



**Missouri State**<sup>™</sup>  
U N I V E R S I T Y

# **Master of Public Health Field Experience Manual**



**Public Health**  
Prevent. Promote. Protect.

**To Fill Requirements for:  
PBH 798  
Public Health Field Experience  
College of Health and Human Services  
Missouri State University  
901 S. National  
Springfield, MO 65897  
Updated Spring 2017**

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## **Introduction**

All students are required to complete a field experience in an approved public health setting under the mentorship of a faculty member and the supervision of an on-site public health professional. Students are eligible for the field experience after they have successfully completed 33 credit hours (including all core and required courses) and passed the core course exam. The only curricular practical training approved is the PBH 798 course. No external research at other institutions is approved for curricular practical training during completion of degree.

Students must complete a minimum of 200 contact hours (3 credit hours) for the field experience. However, students who opt to complete a capstone project as part of their placement (i.e., project intended to directly benefit the agency) must complete a 400 contact hours (6 credit hours). Students whose capstone project is independent of the placement complete the Capstone Project in Public Health course and in addition to the 3 credit-hour field experience.

While it is ultimately the students' responsibility to make contact with an agency concerning possible placement, the Faculty Supervisor and/or Program Director work closely with students to identify and arrange field placement sites that meet the program requirements as well as the specific needs and interests of the individual student. The MPH Program's policies and procedures as they relate to successful completion of the field experience are described in Appendix A of this manual.

## **Objectives of the Field Experience Program**

The Field Experience program is a full-time practical experience for the graduate student in the Master of Public Health (MPH) program. It is designed to be mutually beneficial for the intern, agency, the MPH Program and the University. Provided each participant is truly committed to a successful experience, the following outcomes can be expected:

### **For the Intern**

The opportunity to observe and apply theory to practical situations and begin the transition from the role of graduate student to that of a Public health professional.

The opportunity to evaluate preparedness by professional standards and, with careful placement and supervision, develop a positive attitude toward on-going assessment of performance and abilities.

The opportunity to further professional preparation under the direction of a qualified professional.

The opportunity to develop a network with professionals in the Public Health field.

### **For the MPH Program/University**

The opportunity to continually evaluate the effectiveness of the Master of Public Health curriculum in preparing graduate students as public health professionals through agency feedback.

The opportunity for faculty contact with Public Health professionals and their staff.

The opportunity to increase the University's contribution and influence in the Public Health field.

### **For the Agency**

The opportunity for the agency to share in the preparation of future professionals.

The opportunity to recruit trained staff and to evaluate prospective candidates for future employment.

The opportunity to relate current theory and practice to the services of the agency and provide an additional stimulus to the continual professional growth of the agency's professional staff.

## **Responsibilities of Agencies Accepting Interns**

### **Introduction**

The Master of Public Health field experience at Missouri State University is designed to give the graduate student the opportunity to make an effective transition from the classroom to a professional career in Public Health. The field experience is not to be viewed as an opportunity to explore the field. The intern should have previously explored the field through volunteer, practicum, and employment experiences.

The quality of the experience is the foremost consideration when the University considers approval for the placement of interns. The primary compensation for the intern should be in terms of the experience gained and professional associations made, as well as six hours of University credit received. However, since the field experience often involves additional expenses for the intern, the agency is encouraged to provide financial assistance whenever possible. Any financial arrangement should not, however, interfere with the diversity of experiences, the flexibility of schedule, nor the time available for the intern to fulfill University assignments.

Agencies unable to provide a wage may consider awarding a stipend, provide housing and/or meals during the field experience, or pay the travel expenses of the intern. The intern should also be reimbursed the same as other employees for incidental expenses incurred in the conduct of responsibilities.

The intern and the agency should discuss matters of liability/malpractice insurance before final agreements are reached. The University does not provide insurance coverage for its interns. It is desired that the agency's existing liability/malpractice insurance provide coverage for student interns. If the intern will not be covered by the agency's policy, he/she is encouraged to provide coverage under parental or personally secured plans. The faculty supervisor or MPH Director will provide information concerning other possible insurance sources.

### **Placement of Intern**

The student must make contact with an agency concerning a possible field experience placement and provide the agency with a personal resume highlighting his/her professional preparation for the field experience. The University will maintain a file of acceptable participating field experience agencies.

### **Assignment Within the Agency**

The intern should be given a thorough orientation to the agency including introductions to other staff, explanation of policies and procedures, tour of facilities, et cetera. We recognize the concern of assigning major responsibilities where failure affects the status of the agency. However, we feel that serious, mature graduate level interns receiving competent supervision will be able to successfully fulfill their responsibilities. The agency has the right and responsibility to terminate the field experience placement for unacceptable conduct of work just as it would any paid employee.

## Responsibilities/Assignments

During the field experience the intern should be given a varied and meaningful experience with exposure to the total agency. The intern should have the opportunity to study, observe in action, and participate in the implementation of programs, policies and practices of the agency. Responsibilities and assignments will include the following:

**Administration.** This includes the study of the legal status of the agency, board relations, budgeting and record-keeping procedures, personnel and supervisory practices, general staff relations, and techniques in dealing with the public and the agency's constituency in a courteous and effective manner. The intern should attend board meetings and divisional meetings, work with committees, and communicate with various individuals within the agency, other divisions, and community. The intern should also gain experiences in public relations and marketing promotion of the agency and its program.

**Programming.** The intern should be directly involved in the planning, implementation, and leadership of activities and services characteristic of the agency.

**Facilities.** The intern should gain insight into physical facility planning and operation including long-range planning, layout and operation of facilities for daily use, and information related to selection and maintenance of equipment and supplies.

**Special Project.** The intern is expected to make a specific contribution through a special project. The project may include assessments, educational programs, program coordination, newsletters, brochure development, in-service training sessions, responsibility for a segment or segments of a new agency program, et cetera.

## **Supervision of the Intern**

Supervision is viewed as a crucial component of the successful field experience. Every effort is made to assure that the intern will receive quality supervision from both the University and the field experience agency. The intern will be expected to exhibit initiative and assume an active role in this process.

**University (Faculty) Supervisor.** Telephone contacts will be scheduled between the Agency Supervisor, the intern, and the Agency Supervisor early in the field experience to re-assess and make sure that the placement is satisfactory and that each has a clear understanding of the program. A meeting of the intern, Agency Supervisor, and Agency Supervisor will be scheduled at approximately the midpoint of the field experience. If the field experience agency is beyond the normal travel range of the faculty supervisor (approximately 300 miles) the supervisory meeting will be conducted by conference call. The Faculty supervisor will schedule additional meetings should it be necessary. It is hoped that the Agency Supervisor will feel free to contact the Faculty supervisor any time that questions or problems arise.

**Agency Supervisor.** The Agency Supervisor is the primary key to the success of the field experience program. The agency assumes full responsibility for the direct supervision of the intern. The agency should assign a specific supervisor to the intern and it is suggested that the Agency Supervisor be assigned only one intern. This does not preclude the intern from at times working under the supervision of another staff member for special experiences. The University and agency shall jointly agree upon the selection of the supervisor prior to placement of the intern and review the status of supervisors after each assignment.

The Agency Supervisor utilizes the agency's operation to integrate classroom and practical experience while furthering the student's professional growth and confidence. The supervisor should maintain an open relationship and made the intern feel wanted while insisting on the professional conduct of responsibilities.

An initial conference is held to determine as nearly as possible the responsibilities and duties of the intern. A written summary of this tentative schedule should be provided for the intern and the Agency Supervisor.

Specific responsibilities of the Agency Supervisor include:

- Serve as liaison between the agency and the University.
- Interpret the field experience program to administrators, staff, and clientele. The intern should be introduced to the agency's staff in such a way as to insure acceptance as a co-worker.
- Provide the intern with a thorough orientation to the goals and objectives, policies and procedures, administrative structure, programs, and facilities of the agency.
- Help the intern gain a better understanding and appreciation of the role and responsibilities of a full-time practitioner.
- Share with the field experience agency resources and materials (pamphlets, forms, charts, et cetera) used in the administration of the agency's programs.
- At least once each week meet formally with the intern to:
  - a) Finalize the schedule for the upcoming week.
  - b) Discuss problems encountered during the past week.
  - c) Assess leadership techniques and methods utilized by the intern.
  - d) Discuss various factors and conditions that pertain to the leadership as well as administrative functions within the agency.
- Provide challenging experiences which help the intern and the Agency Supervisor assess the intern's strengths and deficiencies as a professional practitioner.

- Praise the intern for work well done and present criticism and suggestions in a constructive, objective and tactful manner.
- Evaluate the intern by completing and sending to the Agency Supervisor:

The **Initial Intern Progress Report** on the intern's initial adjustment and performance to be completed at the conclusion of the fifth week.

The **Agency's Final Intern Performance Evaluation** includes a narrative appraisal of the intern's strengths and deficiencies as well as other information that would be pertinent to the further education or employment of the intern. This evaluation should be completed after the final week of the field experience. It is to be signed by both the intern and Agency Supervisor. After the evaluation is discussed with the intern it should be sent to the Agency Supervisor.

The **Intern's Final Performance Self-Evaluation** is to be completed by the intern at the end of the field experience. The evaluation should be discussed with the Agency Supervisor and then signed by both the intern and supervisor. After the discussion, the evaluation should be sent to the Agency Supervisor.



## **Responsibilities of Interns**

The field experience is required of all students in the Master of Public Health Program.

Before interning, the major must have:

- Successfully completed of 33 credit hours (including all core and required courses)
- Successfully completed of the core course exam
- Cumulative of 3.00 or greater in graduate classes
- Payment of all fees and/or fines owed the University

While it is ultimately the students' responsibility to make contact with an agency concerning possible placement, the Faculty Supervisor and/or Program Director work closely with students to identify and arrange field placement sites that meet the program requirements as well as the specific needs and interests of the individual student. Written guidance for securing a placement is provided in Appendix B of this manual.

### **Pre-Field Experience Process**

The field site and proposed experience must be approved by the faculty supervisor and the Program Director. The following steps must be followed prior to placement:

1. Student identifies and interviews with a potential health department or other public health organization;
2. If the health department/organization is interested in placing the student, the student (in consultation w/ potential preceptor) develops a brief written outline describing how the program competencies will be strengthened through the experiences, opportunities, and assignments during the placement (see *MPH Field Experience Criteria* in Appendix B-5 of this manual);
3. Student submits the above mentioned outline to the faculty supervisor;
4. Faculty supervisor determines appropriateness of potential site;
5. If site is determined appropriate, a *MPH Program Clinical Agreement* form (see Appendix F) is prepared, signed by the MPH Director and CHHS Dean, and then sent to the potential site supervisor for signature. If the program already has an agreement with the agency, this step is not necessary.
6. Students are advised (but not required) to obtain appropriate liability insurance coverage. See more details, below.

If offered a position, the graduate student and Agency Supervisor should discuss a tentative timetable and establish an outline of major responsibilities. Another appointment may need to be scheduled to complete this outline. The student should also explore suitable housing. The Agency Supervisor may be of help in this effort. The student should anticipate bearing all expenses incidental to living in the area of the field experience. The student is not to formally accept a field experience placement without first securing approval from his/her faculty supervisor and the MPH Program Director.

## Field Experience Process

The intern should work approximately forty hours per week during the field experience and is to avoid other employment and enrollment in other academic courses. The intern will work according to the agency's calendar rather than the University's calendar.

Monetary gain should not be the primary objective of the field experience. Primary compensation will be in terms of the experience gained and professional associations made, as well as the six hours of University credit received. The University does not prohibit the intern from receiving financial assistance for his/her involvement with an agency, but considers the quality of the experience a foremost in importance when approving the placement of interns. A paid field experience may be approved if the position provides the flexibility of scheduling which will allow a diversified experience and sufficient time for the intern to fulfill University assignments.

Rather than providing an hourly wage, agencies may award a stipend, provide housing and/or meals during the field experience, or pay the travel expenses of the intern. The intern should also be reimbursed the same as other employees for incidental expenses incurred in the conduct of responsibilities.

Matters of liability insurance should be discussed and clarified between the student and the agency before final agreements are reached. The University does not provide insurance coverage for its interns. It is desired that the agency's existing malpractice/liability insurance provide coverage for interns. If the intern will not be covered by the agency's policy, he/she is encouraged to provide coverage under parental or personally secured plans. The faculty supervisor or MPH Director will provide information concerning other possible sources.

## Intern's Responsibilities

### To Agency

An intern is in a position to learn from others and from experiences with others. The intern's relationship with his/her Agency Supervisor and other departmental personnel is vital to personal success as well as to the success of the University's ongoing field experience program. People often fail in their work not because they lack technical competency, but because they are unable to get along with other people.

If the intern creates an unfavorable impression with co-workers and participants in the program or fails for any reason to produce as an effective worker, the agency has the right to dismiss the intern from the assignment.

This would mean the loss of all field experience work and may make it difficult to place other interns in this particular situation. **Careful selection of an agency, dedicated effort, and a positive professional attitude** are the essential criteria for success.

### **Interns should:**

- Consider themselves as an employee of the agency, not someone due special privileges. Discretion should be used as to the people with whom they associate and the places they visit.
- Become familiar with the policies and procedures of the agency and conform to these during the intern experience.
- Be well-groomed and appropriately dressed for all assignments.
- Be thoroughly prepared and do their best with each assignment.
- Personally evaluate each meeting or activity that has been planned and conducted.
- Notify the Agency Supervisor well in advance in cases of absence from work.
- Consult with the Agency Supervisor when confronted with a problem which they cannot satisfactorily solve by themselves.
- At the conclusion of the field experience thank the Agency Supervisor and director for providing the field experience opportunity, personally as well as by letter. *A copy of these letters should be included in the field experience notebook.*

### **To MPH Program/University**

The Public Health graduate student should enter the field experience well prepared and with a positive attitude so as to be a credit to himself/herself and the University.

**Written Reports.** The intern is to keep the Faculty supervisor informed of all work conducted for the agency during the experience. This will be accomplished by reports which are sent to the Faculty supervisor throughout the field experience and as a final report in notebook form.

