Table of Contents

A Check List 4
Introduction 5
Prerequisites 5
Time Requirements 5
Grading Procedure 5
Qualified Agencies and Preceptors 5
Philosophy of the Field Experience in Public Health 6
Field Experience Guidelines 7
Registering for the Field Experience 7
Student’s Responsibilities and the Role with the Agency 8
Student’s Responsibilities 8
Agency’s and Preceptor’s Responsibilities 9
Faculty Field Experience Coordinator’s Responsibilities 9
During the Field Experience-Student’s Responsibilities 10
During the Field Experience-Preceptor's Responsibilities 10
During the Field Experience-Faculty Coordinator’s Responsibilities 10
Safety Precautions and Sexual Harassment 10
Field Experience Procedure and Timeline 11
Necessary Forms List 13
Field Experience Agreement Form 14
Memorandum of Understanding Guidelines 15
Memorandum of Understanding- Example 16
Weekly Journal Report Form 17
Mid-Term Status Report- Student 18
Mid-Term Evaluation Form-Preceptor 19
Final Evaluation Form- Preceptor 21
Student Information Form 23
Dear MPH Student,

We trust you are enjoying your time at Indiana University and the Master of Public Health program. During your course of studies, you will be learning the most important and up-to-date information about public health from the faculty, staff, public health professionals, and your colleagues. It is crucial that you take full advantage of the resources you have available while you are on campus and begin to think about which aspect of public health interests you the most. For some, this was already determined the first week of classes, for many others, it is not determined until later in the program. Do not worry if you are in the latter group; public health offers many opportunities so it can be challenging to make a decision!

The field experience in public health is a major component of your degree. The reasons are many, but primarily the field experience is a required component of your MPH degree and is designed so you can gain hands-on experience in public health and solidify professional public health skills. The field experience occurs during the spring semester, or after, of your second year. Early in your program, it is important to think about where you would like to do your field experience and discuss your thoughts with your Faculty Coordinator, academic advisor, faculty members, and other MPH students/alumni. We will work with you to find the best match to meet your professional goals.

The best advice we can give you is to begin thinking about your field experience NOW. Think about the population (age, gender, race), the content (sexuality, cancer, mental health), type of agency (not-for-profit, government), single health area verses broad areas, geographical location, and any other constraints you may have personally (family, economic, transportation). All of these issues must be considered and resolved before you can determine the field experience site.

We look forward to working with you and assisting you while you achieve your professional goals. If we can ever be of assistance, please do not hesitate to contact us. Have a wonderful time while you are at Indiana University and studying in Bloomington. Take advantage of everything this university has to offer for professional and personal growth.

Best Regards,

Dr. Catherine M. Sherwood-Laughlin  
Faculty Coordinator- Behav, Soc and Comm Hlth  
Dr. Jo Anna Shimek  
Faculty Coordinator- Environmental Health

Dr. Jon T. Macy  
Faculty Coordinator- Public Health Admin  
Dr. Aaron Sayegh  
Faculty Coordinator- Epidemiology and Biostatistics

Dr. Jeanne Johnston  
Faculty Coordinator- Physical Activity  
Dr. Noy Kay  
Faculty Coordinator- Professional Health Education

Dr. Maria Schmidt  
Faculty Coordinator- Family Health
A Check List

Planning the Field Experience:

First Semester (Fall), Year One
_____ Discuss field experience ideas and plans with your Academic Advisor
_____ Research potential field experience sites on the SPH Careers/Internship website
_____ Develop a professional resume and cover letter
_____ Attend conferences and workshops to increase networking among public health professionals

Second Semester (Spring), Year One
_____ Attend the mandatory MPH Field Experience Meeting during the spring semester
_____ Obtain a current transcript and meet with your academic advisor to determine when the field experience will be conducted. Must have a minimum GPA of 3.00 and completed all core and required courses in order to begin field experience
_____ Complete the Student Field Experience Information Form and submit to the Faculty Coordinator at least one to two weeks prior to the first scheduled meeting. This meeting should take place before the end of this semester
_____ Attend conferences and workshops to increase networking among public health professionals

Second Semester (Fall), Year Two
_____ Obtain a current transcript and meet with your academic advisor to determine when the field experience will be conducted. Must have a minimum GPA of 3.00, completed all core and required courses by the end of the fall semester of the second year in order to begin the field experience in the next semester
_____ Meet with the Faculty Field experience Coordinator in August, September or October to discuss field experience progress and plans
_____ Determine the agencies/preceptors to interview for field experience
_____ Determine the agency/preceptor of choice
_____ Complete the Field Experience Agreement Form with the Preceptor
_____ Complete the Memorandum of Understanding (MOU) with the Preceptor
_____ Meet with Academic Advisor to get his/her signature on the SPH Advising Form
_____ Meet with the Faculty Coordinator before December 1st to register for the field experience course. Bring the MOU and Field Experience Agreement Form to this meeting. Students will not be able to register for the field experience course when classes are not in session.
_____ Complete the Graduate Field Experience Authorization form with your Faculty Coordinator
_____ Take Authorization form to Department Chair for signature
_____ Take Authorization form to PH 115 for authorization to register for field experience
_____ Register for your concentration specific course number and section OneStart for 5 credits

