form.

## **Evaluations**

### **Agency Evaluation of Student**

- i. Field Experience Evaluation – a 2 page form to be completed by the Agency Preceptor(s). Form is located at:  
[http://www.nmsu.edu/~hlthdpt/forms/form\\_e.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_e.pdf)
- ii. It is your responsibility to get the form to your preceptor(s). The preceptor can return the completed form to you – for inclusion in the notebook – **or** – they can mail or fax the completed form to the field experience coordinator – and it will be included in the notebook when it is submitted at the end of the semester.
- iii. The original of this document goes in the notebook.

### **Agency Evaluation by Student**

- i. This is a five page form to be completed by you, as an evaluation of the site and experience. The form is found at:  
[http://www.nmsu.edu/~hlthdpt/forms/form\\_i.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_i.pdf)
- ii. Complete this form and include it in your notebook. It may be shared with the agency; this is at your discretion.
- iii. The original of this document goes in the notebook.

**Additional MPH student competency checklist may be required.** Check with the field experience coordinator or the class website regarding this checklist.

### ***Format for Notebook***

You are to submit a white 1-2” (preferable) 3-ring binder, at the end of the semester, with the following information included:

- i. Field Experience Agreement
- ii. Midterm Field Experience Report
- iii. Information about the agency – a brief 2-3 page statement, created by you (not cut and pasted from the agency’s website) providing an overview of the agency’s history, mission, catchment area, target population served, funding sources, etc.
- iv. Daily log which is to be presented in a typed, professional format, void of typos or grammatical errors.
- v. Major project(s) completed, including supplemental materials, e.g., curriculum and handouts created, surveys developed and disseminated, etc.
- vi. Training attended or special skills acquired.
- vii. Evaluations from you and your preceptor(s).

**Note:** Materials in the notebook will not be returned to the students as the notebooks become the property of the Department of Health

Science. If students wish to retain originals of certificates, etc. they may submit copies in their notebook.

## Frequently Asked Questions

### ***When do I begin?***

You may register and begin your field experience after you have completed a significant portion of the core program requirements, including the school core courses and specialty track core courses for Masters in Public Health students.

Please refer to Appendix B for further details and deadlines.

### ***How do I find a field experience placement?***

Finding a field placement is like finding a job. If you are a BCH student you are responsible for working with and contacting the field experience coordinator, to assist you with finding a placement. However, there are many people who can help you. Talk with your faculty advisor, other faculty, and Career Services, and other students who have completed their field experience requirement.

- A. MPH students are to work with their advisors in the selection of a site and the subsequent development of their goals and objectives. The field experience coordinator is available to assist with the process for the MPH students and their advisors, as requested.

In collaboration with the field experience coordinator, identify agencies that are working on health issues that are interesting to you. Explore options throughout the state, region, country or the world. You can refer to the list of agencies available at <http://www.nmsu.edu/~hlthdpt/current/intern/locations.pdf>

This list will provide you with some possibilities as well as an enlarged range of sites for your consideration. It is recommend that prior to contacting any of the sites listed, you check with the field experience coordinator to see if 1) the site is accepting students at this time; 2) if the site may already have committed to accept a student for the semester you wish to complete your field experience and/or 3) if the site is unable to take students at this time.

If there is an agency you are interested in that is not listed, please call and find out if they would accept student interns, or would be open to exploring the possibility.

Remember to stay in touch with the field experience coordinator and/or your faculty advisor and keep in mind that your preceptor must be an appropriately qualified supervisor.

### ***Does the field experience have to be border health related?***

While there are many unique and challenging health issues and field experiences here along the border, BCH and MPH students have completed field experiences across the state and region, at federal and state agencies, and at private organizations throughout the United States, and in other countries. You are

encouraged to explore the wide range of possibilities and settings that are available in the health field. However, you must remember all field experience sites must be pre-approved by the field coordinator.

***Can I graduate if my field experience is not complete?***

NO. You cannot graduate or earn your degree until all documents are completed, approved and all requirements have been met and the grade submitted.

***Is the field experience practicum ever waived?***

NO. If you have questions or concern please contact the field experience coordinator.

## **Field Experience Resources**

There are people and a variety of resources that are available to assist you as you identify and work in your field experience.

