



**كلية العلوم الصحية**  
**College of Health Sciences**  
QATAR UNIVERSITY جامعة قطر

**Qatar University**  
**College of Health Sciences**  
**Department of Public Health**  
**Training Manual: Field Experience Course (PUBH 390)**  
**Spring 2019**



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## **Welcome**

Welcome to Field Experience Course PUHB 390 training manual. Third-year level students in the Bachelor of Science in Public health with Public Health Management concentration should register for this course for the spring semester. Field Experience course will enable students apply theories, ethics, and principles of the public health field in a practical setting. This training course will prepare students for the work setting and provide them with the skills and competencies they need as professional public health managers in their future career. The purpose of this manual is to introduce the public health program objectives and learning outcomes, recognize the objectives of the field experience course, and clarify the responsibilities of students in the training site and on QU campus, the role of the instructor of this course and the supervisor at the training site.

## **Qatar University**

### **Mission Statement**

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which addresses relevant local and regional challenges, advances knowledge, and contributes actively to the needs and aspirations of society.

## **College of Health Sciences**

### **Mission Statement**

In alignment with the Qatar Vision 2030, the mission of the College of Health Sciences is to prepare competent graduates who will contribute to the delivery of optimal healthcare, to promote research and scholarly activity and to prepare thh2 for careers in health care and higher education.

### **Vision Statement**

The College of Health Sciences aspires to have its faculty, staff, and students achieve distinction in teaching, research, and community service, and for its health degree programs to be recognized as models of excellence and exceptional achievement.

## **Department of Public Health**

### **Mission Statement**

The mission of the Department of Public Health is to provide leadership in public health education and to facilitate the development of effective public health policies on both national and regional levels. Through high-quality experiential learning and relevant research, the Department will promote the concepts and practice of health promotion, disease prevention, rational policy making, and effective and efficient management of preventive and curative health services and programs.

### **Vision Statement**

To improve the public health through graduating qualified public health professionals, health educators and policy makers on national and international levels.

## Public Health Program Objectives

**OBJ 1:** Provide students with comprehensive instruction in the international standards for public health

**OBJ 2:** Teach students the concepts and practices of health promotion and disease prevention and the complexities of eliminating health disparities in human populations

**OBJ 3:** Cultivate within students the ability to analyze public health policies and interventions, assessing their effectiveness and proposing possible alternatives

**OBJ 4:** Teach students the basics of health service organization, financing, delivery and evaluation.

## Program learning Outcomes

**PLO 1:** Apply public health concepts as a broad and complex domain of professional practice and inquiry, with specific reference to the local context

**PLO2:** Analyse local and international public health problems with inferences from history and milestone in the evolution of the public health field

**PLO3:** Examine ethical issues relevant to public health practice, especially as they apply to local specificities, and justify proposed courses of action

**PLO4:** Apply research skills to generate well-formed questions and approaches to answering them – including research questions, data sources, and appropriate methodologies

**PLO5:** Assess evidence used to implement and evaluate Public Health interventions

**PLO6:** Communicate effectively about public health issues

**PLO7 HE:** Design health education strategies and interventions

**PLO8 HE:** Assess the appropriateness and impact of health education strategies and interventions

**PLO9 HM:** Demonstrate leadership skills in public health

**PLO10 HM:** Apply management theories and concepts to public health issues

**PLO 11 HM:** Demonstrate knowledge of effective management of public health programs and interventions

**PLO12 HM:** Demonstrate knowledge of effective management of public health services

### **Admission Criteria for Public Health Program and Field Experience**

**Prerequisites:** PUBH 101 and PUBH 205

<b>Admission criterion</b>	
High school	75%
Credit Hours completed	Minimum 12
GPA	Minimum 2.0
Required Courses	Stat 101 with a minimum grade of C