Second Semester (Spring), Year Two
_____ Begin field experience in early January
_____ Submit weekly journal entries
_____ Submit the Student Mid-Term Status Report at the completion of 150 hours
_____ Preceptor submits the Mid-Term Evaluation at the completion of 150 hours
_____ Complete all field experience hours by the end of April
_____ Complete the final paper and document of field experience activities and post in Drop Box on Oncourse by 12 noon on the Monday of spring finals week.
_____ Complete the Final Evaluation with Preceptor and submit by 12 noon on the Monday of spring finals week.
Introduction

Public health majors prepare themselves to function professionally in a variety of settings through university courses and practical experiences. The primary purpose of the field experience program is to provide opportunities for students to become acquainted with public health agencies and their role in understanding behavioral health and health promotion. The field experience also provides the student with hands-on experiences in public health which can assist in developing desirable employment skills. During the field experience, the student becomes a colleague within the agency and is expected to act professionally at all times. Experiences the student acquires in the classroom and during the field experience can provide a foundation in which he/she can become a competent public health professional.

Prerequisites

The field experience is to be completed during the LAST semester of enrollment, prior to graduation. **All core and required coursework in each concentration, except 698, must be completed and the student must have a cumulative GPA of at least 3.0 before the student can begin the field experience.** On some occasions, the student may take only one additional course while completing the field experience. However, the additional course cannot be a MPH core or required course.

Time Requirements

The field experience is a 5.0 credit hour requirement, and no less than 300 clock hours working with the agency. Each credit hour is worth 60 clock hours. The exact number of weeks and the number of hours per week are mutually determined by the student and the preceptor. However, the student cannot work less than 20 hours per week with an agency. If all of the hours are not completed by the end of the semester in which the student enrolled, then the student will be assigned a grade of an “Incomplete (I).” This grade will remain in place until the student successfully completes all of the requirements for the field experience. According to University policy, the Incomplete grade can remain in place for only one year from the original date of registration and an Incomplete grade cannot be assigned if the student is failing this course. If the student does not successfully complete the requirements for the field experience within the year, then a failing (F) grade will be assigned. If an Incomplete grade is assigned due to the incompletion of the internship clock hours, the student must register for additional 696 course credit during the subsequent semester(s) while completing the clock hours.

Grading Procedure

The field experience is graded based on satisfactory completion or failure, (S or F). This notation does not affect your overall GPA; however, it is very important to fulfill all of the field experience requirements in order to successfully pass this course and receive a satisfactory grade.

Qualified Agencies and Preceptors

Each Faculty Field Experience Coordinator has a number of potential sites for field experience selection. A comprehensive list is also available on [http://www.publichealth.indiana.edu/careers/index.shtml](http://www.publichealth.indiana.edu/careers/index.shtml) Field experience sites are added on a weekly basis. There are other avenues to explore for possible field experiences sites: MPH faculty advisors, MPH faculty and staff, MPH alums, colleagues, and the internet. It is important that students select a field placement site and preceptor that meets their particular academic and career objectives.

When selecting a field placement location, ask the following questions:

1. Do I plan to remain with my current employer after graduation?
2. Do I plan to relocate to a different city after graduation?
3. What type of position do I aspire to after graduation?
4. What type of public health agency do I wish to work in after graduation?
5. What experience and/or skill gaps must I close in order to be promoted or hired into my desired career position?
6. Where can I get the needed experience and skills to increase my chances of securing my desired career position?
7. Does this agency offer opportunities to help me achieve my learning goals and objectives?
8. Will this agency expand my current skills and knowledge levels?
9. What types of projects will I be involved with?
10. Do I want to work directly with the clients or the community, or do I want to work behind the scenes?
11. Can I afford, financially and emotionally, to do this particular field experience?
12. What are the opportunities for networking?
13. Is there a chance I will be hired at the agency or an affiliated agency once I have completed my field experience?
14. Do they offer any stipends or salary during the field experience?

All Preceptors (persons who supervise and mentor interns at the field placement sites) must meet **one** of the following criteria:

- A doctoral degree in public health or in a closely related field and one year of experience in public health
- A master of public health degree or a master’s degree in a closely related field and at least two years of experience in public health
- A bachelor’s degree in public health or closely related field and at least three years of work experience in public health
- Eight years of work experience in public health

All preceptors must complete the **Master of Public Health Program Field Experience Preceptor Orientation**, which can be found here: [http://www.indiana.edu/~mph/siteSupervisorPPT.pdf](http://www.indiana.edu/~mph/siteSupervisorPPT.pdf)

When selecting a preceptor, ask the following questions:

1. Does this person have a degree in a field related to my concentration and at least three years of work experience as a public health professional?
2. Does this person have the desire, time, and skills to adequately supervise and mentor me?
3. In terms of personality, are the supervisor and I compatible?
4. Does this person possess cutting-edge knowledge in areas of major interest to me?
5. Is this person well known and respected in the public health community?
6. Would this person be a good career sponsor (i.e., one who would be very helpful in assisting me with going to my next career level)?

**Philosophy of the Field Experience in Public Health**

The primary goal of the field experience is to provide the student with practical experience, and in turn, an opportunity to develop a realistic understanding of public health, from which a personal and professional philosophy of the discipline may evolve and mature. This goal is expected to be achieved by completing a field experience in an agency that will provide the environment and experiential opportunities that sustain professional and philosophical maturity.