**All reports are to be typewritten.** There should be no mechanical or grammatical errors – please be professional.

Weekly Reports require the signature of the Agency Supervisor who should review all reports and problems before they are forwarded to the Agency Supervisor. These reports and all other written materials are to be presented to the Faculty supervisor according to the schedule in this manual and become a part of the field experience notebook. The intern should also retain a copy of each report as the University will retain one copy of these reports at the conclusion of the field experience.

Since review of written reports is the primary way in which the Faculty supervisor assesses the intern's progress, it is essential that these materials be submitted as scheduled. Promptness, dependability, and accountability cannot be overemphasized. These attributes are as important as

any aspect of the field experience. **Late submittal of a weekly report will result in a warning from the Agency Supervisor. Subsequently, if logs are not submitted as scheduled, hours completed toward the field experience during that week will not be counted toward the required hours. Continued failure to submit written documentation will result in termination of the placement.**

## Weekly Reports

At the **conclusion of each week** the Faculty Supervisor is sent:

- **Intern's Daily Log of Experiences (for the past week)**
- **Intern's Weekly Time Summary (for the past week)**
- **Summary of Planned Experiences for Next Week**

In addition the Faculty Supervisor is sent:

At the end of first week	Problem #1
At the end of third week	Problem #2
At the end of fifth week	Initial Progress Report and Problem #3
At the end of seventh week	Problem #4
At the end of ninth week	Problem #5 and #6
At the end of tenth week	The Fifteen-Week Intern will be evaluated for the second time utilizing the <b>Initial Progress Report Form</b> .

## Final Report (Field Experience Notebook)

At the conclusion of the field experience the intern will provide the Faculty Supervisor with a three-ring binder containing the following materials:

- Narrative Assessment of Curricular Preparation
- Narrative Assessment of Placement
- Intern Evaluations (Initial Progress Report, Agency Final Evaluation, and Intern's Final Self-Evaluation)
- Assigned Problems
- Copy of Letter(s) of Appreciation
- All weekly logs and report forms
- Documentation of the Special Project completed during the field experience
- All supplemental materials gathered or materials prepared during the field experience.

These materials should be organized as described under **Organization of Field Experience Notebook** section of the Field Experience Manual.

## Instruction for Daily Logs and Experiences

The Daily Log of experiences should be a summary of **daily activities**. The intern should contribute to this report at the conclusion of each day rather than waiting until the end of the week and then attempting to recall significant events.

The Daily Log should be more than a sequential outline of activities. Each day's logs should reflect the intern's personal reactions, feelings, and insights as they relate to the following:

- Program areas, facilities, age groups, and special population experiences.
- Successful, as well as unsuccessful personal and professional interactions with the public, participants, and other professionals.
- Involvement in program, facility, or area planning and design.
- Observation of administrative procedures such as budgeting, staffing, delegation of authority, evaluation, and supervision during the daily discharge of responsibilities and attendance at staff, board and council meetings.
- Participation with other professionals in discussions, meetings and conferences.
- Visitations to other area public health agencies to observe programs, leadership, administrative procedures, et cetera.
- Involvement in community surveys, special projects, brochure development, et cetera.
- Any other related experiences that seem significant.

**Weekly Summary.** Include at the end of each week's report a summary paragraph that expresses your perception of the week's experiences (i.e., accomplishments, increased understanding, gain in confidence, frustrations, etc.).

## INTERN'S DAILY LOG OF EXPERIENCES

Report# \_\_\_\_\_ Week of \_\_\_\_\_ To \_\_\_\_\_

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Daily Log of Field Experience Related Events (Note instructions: be descriptive and reflective in narration.)

**SUMMARY OF PLANNED EXPERIENCES FOR NEXT WEEK**

(Note: Dates should not be the same as for Logs & Time Summary.)

Report # \_\_\_\_\_ For Week of \_\_\_\_\_ To \_\_\_\_\_

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

## Intern's Weekly Time Summary

Report # \_\_\_\_\_ Week of \_\_\_\_\_ To \_\_\_\_\_

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Activity	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Wks Total
Activity Leadership								
Supervisory Responsibilities								
Observation/Shadowing								
Supervisory Conference								
Other Meetings								
Planning/Preparation								
Public Relations/Promotion								
Documentation								
Agency Research								
Other								
Daily/Total								/



## Assigned Problems

The following assigned problems are to be completed according to the schedule provided in the field experience manual:

Problem #1	Initial Report
Problem #2	Description of Agency – Part 1
Problem #3	Description of Agency – Part 2
Problem #4	Programming
Problem #5	Public Relations/Promotion
Problem #6	Agency Evaluation Process

Assigned problems are designed to expose the intern to the entire agency and provide the opportunity for the intern to meet agency personnel beyond those in the immediate assigned department/program area.

Each problem includes a list of sub-items that should serve to guide your research of the agency. If you are in a situation where a sub-item is not applicable, or information is not available, explain this in your report. If you find terminology to be inappropriate or if you feel that something else should be included in a particular problem, make the adaptation. Feel free to discuss any questions with your Faculty Supervisor when you visit on the phone or in an attached note with your weekly report. NEVER respond to any area with a simple "YES" or "NO".

If any problem is incomplete or incorrectly done to the point of being unacceptable, it may be returned to you for revision by either the Agency Supervisor or Agency Supervisor.

**Problem #1**  
**Initial Report**  
**(Due: End of 1<sup>st</sup> Week)**

**Complete the following:**

**Intern Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Present Address** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Telephone ( \_\_\_\_\_ )** \_\_\_\_\_

**Title of Agency** \_\_\_\_\_

**Address of Agency** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Director's Name** \_\_\_\_\_ **Phone ( \_\_\_\_\_ )** \_\_\_\_\_

**Supervisor's Name** \_\_\_\_\_ **Phone ( \_\_\_\_\_ )** \_\_\_\_\_

On separate pages:

- 1) Identify your objectives for the field experience. Objectives should be written in performance or behavioral terms and form the basis for the initial determination of planned experiences as well as for the field experience evaluation.
- 2) Provide a tentative schedule of planned experiences. This schedule should be jointly developed by the intern and the Agency Supervisor and reflect objectives, abilities, needs, past experiences, and career aspirations. The schedule may be presented in an "outline format" or a monthly calendar format.
- 3) Discuss your perceptions of the agency's initial orientation to facilities, policies, staff, programs, and administrative procedures.

**Problem #2**  
**Description of Agency – Part I**  
**(Due: End of 3<sup>rd</sup> week)**

**Provide a brief history of the Agency.**

**Provide a brief history of the Department to which you are assigned.**

**Legal Basis for Existence.**

- Identify state laws, local charters, or ordinances governing the creation and operations of the agency.
- Discuss the agency's legal liability, past problems concerning liability and insurance coverage.
- Explain how the above mentioned information relates or pertains to the department to which you are assigned.
- 

**Administrative Structure**

- Describe the nature of the governing body (advisory or policy making; appointed or elected; objectives; relationship with other agencies; departments or organizations; etc.).
- Describe the departmental organization of the agency (span of supervision; line/staff relationships; etc.).
- Describe the organizational structure of the assigned field experience agency.

**Personnel Policies and Procedures**

- Discuss the nature of the Personnel Manual for the agency, particularly as it relates to the department to which you are assigned. What is included? Does everyone have a copy?
- Discuss the utilization of job descriptions within the department. Are they written? What is included in the description? Include examples of typical job descriptions.
- Discuss the staffing and recruitment procedures associated with the department to which you are assigned (advertisement, screening, interview, etc.).
- Discuss in-service training procedures of the agency and the department to which you are assigned (when, how often, for whom, who conducts, etc.).
- Discuss the utilization of volunteers by the agency and the department to which you are assigned (screening, training, supervision and evaluation).
- Describe the office management procedures of the department to which you are assigned (records, reports, filing, etc.).

**Problem #3**  
**Description of Agency – Part II**  
**(Due: End of 5<sup>th</sup> Week)**

**Financing**

- Discuss the agency's and department's procedures for obtaining funds (amount and percentage from tax, fees and charges, donations, grants, dedications, etc.).
- Describe the budgeting procedures of the department to which you are assigned (include a copy, if possible).
- Describe the policies and procedures of financial accounting used by the agency and department (purchase orders, requisitions, petty cash, inventories, etc.)

**Facilities and Equipment**

- Identify and describe the nature of existing facilities, supplies, and equipment.
- What is your initial evaluation of facility utilization, condition and functional design? Explain.
- Describe the maintenance procedures of the areas/facilities that the department utilizes for services and programs (schedule of, cost of, etc.).
- Describe the methods of selection and maintenance of equipment and supplies.

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**Problem #4**  
**Programming**  
**(Due: End of 7<sup>th</sup> Week)**

Does the agency develop specific objectives for each program? If so, are these objectives "written" and are the staff and participants aware of the objectives? Discuss.

Does the agency provide sufficient programs to meet the needs of the recipients of services and programs? Discuss

How are the programs planned, organized and implemented (by whom, on what basis, etc.)? Discuss.

Are there special programming considerations that impact upon the department? Explain.

**Problem #5**  
**Public Relations/Promotion**  
**(Due: End of 9<sup>th</sup> week)**

What are the public relations/promotion objectives of the agency and department? Discuss.

Who is responsible for public relations/promotion in the agency and department? Discuss.

What percent of the agency and departmental budget is set aside for public relations/promotion? Discuss.

What sources are utilized for public relations and promotion (web page, brochures, annual reports, slide presentations, newspaper, radio, TV, etc.)? Discuss.

Who handles complaints within the agency and department?

Include any materials that you personally developed which relate to public relations/promotion (web address, brochures, news releases, bulletin board information and resources, etc.).

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**Problem #6**  
**Agency Evaluation Process**  
**(Due: End of 9<sup>th</sup> week)**

How does the agency and department evaluate itself, its goals, and long range plans (methods and frequency)?

How does the agency and department evaluate its personnel (methods and frequency)?

How does the agency and department evaluate its programs (methods and frequency)?

## **Organization of Field Experience Notebook**

- I. Title Page
- II. Problem #
- III. Narrative Evaluation of Placement (Your discussion should include):
  - The extent to which field experience goals/objectives were achieved
  - A description of the most valuable learning experience(s) during your field experience (could be negative as well as positive experiences)
  - Assessment of personal and professional strengths and deficiencies
  - Assessment of personal and professional growth during field experience
  - Assessment of supervision provided by the agency
  - Ways, if any, in which the agency could have improved the field experience
  - Potential of site for future placements; are there any special qualifications/qualities a student should possess to complete a field experience at this agency?
- IV. Narrative Assessment of Curricular Preparation
  - Identify the preparatory course(s) that stand out as being particularly applicable to your curricular preparation for the field experience. Discuss why.
  - Based on the field experience identify and provide rationale for changes, if any, you would have made in your curricular preparation
    - Addition to/change in content of professional core courses
    - Additional/different emphasis area courses chosen/made available
    - Different/additional practicum experience
    - Additional volunteer experiences
- V. Evaluation Forms (Agency's Initial Intern Progress Report, Agency's Final Intern Performance Evaluation, and Intern's Final Performance Self-Evaluation)
- VI. Problem #2 (Description of Agency – Part I)
- VII. Problem #3 (Description of Agency – Part II)
- VIII. Problem #4 (Programming)
- IX. Problem #5 (Public Relations/Promotion)
- X. Problem #6 (Agency Evaluation Process)

XI. Logs

XII. Time Summaries

XIII. Summary of Scheduled Experiences

XIV. Appendices

- Copy of Letter(s) of Appreciation
- Documentation of Special Project completed during the field experience
- Other Special materials developed by the Intern
- Resources materials gathered during the field experience (forms, brochures, charts, budget materials, etc.)

**Each section of the field experience notebook (3-ring binder) should be separated with 8 ½" x 11" tab dividers.**

# Appendices

- A. General Field Experience Policies
  
- B. Securing the Field Experience Placement
  - Pre-field Experience Target Dates
  - Appropriate Communication
    - Directions for Field Experience Initial Letter of Inquiry
    - Sample Field Experience Letter of Inquiry
    - Guidelines for a Follow-up to the Initial Letter of Inquiry
    - Sample Follow-up letter
  - Resume Development
  - Interviewing Guidelines
  
- C. Evaluation Forms
  - Agency's Initial Intern Progress Report
  - Agency's Final Intern Performance Evaluation
  - Intern's Final Performance Self-evaluation
  
- D. Intern's Multiple Report Forms
  - Daily Log of Experiences
  - Weekly Time Summary
  - Summary of Planned Experiences
  
- E. Agency Supervisor's Materials
  - Objectives of the Field Experience
  - Responsibility of Agencies Accepting Interns
  - Responsibilities of Interns
  - Daily Log of Experiences
  - Weekly Time Summary
  - Summary of Scheduled Experiences
  - Assigned Problems 1-6
  - Student Evaluation Forms
  
- F. Agency Application for Interns
  
- G. Agency Affiliation Agreement



# **Field Experience Policies**

## **General Field Experience Policies**

All students are required to complete a field experience in an approved public health setting under the mentorship of a faculty member and the supervision of an on-site public health professional. Students are eligible for the field experience after they have successfully completed 33 credit hours (including all core and required courses) and passed the core course exam. The only curricular practical training approved is the PBH 798 course. No external research at other institutions is approved for curricular practical training during completion of degree.

### **Placement Selection and Approval**

The Master of Public Health Program's expectation is that the potential field experience student be extremely cognizant of the importance of a sound pre-field experience process. The student is expected to work closely with his/her Faculty Supervisor and the MPH Director during the semester prior, or earlier, in the planning and decision making process.

#### **A. Eligibility for Field Experience Placement**

To be eligible for a Master of Public Health field experience, the following requirements must have been met:

- Successfully completion of 33 credit hours (including all core and required courses)
- Successfully completion of the core course exam
- Cumulative of 3.00 or greater in graduate classes
- Payment of all fees and/or fines owed the University

#### **B. Selection of Potential Placement Site**

While it is ultimately the students' responsibility to make contact with an agency concerning possible placement, the Faculty Supervisor and/or Program Director work closely with students to identify and arrange field placement sites that meet the program requirements as well as the specific needs and interests of the individual student. Written guidance for securing a placement is provided in Appendix B of this manual.