## *Study Plan*

Bachelor of Science in Public Health

### CONCENTRATION IN HEALTH MANAGEMENT

FIRST YEAR ([ 32 ] credit hours)			SECOND YEAR ([ 30 ] credit hours)		
Fall Semester			Fall Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
CHEM101	General Chem I	3	BIOM 217	Human Genetics	3
CHEM103	Experimental General Chem	1	PUBH 202	Health, Behavior and Society	3
PUBH151	Biostatistics for Health Sciences	3	BIOM 243	Introduction to Pathology	2
MEDI 101	Human Structure and Function- 1	3	Core Curriculum Elective 4		3
MEDI 102	Medical Education	3	Core Curriculum Elective 5		3
Core Curriculum 1 - English 202		3			
Total Credit Hours in Semester [ 16 ]			Total Credit Hours in Semester [14]		
Spring Semester			Spring Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
MEDI 103	Human Structure and Function- 2	3	BIOM 322	Medical Microbiology	4
PUBH 101	PBHSC: Principles and Practice	3	PUBH 201	Environmental Health and Disease	3
BIOM 201	Medical Biochemistry	4	PUBH 205	Research Methods for Public Health	3
Core Curriculum 2 - English 203		3	Core Curriculum Elective 6		3
Core Curriculum Elective 3		3	Core Curriculum Elective 7		3
Total Credit Hours in Semester [ 16 ]			Total Credit Hours in Semester [16]		

THIRD YEAR ([ 31 ] credit hours)			FOURTH YEAR ([ 27 ] credit hours)		
Fall Semester			Fall Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
PUBH 301	Public Health Ethics	3	PUBH 390	Field Experience	3
PUBH 303	Epidemiology	3	PUBH 430	Health Economics	3
Core Curriculum Elective 8		3	PUBH 420	Design of Program Evaluation	3
Core Curriculum Elective 9		3	PUBH 439	Public Health Preparedness	3
Core Curriculum Elective 10		3	Major Elective		3
Total Credit Hours in Semester [ 15 ]			Total Credit Hours in Semester [ 15 ]		
Spring Semester			Spring Semester		
Course #	Course Title	Cr Hrs	Course #	Course Title	Cr Hrs
Core Curriculum Elective 11		3	PUBH 499	Capstone	3
PUBH 306	Public Health Systems, Mgt and Policy	3	PUBH 341	Public Health Data Analyses	3
PUBH 230	Strategic Planning	3	Free Elective 1		3
PUBH 310	Need assessment and Planning	4	Free Elective 2		3
PUBH 320	Health Communication	3			
Total Credit Hours in Semester [16 ]			Total Credit Hours in Semester [12 ]		

### Faculty to Communicate Regarding Field Experience -Department of Public Health

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3) Sawsan Awada, MPH	Teaching Assistant of Public Health Email: <a href="mailto:sawada@qu.edu.qa">sawada@qu.edu.qa</a>

### **Principles of the Ethical Practice of Public Health**

Below are the Principles of the Ethical Practice of Public Health, Version 2.2 © 2002  
Public Health Leadership Society.

1. Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.
2. Public health should achieve community health in a way that respects the rights of individuals in the community.
3. Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.
4. Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.
5. Public health should seek the information needed to implement effective policies and programs that protect and promote health.
6. Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.
7. Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.
8. Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.

9. Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.
10. Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.
11. Public health institutions should ensure the professional competence of their employees.
12. Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.

### **Course Description: Field Experience Course – PUBH 390**

The field/culminating experience is an internship experience designed to integrate public health theory, knowledge, and skills in a practice setting, which results in a written report that demonstrates problem-solving skills, is overseen by a faculty member, and is designed around a major issue in one of the core disciplines in the degree.

#### **Course Objectives:**

- 1) Enable students apply principles of the Public Health Field in a practical setting and understand their role as public health specialists and how they fit into the organization.
- 2) Work on a meaningful public health project that utilizes/builds upon their skills and competencies essential to these skills in health promotion, public health research and management.
- 3) Learn about the public health systems and their assessment through the lenses of equity, efficiency and effectiveness.
- 4) Enable students apply critical management and budgeting skills necessary to successfully run programs and organizations.
- 5) Demonstrate the ability to conduct financial management and formulate financial policies.

- 6) Demonstrate basic skills in program planning and evaluation in public health settings.
- 7) Enable students explore key public health organizations and become acquainted with agencies commonly engaged in health promotion.
- 8) Teach students to communicate oral and written information and critically reflecting public health skills and development.