The field experience is strategically placed at the end of the MPH program for the following reasons:

- By this time in the students’ MPH program, they have completed all coursework that is relevant to the field experience and expected by the preceptors. The field experience should be an opportunity where the student will apply the knowledge and skills from all of the MPH courses and other experiences gained during the first year and a half of the program. Completing the field experience during the summer in between the first and second year limits the students’ opportunities and scope of work during the field experience. For example, if a student has not completed a course in program evaluation and the agency has an internship in program evaluation, the student isn’t qualified.
• The field experience is competency based. Students must choose two competences from their concentration specific competences to work on during the field experience. The students are exposed to the concentration specific competencies in their courses and have a better understanding of relating the competencies to their field experience once exposed to them in their core and required courses.

• By completing the field experience during the last semester, this allows the students the opportunity to accept a job offer and not have to return to campus to take more courses.

The field experience is expected to provide the student with the opportunity to:
1. Participate in the daily functions of a public health agency, including administration and non-educational activities of the agency.
2. Participate in the agency’s program planning which include assessment of needs, planning and implementing programs, budgeting, and program evaluation.
3. Create a major independent public health project incorporating the Essential Public Health Services and the concentration specific competencies.
4. Demonstrate the ability to successfully work independently and with co-workers.
5. Use appropriate written and oral communication and human relationship skills.
6. Apply knowledge and skills gained in the classroom to practical experiences in the field.
7. Demonstrate the ability to coordinate public health services to those populations served by the agency.
8. Demonstrate the ability to utilize and disseminate public health resources.
9. Describe how the knowledge and skills gained during the field experience will be put to future use.

Field experience Guidelines
The student must complete the field experience in an agency that regularly provides public health programs in a public, private or community settings, and must be under the direct supervision of an experienced, professionally trained, public health professional.

The typical field experience is a full-time placement in an approved agency for at least 12 weeks, preferably a complete semester. The field experience is an experience equivalent to student teaching in a school setting, therefore, it is required that the student experience the day-to-day operations of the agency in order to obtain a full understanding of what public health entails. Additionally, due to the intensity and time commitment of the field experience, it is highly suggested that the intern not take other classes during the field experience. The field experience follows completion of all core and required coursework and is completed during the LAST semester of the MPH program.

Registering for the Field experience
Authorization is required from the Faculty Coordinator prior to registration. Academic Advisors cannot authorize students to register for this course. In order for a student to obtain authorization from the Faculty Coordinator and register for this course, the following requirements must be met:

MINIMUM G.P.A REQUIREMENT:
At the time of registration for the field experience, the student must have a minimum 3.00 G.P.A. If the student does not have a 3.00 G.P.A. at the time of registration for the field experience, the student cannot register for the field experience and may have to re-take courses or wait for the current semester grades to be recorded in order to meet the minimum G.P.A. requirement. Should the student’s G.P.A. fall below a 3.00 at the end of the semester before the start of the field experience, then the student will not be allowed to begin the field experience.

FIELD EXPERIENCE AGREEMENT FORM
The Field Experience Agreement Form must be completed and submitted to the Faculty Coordinator prior to registration.

MEMORANDUM OF UNDERSTANDING
The Memorandum of Understanding (MOU) must be completed and submitted to the Faculty Coordinator for approval prior to registration.
Students are responsible for any and all late registration fees assessed after early and regular registration sessions end.

**Student’s Responsibilities and the Role with the Agency**

- The student will assume only those responsibilities and tasks which have been defined with the preceptor and submitted in writing as the Memorandum of Understanding (MOU) to the Faculty Coordinator.
- The student will always dress professionally and appropriately, observe agency rules and regulations, and display professional conduct.
- The student will notify the preceptor and Faculty Coordinator of any illnesses and emergencies as soon as possible. Extended illnesses or special requests regarding absence from the field experience must be approved by the preceptor and Faculty Coordinator.
- The student will be responsible for all travel expenses related to the field experience (i.e. commuting to and from the agency, travel to other agency sites). Reimbursement of the expenses by the agency for travel required of the student as a part of the field experience will be determined by the preceptor and the agency. Neither Indiana University nor the student’s Department will reimburse students for any travel expenses accrued during the field experience.
- The student is responsible for all required medical tests (e.g. TB), vaccinations/ immunizations, criminal background checks, and trainings (e.g. CPR, HIPPA) as required by Indiana University and the Agency.
- The student will not be responsible for the transportation of agency patients, participants or clients in the student’s personal vehicle.
- The student will complete evaluation of the preceptor, the agency (site) and Faculty Coordinator at the conclusion of the field experience.