#### **C. Approval of Placement**

The field site and proposed experience must be approved by the Faculty Supervisor and the Program Director. The following steps must be followed prior to placement:

1. Student identifies and interviews with a potential health department or other public health organization;
2. If the health department/organization is interested in placing the student, the student (in consultation w/ potential preceptor) develops a brief written outline describing how the program competencies will be strengthened through the experiences, opportunities, and assignments during the placement (see *MPH Field Experience Criteria* in Appendix B-5 of this manual);

3. Student submits the above mentioned outline to the Faculty Supervisor;
4. Faculty Supervisor determines appropriateness of potential site;
5. If site is determined appropriate, a *MPH Program Clinical Agreement* form (see Appendix F) is prepared, signed by the MPH Director and CHHS Dean, and then sent to the potential site supervisor for signature. If the program already has an agreement with the agency, this step is not necessary.
6. Students are advised (but not required) to obtain appropriate liability insurance coverage. See more details, below.

#### **D. Placement for Experienced Public Health Professionals**

Under certain circumstances, a student may be given permission to complete a field experience where he or she is currently employed. Students may seek approval from the Faculty Supervisor, MPH Director and the appropriate Agency Supervisor using the following criteria as a guideline for such requests:

- Field experience placements must offer a student a new learning experience.
- While students may continue at the agency at which they are employed, they may not use continuation of the same job activities for the experience, nor can they be supervised by their regular job supervisor.
- A student must be an employee of the agency for at least six (6) months, and must have satisfactory employee evaluations in order to be considered for such placement.

#### **E. MPH Program Clinical Agreement form**

Prior to the field experience placement completion of a field placement agreement (*MPH Program Clinical Agreement* form—see Appendix F) is required. This document is completed by the MPH Program Director, and all signatures (Program Director, CHHS Dean, Agency Representative) must be in place on the document with full agreement before the placement can be finalized. Both parties (MPH Program and Agency) must be provided copies of the signed document.

#### **F. Professional Liability Insurance Coverage**

The University does not provide liability insurance coverage for interns, but the MPH Program encourages students to consider the acquisition of professional liability coverage. The University does require the student to purchase the insurance coverage in those instances in which the agency requires the intern to provide such coverage. In those instances the student may be required to provide a copy of the policy to the Faculty Supervisor, the MPH Director and the field experience agency. The field experience Faculty Supervisor shall provide the student with information regarding the purchase of the insurance coverage or information can be obtained from Taylor Health and Wellness Center.

#### **Field Experience Waivers**

Absolutely no waivers are granted for the field experience.

### **Required Contact Hours**

All students are required to complete a minimum of 200 contact hours (3 credit hours) for the field experience. However, students who opt to complete a capstone project as part of their placement (i.e., project intended to directly benefit the agency) must complete a 400 contact hours (6 credit hours). Students whose capstone project is independent of the placement complete the Capstone Project in Public Health course and in addition to the 3 credit-hour field experience.

### **Salaries/Stipends/Remuneration**

The decision to provide wages, salaries, stipends, other forms of financial remuneration, room and board, memberships and meals is the prerogative of a placement agency. The Master of Public Health program does not require, but does encourage, any of these alternatives in the recruitment and agency decision to accept an intern. The Master of Public Health program discourages remuneration if such action would decrease the quality of the experience and lessen the ability of the student to achieve his/her professional goals and objectives for the placement.

### **Additional Work During Field Experience Placement**

The intern is not to engage in outside work during the field experience placement. This policy is conducive to eliminating outside influences which could dilute the quality of the field experience placement. In unusual circumstances, a student may appeal to the Faculty Supervisor and MPH Director for an exception of this policy based upon individual circumstances. Alternatives would be explored with the agency and student to accommodate the student's financial needs. The alternative may require a shortened work week, a longer duration placement and other expectations to be required of the student.

### **Suspension and/or Termination of Placement**

In very rare circumstances, a field experience placement must be suspended or terminated in the best interest of the graduate student, agency, and/or the University. Every effort will first be made to resolve the placement concerns with mutual agreement of all parties. When that mutual agreement cannot be attained and when it is determined that it is in the best interest of all concerned to suspend or terminate the placement, formal communications will be initiated by the University and/or agency to suspend or terminate the placement. The graduate student has the right to appeal the decision through proper channels of the University.

Suspension of a placement will be for that period of time necessary for the graduate student, Agency Supervisor or representative, and the Faculty Supervisor to evaluate the situation and determine the most appropriate action.

Termination of a placement is determined as being a premature closure of the placement based upon a joint decision between the Agency Supervisor and/or appropriate agency personnel and the Faculty Supervisor, with consultation and support of the student's faculty advisor and the MPH Program director.

Following the termination decision, the field experience Faculty Supervisor, faculty advisor, and the Program Director will determine future alternatives associated with the termination decision:

- Length of suspension considerations, if deemed appropriate
- Credit or partial credit, if any, for the portion of placement completed
- Awarding of a grade for the portion of the placement completed
- Considerations for establishing a new placement, if deemed appropriate during the current or later semesters
- Interpretation of University grading policy associated with the termination of the placement

## **Documentation Expectations**

### **A. Logs, Time Summaries, Research Problems, Evaluations**

Documentation requirements of the field experience placement are expected to be met promptly and on the schedule provided in the MPH field experience manual. Daily logs, weekly time summaries, schedule of weekly experiences, problems, and supplemental materials are to be e-mailed to the Faculty Supervisor on a regular weekly basis.

Since the review of written reports is the primary way by which the Faculty Supervisor assesses the intern's progress, it is essential that these materials be submitted as scheduled. Late submittal of a weekly report will result in a warning from the Agency Supervisor. Subsequently, if logs are not submitted as scheduled, hours completed toward the field experience that week will not be counted toward the required 200 or 400 hours. Continued failure to submit written documentation will result in termination of the placement. Promptness, dependability, and accountability cannot be overemphasized. These attributes are as important as any aspect of the field experience.

Unless otherwise stipulated, all documentation is to be typewritten or computer generated and presented in a "letter perfect" professional manner. Grammatical and typographical errors should be avoided.

### **B. Field Experience Notebook**

Each intern is required to prepare a final field experience notebook. The notebook is a compilation of documentation requirements and supportive materials developed during the placement. The final field experience notebook is to be completed and forwarded to the Faculty Supervisor upon completion of the placement. The student must follow the outline in the Field Experience materials. The notebook must be submitted, in person or by mail, for evaluation purposes prior to the end of the semester so that it may be used as a component of the evaluation process and the awarding of a grade for the PBH 798 course.

## **Faculty Site Visitation**

The Master of Public Health program has a policy that a faculty visitation to the field placement site may be made within a three hundred (300) mile radius of the campus. The Master of Public Health faculty is committed to making site visitations within those parameters. The site visitation will generally be made following the fifth week of the student's placement which follows the completion of the initial progress report by the Agency Supervisor. Other site visitations may be implemented if circumstances dictate.

In those placements that occur outside of the 300-mile radius, a phone conference will be arranged to include the Agency Supervisor, Agency Supervisor and student following the fifth week of the placement and receipt of the initial progress report. Other phone conferences will be arranged, as needed, at other times during the placement.

## **Post-Field Experience Process**

### **A. Successful Completion of the Field Experience**

Completion of the placement is contingent upon the graduate student successfully fulfilling all requirements of the field experience process which include:

- Completion in designated time frame of the placement
- Completion and submittal of all evaluation forms
- Completion, submittal and evaluation of the student's field experience notebook
- Recording of the final course grade by the Faculty Supervisor

### **B. Awarding of a Grade**

Awarding of a grade for the PBH 798 course is the responsibility of the Faculty Supervisor. The basis of evaluation of student performances is as follows:

- Each student completes a portfolio of his or her field experience activities and submits it to the Faculty Supervisor shortly after the conclusion of the field experience. The portfolio is the student's opportunity to demonstrate the extent to which s/he has had the opportunity to work in areas related to Program competencies.
- Each student completes a self-evaluation of the field experience and reviews such with his/her preceptor, and then submits to his/her Faculty Supervisor, along with the portfolio.
- The preceptor completes a final evaluation of the student's performance and reviews such with the student, and then the student submits to his/her Faculty Supervisor along with the portfolio.
- For those students whose capstone project is integrated into a 6-credit hour field experience, the project letter grade accounts for 30% of the final grade assigned to the field experience; and, the other 70% is based on all other above-mentioned requirements.

**Incomplete Grades.** If the student has encountered personal or agency related conditions, incomplete grades for PHB 798 may be awarded under the following circumstances:

- Placement not completed by the last day of the semester
- Non-submittal of the final field experience notebook
- Non-submittal of Final Self-Evaluation and/or Agency Final Evaluation
- Other noncompliance to components of the field experience placement experience

An incomplete grade form will be filed by the Faculty Supervisor and submitted to the Records Office. A grade of “I” or “Z” will be recorded on the grade sheet for the course. Upon removal of the deficiencies, the Faculty Supervisor will complete a removal of incomplete or Z grade form and record the appropriate grade to be submitted to the Records Office. The Records Office will then forward a grade sheet to the student’s address.

### **C. Evaluation of Preceptors and Field Experience Sites**

Faculty Supervisors are available to facilitate student learning experiences during field experience placement and assist the student to assess the quality of these experiences on a formative basis through regular contact with the student and the field experience preceptor. In addition, students evaluate the practice site, the experiences, and preceptor at the conclusion of his/her placement.

The site evaluation tool can be found in Appendix C-4.

*Note: Preceptors are not be permitted to view individual student responses! Only after three or more MPH students are placed with a specific preceptor, will the average ratings for all students will be shared.*

# **Securing The Field Experience Placement**

B-1: Initial Inquiry

B-2: Follow-up

B-3: Resume Development

B-4: Successful Interviews

B-5: MPH Field experience Criteria Form



## **Appendix B-1: Initial Inquiry Initial Letter of Inquiry**

- (1) Type the date (1/2"-2" from top).
- (2) Leave 2 spaces between the date and the inside address

Inside address – this should be the same as the envelope address. It should start with the contact name of the person that you are writing. The next line would be the name of the department, followed by the entire agency name. The street address (or mailing address) comes next, followed by city, state, and zip code.

- (3) Leave two spaces between the inside address and your salutation. Since this is a formal letter, you would properly use a colon (:) after the person's name. (If you don't know the name of the contact person it could read: Dear Sir or Madam:)
- (4) Leave two spaces between the salutation and the body of the letter. The first paragraph should introduce you. If you have already met the contact person, it would seem appropriate to mention so AFTER the introductory two sentences with something like: It was my pleasure to meet you in Atlanta at the recent APHA Conference.
- (5) Mention how you learned about the agency and ask for agency brochures, pamphlets, program descriptions, and anything else that may help to acquaint you with the agency.
- (6) Let the contact know when you will be available for your field experience. **Be advised that some agencies require twelve to fifteen weeks, and some require much longer placements.** If the agency has not received Missouri State field experience materials, tell the contact that you are enclosing them. If they need current materials, indicate that the materials are updated field experience materials.
- (7) PLEASE thank the contact for their time and consideration.
- (8) Leave 3 spaces before typing the closing.
- (9) Space 4 times and type your name. Sign the letter between (8) and (9).
- (10) Indicate by using Encl., when you are enclosing materials.

**Sample Field Experience Letter of Inquiry**

January 5, XXXX (1)

Ms. Mary Jones  
Health Education Director  
Kansas City Health Department  
1333 Circle Dr.  
Kansas City, MO 63445 (2)

Dear Ms. Jones: (3)

I am a graduate student in the Master of Public Health program at Missouri State University in Springfield, MO. When I have completed my degree I would like to pursue a career in a local health department setting. (4)

I am presently attempting to identify potential sites for my field experience. My advisor, Dr. Janice Young, suggested that your program may offer a diverse and quality field experience. I would appreciate receiving materials regarding your agency and its public health programs. (5)

I will be available for my field experience in May. I would like to have as much information as possible about your agency before making any decision about the field experience placement. I have included a copy of my resume so that you can determine if I have the qualifications you are looking for in an intern. I have also enclosed the current field experience materials from Missouri State University so you may become acquainted with the field experience program and the responsibilities assumed by the agency accepting a field experience student. (6)

Thank you for your time and consideration. I will be anxiously awaiting your response. (7)

Sincerely, (8)

Mary Jane Doe (9)

Encl. (10)

## **Appendix B-2: Follow-up Guidelines for a Follow-Up to the Initial Letter of Inquiry**

- (1) A general thank you with the information about what you did with the received materials.
- (2) If that agency looks like THE spot for you, then say so here. If not, indicate that you are still waiting for more information from other sites.
- (3) If the agency sent you forms, indicate you received them, have completed them, and are enclosing them in this letter.
- (4) You should not apply for a field experience with an agency if you can't afford your own transportation to and from the site, lodging, meals, and site transportation. Some agencies do have stipends to help defray costs. If not addressed in the information received from the agency, you might ask if the agency has any kind of stipend or assistance.
- (5) Let the contact know that you will be keeping in touch.
- (6) Thanks again are still in order.
- (7) Remember, if you have enclosed materials with the follow-up letter, do indicate such.

### **Continued follow-up when site has been selected.**

- Generally, an email is sufficient about every three or four weeks just to let the contact know that you are still interested and planning on coming.
- Often this is a chance to tell the contact about the classes you are taking and other pertinent materials you may wish to share. Keep in mind that the process of securing a placement for the field experience is similar to a job search! Always put your "best foot forward" as you are representing yourself, Missouri State, and the Master of Public Health program.

### **What if no one responded?**

- That's why you kept a copy! Send another letter referring to your earlier letter by date. Everything is the same until the SECOND PARAGRAPH in which you would begin with something such as: I am following up on my letter dated January 5, 2010. I am presently trying.....
- It is entirely possible that your letter did not reach your contact. The postal services DOES make errors. However, it is just as possible that your letter reached your contact during a peak work time (budget, program flyers, et cetera) and was given low priority.