### ***The Field Experience Coordinator:***

The field experience coordinator has many contacts in the region, around the state, and in various places in the nation where past students have completed their field experience. This person is the one who has the final word on your field experience site and activities, so it is wise to establish and maintain lines of communication early.

If you have a particular interest in exploring field experience options that may be outside the range of “normal”, .e.g., an international placement or one with a national organization, talk to the field experience coordinator, at least one-two semesters in advance, to make sure that any long term planning is underway.

Be sure to keep the field experience coordinator informed of your search for a site and how it is progressing.

### ***Faculty Members:***

Communicate with your faculty members. If they mention a possible site where some exciting work is occurring, ask if it might be considered a possible field experience site. Open the discussion between your faculty member and the field experience coordinator to determine if the site may become a field experience site.

When a faculty member invites guest speakers into the class, listen carefully to determine if their organization may be a possible field experience site. Ask if they accept field experience students.

### ***Department of Health Science List Serv:***

The Department of Health Science has a list serv which disseminates information to current students, staff and faculty as well as alumni. When jobs or possible field experience sites are made available, they are posted on the list serv.

To get on the Department list-serv, contact Dr. Steve Arnold ([sarnold@nmsu.edu](mailto:sarnold@nmsu.edu)) or Dr. Sue Forster-Cox ([sforster@nmsu.edu](mailto:sforster@nmsu.edu)) and request to be placed on the list serv. They will need your NMSU email address to complete this request.

### ***Fellow Students:***

Many of your fellow students have already completed their field experience and are good resources. They will be able to provide an overview of the type of work the agency completes, populations served, and the range of experiences they had.

***Bulletin Boards:***

Remember to check the bulletin board in the Department, outside the classrooms and at the south end of the halls, on all three floors. Throughout each semester you will find new listings of internships and jobs that may be used to fulfill the field experience requirement.

***Regional, State and National Programs:***

Many national agencies, e.g. Centers of Disease Control and Prevention, Indian Health Services, etc., have internship possibilities. Regionally and at the state level, many agencies are seeking field experience students to support their programs efforts. It is suggested that students review agency websites plus speak with faculty and the field experience coordinator for possible leads and suggestions.

One program that has been utilized by both graduate and undergraduate students over the years, for placements outside of New Mexico, is the Hispanic Association of Colleges and Universities (HACU) at [http://www.hacu.net/hacu/Default\\_EN.asp](http://www.hacu.net/hacu/Default_EN.asp).

## Appendix A: The Field Experience Step-by Step/Checklist

1. \_\_\_\_ **Meet with your field experience coordinator and discuss general interests and field placement ideas.**  
You should begin thinking about, and finding a placement at least the semester before you plan to register for your field experience. Remember you are integrating knowledge learned in the classroom and applying this to a “real-world” setting, be creative!
2. \_\_\_\_ **Identify a site and have it approved by the field experience coordinator and preceptor.**  
Sites should be identified and approved by:  
November 1<sup>st</sup> for spring semester candidates  
April 1<sup>st</sup> for summer and fall semester candidates
3. \_\_\_\_ **Meet with your field experience coordinator and complete learning objectives and goals.**  
Begin to work on your learning objectives, outline responsibilities, potential activities, and personal and professional goals for the field experience. These must be approved and signed off by the field experience coordinator, and the preceptor. The final copy will go into your field experience notebook.
4. \_\_\_\_ **Agreement signed by the preceptor, student and field experience coordinator.**  
December 10<sup>th</sup> for spring candidates  
May 10<sup>th</sup> for summer and fall candidates
5. \_\_\_\_ **Register for the Field Experience (HLS 496/ MPH 596)**
6. \_\_\_\_ **Keep a Daily Log**  
Once you have begun your field experience, keep a daily log following the format provided earlier. Please see Appendix H for details. Record hours worked and activities/events. Your field experience coordinator may ask to see your log from time to time and it must be included in your field experience notebook to turn in at the end of the semester.
7. \_\_\_\_ **Complete Mid-term progress report**  
Contact the field experience coordinator and be able to summarize your activities as outlined by your goals and objectives. Complete the form “Field Experience Mid-Term Progress Report” in Appendix M.
8. \_\_\_\_ **Give your preceptor the form “Preceptor Evaluation of the Student”**  
The preceptor will return the completed form to the field experience coordinator by the appropriate deadline for grading.
9. \_\_\_\_ **Complete the “Student Evaluation of Site” form and place in the field experience notebook.**  
Students complete this 5 page form and place the original in their notebook.
10. \_\_\_\_ **Prepare your final field experience notebook and department presentation.**  
Prepare the notebook as outlined on page 11 in this manual.