**Student’s Responsibilities**

It is the student’s responsibility to:

- Outline professional goals and field experience expectations, and prepare a resume for use in obtaining an field experience;
- Explore potential sites (agencies) for the field experience;
- Make all preliminary contacts and complete interviews with agencies of interest;
- Select the agency and identify a preceptor within the agency;
- Obtain the agency’s and preceptor’s consent to provide a meaningful field experience; (Field Experience Agreement Form)
- Complete the official field experience work experience form, and obtain the required signatures prior to receiving enrollment authorization; (Field Experience Agreement Form)
- Participate with the preceptor and Faculty Coordinator in the development of a one-page “Memorandum of Understanding” that describes the expectations of all parties in the field experience, the major independent project, and lists two MPH concentration specific competencies student will address during field experience;
- Sign the Indiana University *Release of Risk and Liability* form
- Display professional conduct at all times, maintain a regular work schedule, and adhere to the same policies observed by agency personnel. Accept the agency’s guidance and abide by agency policies;
- Make an effort to learn about the agency, its history, mission, programming initiatives, etc., and the target population/community that it serves, before and during the field experience period;
- Communicate with the supervisor and Faculty Coordinator on a regular basis during the field experience;
- Complete brief, one-page weekly progress reports/journals, and submit them to the Faculty Coordinator every Monday 5:00 pm during the field experience timeline;
- Arrange for conferences (or conference telephone calls) with the agency and Faculty Coordinator, as needed;
- Participate in all activities, meetings, etc., both within and outside the agency, as recommended by the preceptor;
- Compile a final report of the field experience, following the instructions for the report, and submit it prior to
the completion of the semester of enrollment; and
- Participate in a mid-term evaluation and exit interview with the preceptor.

Agency’s and Preceptor’s Responsibilities

It is the agency’s and preceptor’s responsibility to:
- Submit the field experience agreement form to the Faculty Coordinator confirming the agency’s consent to provide the student with an field experience, and identify a preceptor within the agency to supervise the field experience;
- Collaborate with the student and Faculty Coordinator in the development of a one-page Memorandum of Understanding (MOU) that describes the expectations of all parties in the field experience and the major independent project;
- Collaborate with the student and Faculty Coordinator to provide a meaningful field experience that actively engages the student in the day-to-day provision of the agency’s services;
- Serve as a mentor to guide the student’s professional development, and suggest learning experiences and activities that will provide the student with an opportunity to develop and practice skills needed by public health professionals;
- Introduce the student to agency staff, and orient the student in agency policies and procedures and in the student’s expected role during the field experience;
- Orient the student to agency background, goals, policies, activities, and operations;
- Provide the student with an appropriate work area, office supplies, etc.;
- Meet regularly with the student to discuss progress, project activities, problems encountered, etc., and provide constructive feedback and direction;
- Arrange for a mid-term evaluation meeting with the student, maintain contact as needed with the Faculty Coordinator, and complete a mid-term evaluation;
- Complete an exit interview with the student, an exit telephone call or meeting with the Faculty Coordinator (if needed);
- Submit the final evaluation outlining the student’s accomplishments and areas of improvements to the Faculty Coordinator before the completion of the student’s semester of enrollment; and
- Provide the Faculty Coordinator with feedback regarding the agency’s participation in the field experience, review field experience protocols, and provide suggestions for improving the field experience.

Faculty Field experience Coordinator’s Responsibilities

It is the Faculty Coordinator’s responsibility to:
- Orient the student to the purpose of and requirements for the field experience;
- Guide the student in formulating an field experience strategy, share information concerning potential agency placements, and assist student in making final agency selection;
- Provide the student and preceptor with information and documents needed to establish the field experience and complete required reports;
- Collaborate with the student and preceptor in developing a satisfactory plan for the field experience;
- Participate with the preceptor and the student in the development of a one-page Memorandum of Understanding (MOU) that describes the expectations of all parties in the field experience;
- Maintain contact with the student and the preceptor during the field experience;
- Promote and facilitate communication between the agency and the student;
- Confer with the student, in person or by telephone, to assess progress and help resolve any problems that may develop;
- Participate in exit meetings or telephone calls with the student and with the preceptor; and,
- Guide the student in completing required reports, evaluate the reports, and assign final grade (satisfactory or fail) for the field experience.
During the Field Experience

Student’s Responsibilities
- Identify, in cooperation with the preceptor, work tasks related to the Memorandum of Understanding (MOU) and how these tasks will be administered during the field experience.
- Complete journal entries which will contain information about the field experience including feelings about the field experience and the number of hours worked. They will be submitted every week to the Faculty Coordinator. The student will keep copies for his/her file.
- Attend an on-campus workshop with peers and Faculty Coordinator (if needed).
- Submit the Field Experience Binder at the end of the field experience. Copies of work produced during the field experience, a final paper, including the major independent project, will be included in the Field Experience Binder. Specific instructions are available in the course syllabus.
- Complete and submit all evaluations to the Faculty Coordinator at the end of the field experience.

Preceptor’s Responsibilities
- Discuss with the student the responsibilities and tasks he/she will have as related to the Memorandum of Understanding.
- Inform the student of existing agency policies and regulations.
- Orient the student to the agency and community.
- Orient the agency staff to the field experience program and the participating student.
- Guide and supervise the student while in residence. Serve as a mentor to the student by demonstrating, sharing, assisting, and/or providing encouragement when appropriate.
- Confer weekly with the student to discuss progress.
- Participate in the mid-term and final evaluations with the student to assess performance. It is required that a mid-term and final evaluation be completed by the preceptor and sent to the Faculty Coordinator in a timely manner. The mid-term evaluation assesses professional skills and abilities, and personal attributes. The final evaluation examines the degree to which the student has achieved the responsibilities and competencies of a graduate public health professional as related to the essential public health services and two MPH concentration specific competencies.
- Students are not generally reimbursed during the field experience. However, in some cases the agency may agree to a salary or stipend. Offering a stipend during the field experience is at the discretion of the agency. Travel expenses incurred while traveling to and from the agency are to be assumed by the student.