## **Appendix B-3: Resume Development**

### **Purpose of the Resume**

Development of the resume is an initial step in your job search. The resume is an introduction, a representation, a promotion of you. It should portray an accurate image of yourself and your ideas. Since your resume is you on paper, you should develop the resume yourself.

The purpose of a resume is to get an interview. The resume should therefore describe to a potential employer your qualifications for a position in terms of professional expectations, career potential, education, training, and experiences. The individual reading your resume should be able to find the essential information as quickly and easily as possible. It is crucial that your resume be concise, well planned, and organized.

### **The resume should also:**

- Serve as a self-assessment in preparation for the interview
- Be distributed to friends, families, and colleagues
- Be sent to each of your references

### **Getting Started**

Before beginning to write, examine your career expectations and professional qualifications in light of any personal limiting or restricting conditions.

### **Parts of a Resume**

- **Introductory Information** – name, address(es), phone number (s) where you can be reached.
- **Career Objectives** – A simple, brief statement specifying your aim in a career. It should include your short and long term goals without limiting your choices.
- **Education** – Include colleges attended, degrees earned, major, minor, and special courses related to the career objective. Cumulative GPA or major GPA, if significant, can be provided at your discretion.
- **Experience/Employment History** – Your work experience (volunteer or paid). Experiences may be organized according to the title of the position or name of the place of employment followed by a concise, concrete description of your responsibilities. The most appropriate experiences are those that relate directly to the job you're seeking, but non-related work experiences may also indicate leadership, organization, initiative, and drive.

- Related Professional information – Licenses, certifications, professional affiliations, publications, honors, scholarships, awards, community activities, campus activities, hobbies, and outside interests.
- References – If you are registered with the placement office, include a statement such as “References available upon request.”

After this statement you might also wish to include a list of the names, title, addresses, and phone numbers of your references. References might include Public Health faculty (usually no more than 1), other faculty, employers/supervisors, character references (minister, family friends, etc.).

### **Guidelines for Development**

- Ideally a different resume should be developed specifically for each job opportunity
- Be truthful
- Emphasize your assets, not your liabilities (i.e., omit anything that is unfavorable).
- Use factual, concise language. Active verbs help to describe your forcefully
- Keep the resume brief; usually 1-2 pages for entry level position
- Be correct. No typographical, spelling, punctuation, or usage errors
- Aim for visual appeal. Consider margins, bold headings, underlines, etc. Ask yourself if you would be impressed with this resume.
- Use a quality electric typewriter and carbon ribbon to complete the forms. Access a computer with work processing capabilities and a laser printer preferably.
- Minimize the use of “I” and attempt to emphasize the needs of the agency.
- Have others read and critique your resume before you draft the final copy.
- Be sure to provide each of your references with a copy of your final resume.

## **Appendix B-4: Interviewing Guidelines for Field Experience**

An interview is a meeting in which information is mutually exchanged to determine if the applicant and a placement match. Through the interview process an agency is attempting to find the best qualified student applicant for a field placement opportunity. It is important to remember that the agency and its staff are trying to see themselves too.

### **Interview Do's**

- Do know the exact time/place of the interview and arrive at least ten (10) minutes early.
- Do know and greet the interviewer(s) by name, if possible.
- Do be prepared for handshakes – they are usually a part of the introduction process – be firm not crushing.
- Do learn about the company – doing research show initiative.

### **Sources for research:**

- Internet
- Missouri State Cooperative Education Office
- Missouri State Career Information and Placement Office
- Public Health advisor, faculty, graduates and students
- Public Health professionals
- Woody's Directory (Missouri State Library)
- Agency's sales/marketing/personnel department
- Agency's Annual Report

### **Examples of questions to be prepared to ask:**

- Nature of the agency's business/mission
  - History of the agency
  - Number of employees
  - Clientele served
  - Training and educational programs offered
  - Current and future projects
  - Field experience placement opportunities
  - Agency field experience manual
- Do know and be able to express your career goals.

- Do dress appropriately for business, not campus setting
  - Pay careful attention to grooming
  - Watch posture
  - Dress conservatively – tailored dress/suite for women; suit/slacks/sports coat for men
  - Use good eye contact – this expresses sincerity, alertness, interest and lack of shyness
  
- Do emphasize your strengths and interests – now is not a time for a great deal of modesty.
  
- Do answer questions thoughtfully and concisely – be honest!
  
- Do be prepared to answer questions, such as:
  - “What can you tell me about yourself?”
  - “Why do you want to do your field experience with us?”
  - “Why did you choose this profession?”
  - “What extracurricular activities have you participated in?”
  - “What are your strengths and weaknesses?”
  - “What in your background qualifies you for a position with us?”
  - “With what aspects of the placement do you feel most comfortable or uncomfortable?”
  
- Do thank your interviewer and indicate that you look forward to hearing from him/her.
  
- Do be sure to contact your personal references to tell them of your status regarding interviews and applications.
  
- Do be yourself – enjoy your opportunity to interview.
  
- Do complete the application accurately and neatly.

### **Interview Don'ts**

- Don't use fillers: “Uh” – “You know.”
  
- Don't be long-winded, but do be complete.
  
- Don't be afraid of silences, think before you respond.
  
- Don't be phony or put on airs.
  
- Don't be overly aggressive, but do express your qualifications.

- Don't nod/shake head instead of giving verbal answers.
- Don't interview the interviewer – don't dominate.
- Don't hide yourself because of nervousness (i.e., covering mouth while talking)
- Don't discuss personal problems.
- Don't bluff – if you don't know the answer, say so.
- Don't ask immediately about pay, holiday, vacations, or other times off.
- Don't constantly say "refer to my resume."



## Appendix B-5: Field Experience Criteria Form

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

**Potential Placement Site:** \_\_\_\_\_

### Potential Preceptor Information

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

Public health or related degree(s): \_\_\_\_\_

Public health experience: \_\_\_\_\_

\_\_\_\_\_

### Outline of Intended Activities

The Field Experience must include experiences and opportunities that will allow the student to demonstrate and strengthen his/her proficiency in the MPH Program's core and other competencies. In the table, below, briefly describe the experiences and opportunities that will accomplish this goal.

**Note:** In-depth exposure is required for at least 4 competencies, moderate exposure is required for 4 competencies, and some (minimal) exposure is required for the remaining 3 competencies.

MPH Program Core Competency	Description of experience(s)/opportunity(ies)
<u>Biostatistics</u> Identify and apply appropriate statistical methods to analyze and describe a public health problem	
<u>Epidemiology</u> Use epidemiologic methods to analyze patterns of disease and injury and discuss application to control problems	
<u>Environmental Health</u> Understand the relationship between environmental factors and community health; discuss remediation for environmental health problems	
<u>Public Health Administration</u> Demonstrate the ability to apply principles of leadership, policy development, budgeting and program management in the planning, implementation and evaluation of health programs for individuals and populations	
<u>Social &amp; Behavioral Sciences</u> Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course	

MPH Program Core Competency	Description of experience(s)/opportunity(ies)
MPH Program Other Competency	Description of experience(s)/opportunity(ies)
<p><u>Professionalism</u> Understand the evolving history, mission and goal of health, and discuss the roles of values and ethics in everyday practice</p>	
<p><u>Communications and Informatics</u> Collect, manage and present data in a way that maximizes effective communication between public health workers, policy makers, the media, and other components of a varied target audience</p>	
<p><u>Diversity and Culture</u> Interact with diverse populations to affect a desired outcome</p>	
<p><u>Leadership</u> Create and communicate a shared vision to accomplish the goals of an organization and overcome organizational challenges</p>	
<p><u>Research</u> Develop, conduct and present the findings of a public health project</p>	
<p><u>Problem Solving</u> Utilize problem solving skills to address public health problems</p>	

## **Evaluation Forms**

**C-1: Agency's Initial Progress Report**

**C-2: Agency's Final Intern Performance Evaluation**

**C-3: Intern's Final Performance Self-Evaluation**

**C-4: Student Evaluation of Site and Preceptor**

**Appendix C-1: Agency's Initial Intern Progress Report**  
**Master of Public Health**  
**Missouri State University**

Intern's Name \_\_\_\_\_

Signature of Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Agency**

At the end of the fifth week of the field experience , please use this form to make an initial progress report of the student's adjustment to the agency and field experience responsibilities. **This confidential evaluation is to be discussed with the intern and then sent to the Agency Supervisor. Review the back of this page for a description of quality, ability, and characteristics; then use the numerical code below to indicate your assessment.**

Scale:

- 5 "Exceptional" performance. Work clearly exceeds agency expectations for a graduate student intern.
- 4 "Above average" performance. Work generally exceeds agency expectations for most graduate student interns.
- 3 "Satisfactory" performance. Work is generally meeting agency expectations for a graduate student intern.
- 2 "Below average" performance. Work is presently not meeting agency expectations for a graduate intern.
- 1 "Unsatisfactory" performance. Marked improvement must be made if the graduate student is to successfully complete the field experience.
- ? insufficient opportunity to determine

Appraisal of specific Qualities, Abilities, Characteristics (Please circle)

Leadership Qualities	5 4 3 2 1 ?	Problem Solving	5 4 3 2 1 ?
Enthusiasm	5 4 3 2 1 ?	Knowledge of Public Health	5 4 3 2 1 ?
Initiative	5 4 3 2 1 ?	Rapport with Staff	5 4 3 2 1 ?
Dependability	5 4 3 2 1 ?	Creates Positive Atmosphere	5 4 3 2 1 ?
Personable	5 4 3 2 1 ?	Relates to Clients	5 4 3 2 1 ?
Cooperation	5 4 3 2 1 ?	Oral Communication	5 4 3 2 1 ?
Adaptability	5 4 3 2 1 ?	Cares for Equipment and Supplies	5 4 3 2 1 ?
Punctuality	5 4 3 2 1 ?	Provides for the Safety of Participants	5 4 3 2 1 ?
Motivational Skills	5 4 3 2 1 ?		
Personal Appearance	5 4 3 2 1 ?		

## Progress of Intern

- A. Intern's personal appearance, appropriateness of dress, neatness, etc.
  
- B. Intern's initiative, promptness, dependability, cooperation, etc.
  
- C. Intern's usage of English in writing and speech, clarity of ideas, etc.
  
- D. Intern's leadership ability, creativity, organization, and ability to get along with others.
  
- E. Intern's preparation for assignments, knowledge and skill in activities, areas, programming...

Please write a brief statement concerning the student's performance in the field experience. (Focus on student's strengths, deficiencies, needs, considerations, goals, etc.)

Signature of Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Appendix C-2: Agency's Final  
Intern Performance Evaluation  
(Confidential)  
Master of Public Health  
Missouri State University**

Student Name: \_\_\_\_\_  
(Last) (First) (Initial)

\_\_\_\_\_ (Agency Supervisor) (Position/Title)

\_\_\_\_\_ (Agency) (Date of Placement)

\_\_\_\_\_ (Agency Address) (City) (State) (Zip)

\_\_\_\_\_ (Agency Phone) (Extension)

Briefly describe placement assignments:

Was there a basic orientation given to the student prior to the assignment?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Comments:

What was the intern's understanding of the placement and working knowledge of agency practices, policies and procedures?

\_\_\_\_ Excellent                      \_\_\_\_\_ Somewhat below average  
\_\_\_\_ Above average                \_\_\_\_\_ Inadequate  
\_\_\_\_ Average                         \_\_\_\_\_ Not applicable or lack of information

Comments:

How would you evaluate the intern's training and skills necessary to successfully carry out his/her assignments?

Excellent

Above average

Average

Somewhat below average

Inadequate

Not applicable or lack of information

Comments:

Was there special training provided to the student to develop additional competencies/skills needed for the placement?

Yes

No

Comments:

Provide specific examples of guidance/direction given to the intern during the assigned period of the placement.

How often did you meet with the intern to discuss his/her performance and assignments?

daily

twice a week

other

once a week

every two weeks

On the following pages, please apply the Rating Scale below to assess the Personal Characteristics, Professional Relations, and Professional Proficiencies of this intern. **You are encouraged to comment in the space provided.**

(5) – Excellent – meets top expectations

(4) – Above Average – Consistently better than satisfactory

(3) – Average – Adequate, but no more than satisfactory

(2) – Below Average – Not consistently satisfactory

(1) – Unsatisfactory – A completely unsatisfactory performance

(n/a) – Insufficient information or does not apply to field experience

## Personal Characteristics of Intern

**Attendance and Punctuality** ( )

Intern was prompt and absent only with good reason and adequate notice.

**Personal Appearance** ( )

In relation to the job, the intern was neat, clean and appropriately dressed.

**Resourcefulness** ( )

Intern uses resources effectively; is able to adapt to the situation.

**Judgment and Problem Anticipation** ( )

Intern makes common sense decisions; anticipates and is generally able to successfully handle problem and/or emergency situations.

**Motivational Skills** ( )

Intern is enthusiastic, generates interest, makes things happen.

**Acceptance of Responsibility** ( )

Intern exhibits willingness to assume responsibility when situations call for it; is capable of standing on his/her own two feet.

**Initiative, Creativity** ( )

Intern looks for additional work, avoids idleness, originates ideas, makes creative efforts.

**Personable, Positive Influence** ( )

Intern is friendly, a possessor of a sense of humor; is generally relaxed in a group setting.



## Professional Relations

**Public Relations Skill** ( )

Intern is tactful, diplomatic, exhibits courteous behavior.

**Work Attitudes** ( )

Intern is industrious, willing to assist others, does his/her share; has positive deportment.

**Rapport with Staff** ( )

Intern works harmoniously with others, is cooperative, considerate, helpful, etc.

**Relates to Clients, Participants and Customers** ( )

Intern possesses ability to get people involved, shows interest, respect and concern for clients.

**Understands Special Needs of Clients** ( )

Intern is aware of limitations and individual differences; plans appropriately for needs.

**Adaptability** ( )

Intern can adjust plans and actions according to developing situations, changing moods of groups.

**Takes Criticism Constructively** ( )

Intern is willing to discuss and recognize deficiencies; works on personal problems.

## Professional Proficiencies

**Knowledge and Skills Performed** ( )

Intern displays adequate knowledge of Public Health content and the skills needed to develop activities.

**Planning Activities** ( )

Intern plans well in advance for programs and other commitments.