### **Student Learning Outcomes**

*Benchmarking with Yale School of Public Health- Yale University.*

1. Conduct economic analyses, including cost-effectiveness analysis, to inform public health management decision-making.
2. Apply operations management principles to address organizational performance issues in health service organizations.
3. Apply the principles of marketing analysis and planning to public health programs and health service organizations.
4. Utilize research design and data management skills to conduct health policy and management research.
5. Evaluate health care financing, regulatory and delivery systems.
6. Demonstrate written and oral communication skills to effectively communicate in professional health policy and community settings.
7. Utilize advocacy, persuasion, and negotiation skills to influence health policy and management decision making.
8. Perform strategic analysis and planning for public health care organizations.
9. Apply ethical decision making in a health care context.
10. Apply management problem-solving skills to improve functioning of organizations and agencies in health systems.
11. Demonstrate leadership, team-based collaboration, and conflict management skills.
12. Work with and incorporate perspectives of culturally diverse groups

## **Training Sites and Rotations**

- **Primary Health Care Corporation (PHCC).**
- **Department of Health care Quality Management and Patient Safety at MOPH.**

### **Training Rotations**

- ❖ Students will be in the training site once a week (each Monday) from 8:00 am-2:00 pm for 12 weeks.
- ❖ They will be divided into two groups: One group will be hosted by the Department of Health care Quality Management and Patient Safety at the Ministry of Public Health. They will spend 12 weeks with rotation switch within the department.
- ❖ The second group will be hosted by Primary Health Care Corporation. They will spend 12 weeks with rotation switch within the organization and health centers.

### **Detailed Rotation Schedule at PHCC will be posted on Blackboard.**

#### **1) Health Protection Training Plan (Internal) for Qatar University Student**

Week 1 to 3 (21<sup>st</sup> Jan, 28<sup>th</sup> Jan & 4<sup>th</sup> Feb 2019) At Preventive health Department - Health Protection Section PHCC HQ Tower 1 Level 12.

#### **2) Primary Care Healthcare Center placement for Qatar University Public Health Students**

Week 4, 11 and 12 (11<sup>th</sup> Feb, 8<sup>th</sup> April & 15<sup>th</sup> April 2019) At Qatar University Health Centre

#### **3) Health Information Management - Business & Health Intelligence QU Public Health Student Orientation Program Outline**

Week 5 to 6 ( 18<sup>th</sup> & 25<sup>th</sup> February 2019) At HIM PHCC HQ Tower 2 Level 6

**Week 7 (3<sup>rd</sup> March to 7<sup>th</sup> March 2019) QATAR UNIVERSITY SPRING BREAK**

#### **4) OHS Training Plan (Internal) for Qatar University Student**

Week 8 (11th March 2019) At OHS Department Barwa Tower 2 Level 5 (Al Saad)

9<sup>th</sup> week (18<sup>th</sup> March 2019) At OHS Department Barwa Towers 2 Level 5 (Al Saad).

## 5) Wellness Program Training Plan (Internal) for Qatar University Student

Week 10 and 11 (25<sup>th</sup> March & 1<sup>st</sup> April 2019) At Preventive Health Department - Wellness Program Section Umm Salal Health Centre

### **Location For PHCC Orientation Placements**

The following are the locations for your orientation program at PHCC.

- 1) Primary Health Care Corporation - new Head Quarters:  
<https://goo.gl/maps/aQ7jLkQQJBt>
- 2) OHS & Workforce Development & Training Barwa Tower 2 Al Saad:  
<https://goo.gl/maps/U1b9nWWyxjv>
- 3) Qatar University Health Centre: Arab League Street Doha:  
<https://goo.gl/maps/auJ8CXL8Pt92>
- 4) Umm Salal Health Centre: Wellness center  
<https://goo.gl/maps/jR4QDW7GsqT2>

### **Placement agenda at Department of Health Care Quality Management and Patient Safety- MOPH:**

- National Clinical Guidelines team: literature search as per NCG requirements, prepare certificate of attendance and disseminate, review evaluation from our events –analyze and provide feedback, attend meetings and help with minutes.
- Infection Prevention team: provide training on policy development and writing, reviewing, proofreading implementation plans and developing indicators.
- Quality Management team.
- Patient Safety and Risk Management team: work on policy writing and health promotion plan.