The student intern cannot receive a final grade without the evaluations completed and returned to the Faculty Coordinator. The final evaluation must be completed and returned at the completion of the 300 work-hours (or more), completion of goals identified in the MOU or by the Monday of Indiana University’s finals week during each fall and spring semester, and the last day of classes during summer I and II. The student intern and Faculty Coordinator will notify preceptors of the specific date at the beginning of the field experience period.

Faculty Coordinator’s Responsibilities
- Insure the student is working toward the achievement of the goals from the MOU;
- Evaluate the progression of the field experience via weekly journal entries from the student;
- Evaluate the progress of the student via mid-term and final evaluations from the preceptor;
- Maintain available schedule for students and preceptors for phone calls and meetings;
- Schedule site visits (depending on geographic location); and
- Provide feedback to the student regarding the progression of the field experience as it relates to the essential public health services.
Additional Information
Field experience Sites and Safety Precautions

Indiana University cannot guarantee the safety of the field experience sites. Interns must discuss safety issues and any additional personal health and safety concerns with the preceptor or agency prior to accepting the field experience. All interns are urged to take precautions to assure their safety while at their field experience sites. Should an intern be asked to do something that he/she feels is unsafe during the field experience, or if he/she believes that the conditions at the field experience site are unsafe, then the intern must report these concerns with the Preceptor and the Faculty Coordinator immediately. If the situation does not allow time for a discussion with either the preceptor or the faculty field experience coordinator, then the student should refuse to engage in the specific activity and report the condition and outcome of the decision to the Faculty Coordinator as soon as possible.

Sexual Harassment
Although the intern’s field experience is often off the university campus, Indiana University is committed to maintaining a work and learning environment in which interns, faculty, and staff are free from sexual harassment. Therefore, should the intern encounter sexual harassment, he/she should abide by the University Policies Regarding Equal Opportunity and Affirmative Action which are posted on the University’s Affirmative Action website http://www.indiana.edu/~affirm/policy.shtml Any intern who believes she/he has been subjected to sexual harassment may report the problem to the Faculty Coordinator or any other University official, including the Department Chair, the Dean of the School of Public Health, or any university administrator in the Department of Affirmative Action. The Faculty Coordinator or other person receiving the report will inform the intern about the University’s sexual harassment policy and procedures and, within that context, will support the intern’s initiative in taking the most appropriate reporting steps.

Field experience Procedure and Timeline

1. Complete the Information Form and return it to your concentration specific Faculty Coordinator prior to scheduling an appointment. This will help in determining an appropriate site.

2. Schedule a meeting with your concentration specific Faculty Coordinator at least 2-3 months prior to registration of the field experience. The scheduled registration times for Indiana University are mid-October for Spring semesters, mid-March for Summer sessions, and mid-April for Fall semesters. Students will not be allowed to register for the field experience without permission from the Faculty Coordinator and academic advisor. The Faculty Coordinator is responsible for granting authorization to register for this course.
   During the meeting with your Faculty Coordinator, the following components will be discussed:
   - student's professional interests
   - potential field experience sites
   - timeline- planning and completing the field experience
   - Field experience Agreement Form
   - Memorandum of Understanding (MOU)
   - Major Independent Project (MIP)
   - Concentration Competencies
   - Responsibilities of the student, preceptor and Faculty Coordinator
   - Requirements outlined in the syllabus
   - Evaluation process
   - Grading Procedures and Student Attainment of Field Experience Requirements

3. Develop a professional resume and cover letter. The School of Public Health and IU have resources on campus to help students. Contact your MPH academic advisor for more information about available resources.
4. Schedule personal or phone interviews with agencies of choice. Once the agency approves your placement, identify a qualified preceptor. Work with the preceptor on the development of the Memorandum of Understanding and the completion of the Field Experience Agreement Form. The Faculty Coordinator may also be available to assist in the development of the MOU. Both of these forms must be completed and submitted to the Faculty Coordinator before the student can register for the field experience course. **The student cannot begin the field experience with the agency until both of the above mentioned forms are submitted to the Faculty Coordinator.** Indiana University policy states that a student intern may not work any hours at a field experiences unless he/she is officially registered for the course. Any hours a student has worked at the agency prior to submission of the forms will not be counted toward the total field experience hours.

5. Once the forms have been submitted to the Faculty Coordinator and approved, the student must obtain authorization for registration. The Authorization for Field Experience Registration form is available from the Faculty Coordinator. The completed form is then submitted to the Graduate Registrar in the Dean’s Office (PH 115). The Graduate Registrar will authorize registration and then the student may register for the field experience course. **NOTE: Acquiring authorization to register for the field experience course from the Faculty Coordinator and the MPH Academic Advisor will not be granted when the university is closed for holidays and/or when classes are not in session.**
### Necessary Forms

- **Student Field Experience Information Form** - page 23
- **Field Experience Agreement Form** - obtained from Faculty Coordinator, available on the MPH website, page 14
- **Memorandum of Understanding** - developed by student and preceptor, example on page 15
- **Field Experience Authorization Form** - obtained from Faculty Coordinator
- **Academic Advising Registration Hold Release Form** - obtained from MPH academic advisor or SPH Dean’s Office
- **Weekly Journal Report** - Available here: [https://www.indiana.edu/~hperweb/internships/journal.php](https://www.indiana.edu/~hperweb/internships/journal.php) example on page 17
- **Mid-Term Status Report-Student** - Available here: [https://www.indiana.edu/~hperweb/internships/index.php](https://www.indiana.edu/~hperweb/internships/index.php) example on page 18
- **Mid-Term Evaluation Form - Preceptor** - web link is emailed to the Preceptor by the Faculty Coordinator, example on page 19
- **Final Evaluation Form - Preceptor** - web link is emailed to the Preceptor by the Faculty Coordinator, example on page 21.