**Facilities and Equipment Care** ( )

Intern works well with clientele.

**Leadership Qualities** ( )

Intern displays a quality of leadership that encourages development. Personal characteristics are worthy of emulation.

**Written Communications, Reports** ( )

Intern conveys ideas clearly; makes few errors; does neat, organized work, meets deadlines.

**Oral Communications** ( )

Intern expresses self effectively; makes points clearly, can be heard by others.

**Problem Solving Ability** ( )

Intern identifies problems; works effectively for solutions.

**Task Accomplishment** ( )

Intern effectively completes tasks within deadlines; pursues Difficult tasks to completion.

**Evaluation, Self-Improvement**

( )

Intern has the ability to analyze weakness; works for betterment and self-improvement.

**Professional Growth**

( )

Intern searches for more knowledge and experience, attends meetings, reads and discusses, enquires about the profession.

Considering the following criteria, the other assessment criteria your agency may use, what is your overall rating of the student's field experience performance? Attach any additional forms that may have been utilized in assessing the intern's performance.

**Assessment Scale** – Please indicate (X) the most appropriate rating of the student's performance during the field experience.

\_\_\_\_\_ **Excellent** – The top rating – the very best – “Outstanding”; does not necessarily mean just the best of student interns. It means the best that you might hope for in a new employee in the position. Be cautious in awarding this rating – it should go only to a person your agency would hire without reservation.

\_\_\_\_\_ **Above Average** – While “Average” means just satisfactory, or what you would expect from any employee, “Above Average” is a very good rating and indicates an all-around efficient performance on the intern's part. This is a person that would be hired without reservation.

\_\_\_\_\_ **Average** – As explained above, an “Average” performance is one without special strength or weakness. Performance is adequate and no more. This person might be hired but with some reservation.

\_\_\_\_\_ **Below Average** – This student is not performing satisfactorily at the present time but may be capable of improvement through further training experience or a different placement. This person would be considered for employment.

\_\_\_\_\_ **Unsatisfactory** – “Unsatisfactory” indicates a poor performance. The intern is either not suited to the placement or appears to not be capable of a better performance. This person would be rejected as an employee.

Based on the intern's total performance, including the Final Intern Performance Evaluation above, it is recommended that this student receive the following grade (Please check one)

A      B      C      D      F

I (Incomplete) Please provide justification for a recommended incomplete grade.

As a professional entering the field, this intern student: (Please check one)

<input type="checkbox"/> Displays outstanding potential	<input type="checkbox"/> Displays little potential
<input type="checkbox"/> Displays above average potential	<input type="checkbox"/> Displays no potential
<input type="checkbox"/> Displays average potential	

Please comment to support your appraisal:

_____	Date _____
(Agency Supervisor)	
_____	Date _____
(Student Intern)	
_____	Date _____
(University Supervisor)	



How would you rate your curricular preparation for this field experience?

Excellent

Above average

Average

Somewhat below average

Inadequate

Not applicable or lack of information

Comments:

Was there any special training provided by the agency to develop additional competencies/skills needed for the placement?

Yes

No

Comments:

What type of guidance was given to you during the assigned period?

How often did you meet with your Agency Supervisor to discuss your performance and assignments?

daily

twice a week

other

once a week

every two weeks

On the following pages, please apply the Rating Scale below to assess the Personal Characteristics, Professional Relations, and Professional Proficiencies of yourself. **You are encouraged to comment in the space provided.**

(5) – Excellent – meets top expectations

(4) – Above Average – Consistently better than satisfactory

(3) – Average – Adequate, but no more than satisfactory

(2) – Below Average – Not consistently satisfactory

(1) – Unsatisfactory – A completely unsatisfactory performance

(n/a) – Insufficient information or does not apply to field experience

## Personal Characteristics of Intern

**Attendance and Punctuality** ( )

As an intern were you prompt and only absent with good reason or with adequate notice?

**Personal Appearance** ( )

In relation to the job, were you neat, clean and appropriately dressed?

**Resourcefulness** ( )

Did you use resources effectively; were you able to make do or adapt to the situation?

**Judgment and Problem Anticipation** ( )

Were you generally able to successfully handle problem and/or emergency situations? Did you make good common sense decisions?

**Motivational Skills** ( )

Were you enthusiastic, able to generate interest, makes things happen?

**Acceptance of Responsibility** ( )

Were you willing to assume responsibility when appropriate?

**Initiative, Creativity** ( )

Did you look for additional work, avoid idleness, originate ideas, make creative efforts?

**Personable, Positive Influence** ( )

Were you friendly, a possessor of a sense of humor; generally relaxed in most situations?

## Professional Relations

**Public Relations Skill** ( )

Did you exhibit tactful, diplomatic, and courteous behavior?

**Work Attitudes** ( )

Were you industrious, willing to assist others, do your share?

**Rapport with Staff** ( )

Did you work harmoniously with others? Were you cooperative, considerate, and helpful

**Relates to Clients, Participants and Customers** ( )

Do you have the ability to get people involved; show interest, respect and concern for others?

**Understands Special Needs of Clients** ( )

Were you aware of limitations and individual differences; could you plan appropriately for their needs?

**Adaptability** ( )

Did you adjust plans and actions according to developing Situations and changing moods of groups?

**Takes Criticism Constructively** ( )

Were you willing to discuss and recognize weaknesses and work on personal problems?



## Professional Proficiencies

**Knowledge and Skills Performed** ( )

Did you display adequate knowledge of Public Health program skills and techniques in developing activities and programs?

**Planning Activities** ( )

Did you plan well in advance for programs and other commitments?

**Facilities and Equipment Care** ( )

Did you keep facilities and equipment in good condition?

**Leadership Qualities** ( )

Did you display a quality of leadership that encourages development?  
Did you display personal characteristics that were worthy?

**Written Communications, Reports** ( )

Intern conveys ideas clearly; makes few errors; does neat, organized work, meets deadlines.

**Oral Communications** ( )

Did you express yourself effectively; make points clearly, speak so that others could hear?

**Problem Solving Ability** ( )

Were you able to identify problems and work effectively for solutions?

**Task Accomplishment** ( )

Did you effectively complete tasks within deadlines; pursue difficult tasks to completion?

**Evaluation, Self-Improvement**

( )

Did you analyze weaknesses; work for betterment and self-improvement?

**Professional Growth**

( )

Did you search for more knowledge and experience, attend meetings, read, discuss and inquire about the profession?

Considering the following criteria, what is your overall rating of your field experience performance? Attach any additional forms that may have been utilized in assessing your performance.

**Assessment Scale** – Please indicate (X) the most appropriate rating of the student’s performance during the field experience.

\_\_\_\_\_ **Excellent** – The top rating – the very best – “Outstanding”; does not necessarily mean just the best of student interns. It means the best that you might hope for in a new employee in the position. Be cautious in awarding this rating – it should go only to a person your agency would hire without reservation.

\_\_\_\_\_ **Above Average** – While “Average” means just satisfactory, or what you would expect from any employee, “Above Average” is a very good rating and indicates an all-around efficient performance on the intern’s part. This is a person that would be hired without reservation.

\_\_\_\_\_ **Average** – As explained above, an “Average” performance is one without special strength or weakness. Performance is adequate and no more. This person might be hired but with some reservation.

\_\_\_\_\_ **Below Average** – This student is not performing satisfactorily at the present time but may be capable of improvement through further training experience or a different placement. This person would be considered for employment.

\_\_\_\_\_ **Unsatisfactory** – “Unsatisfactory” indicates a poor performance. The intern is either not suited to the placement or appears to not be capable of a better performance. This person would be rejected as an employee.

After having completed the Final Intern Self-Evaluation Assessment, how would you assess your overall performance during the field experience? (Please check one)

A       B       C       D       F

I (Incomplete) Please provide justification for a recommended incomplete grade.

As a professional entering the field, how would you assess your potential? (Please check one)

<input type="checkbox"/>	Displays outstanding potential	<input type="checkbox"/>	Displays little potential
<input type="checkbox"/>	Displays above average potential	<input type="checkbox"/>	Displays no potential
<input type="checkbox"/>	Displays average potential		

Please comment to support your appraisal:

\_\_\_\_\_ Date \_\_\_\_\_  
(Agency Supervisor)

\_\_\_\_\_ Date \_\_\_\_\_  
(Student Intern)

\_\_\_\_\_ Date \_\_\_\_\_  
(University Supervisor)

**Appendix C-4:  
Master of Public Health  
Student Evaluation of Site and Preceptor  
(Confidential)**

**Note:**

Preceptors will not be permitted to view individual student responses! Only after three or more MPH students are placed with a specific preceptor, will the average ratings for all students will be shared.

**Overall Assessment of Site:** Please indicate the extent to which you agree to each statement, below, by checking (v) the appropriate box.

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
I gained useful public health experience.					
The practicum allowed me to apply the knowledge and skills learned in my MPH coursework.					
This experience provided me insight into career paths.					
I was satisfied with the field placement.					
I would recommend this field placement site to other students.					

Continued on next page

**Assessment of Site Preceptor:** Please indicate the extent to which you agree to each statement, below, by checking (✓) the appropriate box.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
My Site Preceptor facilitated my learning about the broad practice of Public Health.					
My Site Preceptor provided me with opportunities to apply the knowledge and skills I have acquired in the MPH program.					
My Site Preceptor was an effective role model of a Public Health practitioner.					
I was satisfied with the field placement.					
My Site Preceptor provided me insight into potential career paths in Public Health.					

Additional Comments (continue on back of form if needed): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

# **Agency Supervisor's Materials**

**D-1: OBJECTIVES OF THE INTERNSHIP**

**D-2: RESPONSIBILITY OF AGENCIES ACCEPTING INTERNS**

**D-3 RESPONSIBILITIES OF INTERNS**

**D-4: DAILY LOG OF EXPERIENCES**

**D-5: WEEKLY TIME SUMMARY**

**D-6: SUMMARY OF PLANNED EXPERIENCES**

**D-7: ASSIGNED PROBLEMS (1-6)**

**D-8: ORGANIZATION OF FIELD EXPERIENCE NOTEBOOK**

**D-9: INTERN EVALUATION FORMS**

## **Appendix D-1: Objectives of the Field Experience Program**

The Field Experience program is a full-time practical experience for the graduate student in the Master of Public Health (MPH) program. It is designed to be mutually beneficial for the intern, agency, the MPH Program and the University. Provided each participant is truly committed to a successful experience, the following outcomes can be expected:

### **For the Intern**

The opportunity to observe and apply theory to practical situations and begin the transition from the role of graduate student to that of a Public health professional.

The opportunity to evaluate preparedness by professional standards and, with careful placement and supervision, develop a positive attitude toward on-going assessment of performance and abilities.

The opportunity to further professional preparation under the direction of a qualified professional.

The opportunity to develop a network with professionals in the Public Health field.

### **For the MPH Program/University**

The opportunity to continually evaluate the effectiveness of the Master of Public Health curriculum in preparing graduate students as public health professionals through agency feedback.

The opportunity for faculty contact with Public Health professionals and their staff.

The opportunity to increase the University's contribution and influence in the Public Health field.

### **For the Agency**

The opportunity for the agency to share in the preparation of future professionals.

The opportunity to recruit trained staff and to evaluate prospective candidates for future employment.

The opportunity to relate current theory and practice to the services of the agency and provide an additional stimulus to the continual professional growth of the agency's professional staff.

## **Appendix D-2: Responsibilities of Agencies Accepting Interns**

### **Introduction**

The Master of Public Health field experience at Missouri State University is designed to give the graduate student the opportunity to make an effective transition from the classroom to a professional career in Public Health. The field experience is not to be viewed as an opportunity to explore the field. The intern should have previously explored the field through volunteer, practicum, and employment experiences.

The quality of the experience is the foremost consideration when the University considers approval for the placement of interns. The primary compensation for the intern should be in terms of the experience gained and professional associations made, as well as six hours of University credit received. However, since the field experience often involves additional expenses for the intern, the agency is encouraged to provide financial assistance whenever possible. Any financial arrangement should not, however, interfere with the diversity of experiences, the flexibility of schedule, nor the time available for the intern to fulfill University assignments.

Agencies unable to provide a wage may consider awarding a stipend, provide housing and/or meals during the field experience, or pay the travel expenses of the intern. The intern should also be reimbursed the same as other employees for incidental expenses incurred in the conduct of responsibilities.

The intern and the agency should discuss matters of liability/malpractice insurance before final agreements are reached. The University does not provide insurance coverage for its interns. It is desired that the agency's existing liability/malpractice insurance provide coverage for student interns. If the intern will not be covered by the agency's policy, he/she is encouraged to provide coverage under parental or personally secured plans. The Faculty Supervisor or MPH Director will provide information concerning other possible insurance sources.

### **Placement of Intern**

The student must make contact with an agency concerning a possible field experience placement and provide the agency with a personal resume highlighting his/her professional preparation for the field experience. The University will maintain a file of acceptable participating field experience agencies.

### **Assignment Within the Agency**

The intern should be given a thorough orientation to the agency including introductions to other staff, explanation of policies and procedures, tour of facilities, et cetera. We recognize the concern of assigning major responsibilities where failure affects the status of the agency. However, we feel that



serious, mature graduate level interns receiving competent supervision will be able to successfully fulfill their responsibilities. The agency has the right and responsibility to terminate the field experience placement for unacceptable conduct of work just as it would any paid employee.

### Responsibilities/Assignments

During the field experience the intern should be given a varied and meaningful experience with exposure to the total agency. The intern should have the opportunity to study, observe in action, and participate in the implementation of programs, policies and practices of the agency. Responsibilities and assignments will include the following:

**Administration.** This includes the study of the legal status of the agency, board relations, budgeting and record-keeping procedures, personnel and supervisory practices, general staff relations, and techniques in dealing with the public and the agency's constituency in a courteous and effective manner. The intern should attend board meetings and divisional meetings, work with committees, and communicate with various individuals within the agency, other divisions, and community. The intern should also gain experiences in public relations and marketing promotion of the agency and its program.

**Programming.** The intern should be directly involved in the planning, implementation, and leadership of activities and services characteristic of the agency.