## Appendix B: Calendar for Field Experience

### REQUIRED ACTIONS FOR ALL BCH and MPH STUDENTS

#### Department of Health Science Calendar for Field Experience Planning Purposes

The calendar below indicates the time frames to be used by both graduate and undergraduate students when planning for their field experiences (HLS 496/MPH 596). **The site must be determined and approved by the Field Experience Coordinator, with the student's goals and objectives completed before the student will be able to enroll in the course, for the following semester.** Enrollment in HLS 496/MPH 596 can only be completed with the Instructor's approval.

The calendar applies to both BCH and MPH students, effective Spring 2008.

Semester the class is to be taken	Spring	Summer	Fall
Identify a site and have it approved by Field Experience Coordinator	November 1	April 1	April 1
Complete goals and objectives	November 30	April 30	April 30
Agreement signed by site preceptor, student, and FE Coordinator	December 10	May 10	May 10
Begin work at site	First day of Spring semester	First day of Summer semester	First day of Fall semester

The process:

1. Go to the Department website (<http://www.nmsu.edu/~hlthdpt/>), go to link on the left for Current Students and scroll down to the Field Experience section (<http://www.nmsu.edu/~hlthdpt/current/intern/fe.pdf>) and review the list of locations where BCH/MPH students have been in the past.
2. Review the list and determine where you may wish to conduct your field experience or contact the field experience coordinator, Sue Forster-Cox ([sforster@nmsu.edu](mailto:sforster@nmsu.edu)) and make an appointment to discuss your specific area of interest and potential sites.
  - a. MPH students are to work with their advisors in the selection of a site and the subsequent development of their goals and objectives. The field experience coordinator is available to assist with the process for the MPH students and their advisors, as requested.
3. Contact the field experience coordinator to verify if the site is taking students, if there are specific requests, e.g. student must be bilingual, etc.

4. Make an appointment to meet the contact person at the field experience site, taking along an up-to-date, professional résumé. Dress professionally.
5. Meet with the contact person and determine if the site and work to be accomplished will be acceptable to both parties. If the location is acceptable to both parties, learn in the most specific terms possible, what you will be doing while at site.
6. Work with the field experience coordinator [and/or advisors for the MPH students] to develop goals and objectives to be accomplished during the field experience.
7. Once these are approved by the field experience coordinator, have the agreement signed by the site preceptor, student and last, by the Field experience coordinator.
8. **Now you are eligible to sign up for the HLS 496/MPH 596, for the next semester.**
9. Once the semester begins, start your field experience.  
Refer to the HLS 496/MPH 596 syllabi for specific details.

## **Appendix C: Code of Ethics for the Health Education Profession**

### **Code of Ethics for the Health Education Profession**

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values in which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work. Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

#### **Article I: Responsibility to the Public**

A Health Educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.

Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.

Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.

Section 6: Health Educators protect the privacy and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitably to all people.

## **Article II: Responsibility to the Profession**

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements

## **Article III: Responsibility to Employers**

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employers expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

#### **Article IV: Responsibility in the Delivery of Health Education**

Health Educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.

Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

#### **Article V: Responsibility in Research and Evaluation**

Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion.

#### **Article VI: Responsibility in Professional Preparation**

Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners secure professional employment.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.

Society of Public Health Educators (SOPHE) (2007). *Code of Ethics for the Health Education Profession*. Retrieved from <http://www.sophe.org/content/ethics.asp>.