<table>
<thead>
<tr>
<th>Document</th>
<th>Purpose</th>
<th>Due Date</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Field Experience Information Form</td>
<td>Provides information about the student’s field experience interests</td>
<td>Student brings to first meeting with the Faculty Coordinator</td>
<td>Form to Faculty Coordinator</td>
</tr>
<tr>
<td>Field Experience Agreement Form</td>
<td>A document that indicates the student and preceptor have agreed upon a field experience to be fulfilled at the agency listed.</td>
<td>At meeting to obtain authorization from Faculty Coordinator to register for Field Experience course.</td>
<td>Form with signatures to Faculty Coordinator</td>
</tr>
<tr>
<td>Memorandum of Understanding</td>
<td>A document that explains the student activities, objectives and competencies, also obtains the commitment of the preceptor to assist in meeting the objectives</td>
<td>At meeting to obtain authorization from Faculty Coordinator to register for Field Experience course.</td>
<td>MOU on Agency Letterhead with signatures to Faculty Coordinator</td>
</tr>
<tr>
<td>Weekly Journal Reports</td>
<td>To track student’s hours and activities in the field, and immediate reactions/reflections; will aid student in preparation of interim and final reports</td>
<td>During the field experience, submitted weekly to the Faculty Coordinator</td>
<td>Complete the journal on line</td>
</tr>
<tr>
<td>Student Mid-Term Status Report</td>
<td>To evaluate interim progress toward goals</td>
<td>Submitted at 150 hours to the Faculty Coordinator</td>
<td>Complete the mid-term report on line</td>
</tr>
<tr>
<td>Preceptor Mid-Term Evaluation</td>
<td>To evaluate the student’s progress toward goals and MPH competencies; obtain feedback on student’s educational and professional needs</td>
<td>Submitted at the end of 150 hour to the Faculty Coordinator</td>
<td>Preceptor submits web-based evaluation electronically</td>
</tr>
<tr>
<td>Student Final Report and Field Experience Documents</td>
<td>To evaluate the entire practicum, and the student’s experience</td>
<td>Submitted at the end of 300 hours to the Faculty Coordinator, and no later than 12 noon on the Monday of Finals Week (or the last day of Summer I or II session).</td>
<td>Upload in Drop Box on Oncourse</td>
</tr>
<tr>
<td>Preceptor Final Evaluation</td>
<td>To evaluate the student’s progress toward goals and MPH competencies; obtain feedback on student’s educational and professional needs</td>
<td>Submitted at the end of 300 hours to the Faculty Coordinator, and no later than 12 noon on the Monday of Finals Week (or the last day of Summer I or II session).</td>
<td>Preceptor submits web-based evaluation electronically</td>
</tr>
</tbody>
</table>
# Field Experience Agreement Form

**Field Experience in Public Health**

**Master of Public Health**

**Student Name__________________**

**Student ID#_____________**

**MPH Concentration:** BIO FH BSCH PHE ENV HLT PA EPI PHA

**Agency Information:**

**Preceptor**

**Title/Position**

**Agency**

**Address**

**E-mail**

**Phone**

**Fax**

**Field Work to begin and end:**

**Days of Week and Hours Student will be working:**

**Vacations or Personal Time Off for Preceptor during Field experience:**

**Vacations or Personal Time Off for Student during Field experience:**

The above student and preceptor have agreed upon a field experience to be fulfilled at the agency listed above. Neither the Faculty Coordinator nor Indiana University is responsible or liable, to the site or otherwise, for the student's conduct, acts or omissions in arranging or performing the field experience; the student is responsible for his/her own conduct, acts or omissions. The undersigned agree to the above objectives, and agree that they have read, understood, and agree to conduct the field experience in accordance with, the provisions of the Field Experience in Public Health Handbook.

**Signatures Required for Field experience Agreement:**

**Student**

**Preceptor**

**Faculty Coordinator**
MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MOU) is the agreement made between the student and the preceptor which outlines the goals for the student during the field experience period. Information regarding the Major Independent Project (MIP) must be explained in the MOU. Lastly, the two concentration specific competencies the student will work on during the field experience must also be clearly listed on the MOU.