**Facilities.** The intern should gain insight into physical facility planning and operation including long-range planning, layout and operation of facilities for daily use, and information related to selection and maintenance of equipment and supplies.

**Special Project.** The intern is expected to make a specific contribution through a special project. The project may include assessments, educational programs, program coordination, newsletters, brochure development, in-service training sessions, responsibility for a segment or segments of a new agency program, et cetera.

### **Supervision of the Intern**

Supervision is viewed as a crucial component of the successful field experience. Every effort is made to assure that the intern will receive quality supervision from both the University and the field experience agency. The intern will be expected to exhibit initiative and assume an active role in this process.

**University (Faculty) Supervisor.** Telephone contacts will be scheduled between the Agency Supervisor, the intern, and the Agency Supervisor early in the field experience to re-assess and make sure that the placement is satisfactory and that each has a clear understanding of the program. A meeting of the intern, Agency Supervisor, and Agency Supervisor will be scheduled at approximately the midpoint of the field experience. If the field experience agency is beyond the normal travel range of the Faculty Supervisor (approximately 300 miles) the supervisory meeting will be conducted by

conference call. The Faculty Supervisor will schedule additional meetings should it be necessary. It is hoped that the Agency Supervisor will feel free to contact the Faculty Supervisor any time that questions or problems arise.

**Agency Supervisor.** The Agency Supervisor is the primary key to the success of the field experience program. The agency assumes full responsibility for the direct supervision of the intern. The agency should assign a specific supervisor to the intern and it is suggested that the Agency Supervisor be assigned only one intern. This does not preclude the intern from at times working under the supervision of another staff member for special experiences. The University and agency shall jointly agree upon the selection of the supervisor prior to placement of the intern and review the status of supervisors after each assignment.

The Agency Supervisor utilizes the agency's operation to integrate classroom and practical experience while furthering the student's professional growth and confidence. The supervisor should maintain an open relationship and made the intern feel wanted while insisting on the professional conduct of responsibilities.

An initial conference is held to determine as nearly as possible the responsibilities and duties of the intern. A written summary of this tentative schedule should be provided for the intern and the Agency Supervisor.

Specific responsibilities of the Agency Supervisor include:

- Serve as liaison between the agency and the University.
- Interpret the field experience program to administrators, staff, and clientele. The intern should be introduced to the agency's staff in such a way as to insure acceptance as a co-worker.
- Provide the intern with a thorough orientation to the goals and objectives, policies and procedures, administrative structure, programs, and facilities of the agency.
- Help the intern gain a better understanding and appreciation of the role and responsibilities of a full-time practitioner.
- Share with the field experience agency resources and materials (pamphlets, forms, charts, et cetera) used in the administration of the agency's programs.
- At least once each week meet formally with the intern to:
  - e) Finalize the schedule for the upcoming week.
  - f) Discuss problems encountered during the past week.
  - g) Assess leadership techniques and methods utilized by the intern.
  - h) Discuss various factors and conditions that pertain to the leadership as well as administrative functions within the agency.

- Provide challenging experiences which help the intern and the Agency Supervisor assess the intern's strengths and deficiencies as a professional practitioner.
- Praise the intern for work well done and present criticism and suggestions in a constructive, objective and tactful manner.
- Evaluate the intern by completing and sending to the Agency Supervisor:

The **Initial Intern Progress Report** on the intern's initial adjustment and performance to be completed at the conclusion of the fifth week.

The **Agency's Final Intern Performance Evaluation** includes a narrative appraisal of the intern's strengths and deficiencies as well as other information that would be pertinent to the further education or employment of the intern. This evaluation should be completed after the final week of the field experience. It is to be signed by both the intern and Agency Supervisor. After the evaluation is discussed with the intern it should be sent to the Agency Supervisor.

The **Intern's Final Performance Self-Evaluation** is to be completed by the intern at the end of the field experience. The evaluation should be discussed with the Agency Supervisor and then signed by both the intern and supervisor. After the discussion, the evaluation should be sent to the Agency Supervisor.

## **Appendix D-3: Responsibilities of Interns**

The field experience is required of all students in the Master of Public Health Program.

Before interning, the major must have:

- Successfully completed of 33 credit hours (including all core and required courses)
- Successfully completed of the core course exam
- Cumulative of 3.00 or greater in graduate classes
- Payment of all fees and/or fines owed the University

While it is ultimately the students' responsibility to make contact with an agency concerning possible placement, the Faculty Supervisor and/or Program Director work closely with students to identify and arrange field placement sites that meet the program requirements as well as the specific needs and interests of the individual student. Written guidance for securing a placement is provided in Appendix B of this manual.

### **Pre-Field Experience Process**

The field site and proposed experience must be approved by the Faculty Supervisor and the Program Director. The following steps must be followed prior to placement:

1. Student identifies and interviews with a potential health department or other public health organization;
2. If the health department/organization is interested in placing the student, the student (in consultation w/ potential preceptor) develops a brief written outline describing how the program competencies will be strengthened through the experiences, opportunities, and assignments during the placement (see *MPH Field Experience Criteria* in Appendix B-5 of this manual);
3. Student submits the above mentioned outline to the Faculty Supervisor;
4. Faculty Supervisor determines appropriateness of potential site;
5. If site is determined appropriate, a *MPH Program Clinical Agreement* form (see Appendix F) is prepared, signed by the MPH Director and CHHS Dean, and then sent to the potential site supervisor for signature. If the program already has an agreement with the agency, this step is not necessary.
6. Students are advised (but not required) to obtain appropriate liability insurance coverage. See more details, below.

If offered a position, the graduate student and Agency Supervisor should discuss a tentative timetable and establish an outline of major responsibilities. Another appointment may need to be scheduled to complete this outline. The student should also explore suitable housing. The Agency Supervisor may be of help in this effort. The student should anticipate bearing all expenses incidental to living in the area of the field experience. The student is not to formally accept a field experience

placement without first securing approval from his/her Faculty Supervisor and the MPH Program Director.

### **Field Experience Process**

The intern should work approximately forty hours per week during the field experience and is to avoid other employment and enrollment in other academic courses. The intern will work according to the agency's calendar rather than the University's calendar.

Monetary gain should not be the primary objective of the field experience. Primary compensation will be in terms of the experience gained and professional associations made, as well as the six hours of University credit received. The University does not prohibit the intern from receiving financial assistance for his/her involvement with an agency, but considers the quality of the experience a foremost in importance when approving the placement of interns. A paid field experience may be approved if the position provides the flexibility of scheduling which will allow a diversified experience and sufficient time for the intern to fulfill University assignments.

Rather than providing an hourly wage, agencies may award a stipend, provide housing and/or meals during the field experience, or pay the travel expenses of the intern. The intern should also be reimbursed the same as other employees for incidental expenses incurred in the conduct of responsibilities.

Matters of liability insurance should be discussed and clarified between the student and the agency before final agreements are reached. The University does not provide insurance coverage for its interns. It is desired that the agency's existing malpractice/liability insurance provide coverage for interns. If the intern will not be covered by the agency's policy, he/she is encouraged to provide coverage under parental or personally secured plans. The Faculty Supervisor or MPH Director will provide information concerning other possible sources.

### **Intern's Responsibilities**

#### **To Agency**

An intern is in a position to learn from others and from experiences with others. The intern's relationship with his/her Agency Supervisor and other departmental personnel is vital to personal success as well as to the success of the University's ongoing field experience program. People often fail in their work not because they lack technical competency, but because they are unable to get along with other people.

If the intern creates an unfavorable impression with co-workers and participants in the program or fails for any reason to produce as an effective worker, the agency has the right to dismiss the intern from the assignment.

This would mean the loss of all field experience work and may make it difficult to place other interns in this particular situation. **Careful selection of an agency, dedicated effort, and a positive professional attitude** are the essential criteria for success.

**Interns should:**

- Consider themselves as an employee of the agency, not someone due special privileges. Discretion should be used as to the people with whom they associate and the places they visit.
- Become familiar with the policies and procedures of the agency and conform to these during the intern experience.
- Be well-groomed and appropriately dressed for all assignments.
- Be thoroughly prepared and do their best with each assignment.
- Personally evaluate each meeting or activity that has been planned and conducted.
- Notify the Agency Supervisor well in advance in cases of absence from work.
- Consult with the Agency Supervisor when confronted with a problem which they cannot satisfactorily solve by themselves.
- At the conclusion of the field experience thank the Agency Supervisor and director for providing the field experience opportunity, personally as well as by letter. *A copy of these letters should be included in the field experience notebook.*

**To MPH Program/University**

The Public Health graduate student should enter the field experience well prepared and with a positive attitude so as to be a credit to himself/herself and the University.

**Written Reports.** The intern is to keep the Faculty Supervisor informed of all work conducted for the agency during the experience. This will be accomplished by reports which are sent to the Faculty Supervisor throughout the field experience and as a final report in notebook form.

**All reports are to be typewritten.** There should be no mechanical or grammatical errors – please be professional.

Weekly Reports require the signature of the Agency Supervisor who should review all reports and problems before they are forwarded to the Agency Supervisor. These reports and all other written materials are to be presented to the Faculty Supervisor according to the schedule in this manual and become a part of the field experience notebook. The intern should also retain a copy of each report as the University will retain one copy of these reports at the conclusion of the field experience.

Since review of written reports is the primary way in which the Faculty Supervisor assesses the intern's progress, it is essential that these materials be submitted as scheduled. Promptness,

dependability, and accountability cannot be overemphasized. These attributes are as important as any aspect of the field experience. **Late submittal of a weekly report will result in a warning from the Agency Supervisor. Subsequently, if logs are not submitted as scheduled, hours completed toward the field experience during that week will not be counted toward the required hours. Continued failure to submit written documentation will result in termination of the placement.**

## Weekly Reports

At the **conclusion of each week** the Faculty Supervisor is sent:

- **Intern's Daily Log of Experiences (for the past week)**
- **Intern's Weekly Time Summary (for the past week)**
- **Summary of Planned Experiences for Next Week**

In addition the Faculty Supervisor is sent:

At the end of first week	Problem #1
At the end of third week	Problem #2
At the end of fifth week	Initial Progress Report and Problem #3
At the end of seventh week	Problem #4
At the end of ninth week	Problem #5 and #6
At the end of tenth week	The Fifteen-Week Intern will be evaluated for the second time utilizing the <b>Initial Progress Report Form</b> .

## **Final Report (Field Experience Notebook)**

At the conclusion of the field experience the intern will provide the Faculty Supervisor with a three-ring binder containing the following materials:

- Narrative Assessment of Curricular Preparation
- Narrative Assessment of Placement
- Intern Evaluations (Initial Progress Report, Agency Final Evaluation, and Intern's Final Self-Evaluation)
- Assigned Problems
- Copy of Letter(s) of Appreciation
- All weekly logs and report forms
- Documentation of the Special Project completed during the field experience
- All supplemental materials gathered or materials prepared during the field experience.

These materials should be organized as described under **Organization of Field Experience Notebook** section of the Field Experience Manual.

## **Appendix D-4: Daily Logs and Experiences**

The DAILY LOG of experiences should be a summary of **daily activities**. The intern should contribute to this report at the conclusion of each day rather than waiting until the end of the week and then attempting to recall significant events.

The DAILY LOG should be more than a sequential outline of activities. Each day's logs should reflect the intern's personal reactions, feelings, and insights as they relate to the following:

- Program areas, facilities, age groups, and special populations experiences.
- Successful, as well as unsuccessful personal and professional interactions with the public, participants, and other professionals.
- Involvement in program, facility, or area planning and design.
- Observation of administrative procedures such as budgeting, staffing, delegation of authority, evaluation, and supervision during the daily discharge of responsibilities and attendance at staff, board and council meetings.
- Participation with other professionals in discussions, meetings, and conferences.
- Visitations to other area public health agencies to observe programs, leadership, administrative procedures, et cetera.
- Involvement in community surveys, special projects, brochure development, et cetera.
- Any other related experiences that seem significant.

**Weekly Summary.** Include at the end of each week's report a summary paragraph that expresses your perceptions of the week's experiences (i.e., accomplishments, increased understanding, gain in confidence, frustrations, etc.).



**INTERN'S DAILY LOG OF EXPERIENCES**

Report# \_\_\_\_\_ Week of \_\_\_\_\_ To \_\_\_\_\_

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Daily Log of Field Experience Related Events** (Note instructions: be descriptive and reflective in narration.)

### Appendix D-5: Intern's Weekly Time Summary

Report # \_\_\_\_\_ Week of \_\_\_\_\_ To \_\_\_\_\_

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

<b>Activity</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>	<b>Wks Total</b>
Activity Leadership								
Supervisory Responsibilities								
Observation/Shadowing								
Supervisory Conference								
Other Meetings								
Planning/Preparation								
Public Relations/Promotion								
Documentation								
Agency Research								
Other								
Daily/Total								/

**APPENDIX D- 6: SUMMARY OF PLANNED EXPERIENCES FOR NEXT WEEK**

(Note: Dates should not be the same as for Logs & Time Summary.)

Report # \_\_\_\_\_ For Week of \_\_\_\_\_ To \_\_\_\_\_

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

## **APPENDIX D- 7: ASSIGNED PROBLEMS**

The following assigned problems are to be completed according to the schedule provided in the field experience manual:

- Problem #1 Initial Report
- Problem #2 Description of Agency - Part 1
- Problem #3 Description of Agency - Part 2
- Problem #4 Programming
- Problem #5 Public Relations/Promotion
- Problem #6 Agency Evaluation Process

Assigned problems are designed to expose the intern to the entire agency and provide the opportunity for the intern to meet agency personnel beyond those in the immediate assigned department/program area.

Each problem includes a list of sub-items that should serve to guide your research of the agency. If you are in a situation where a sub-item is not applicable, or information is not available, explain this in your report. If you find terminology to be inappropriate or if you feel that something else should be included in a particular problem, make the adaptation. Feel free to discuss any questions with your Faculty Supervisor when you visit on the phone or in an attached note with your weekly report. NEVER respond to any area with a simple "YES" or "NO."