## Appendix D: Resume Writing Tips

- 1. Determine your objective**  
Structure your resume to fit the objective you have identified, if you are applying for a teaching position, highlight, focus and structure your resume to fit a clear objective.
- 2. Your resume is a tool to market yourself**  
Identify your features and strengths, why are you are unique, and convey that in your resume.
- 3. Your goal is to obtain an interview**  
Be clear and concise; do not go into detail about every position. You are generating interest so that the employer will want to contact you so that you can explain your accomplishments.
- 4. Use action words**  
Use bulleted statement with action words like prepared, presented, monitored.
- 5. Lead with your strengths**  
Resumes are typically scanned in 30 seconds, take time to develop either bullets or a format that clearly supports your objective.
- 6. Review the position description.**  
Use key words listed in the job description and match them in your resume.
- 7. Highlight the positive**  
Focus on duties and responsibilities that support your objective.
- 8. Construct the resume to read clearly**  
Leave white space, limit the length to 1-2 pages, and use a font no smaller than 10 point.
- 9. Have someone review and proof-read your resume**  
You are often too close to the resume to see errors or potential questions; feedback from others can be useful input.

Adapted from:

Hackett, A. (2007). Quest Career: Resume writing tips to help you write a resume.  
Retrieved from <http://www.questcareer.com/tips.htm>.

## **Appendix E: Interviewing Tips**

**When you interview keep in mind some of the following:**

### ***Be prepared:***

1. Find out all you can about the organization by looking at their website for the mission statement, vision, and goals.
2. Find out what activities current employees are involved with and where you might be able to fit in.
3. Dress to impress; be professional and on-time.

### ***During the interview***

4. Listen carefully to questions; if you feel a question is unclear ask politely for clarification.
5. Pause before answering so you consider all the facts.
6. Keep answers and ideas focused and to the point, discussing only the facts or ideas needed to respond to the questions.
7. Focus on your success, give positive information about yourself: avoid being negative.
8. Maintain eye contact even when searching for answers to questions.

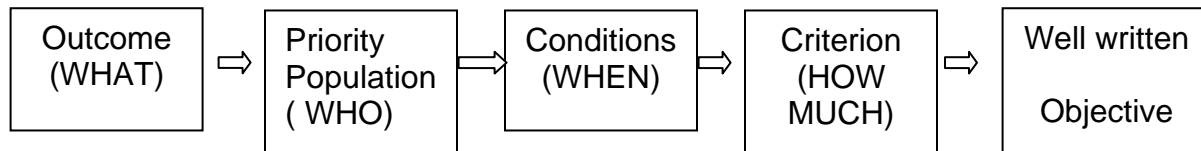
***Prepare yourself ahead of time and think about how you would respond to the following questions:***

1. What are your strengths and weaknesses?
2. Why do you want to work in this field or at this organization?
3. What skills and experience would you bring to this organization?
4. What motivates you?
5. How do you measure success?
6. What type of people do you have the most trouble getting along with in the workplace, and how do you handle them?

## Appendix F: Learning Objectives

These are sample learning objective meant to guide you. You will need to develop your own based upon your specific interests and activities.

Elements of a well written objective include the following: (McKenzie, Neiger, & Smeltzer, 2005)



### Learning Goal

**Become familiar with the XYZ populations perceived barriers, risks and perceptions of XYZ health issue and how XYZ program is involved in addressing these barriers, risks, and perceptions.**

### Learning Objectives

- By [date], the student will be able to describe the organization's mission, target population, primary funding sources, and service area.
- By the mid-term progress report, the student will identify at least two perceived barriers and two perceived risks linked to the XYZ population's current health status.
- At the end of the semester, the student will defend two of the reasons XYZ organization/agencies reasons is involved in XYZ health promotion/prevention activity.
- By the end of the semester, after the student has participated in XYZ project, he/she will be able to describe and explain all the steps necessary for conducting an XYZ (community meeting, evaluation, needs assessment, health education strategy, etc.).
- By the end of the field experience, the student will be able to correctly measure the HbA1c levels in at least 10 out-patient, diabetic clients.

### Action/Behavioral Objectives

- The student will develop a 20 minute class, to be presented in Spanish to the Promotoras, outlining the basics of a healthy diet, based on the American Diabetes Association guidelines by [date].

### **Process/Administrative Objectives**

- By December 200X, the student will implement the two hour volunteer training program for at least five of the ABC organization's volunteers.
- By [date], the student will assist with the development at least one piece of culturally appropriate resource material on XYZ topic that will be ready to be distributed by program staff and program partners to community members.