The Memorandum of Understanding will be completed in the following manner:

1. Typed on Agency Letterhead
2. Signed by both the Student Intern and Preceptor
3. Contain the following information:
   - Student’s name
   - Duration of Field Experience
   - What activities will the student do during his/her field experience
   - Major Independent Project (MIP)
   - Two (2) MPH Concentration specific competencies
4. Returned to Faculty Field Coordinator with the completed Field Experience Agreement Form

Major Independent Project

While planning the MIP, it is very important to discuss with the preceptor the scope of the major independent project (MIP). The project must be a product of the student’s field experience experiences which contributes to the mission of the agency. The MIP should also show evidence of the student’s achievement of the competencies in public health. Examples of projects are below:

- Establishment of a smoking cessation program for dormitories and sororities on the IU campus
- Plan, implement and evaluate tobacco prevention program with Students Working Against Tobacco Program
- Conduct a needs assessment, develop, implement, and evaluate a public health program for an Amish community
- Summarize, critique and rank NCI funded 5-A-Day elementary and middle school curricula for teachers, results were placed on NCI website
- Plan, implement and evaluate HIV/AIDS Awareness Week programs
- Measles disease surveillance report
- Investigation of breast cancer cases and potential causal links between the occurrence of the disease and environmental exposures
- Researching and developing tobacco policies related to children and exposure to second-hand smoke in automobiles

Note: Student may not register or begin the field experience without the Field Experience Agreement Form and the MOU completed, signed, and returned to the Faculty Coordinator. Any work or hours the student has completed at the agency prior to submission of these forms to the Faculty Coordinator will not count toward the total number of hours needed to fulfill the field experience. In addition, it is an Indiana University policy that the student must be currently enrolled in the field experience course while completing hours towards the field experience requirements.
Memo of Understanding between
Memorial Hospital Community Education (Jasper, IN) and Adrienne Luegers

This Memorandum of Understanding provides that Indiana University’s Master of Public Health graduate student Adrienne Luegers will participate in an internship experience with Memorial Hospital Community Education (Jasper, IN) during the spring semester of January through April 2012. It is agreed that Adrienne will work at least 25 hours a week (unless agreed upon otherwise), beginning between January 2 and January 9, 2012, as determined. She will work a total of 300 hours during the internship, pursuing the following objectives:

1) Gain a greater comprehension of how Memorial Hospital Community Education (Jasper, IN) outreaches in the community to provide wide-ranging health education and wellness programs for diverse segments of the population.
2) Develop a deeper understanding of the administration of wellness/health promotion programs and services, as well as the collaborations necessary for successful implementation of wellness programming.
3) Observe health education sessions and assist health educators by interacting directly with participants during educational sessions.
4) Attend collaborative staff meetings and other relevant meetings regarding community health and the planning of community education programs.
5) Cultivate a greater knowledge base about the procedures necessary for effective evaluation of a wellness program.
6) Enhance skills, abilities, and knowledge pertaining to the fields of weight management, obesity prevention, and the promotion of healthy and active lifestyles through this internship experience.
7) As a major independent project, with support from the Memorial Hospital Community Education staff, will develop the curriculum for an innovative wellness program to be offered to the community, complete with all necessary components and strategies for evaluation, if applicable.

Competencies
1. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
2. Identify individual, organizational and community concerns, assets, resources and deficits to plan community-based public health programs, policies, and interventions

The undersigned agree to the above objectives:

Rita Howell, MS
Director, Community Relations
Memorial Hospital and Health Care Center

Adrienne Luegers
Internship Candidate
WEEKLY JOURNAL REPORT FORM  
Due: Every Monday by 5:00 pm

Name:  

Week Ending:  

Total hours for this weekly report:  

Total Hours to date:  

To complete on line: https://www.indiana.edu/~hperweb/internships/journal.php

Please quantify the number of hours you spent on the following activities for this report in the table below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours This Week</th>
<th>Total Hours to Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td>Needs Assessments</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td>Related Travel</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
<td>Inspections/Investigations</td>
</tr>
<tr>
<td>Literature/Data Search</td>
<td></td>
<td></td>
<td>Establishing the field experience</td>
</tr>
<tr>
<td>Documents Created/Developed</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Lessons/Materials Developed</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

Please write a detailed paragraph(s) describing your activities for this weekly report. Be sure to explain all experiences where you have allocated hours worked related to the specific activities indicated on the table above. Include your thoughts about your progress so far.

What challenges or concerns do you have this week?

Any other comments?

Please E-mail this confidential report to the faculty coordinator.
MID-TERM STATUS REPORT
To be completed by Student Intern
Due: At the completion of 150 hours

Student Name:
Dates of Reporting Period:
Hrs. Worked During Reporting Period:
Cumulative Hours Worked To Date:
Preceptor:
Field Experience Site:
Competency #1:
Competency #2:

To complete on line: https://www.indiana.edu/~hperweb/internships/evaluationMPHmid.php

I. Status of Objectives (As related to the Memorandum of Understanding and Competencies)

Accomplished activities:

Activities still in progress:

II. Perception of Field Experience Activities
New insights on public health activities:

New insights on administrative, program/planning in public health:

III. Evaluation of your Performance as an Intern

Strengths Detected:

Areas for Improvement:

IV. Suggested Changes in Objectives, Future Activities, if any

__________________________________________________________________________  ______________________________________________________________________
Intern Signature  Preceptor Signature

Date Completed:__________________________________________________________________________
MID-TERM EVALUATION FORM
To be completed by Preceptor
Due: At the completion of 150 hours

Student Name:  
Preceptor’s Name:  
Dates of Reporting Period:  
Hrs. Worked During Reporting Period:  
Cumulative Hours Worked To Date:  
Website: http://www.publichealth.indiana.edu/departments/applied-health-science/career/sitesupervisor-mid.shtml

I. Status of Objectives (As related to the Memorandum of Understanding and Competencies).

Accomplished activities:

Activities still in progress:

II. Perception of Intern’s Personal Attributes and Professional Skills
Please use the number below to indicate the intern’s personal attributes and professional skills.