Day	Activity	Outcome
1	A. Introduction & placement's plan discussion B. General orientation: - About the department	- Agree on the plan - To be familiar with the HQPS department scope of work

	- About the Patient safety & Risk Management (PS& RM) Unit C. Two lectures about: - Fundamental of Patient Safety - Fundamental of Risk Management	- Demonstrate basic knowledge about PS& RM
<b>2</b>	Introduction about "Qatar Patient Safety Week" and start working on the marketing plan for 4 <sup>th</sup> event	Marketing plan
<b>3</b>	Continue working on the marketing plan	
<b>4</b>	- Medication Safety program: Introduction, and what is required - Start working on the data & the proposal	- Propose a cost-effectiveness analysis for Medication Safety program - Come up with a final report for data analysis from HSPA and a design for a research proposal.
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>	Quality policy	Evaluation framework for the Quality policy
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>	Final day, evaluation performance & feedback on the placement's activities	

Students' specific activities:

1. Provide a proposal on how to conduct economic analyses, including cost-effectiveness analysis for Medication Safety Program.
2. Prepare a marketing plan for "4<sup>th</sup> Qatar Patient Safety Week".
3. Utilize data management skills and provide a research design for the Medication Safety data from HSPA.
4. Help in providing an evaluation framework for the Quality policy.
5. Points 6, 7, 10, and 11 will be evaluated during the placement.

### **Student's Responsibilities at the Training Site and On QU Campus**

- 1) Ask the training site supervisor to sign the attendance sheet each day at the arrival and departure of the site.
- 2) Inform the course instructor if you will be late/or absent.
- 3) Wear your lab coat with the college/department logo at the site.
- 4) Turn off your mobile phones and DO NOT use any other electronic devices during the training unless you are in break time.
- 5) Observe and learn (and apply if allowed by the supervisor) from the different processes and procedures related to health education and public health management happening at the site.
- 6) Ask for assistance, supervision or any inquiry you may have from the supervisor/professionals at the site.
- 7) Attend a weekly class meeting with the course instructor to reflect on the training experience from the past week.
- 8) Submit a weekly report to the course instructor reflecting/giving feedback on your experience for the past week; lessons learned, challenges faced, and role of public health specialist.
- 9) Submit a final report reflecting on the training experience in both sites; Kulluna and PHCC, and deliver a PowerPoint presentation in classroom for the course instructor and other classmates.
- 10) Fill student exit survey after finishing the training.

### **Course Instructor's (Clinical Coordinator's) Roles and Responsibilities**

- 1) Divide students into groups and each group directed to a training site depending on the trainee's focus; health education or public health management, and on site capacity for hosting trainees.
- 2) Fill transportation request with the training sites and email it to QU transportation department. This will enable the department to provide transportation to the trainees.
- 3) Communicate with site managers and supervisors to construct student rotation schedules.
- 4) Prepare a file for each student which includes: attendance sheet, manual, supervisors' evaluation forms and students evaluation forms.
- 5) Introduce the training manual for students which states the field work objectives and students' learning outcomes expected from this training. It also includes supervisor's evaluation form and student's exit survey to evaluate their experience. Each student will be asked to read the guidelines file, understand and sign.
- 6) Provide students with a range of academic materials. These will mainly be made available through Blackboard and may include: E-Books and documents; weekly required reading chapters; articles and chapters for further reading; web-sites to explore; videos, and hand-outs.
- 7) Meet students weekly for one hour to discuss/reflect on their experience during the previous week and submit a weekly report. In these weekly reports students will reflect critically on the public health skills and development by focusing on a specific topic suggested by the coordinator, address lessons learned and challenges faced during the



training. During these meetings the coordinator will assist students to resolve any problem related to training.