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**HLS 496 Field Placement Agreement**

The purpose of the field experience is to provide the student with practical experience in the application of discipline principles within the structure and function of an applicable industry or agency. For more information on the requirements for the field experience, please visit <http://www.nmsu.edu/~hlthdpt/experience.html>.

This form constitutes an agreement between the student, the agency, and the NMSU Department of Health Science to pursue the above purpose through the goals and objectives herein defined.

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

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

City, State, Zip: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

Degree: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_

I have obtained approval to conduct my field experience during the \_\_\_\_\_ semester, \_\_\_\_\_ for \_\_\_\_\_ credit hours.

The agency at which I will perform the experience is:

Agency: \_\_\_\_\_

Agency Preceptor/Title: \_\_\_\_\_

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

City, State, Zip: \_\_\_\_\_

Telephone and Email: \_\_\_\_\_

***The goals and objectives which will guide my field experience have been agreed upon by the agency preceptor, field experience coordinator, and by me; they are attached.***

By signing below, all parties involved agree to meet their responsibilities as outlined in the "Field Experience Manual" located on-line at <http://www.nmsu.edu/~hlthdpt/experience.html>

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

Agency preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

Field experience coordinator: \_\_\_\_\_ Date: \_\_\_\_\_



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 Dept web site <http://www.nmsu.edu/~hlthdpt/>

**MPH 596 Field Experience Agreement**

The purpose of the field experience is to provide the student with practical experience in the application of discipline principles within the structure and function of an applicable industry or agency. For more information on the requirements for the field experience, please visit <http://www.nmsu.edu/~hlthdpt/experience.html>.

This form constitutes an agreement between the student, the agency, and the NMSU Department of Health Science to pursue the above purpose through the goals and objectives herein defined.

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

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

City, State, Zip: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

Degree: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_

I have obtained approval to conduct my field experience during the \_\_\_\_\_ semester, \_\_\_\_\_ for \_\_\_\_\_ credit hours.

The agency at which I will perform the experience is:

Agency: \_\_\_\_\_

Agency Preceptor/Title: \_\_\_\_\_

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

City, State, Zip: \_\_\_\_\_

Telephone and Email: \_\_\_\_\_

***The goals and objectives which will guide my field experience have been agreed upon by the agency preceptor, field experience coordinator, and by me; they are attached.***

By signing below, all parties involved agree to meet their responsibilities as outlined in the "Field Experience Manual" located on-line at <http://www.nmsu.edu/~hlthdpt/experience.html>

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

Agency preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

Field experience coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix H: Daily Logs

Regular attendance and documentation of such attendance is required. Students will complete, ***every day they work***, a typed log or diary of the following: 1) what occurred that day; 2) what they accomplished or learned; 3) challenges or obstacles they were involved with; 4) people they met with and/or meeting attended and the purpose of the meetings; and 5) hours worked each day (rounding to 15 minute increments).

An example of a daily log entry may be as follows:

Sept 5 Attended a staff meeting for one hour where we discussed the upcoming community health activity the agency is sponsoring. I updated them on my booth and the materials I was collecting. I made three calls for additional supplies to Mary of X organization, Fred at Y hospital, and Antonio at Z clinic, for the health activity but no one was in their office so I left messages to call me back. I did some research on-line for more information about our health topic so we have information in Spanish as well as English. I put more data into the computer as we make progress on the evaluation project. 8 a.m. – 11:30 a.m. – 3.5 hrs

It is recommended that students keep a running tabulation at the end of each month, as to how many hours they have worked for that month and to date, so they are always aware of the number of hours they still need to work to complete the required hours for the Field Experience. All of this documentation will be turned in, inside the student's Field Experience notebook at the end of the semester.

## Appendix I: Notebook guidelines

Students will complete and submit a notebook (typically a white 1-2" 3 ring binder) at the end of their field experience. One generic format that students use is that of organizing the material, using different, clearly marked colored tabs, to include:

- Field Experience Agreement
- Midterm Field Experience Report
- Information about the agency – a brief 2-3 page statement, created by you (not cut and pasted from the agency's website) providing an overview of the agency's history, mission, catchment area, target population served, funding sources, etc.
- Daily log which is to be presented in a typed, professional format, void of typos or grammatical errors.
- Major project(s) completed, such as materials, e.g., curriculum and handouts created, surveys developed and disseminated, etc.
- Training attended or special skills acquired.
- Evaluations from you and your preceptor(s).