If any problem is incomplete or incorrectly done to the point of being unacceptable, it may be returned to you for revision by either the Agency Supervisor or University Supervisor.

**Problem #1**  
**Initial Report**  
**(Due: End of 1<sup>st</sup> Week)**

**Complete the following:**

**Intern Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Present Address** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Telephone ( \_\_\_\_\_ )** \_\_\_\_\_

**Title of Agency** \_\_\_\_\_

**Address of Agency** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Director's Name** \_\_\_\_\_ **Phone ( \_\_\_\_\_ )** \_\_\_\_\_

**Supervisor's Name** \_\_\_\_\_ **Phone ( \_\_\_\_\_ )** \_\_\_\_\_

On separate pages:

- 1) Identify your objectives for the field experience. Objectives should be written in performance or behavioral terms and form the basis for the initial determination of planned experiences as well as for the field experience evaluation.
- 2) Provide a tentative schedule of planned experiences. This schedule should be jointly developed by the intern and the Agency Supervisor and reflect objectives, abilities, needs, past experiences, and career aspirations. The schedule may be presented in an "outline format" or a monthly calendar format.
- 3) Discuss your perceptions of the agency's initial orientation to facilities, policies, staff, programs, and administrative procedures.

**Problem #2**  
**Description of Agency – Part I**  
**(Due: End of 3<sup>rd</sup> week)**

**Provide a brief history of the Agency.**

**Provide a brief history of the Department to which you are assigned.**

**Legal Basis for Existence.**

- Identify state laws, local charters, or ordinances governing the creation and operations of the agency.
- Discuss the agency's legal liability, past problems concerning liability and insurance coverage.
- Explain how the above mentioned information relates or pertains to the department to which you are assigned.

**Administrative Structure**

- Describe the nature of the governing body (advisory or policy making; appointed or elected; objectives; relationship with other agencies; departments or organizations; etc.).
- Describe the departmental organization of the agency (span of supervision; line/staff relationships; etc.).
- Describe the organizational structure of the assigned field experience agency.

**Personnel Policies and Procedures**

- Discuss the nature of the Personnel Manual for the agency, particularly as it relates to the department to which you are assigned. What is included? Does everyone have a copy?
- Discuss the utilization of job descriptions within the department. Are they written? What is included in the description? Include examples of typical job descriptions.
- Discuss the staffing and recruitment procedures associated with the department to which you are assigned (advertisement, screening, interview, etc.).
- Discuss in-service training procedures of the agency and the department to which you are assigned (when, how often, for whom, who conducts, etc.).
- Discuss the utilization of volunteers by the agency and the department to which you are assigned (screening, training, supervision and evaluation).
- Describe the office management procedures of the department to which you are assigned (records, reports, filing, etc.).

**Problem #3**  
**Description of Agency – Part II**  
**(Due: End of 5<sup>th</sup> Week)**

**Financing**

- Discuss the agency's and department's procedures for obtaining funds (amount and percentage from tax, fees and charges, donations, grants, dedications, etc.).
- Describe the budgeting procedures of the department to which you are assigned (include a copy, if possible).
- Describe the policies and procedures of financial accounting used by the agency and department (purchase orders, requisitions, petty cash, inventories, etc.)

**Facilities and Equipment**

- Identify and describe the nature of existing facilities, supplies, and equipment.
- What is your initial evaluation of facility utilization, condition and functional design? Explain.
- Describe the maintenance procedures of the areas/facilities that the department utilizes for services and programs (schedule of, cost of, etc.).
- Describe the methods of selection and maintenance of equipment and supplies.

---

**Problem #4**  
**Programming**  
**(Due: End of 7<sup>th</sup> Week)**

Does the agency develop specific objectives for each program? If so, are these objectives "written" and are the staff and participants aware of the objectives? Discuss.

Does the agency provide sufficient programs to meet the needs of the recipients of services and programs? Discuss

How are the programs planned, organized and implemented (by whom, on what basis, etc.)? Discuss.

Are there special programming considerations that impact upon the department? Explain.

**Problem #5**  
**Public Relations/Promotion**  
**(Due: End of 9<sup>th</sup> week)**

What are the public relations/promotion objectives of the agency and department? Discuss.

Who is responsible for public relations/promotion in the agency and department? Discuss.

What percent of the agency and departmental budget is set aside for public relations/promotion? Discuss.

What sources are utilized for public relations and promotion (web page, brochures, annual reports, slide presentations, newspaper, radio, TV, etc.)? Discuss.

Who handles complaints within the agency and department?

Include any materials that you personally developed which relate to public relations/promotion (web address, brochures, news releases, bulletin board information and resources, etc.).

---

**Problem #6**  
**Agency Evaluation Process**  
**(Due: End of 9<sup>th</sup> week)**

How does the agency and department evaluate itself, its goals, and long range plans (methods and frequency)?

How does the agency and department evaluate its personnel (methods and frequency)?

How does the agency and department evaluate its programs (methods and frequency)?



## **APPENDIX D- 8: ORGANIZATION OF FIELD EXPERIENCE NOTEBOOK**

- XV. Title Page
- XVI. Problem #
- XVII. Narrative Evaluation of Placement (Your discussion should include):
- The extent to which field experience goals/objectives were achieved
  - A description of the most valuable learning experience(s) during your field experience (could be negative as well as positive experiences)
  - Assessment of personal and professional strengths and deficiencies
  - Assessment of personal and professional growth during field experience
  - Assessment of supervision provided by the agency
  - Ways, if any, in which the agency could have improved the field experience
  - Potential of site for future placements; are there any special qualifications/qualities a student should possess to complete a field experience at this agency?
- XVIII. Narrative Assessment of Curricular Preparation
- Identify the preparatory course(s) that stand out as being particularly applicable to your curricular preparation for the field experience. Discuss why.
  - Based on the field experience identify and provide rationale for changes, if any, you would have made in your curricular preparation
    - Addition to/change in content of professional core courses
    - Additional/different emphasis area courses chosen/made available
    - Different/additional practicum experience
    - Additional volunteer experiences
- XIX. Evaluation Forms (Agency's Initial Intern Progress Report, Agency's Final Intern Performance Evaluation, and Intern's Final Performance Self-Evaluation)
- XX. Problem #2 (Description of Agency – Part I)
- XXI. Problem #3 (Description of Agency – Part II)
- XXII. Problem #4 (Programming)
- XXIII. Problem #5 (Public Relations/Promotion)

XXIV. Problem #6 (Agency Evaluation Process)

XXV. Logs

XXVI. Time Summaries

XXVII. Summary of Scheduled Experiences

XXVIII. Appendices

- Copy of Letter(s) of Appreciation
- Documentation of Special Project completed during the field experience
- Other Special materials developed by the Intern
- Resources materials gathered during the field experience (forms, brochures, charts, budget materials, etc.)

**Each section of the field experience notebook (3-ring binder) should be separated with 8 ½" x 11" tab dividers.**

**APPENDIX D- 9: EVALUATION FORMS**  
**Agency's Initial Intern Progress Report**  
**Master of Public Health**  
**Missouri State University**

Intern's Name \_\_\_\_\_  
 Signature of Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Agency**

At the end of the fifth week of the field experience , please use this form to make an initial progress report of the student's adjustment to the agency and field experience responsibilities. **This confidential evaluation is to be discussed with the intern and then sent to the Agency Supervisor. Review the back of this page for a description of quality, ability, and characteristics; then use the numerical code below to indicate your assessment.**

Scale:

- 5 "Exceptional" performance. Work clearly exceeds agency expectations for a graduate student intern.
- 4 "Above average" performance. Work generally exceeds agency expectations for most graduate student interns.
- 3 "Satisfactory" performance. Work is generally meeting agency expectations for a graduate student intern.
- 2 "Below average" performance. Work is presently not meeting agency expectations for a graduate intern.
- 2 "Unsatisfactory" performance. Marked improvement must be made if the graduate student is to successfully complete the field experience.
- 1 insufficient opportunity to determine

Appraisal of specific Qualities, Abilities, Characteristics (Please circle)

Leadership Qualities	5 4 3 2 1 ?	Problem Solving	5 4 3 2 1 ?
Enthusiasm	5 4 3 2 1 ?	Knowledge of Public Health	5 4 3 2 1 ?
Initiative	5 4 3 2 1 ?	Rapport with Staff	5 4 3 2 1 ?
Dependability	5 4 3 2 1 ?	Creates Positive Atmosphere	5 4 3 2 1 ?
Personable	5 4 3 2 1 ?	Relates to Clients	5 4 3 2 1 ?
Cooperation	5 4 3 2 1 ?	Oral Communication	5 4 3 2 1 ?
Adaptability	5 4 3 2 1 ?	Cares for Equipment and Supplies	5 4 3 2 1 ?
Punctuality	5 4 3 2 1 ?	Provides for the Safety of Participants	5 4 3 2 1 ?
Motivational Skills	5 4 3 2 1 ?		
Personal Appearance	5 4 3 2 1 ?		

## Progress of Intern

- A. Intern's personal appearance, appropriateness of dress, neatness, etc.
- B. Intern's initiative, promptness, dependability, cooperation, etc.
- C. Intern's usage of English in writing and speech, clarity of ideas, etc.
- D. Intern's leadership ability, creativity, organization, and ability to get along with others.
- E. Intern's preparation for assignments, knowledge and skill in activities, areas, programming...

Please write a brief statement concerning the student's performance in the field experience. (Focus on student's strengths, deficiencies, needs, considerations, goals, etc.)

Signature of Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Appendix D-9: Agency's Final  
Intern Performance Evaluation  
(Confidential)  
Master of Public Health  
Missouri State University**

Student Name: \_\_\_\_\_  
(Last)
(First)
(Initial)

\_\_\_\_\_  
(Agency Supervisor)
(Position/Title)

\_\_\_\_\_  
(Agency)
(Date of Placement)

\_\_\_\_\_  
(Agency Address)
(City)
(State)
(Zip)

\_\_\_\_\_  
(Agency Phone)
(Extension)

Briefly describe placement assignments:

Was there a basic orientation given to the student prior to the assignment?

Yes                       No

Comments:

What was the intern's understanding of the placement and working knowledge of agency practices, policies and procedures?

<input type="checkbox"/> Excellent <input type="checkbox"/> Above average <input type="checkbox"/> Average	<input type="checkbox"/> Somewhat below average <input type="checkbox"/> Inadequate <input type="checkbox"/> Not applicable or lack of information
--	--

Comments:

How would you evaluate the intern's training and skills necessary to successfully carry out his/her assignments?

Excellent

Above average

Average

Somewhat below average

Inadequate

Not applicable or lack of information

Comments:

Was there special training provided to the student to develop additional competencies/skills needed for the placement?

Yes

No

Comments:

Provide specific examples of guidance/direction given to the intern during the assigned period of the placement.

How often did you meet with the intern to discuss his/her performance and assignments?

daily

twice a week

other

once a week

every two weeks

On the following pages, please apply the Rating Scale below to assess the Personal Characteristics, Professional Relations, and Professional Proficiencies of this intern. **You are encouraged to comment in the space provided.**

(5) – Excellent – meets top expectations

(4) – Above Average – Consistently better than satisfactory

(3) – Average – Adequate, but no more than satisfactory

(2) – Below Average – Not consistently satisfactory

(1) – Unsatisfactory – A completely unsatisfactory performance

(n/a) – Insufficient information or does not apply to field experience

## Personal Characteristics of Intern

**Attendance and Punctuality** ( )

Intern was prompt and absent only with good reason and adequate notice.

**Personal Appearance** ( )

In relation to the job, the intern was neat, clean and appropriately dressed.

**Resourcefulness** ( )

Intern uses resources effectively; is able to adapt to the situation.

**Judgment and Problem Anticipation** ( )

Intern makes common sense decisions; anticipates and is generally able to successfully handle problem and/or emergency situations.

**Motivational Skills** ( )

Intern is enthusiastic, generates interest, makes things happen.

**Acceptance of Responsibility** ( )

Intern exhibits willingness to assume responsibility when situations call for it; is capable of standing on his/her own two feet.

**Initiative, Creativity** ( )

Intern looks for additional work, avoids idleness, originates ideas, makes creative efforts.

**Personable, Positive Influence** ( )

Intern is friendly, a possessor of a sense of humor; is generally relaxed in a group setting.

## Professional Relations

**Public Relations Skill** ( )

Intern is tactful, diplomatic, exhibits courteous behavior.

**Work Attitudes** ( )

Intern is industrious, willing to assist others, does his/her share; has positive deportment.

**Rapport with Staff** ( )

Intern works harmoniously with others, is cooperative, considerate, helpful, etc.

**Relates to Clients, Participants and Customers** ( )

Intern possesses ability to get people involved, shows interest, respect and concern for clients.

**Understands Special Needs of Clients** ( )

Intern is aware of limitations and individual differences; plans appropriately for needs.

**Adaptability** ( )

Intern can adjust plans and actions according to developing situations, changing moods of groups.

**Takes Criticism Constructively** ( )

Intern is willing to discuss and recognize deficiencies; works on personal problems.



## Professional Proficiencies

**Knowledge and Skills Performed** ( )

Intern displays adequate knowledge of Public Health content and the skills needed to develop activities.

**Planning Activities** ( )

Intern plans well in advance for programs and other commitments.

**Facilities and Equipment Care** ( )

Intern works well with clientele.

**Leadership Qualities** ( )

Intern displays a quality of leadership that encourages development. Personal characteristics are worthy of emulation.

**Written Communications, Reports** ( )

Intern conveys ideas clearly; makes few errors; does neat, organized work, meets deadlines.

**Oral Communications** ( )

Intern expresses self effectively; makes points clearly, can be heard by others.

**Problem Solving Ability** ( )

Intern identifies problems; works effectively for solutions.

**Task Accomplishment** ( )

Intern effectively completes tasks within deadlines; pursues Difficult tasks to completion.

**Evaluation, Self-Improvement**

( )

Intern has the ability to analyze weakness; works for betterment and self-improvement.

**Professional Growth**

( )

Intern searches for more knowledge and experience, attends meetings, reads and discusses, enquires about the profession.

Considering the following criteria, the other assessment criteria your agency may use, what is your overall rating of the student's field experience performance? Attach any additional forms that may have been utilized in assessing the intern's performance.

**Assessment Scale** – Please indicate (X) the most appropriate rating of the student's performance during the field experience.

\_\_\_\_\_ **Excellent** – The top rating – the very best – “Outstanding”; does not necessarily mean just the best of student interns. It means the best that you might hope for in a new employee in the position. Be cautious in awarding this rating – it should go only to a person your agency would hire without reservation.

\_\_\_\_\_ **Above Average** – While “Average” means just satisfactory, or what you would expect from any employee, “Above Average” is a very good rating and indicates an all-around efficient performance on the intern's part. This is a person that would be hired without reservation.

\_\_\_\_\_ **Average** – As explained above, an “Average” performance is one without special strength or weakness. Performance is adequate and no more. This person might be hired but with some reservation.

\_\_\_\_\_ **Below Average** – This student is not performing satisfactorily at the present time but may be capable of improvement through further training experience or a different placement. This person would be considered for employment.

\_\_\_\_\_ **Unsatisfactory** – “Unsatisfactory” indicates a poor performance. The intern is either not suited to the placement or appears to not be capable of a better performance. This person would be rejected as an employee.

Based on the intern’s total performance, including the Final Intern Performance Evaluation above, it is recommended that this student receive the following grade (Please check one)

A      B      C      D      F

I (Incomplete) Please provide justification for a recommended incomplete grade.

As a professional entering the field, this intern student: (Please check one)

- Displays outstanding potential
- Displays above average potential
- Displays average potential
- Displays little potential
- Displays no potential

Please comment to support your appraisal:

\_\_\_\_\_ Date \_\_\_\_\_  
 (Agency Supervisor)

\_\_\_\_\_ Date \_\_\_\_\_  
 (Student Intern)

\_\_\_\_\_ Date \_\_\_\_\_  
 (University Supervisor)



How would you rate your curricular preparation for this field experience?

Excellent

Above average

Average

Somewhat below average

Inadequate

Not applicable or lack of information

Comments:

Was there any special training provided by the agency to develop additional competencies/skills needed for the placement?

Yes

No

Comments:

What type of guidance was given to you during the assigned period?

How often did you meet with your Agency Supervisor to discuss your performance and assignments?

daily

twice a week

other

once a week

every two weeks

On the following pages, please apply the Rating Scale below to assess the Personal Characteristics, Professional Relations, and Professional Proficiencies of yourself. **You are encouraged to comment in the space provided.**

(5) – Excellent – meets top expectations

(4) – Above Average – Consistently better than satisfactory

(3) – Average – Adequate, but no more than satisfactory

(2) – Below Average – Not consistently satisfactory

(1) – Unsatisfactory – A completely unsatisfactory performance

(n/a) – Insufficient information or does not apply to field experience

## Personal Characteristics of Intern

**Attendance and Punctuality** ( )

As an intern were you prompt and only absent with good reason or with adequate notice?

**Personal Appearance** ( )

In relation to the job, were you neat, clean and appropriately dressed?

**Resourcefulness** ( )

Did you use resources effectively; were you able to make do or adapt to the situation?

**Judgment and Problem Anticipation** ( )

Were you generally able to successfully handle problem and/or emergency situations? Did you make good common sense decisions?

**Motivational Skills** ( )

Were you enthusiastic, able to generate interest, makes things happen?

**Acceptance of Responsibility** ( )

Were you willing to assume responsibility when appropriate?

**Initiative, Creativity** ( )

Did you look for additional work, avoid idleness, originate ideas, make creative efforts?

**Personable, Positive Influence** ( )

Were you friendly, a possessor of a sense of humor; generally relaxed in most situations?

## Professional Relations

**Public Relations Skill** ( )

Did you exhibit tactful, diplomatic, and courteous behavior?

**Work Attitudes** ( )

Were you industrious, willing to assist others, do your share?

**Rapport with Staff** ( )

Did you work harmoniously with others? Were you cooperative, considerate, and helpful

**Relates to Clients, Participants and Customers** ( )

Do you have the ability to get people involved; show interest, respect and concern for others?

**Understands Special Needs of Clients** ( )

Were you aware of limitations and individual differences; could you plan appropriately for their needs?

**Adaptability** ( )

Did you adjust plans and actions according to developing Situations and changing moods of groups?

**Takes Criticism Constructively** ( )

Were you willing to discuss and recognize weaknesses and work on personal problems?

## Professional Proficiencies

**Knowledge and Skills Performed** ( )

Did you display adequate knowledge of Public Health program skills and techniques in developing activities and programs?

**Planning Activities** ( )

Did you plan well in advance for programs and other commitments?

**Facilities and Equipment Care** ( )

Did you keep facilities and equipment in good condition?

**Leadership Qualities** ( )

Did you display a quality of leadership that encourages development?  
Did you display personal characteristics that were worthy?

**Written Communications, Reports** ( )

Intern conveys ideas clearly; makes few errors; does neat, organized work, meets deadlines.

**Oral Communications** ( )

Did you express yourself effectively; make points clearly, speak so that others could hear?

**Problem Solving Ability** ( )

Were you able to identify problems and work effectively for solutions?

**Task Accomplishment** ( )

Did you effectively complete tasks within deadlines; pursue difficult tasks to completion?



**Evaluation, Self-Improvement**

( )

Did you analyze weaknesses; work for betterment and self-improvement?

**Professional Growth**

( )

Did you search for more knowledge and experience, attend meetings, read, discuss and inquire about the profession?

Considering the following criteria, what is your overall rating of your field experience performance? Attach any additional forms that may have been utilized in assessing your performance.

**Assessment Scale** – Please indicate (X) the most appropriate rating of the student’s performance during the field experience.

\_\_\_\_\_ **Excellent** – The top rating – the very best – “Outstanding”; does not necessarily mean just the best of student interns. It means the best that you might hope for in a new employee in the position. Be cautious in awarding this rating – it should go only to a person your agency would hire without reservation.

\_\_\_\_\_ **Above Average** – While “Average” means just satisfactory, or what you would expect from any employee, “Above Average” is a very good rating and indicates an all-around efficient performance on the intern’s part. This is a person that would be hired without reservation.

\_\_\_\_\_ **Average** – As explained above, an “Average” performance is one without special strength or weakness. Performance is adequate and no more. This person might be hired but with some reservation.

\_\_\_\_\_ **Below Average** – This student is not performing satisfactorily at the present time but may be capable of improvement through further training experience or a different placement. This person would be considered for employment.

\_\_\_\_\_ **Unsatisfactory** – “Unsatisfactory” indicates a poor performance. The intern is either not suited to the placement or appears to not be capable of a better performance. This person would be rejected as an employee.

After having completed the Final Intern Self-Evaluation Assessment, how would you assess your overall performance during the field experience? (Please check one)

A      B      C      D      F

I (Incomplete) Please provide justification for a recommended incomplete grade.

As a professional entering the field, how would you assess your potential? (Please check one)

<input type="checkbox"/>	Displays outstanding potential	<input type="checkbox"/>	Displays little potential
<input type="checkbox"/>	Displays above average potential	<input type="checkbox"/>	Displays no potential
<input type="checkbox"/>	Displays average potential		

Please comment to support your appraisal:

_____	Date _____
(Agency Supervisor)	
_____	Date _____
(Student Intern)	
_____	Date _____
(University Supervisor)	

**Agency Application for Interns**

**Appendix E: Agency Application for  
Field Experience Affiliation**

(Please Print or Type)

Name of Agency \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Type of Agency: \_\_\_\_\_

Department or Unit: \_\_\_\_\_

Population Served/Age Group(s): \_\_\_\_\_ / \_\_\_\_\_

Programs/Typical Activities (May attach brochures):

Name & Title of Supervisor(s) of Interns: \_\_\_\_\_

\_\_\_\_\_

Qualifications of Supervisor(s): (Institution, Degree, Major, Years of Supervisory Experience)

\_\_\_\_\_

\_\_\_\_\_

Agency Supervisor's Memberships in Professional Organizations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Certifications Possessed by Supervisor(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Length of Field Experience: (Minimum # of Weeks): \_\_\_\_\_  
(University internships usually run from 10-15 weeks.)

Initial Contact with Your Agency Should Be Initiated By

\_\_\_\_\_ Faculty Supervisor      \_\_\_\_\_ Student      \_\_\_\_\_ Both

**Suggested Courses, Registrations/Certifications, or Experience Prerequisites Before Field Experience:**

**Remuneration Possibilities:**

\_\_\_\_\_ Salary      \_\_\_\_\_ Room/Housing      \_\_\_\_\_ Transportation Allowance  
\_\_\_\_\_ Meals      \_\_\_\_\_ Commissions      \_\_\_\_\_ Car/Bike  
\_\_\_\_\_ Other Benefits (Please Specify):

**Field Experience Needs:**

<u>Semester</u>	<u>Preferred # Interns</u>	<u>Starting Date</u>	<u>Ending Date</u>
Fall	_____	_____	_____
Spring	_____	_____	_____
Summer	_____	_____	_____

Additional Comments/Expectations/Requirements:

THANK YOU FOR COMPLETING THE APPLICATION

Return to:

MPH Program Director  
Missouri State University  
901 S. National  
Springfield, MO 65897  
Phone: (417) 836-8850

**MPH Program Clinical Agreement Form**

Master of Public Health Program  
Missouri State University  
901 South National Avenue  
Springfield, MO 65897  
Phone: (417) 836-8850

### FIELD PLACEMENT AGREEMENT

This agreement, made and executed on \_\_\_\_\_, 20\_\_\_\_, by and between  
(date)

\_\_\_\_\_ hereinafter, called the  
(name of agency)

“agency,” and the Master of Public Health Program, Missouri State University, hereinafter called the “University,” designates mutual responsibilities, as set forth in the following statements, for a supervised field experience (practicum or internship) involving Master of Public Health students, hereinafter called the “student.”

The supervised field experiences are designed to provide opportunities for the student to apply the theories learned in their coursework to the work setting. The field experience is to be completed under the joint supervision of a qualified agency professional and an assigned University faculty member and involves a minimum of 200 hours.

A representative of the agency and the University shall cooperate in the development of instruction, training, objectives, and other aspects of the field placement experience. The student, University, and agency share in the responsibility for the selection and assignment of the student to the field placement experience. The student shall have interviewed with the agency and completed other stipulated requirements of the placement process before final placement. The needs of the student and the projected quality of the field experience will be the primary considerations in the final approval of the placement.

Supervised field placement experiences are considered an integral part of the student’s formal education. Supervision of the student field placement is a cooperative and joint function of the Agency Supervisor and the Agency Supervisor and other appropriate agency staff. The agency shall be responsible for providing the student with a comprehensive agency orientation at the onset of the field placement. The provision of orientation materials prior to and periodically during the placement is encouraged by the University. Students shall be expected to follow the agency’s policies, regulations, and procedures.

The agency retains responsibility for the clients of the agency and will maintain administrative and professional supervision of the student insofar as the student’s presence affects the operation of the agency and/or the direct or indirect provision of services of the agency. Quality written and verbal communications between the Agency Supervisor, Agency Supervisor and student prior to and during the placement shall be a high priority in the field placement process. Should problems or concerns associated with the student’s performance arise, the Agency Supervisor shall be notified by the Agency Supervisor so that a mutual attempt can be made to adequately resolve such problems or concerns.

The agency shall also assure that the student has the appropriate certification or credentials for the implementation of programs and services that require evidence of appropriate skills, knowledge, and competencies to adequately fulfill those functions. The agency shall assure that the student possesses the appropriate driver's license and provide appropriate training prior to assuming responsibility for driving agency vehicles in fulfillment of duties and responsibilities associated with the placement.

The agency is not required to provide monetary compensation to the student during the placement. However, assistance in terms of a wage, stipend, room and board, meals while on duty, or other forms of compensation are encouraged to offset the student's subsistence expenses. It is understood that the student might not be covered by Social Security, Employment Compensation, or Workman's Compensation.

The student receives college credit for the supervised field experience. The University Faculty Supervisor, with input from the Agency Supervisor and the student's self-evaluation, has the responsibility for awarding the grade and academic credit for the field placement experience. This role is in compliance with the University Faculty Handbook.

The University will advise the student to have the appropriate insurance coverage prior to the internship. Each student shall, if required by the agency, provide verification of the purchase of appropriate insurance coverage.

As a Missouri public institution of higher education, the University does not maintain general liability insurance, nor can agree to indemnify and hold harmless any individual entity. Instead, the school relies on the State Legal Expense Fund set forth in Missouri Revised States 105.711, as administered by the Office of the Attorney General of the State of Missouri.

Each party shall be responsible for its own acts and omissions and shall be liable for payment of that portion of any and all claims, liabilities, injuries, suits, and demands and expenses of all kinds that may result or arise out of any alleged malfeasance or neglect caused or alleged to have been caused by said party, its employees, agents, or subcontractors, in the performance or omission of any act or responsibility of said party under this Agreement. In the event that a claim is made against both parties, it is the intent of both parties to cooperate in the defense of said claim and to cause their insurers to do likewise. Both parties shall, however, retain the right to take any and all actions they believe necessary to protect their own interests.

The University and the agency do not and will not discriminate against any applicant for the field experience placement on the basis of age, ancestry, color, creed, disability, marital or parental status, national origin, participation in constitutionally-protected activities, political affiliation or belief, race religion (belief or non-belief), sex, or disabled and/or Vietnam veteran status in its activities, programs or benefits.

This agreement may be terminated by either party upon notice to the other and is executed in duplicate by the authorized offices or the parties.

UNIVERSITY \_\_\_\_\_ Date \_\_\_\_\_



Dean, College of Health and Human Services  
Missouri State University  
Springfield, MO 65897

\_\_\_\_\_Date\_\_\_\_\_

Director, Master of Public Health Program  
Missouri State University  
Springfield, MO 65887

AGENCY

\_\_\_\_\_Date\_\_\_\_\_

Agency Administrator

\_\_\_\_\_

Agency Administrator's Title

\_\_\_\_\_

Agency Street Address

\_\_\_\_\_

City

State

Zip Code

\_\_\_\_\_

Agency Phone Number