- 8) Have routine meetings with all supervisors in order to be aware of the progress of all students. The coordinator needs to be aware of the students' weaknesses and strengths. Typically there will be about 2 meetings per week with the supervisors and trainers.
- 9) Perform random spot checks at sites to make sure the students are all in their places, monitor student performance and follow up with supervisors.
- 10) Communicate the objectives and student learning outcomes of the field experience training course *clearly and frequently* to the clinical/ training site coordinators, managers, supervisors and students.
- 11) Collect weekly evaluations and keep track of and read all reports completed by the students on a weekly basis within their rotations.
- 12) Keep track of students' casual and sick leave days and document them.
- 13) Correspond on a daily basis with supervisors and students to resolve any issue that may arise. This is normally done via emails or phone calls.
- 14) Update the training manual to accommodate any changes that occur during the semester in terms of assignments, evaluations or other pertinent happenings.
- 15) Assert disciplinary action on students who do not abide by the policies of the program or who show lack of effort.
- 16) Update the assignments or experiences and evaluation for every rotation based on supervisors and students feedback as well as any advances in the field itself.

- 17) Collect and grade final reports, final presentations and supervisors' evaluation forms to evaluate the student performance in field experience course and practicum.
- 18) Send out exit survey (student evaluation form) to all students in order to get feedback about the field experience training.

### **Site Supervisor/Professional's Role and Responsibilities**

- 1) Discuss policies and regulations of the site to be followed by students during training period.
- 2) Sign student attendance sheet on each training day at the arrival and departure of the site.
- 3) Direct student to the training site (e.g. NCD clinic, Triage, etc.).
- 4) Help student in planning, organizing, and implementing duties assigned for her. (please see training objectives for each site).
- 5) Monitoring students conduct and performance during their training.
- 6) Inform course instructor of students' weaknesses and strengths.
- 7) Complete supervisor evaluation forms .
- 8) Maintain communication with the course instructor (clinical coordinator) through available meetings, correspondence telephone contacts and on-site visits.

## **Forms and Templates**

- Student's weekly report template
- Student's final report outline
- Supervisor's evaluation form (1&2)
- Field Experience Survey (student's exit survey)

## Student's Weekly Report Template

Student Name:

Site:

Week Number:

Hours Worked:

Activities: Describe the nature of the work you have been doing/Describe weekly experience

- 1.
- 2.
- 3.

Observations

- 1.
- 2.
- 3.

Planning For Next Week

- 1.
- 2.

Challenges /concerns you may have

Recommendations and suggestions

## Conclusion

### **Student's Final Report Outline**

The final report should reflect on the student's experience in both training sites; Kulluna Initiative (HITC 1) and Primary Health care Corporation (PHCC) for the whole semester. In this report a student should describe/address:

- Work/activities and responsibilities assigned to student during the training.
- Skills and competencies exhibited from this training and how they will shape student's future profession as a public health specialist.
- Challenges/problems a student faced during training.
- Recommendations and suggestions for improving the field experience course.

## Supervisor's Evaluation Form-1

Students Name:

ID:

Supervisor Name:

Title:

Training Site:

Phone No:

Days Absent:

Reason:

Days Late:

Reason:

*Note: The purpose of this evaluation is to make students aware of areas that needs improvement and enable the course instructor evaluate student's performance for academic credit.*

**Please evaluate the student's performance by placing a check mark in the appropriate boxes, using as a basis the work that you have observed the student doing.**

### 1) Affective Behavior Evaluation

<b>Personal Interactive Skills</b>	Excellent	Good	Fair	Poor	N/A
Effectively communicate and cooperates with peers					
Establishes or strive toward effective rapport with peers					
Effectively and accurately submits hand written					
Cordially communicate and interact with peers, supervisors and instructors					
Effectively communicate with instructors					
<b>Professional Demeanor</b>					
Strives to have a pleasant manner					
Demonstrates interest in learning					

Demonstrates perseverance					
Demonstrates promptness and dependable					

## 2) Performance Tasks

	Excellent	Good	Fair	Poor	N/A
Apply theories of the Public Health field learned in classroom.					
Abide with ethics and principles of the Public Health field.					
Exhibit professional skills and competencies essential to these skills in research, education, management, and assessment.					
Exhibit creativity in suggesting new ideas and problem-solving skills					
Reflect critically on the public health skills and development					
Other Comments:					

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Supervisor's Evaluation Form-2

Students Name:

ID:

Supervisor Name:

Title:

Training Site:

Phone No:

Days Absent:

Reason:

Days Late:

Reason:

*Note: The purpose of this evaluation is to make students aware of areas that needs improvement and enable the course instructor evaluate student's performance for academic credit.*