Do not include:

- Copies of manuals or handbooks that you used at your site;
- Pamphlets that do not directly relate to your experience, e.g., miscellaneous handouts to make the notebook more full;
- Any original certificates or awards as the notebook becomes the property of the Dept. of Health Science and you will not get them back; and
- Any confidential information to include client or patient names.

These are basic ideas as to how to organize the notebook. One can get many more ideas by seeing one of the office managers in the HLS office, CHSS room 102, and gain permission to review past notebooks.

Notebooks are due the last day of the semester, or the day of the Field Experience presentations, unless other arrangements have been made with the field experience coordinator. A grade for the field experience cannot be given, until a complete notebook has been submitted.

All notebooks become the property of the Department of Health Science. If the student wishes to keep the originals of certificates or other materials obtained over the course of the Field Experience, it is permissible to provide copies in the notebook.

## **Appendix J: Student Evaluation of Site**

Undergraduates, refer to:

[http://www.nmsu.edu/~hlthdpt/forms/form\\_i.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_i.pdf)

Graduates, refer to:

[http://www.nmsu.edu/~hlthdpt/forms/form\\_j.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_j.pdf)

## **Appendix K: Preceptor Evaluation of the Student**

Undergraduate preceptors, refer to:

[http://www.nmsu.edu/~hlthdpt/forms/form\\_e.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_e.pdf)

Graduate preceptors, refer to:

[http://www.nmsu.edu/~hlthdpt/forms/form\\_f.pdf](http://www.nmsu.edu/~hlthdpt/forms/form_f.pdf)

## Appendix L: Field Experience Grading Criteria

Applies to HLS 496 and MPH 596 students

Criteria for grading of the field experience will be as follows:

10% - Quality of the field experience presentation

- Follows a logical progression
- Provides an overview of agency
- Overview of field experience responsibilities to include key learning experiences
- Application of learning to career plans
- Time limit observed
- Information was presented in a clear, concise, easy to understand manner

50% - Assumption of responsibility for the field work experience

This includes the completion and documentation of the goals and objectives outlined before the field experience began;

Student's professional appearance, performance, and participation at the site, including completion of activities and responsibilities; and

The timely submission and completeness of all of the following required materials and approvals:

- Notebook containing:
  - Field Experience Agreement (the original)
  - Information about the agency
  - Daily log (typed)
  - Major project(s) completed [and supplemental materials, e.g., handouts created, surveys developed and disseminated, etc.]
  - Training attended or special skills acquired
  - Evaluations from the student and their preceptor(s).

40% - HLS 496 or MPH 596 agency preceptor(s) evaluation and site visit by field experience coordinator. If a site visit cannot be made due to distance from NMSU to the national or international site, or incompatibility of schedules, the evaluations and notebook will have greater weight in the grading.

## Appendix M: Field Experience Mid-Term Report



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Dept web site <http://www.nmsu.edu/~hlthdpt/>

### Field Experience Midterm Report

Students must complete and submit this form ***midway through the field experience (after 125-175 contact hours for BCH and 50-75 hours for MPH)*** and secure the preceptor's and the field experience coordinator's signature.

The original of this report will be included in the Field Experience notebook submitted by the student at the end of the semester.

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

Student is taking the following class: HLS 496 \_\_\_\_\_ MPH 596 \_\_\_\_\_

Expected semester of graduation \_\_\_\_\_

- Briefly describe your progress to date and submit as an attachment.
- If your objectives have changed, attach a copy of your revised objectives.
- If there are challenges or issues arising at the site, please identify them and a realistic plan of action or resolution.

---

### SIGNATURES

*The student is currently making successful progress on the agreed upon practicum.*

Student \_\_\_\_\_ Date \_\_\_\_\_

Preceptor(s) \_\_\_\_\_ Date \_\_\_\_\_

FE Coordinator \_\_\_\_\_ Date \_\_\_\_\_

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Hackett, A. (2007). *Quest Career: Resume writing tips to help you write a resume*. Retrieved from <http://www.questcareer.com/tips.htm>.

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