<table>
<thead>
<tr>
<th>1=Poor</th>
<th>2=Below Average</th>
<th>3=Average</th>
<th>4=Above Average</th>
<th>5=Excellent</th>
<th>0=Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence in the Job:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy and Thoroughness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication- Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication-Written</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Attributes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page…
III. Evaluation of the performance of the intern

Strengths Detected

Areas for Improvement

IV. Suggested Changes in Objectives, Future Activities, if any

________________________________________

___________________________

Signature of Preceptor

Signature of Intern

___________________________

Date

Date

Electronic submission of this evaluation by the preceptor to the Faculty Coordinator at Indiana University serves as the preceptor’s signature.
**FINAL EVALUATION**

To be completed by Preceptor

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>__________________________</th>
<th>DATE</th>
<th>__________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PRECEPTOR</th>
<th>__________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FIELD EXPERIENCE AGENCY</th>
<th>__________________________</th>
</tr>
</thead>
</table>

**NOTE:** This evaluation form is also available on line: [http://www.hper.indiana.edu/careers/sitesupervisor.html](http://www.hper.indiana.edu/careers/sitesupervisor.html)

Thank you for your time and guidance in working with your graduate intern, we appreciate your willingness to assist in our field experience program. Please use the following checklist and questions to evaluate the student based on the Essential Services of Public Health and other basic competencies related to public health. The Essential Public Health Services provide the fundamental framework for the National Public Health Performance Standards Program instruments, by describing the public health activities that should be undertaken in all communities. Please discuss this evaluation with the student during the exit interview.

Use the following scale to indicate the level of competence displayed by the student. Mark NA if the student had no opportunity to demonstrate that competency during the practicum.

| 4 | Superior |
| 3 | Good |
| 2 | Fair |
| 1 | Poor |
| NA | Not Applicable |

**Has the student gained experience in this service? If yes, level of competency obtained:**

<table>
<thead>
<tr>
<th>Item</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits command of public health concepts and knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements strategies that facilitate organizational change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor health status to identify and solve community health problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnose and investigate health problems and health hazards in the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses and investigates the need for new health programming or improvement in current programming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs, educates, and empowers people about health issues and programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobilize community partnerships to identify and solve health problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop policies and plans that support individual and community health efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforce laws and regulations that protect health and ensure safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links people to needed health programs and services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits cultural competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates effectiveness, accessibility, and quality of personal and population-based health programs and services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researches for new insights and innovative solutions to health problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of Attainment of MPH Competencies:**

Based on the Exit Interview with your intern, please evaluate the student on his/her attainment of the two competencies he/she chose to work on during the field experience by providing a brief description of your assessment of the level of attainment for each competency.

**Competency Levels Definitions:**

- **Proficient Knowledge (PK):** Having or marked by an advanced degree of competence related to principals and terminology towards understanding gained through experience to solve more advanced problems within public health.

- **Developing or Proficient Skill:**
  The definition of a skill is the ability to adjust, or to be able to adapt in response to changing needs and contexts. A Developing Skill (DS) is one that is at the level of meeting basic skill competency through education, training and some practice of that skill. Having achieved Proficient Skill (PS) implies that the student has demonstrated the capability to exhibit mastery of the skill through acquired knowledge, multiple exposures to appropriate skills-based experiences, and the opportunity to respond to changes within the environment with appropriate actions and decisions to achieve the desired outcome.
Please place an X in the corresponding level of attainment

<table>
<thead>
<tr>
<th>Competency 1:</th>
<th>PK</th>
<th>DS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Attainment as assessed by the Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Attainment as assessed by the Preceptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2:</th>
<th>PK</th>
<th>DS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Attainment as assessed by the Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Attainment as assessed by the Preceptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Assessment:**

1. What are the strengths of the student as a graduate public health professional?
2. What professional skills and abilities need improvement?
3. In what areas has the student shown the most improvement in the field experience?
4. Other comments specific to the student that will provide a more complete picture of his/her readiness to enter the public health profession:
5. Recommendations/Comments regarding the Field experience Program:
6. Recommendations/Comments regarding the graduate professional preparation program in Public Health at Indiana University:

**Optional:**
If the student were to apply for a position with your agency/institution, what type of recommendation would you give in regards to hiring?

_________ Strongly Recommend ________ Recommend ________ Recommend with Reservation
Using the information you have learned in your courses thus far, and professional experiences you have in public health, please answer the following questions. Your responses will assist the Faculty Field experience Coordinator in determining an appropriate field experience site.

Do you want to work with a specific population (consider age, race, gender, ethnicity, SES, etc.)? If yes, please explain.

Do you have a preference for working in an agency which focuses its programs on a single area (i.e. American Cancer Society) or in a broader context? If yes, please explain.

Do you have a preference for a public or private health setting? If yes, please explain.

Do you have any constraints that will have an impact on your selection of an agency? If yes, please explain.

Do you have a geographical preference?