**Please evaluate the student's performance by placing a check mark in the appropriate boxes, using as a basis the work that you have observed the student doing.**

<b>1) Supervised Students was prepared</b>	Excellent	Good	Fair	Poor	N/A
Comes ready to work daily					
Reports to work on time and does not leave until designated time					
Takes initiative to do more than what is expected					
Accepts responsibility for her actions					

### 2) Utilizes Effective Verbal and Written Communication Skills

<b>A. Verbal Communication</b>	Excellent	Good	Fair	Poor	N/A
Effective communication with colleagues and supervisors					
Speaks in a clear, professional manner to convey accurate information					
Actively participates in health care team interactions					



Listens actively and effectively					
<b>B. Written Communication</b>					
Writes clearly, concisely, and logically					
Uses appropriate terms and abbreviations					
Uses correct grammar and spelling					
Understands professional, ethical and legal aspects of documentation					

### 3) Demonstrates Effective Personal Management and Problem Solving Skills

	Excellent	Good	Fair	Poor	N/A
Demonstrates Initiative					
Follows Directions					
Demonstrates logical Problem Solving Approach					
Seeks out necessary resources					
Uses resources efficiently and effectively					
Asks appropriate questions					
Proposes relevant solutions to problems					

### 4) Promotes Effective Professional Relationships

	Excellent	Good	Fair	Poor	N/A
Interacts well with peers, supervisors, and other staff members					
Works as an effective team member with peers, supervisors, and other staff members					
Communicates with respect					
Displays positive attitude for learning					

Demonstrates effective decision making					
Processes all necessary information using appropriate resources					
Reaches appropriate decisions					
Makes appropriate professional judgments within limits of current expertise/education					
Demonstrates critical thinking in decision making					
Demonstrates leadership potential					
Uses good judgment concerning when to seek help					
Maintains confidentiality of information					
Conducts self with integrity and fairness and high standards					
Displays professional appearance and behavior					
Completes educational objectives specific to rotation					

**Strengths to be emphasized:**

**Areas to be improved or developed:**

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Field Experience Survey (Student exit survey)

Students Name:

ID:

Program:

Department:

Training Site:

Semester:

- A) Please evaluate your performance by placing a check mark in the appropriate boxes, reflecting on what you have accomplished instead of what you may be able to do.**

### 1) Knowledge:

	Excellent	Good	Fair	Poor	N/A
Of scientific basis for public health					
Of methods to assess & analyze health needs of the community target population					
Of appropriate theories/models of behavior change					
Of individual, small and/or large group Public health strategies					
Of relevant public health policies and practices at the state, federal and local level					
Of community resources					
Of models for designing and implementing Public health programs					
Of effective management practices such as planning, budgeting, marketing, staffing					
Of effective methods of program evaluation					

### 2) Skills

	Excellent	Good	Fair	Poor	N/A
Able to identify problem/assess client interest and need					
Formulates educational/service goals and objectives					

Selects educational or service strategies to the situation					
Delivers service or educational program effectively to clients					
Makes Optimum use of available service/resources					
Develops measures to evaluate program effectively					
Prepares appropriate reports/maintenance records					
Plans and organizes time effectively					
Accomplishes assigned tasks with a minimum of supervision					
Makes sound decisions, using good judgment and common sense					
Produces accurate, thorough work					
Expresses self well in oral and written work					
Follows policies and procedures					

### 3) Relationship with Staff/Clients

	Excellent	Good	Fair	Poor	N/A
Works harmoniously with colleagues					
Works harmoniously with support staff					
Works harmoniously with representatives of other agencies					
Participates effectively with group situations					
Communicates effectively with clients					
Communicates effectively with staff					

### 4) Personal Traits and Attitudes

	Excellent	Good	Fair	Poor	N/A
Possesses emotional stability and maturity					
Is mentally active and attentive					
Shows leadership qualities					
Shows interest & enthusiasm for assigned activities					
Recognizes own strengths and weaknesses					
Responds positively to supervision					



B. What experience(s) were least helpful? Why?

3. Do you receive adequate supervision and guidance from your site supervisor?

4. What feedback or recommendations do you have to improve the field experience at the site?

5. Would you recommend other students attend this training site?

6. Other comments: