

**Field Experience Handbook**  
**A Guide for MPH Students**

**Department of Environmental Health Sciences**  
**School of Public Health**  
**University of Michigan**  
**Ann Arbor, MI**

**August 2009**

# EHS Field Experience Handbook

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# OVERVIEW

*The primary purpose of the field experience is to help the student learn how to apply theory and principles to the realities of work situations and to develop and expand professional skills and competencies essential to these tasks.* The field experience is intended to help students explore areas of interest, and it also affords the opportunity to become acquainted with agencies, community and other organizations groups engaged in EHS-related programs. The field experience differs from a ‘summer job’ primarily in that explicit learning objectives are stated and agreed upon by the student, faculty advisor and field experience preceptor; and the emphasis on evaluation activities regarding progress towards these objectives as well as the overall experience.

*It is each student’s responsibility to find, arrange, and complete a satisfactory field experience that that fulfills program requirements.* The faculty, department, and the school can and will assist you, but the student retains the final responsibility. Faculty advisors are not expected to find placements. One of the benefits of this process is that each student will learn to contact and communicate with professionals in their field.

**Field Experience Requirement.** The Department of Environmental Health Sciences requires MPH students to have a field experience of a minimum of 320 hours (e.g., 8 weeks @40 hours/week). The decision as to the specific locale of the experience is an individual one, but your advisor must approve it. It may be satisfied during the regular academic year concurrently with course work, during the summer via a block placement, or some combination of the two. The hours in the field may be completed in any combination of hours per week and number of weeks. Students in 60-hour MPH programs will normally complete the field experience prior to the capstone course, EHS-600. For students in 36, 42 or 48-hour MPH program, field experience requirements may be completed concurrently with or after EHS-600. These students will have had prior field or employment experiences that will assist them with EHS-600 requirements.

The requirements for completing the field experience are listed briefly below. All requirements are described in this handbook and must be satisfied prior to receiving course reduction.

- 1 **Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS).** PEERRS is a web-based instruction and certification program for members of the University community engaged in or associated with research. This training provides an orientation of the requirements associated with responsible research. The following modules are required:

- (1) Foundations of Good Research Practice
- (2) Research Administration
- (3) Conflict of Interest
- (4) Authorship, Publication and Peer Review

In addition, the following modules are recommended which are determined by your area of focus:

- (1) Human Subjects – Biomedical and Health Sciences
- (2) Human Subjects – Social & Behavioral Sciences
- (3) Animal Subjects

The training can be found at the following website: <http://www.research.umich.edu/training/peerrs.html>. Email or provide a copy of your completed certification to Sue Crawford (6655 SPH Tower, Email: [sac@umich.edu](mailto:sac@umich.edu)).

- 2 **The Health Insurance Portability and Accountability Act's Training.** This training provides an orientation to the privacy of patient health information. New regulations became enforceable April 14, 2003. The specific training to complete is based on an individual's role and responsibilities. The training can be satisfied by completing the module which can be found at the following website: [http://www.sph.umich.edu/faculty\\_research/hipaa/](http://www.sph.umich.edu/faculty_research/hipaa/) **Provide a copy of your completed certification to Sue Crawford (6655 SPH Tower, Email: [sac@umich.edu](mailto:sac@umich.edu)).**
- 3 **Field Experience.** Students must complete a **minimum** of **320** hours in the field (3-credit course reduction). Typically this requirement is completed during the summer between their first and second year.
- 4 **Field Experience Agreement.** The agreement must be completed by the student and approved by the academic advisor prior to the field experience placement and **before** they can count hours toward their field experience. In this Agreement, students develop a list of learning objectives and desired competencies, as well as contact information. **Submit a signed copy of your completed agreement to Sue Crawford (6655 SPH Tower, Email: [sac@umich.edu](mailto:sac@umich.edu)).**
- 5 **Preceptor Field Experience Evaluation.** The evaluation must be completed by the student's preceptor (field experience supervisor) and sent to Sue Crawford (6655 SPH Tower) who will forward them to the student's advisor at the end of the placement.
- 6 **Abstract.** This one-page typed summary of your field experience will be used as part of the annual poster session held in October.
- 7 **Poster Session.** All students are required to complete a poster and present it at the annual EHS poster session to be held in October of each year.
- 8 **Field Experience Summary Report.** The Field Experience Summary report, which is usually 3-5 pages in length, is submitted with the Student Field Experience Evaluation.
- 9 **Student Field Experience Evaluation.** The evaluation must be completed by the student at the end of the placement. The evaluation includes a simple form and accompanies the summary report, 3 to 5 pages in length. **Submit a signed copy of your completed evaluation to Sue Crawford (6655 SPH Tower, Email: [sac@umich.edu](mailto:sac@umich.edu)).**
- 10 **Request for Credit Reduction.** You are required to submit a credit reduction request if you want to reduce the required number of credits to complete your program. The **maximum** credit reduction is 6 credits for **640** hours.

# FIELD EXPERIENCE REQUIREMENTS

## ***1. Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) (due October 1)***

In any research involving human subjects, the rights and welfare of the subjects must be adequately protected. To achieve this goal, the University uses **Institutional Review Boards (IRBs)** to assist investigators in designing their research projects in a manner to minimize potential harm to human subjects, review all planned research involving human subjects prior to initiation of the research, approve research that meets established criteria for protection of human subjects, and to monitor approved research to ascertain that human subjects are indeed protected. *Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS)*.

As part of the field experience requirement, all MPH students are required to complete computer-based training (CBT) modules (**Website:** <http://www.research.umich.edu/training/peerrs.html>) addressing responsible research and scholarship. This training must be completed in their first semester and prior to completion of the Field Experience Agreement. Listed below are the modules to be completed

### **Required**

- (1) Foundations of Good Research Practice
- (2) Research Administration
- (3) Conflict of Interest
- (4) Authorship, Publication and Peer Review

### **Recommended**

- (1) Human Subjects – Biomedical and Health Sciences
- (2) Human Subjects – Social & Behavioral Sciences
- (3) Animal Subjects

It requires UM authentication (computer user id and password). **The certificate from the program should be sent to the Staff Field Experience Coordinator, Sue Crawford (6655 SPH Tower, Email: [sac@umich.edu](mailto:sac@umich.edu)).** Make sure you provide this email address when prompted during the computer training.

The University of Michigan has developed a policy for students completing a field experience/practicum. The policy is listed below. However, you should check the University website for updates on the policy. ([http://www.research.umich.edu/policies/um/student\\_practicum.htm](http://www.research.umich.edu/policies/um/student_practicum.htm)).

*"Many of the professional schools within the University actively seek opportunities for their students to become involved in "real world" activities or work assignments that will introduce them to and provide practical experiences in their chosen profession. This involvement may take the form of an internship requirement. In other situations, the opportunities may come in the form of a "practicum" in which students are assigned to work "in the field" (for example, in a government agency or in industry) to see first hand how problems are addressed by professionals in their chosen field.*

*The student intern is under the day-to-day direction of the sponsoring organization, may be given specific work assignments, and may work side-by-side with regular employees of the organization. A faculty member, in turn, provides the "bridge" between the work experience and the learning experience--giving guidance to the student and striving to place the field work into the broader context of the student's educational program.*

*Formal agreements between a sponsoring agency and the University for practicum or internships fall under "Other Sponsored Activity" and as such, are not directly governed by the 1987 Regent's Policy Concerning Research Grants, Contracts, and Agreements. It is important, however, that the terms and conditions in practicum/internship agreements do not compromise the University's pursuit of its educational mission."*

The University *Policy on Student Practicums* provides guidelines on the development and acceptance of formal University agreements for student practicums or internships. In general, student practicums or internships are acceptable when, in the opinion of the head of the department in which the practicum would be conducted, the activity may be of educational value or lead to an extension of knowledge, increase effectiveness in teaching, or increase effectiveness in research. Some student practicums/internships are designed to contribute to generalized knowledge and, thus, are research and reviewable by the IRB. Some are not. The following table (Table 1) illustrates the distinctions between activities that do and do not require IRB review.

If a student or faculty member is unsure whether a particular activity requires UM IRB approval, they should contact the IRB –Health Sciences that traditionally monitors research conducted within their academic unit ([http://www.irb.research.umich.edu/IRB\\_Health/New/IRB\\_Health.html](http://www.irb.research.umich.edu/IRB_Health/New/IRB_Health.html)).

## **2. *The Health Insurance Portability and Accountability Act's (HIPAA) (due October 1)***

The Health Insurance Portability and Accountability Act's medical privacy regulations govern the use and release of a patient's personal health information, also known as "protected health information." In the event state law or hospital policy is more restrictive than the HIPAA privacy regulations, the more restrictive law or policy will apply.

Under the HIPAA privacy regulations, patients must be informed about how their PHI will be used and given the opportunity to object to or restrict the use or release of their information. Hospitals may use and disclose PHI without a patient's consent for purposes of treatment, payment and health care operations. In addition, the HIPAA privacy regulations have specific provisions for the release of limited information about the patient without the patient's authorization when someone specifically asks about the patient by name.

Health care providers and health plans will give out a Notice of Privacy Practices (NPP) that describes how we use and share PHI, the patients' rights, their responsibilities regarding PHI, and who to contact for more information.

Requires for HIPAA can be met by completing the HIPAA and Ethics Workshop provided by the School of Public Health each Fall Semester or by completing the module that can be found at [http://www.sph.umich.edu/faculty\\_research/hipaa/](http://www.sph.umich.edu/faculty_research/hipaa/). **Provide a copy of your completed certification to Sue Crawford (6655 SPH Tower, Email: [sac@umich.edu](mailto:sac@umich.edu)).**

**Table 1: When is UM IRB approval required for student practicums or internships?**

| Circumstance                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                        | UM IRB Review Required?                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| A practicum/internship that falls within the work scope of a local, state, or federal agency (e.g. Public Health Agency) or employment by private industry involving data collection for non-research purposes. No <i>a priori</i> research design or intent.                                                                                                                                                                                                         |                                                                                                                                                        | NO<br><i>(But professional standards apply.)</i>                                      |
| Use of or access to human subjects data previously collected for non-research purposes (perhaps through a circumstance like the one above) in a systematic investigation designed to contribute to generalizable knowledge, one indicator of which is publication.                                                                                                                                                                                                    |                                                                                                                                                        | YES                                                                                   |
| Participation with or providing services to a UM PI conducting IRB-approved research. No work outside the scope of the IRB approval.                                                                                                                                                                                                                                                                                                                                  | Student is providing research assistance at the level not normally requiring an IRB project amendment.                                                 | NO                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Student is providing research assistance at the level of key personnel.                                                                                | YES<br><i>(Amendment required.)</i>                                                   |
| Participation with or providing services to a non-UM researcher. Research is approved by a non-UM IRB. Student is providing research assistance at a level not normally requiring an IRB project amendment. <i>Requires letter from non-UM PI attesting to non-UM IRB approval, and providing assurances that the non-UM IRB does not require an amendment in accord with its own SOPs. Letter maintained in the student file by the student's UM faculty mentor.</i> |                                                                                                                                                        | NO<br><i>(But professional standards apply.)</i>                                      |
| Student is providing research assistance at the level of key personnel. No different from standard collaborative research situation.                                                                                                                                                                                                                                                                                                                                  | As part of its review, the UM IRB receives assurances that the project has been approved by a non-UM IRB at the non-UM location.                       | YES                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Official memorandum to make the non-UM IRB the IRB-of-Record for the student's participation. Standard form signed in OVPR. Kept in OVPR. <sup>1</sup> | NO                                                                                    |
| Independent research project not falling within the scope of a previously approved project.                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                        | YES<br><i>(Faculty member assigned as faculty advisor is ultimately responsible.)</i> |

<sup>1</sup> See Part 5 of this Manual for additional information on IRB-of-Record arrangements.

### 3. *Field Placement Agreement (due April 1)*

Most (though not all) field placements occur in the Spring/Summer Term (May-August). Some students have found it helpful to explore potential field placements in October/November of the first year or during the break between Terms I and II. Certainly, exploration should begin no later than the end of January. Some agencies have established deadlines for applications, limit the number they will accept, and/or receive requests from students in other schools. The key activity is to explore field experience opportunities 3 to 7 months prior to the actual placement. Talk to other students about their experiences in any organization or agency you may be interested in. (See Appendix A for hints on securing a field placement).

The Environmental Health Sciences Field Experience requirement includes writing objectives for your internship. The objectives can be used for negotiating internship responsibilities. A copy of the objectives are sent by the program to field supervisors along with a cover letter, Statement on Roles and Responsibilities (Appendix D), Preceptor Field Experience Evaluation, and stamped addressed envelope for returning the evaluation.

Students are required to write their field placement objectives and obtain their advisor's approval before they can begin counting hours toward their field placement credit reduction. An example of the objectives for the Field Experience is shown in Appendix C. It requires agreement and signatures of the student and advisor. ***Students must submit this Agreement in hardcopy (via campus mail) with the advisor's signature to the Field Experience Coordinator (Sue Crawford, 6655 SPH Tower).*** The Agreement becomes part of the student's file.

Objectives may change during the course of the internship. If substantial changes occur, the objectives should be revised with input from the advisor and preceptor/field supervisor. The Field Experience Summary Report and Student Field Experience Evaluation will include an analysis of how the objectives were met (or not), how they may have changed (and why), and what new objectives were developed (and how they were defined).

The Field Placement Objectives and Competency Statement is intended to help students articulate their goals for the field experience and to communicate to field supervisors, especially their preceptor, their expectations of the experience. The objectives should be linked to the EHS Program competencies (listed below). When developing and writing objectives you should:

- Review the competencies in Appendix B that you think will be relevant for the sites where you will apply (you may need to choose different ones for different sites). Competencies specific to other program areas may be relevant and can be used – in fact, multidisciplinary and cross-cutting activities are greatly encouraged.
- Select all or some of the knowledge or skills listed under the competency statements you've identified as relevant to your placement. You should also feel free to develop and include your own ideas of knowledge and skills to acquire.
- Define specific tasks or responsibilities that you will complete to develop the knowledge or skills that are linked to the competency.

#### Issues to think about:

- Choose competencies that build upon your course work or other experience to give you greater expertise in particular areas (i.e., more depth).
- Choose competencies that complement your course work or other experience to give you a broader background (i.e., more breadth).
- Consider if your objectives match the time frame of the internship (are they realistic?).

Use your objectives to:

- Negotiate tasks during your internship
- Decide what sites might be most compatible with your objectives
- Choose which internship to accept
- Guide the writing of your required 5-page analysis of the internship
- Rehearse the process for your job search
- Think about your career goals

With the assistance of your advisor, and drawing from your desired competency attainment list, refine your specific learning objectives for the particular field experience. Your advisor must approve these. The Field Experience Coordinator will send a copy of these learning objectives to the field agency, along with a letter stating the specific dates for the field experience, and a copy of the departmental statement Field Experience: Roles and Responsibilities (Appendix D). This statement explains the responsibilities of the student and of the agency preceptor during the field experience, including guidelines for evaluation. These materials should be ready to send to agencies no later than the middle of April.

#### ***4. Preceptor Evaluation (due September 15)***

At the end of the field experience, preceptors will submit to the faculty advisor a completed Preceptor Field Experience Evaluation (Appendix H) that includes an evaluation of the student's performance during the placement. The evaluation is reviewed by the preceptor and student together before the student leaves the placement. The preceptor sends the completed evaluation to the ***Field Experience Coordinator (Sue Crawford, 6655 SPH Tower)***. After the evaluation is received, students and faculty advisors meet to discuss and analyze the field preceptor's evaluation of the student's performance. This information is considered to be confidential and thus is not entered into any database or the student's file.

#### ***5. Abstract (due October 1)***

This one-page typed summary of your field experience should focus on an overview of the agency and a description of the projects/tasks in which you were involved. At the bottom of the abstract, include the name and address of your agency, the name of a contact person, whether the agency is willing to accept other interns, whether/how much it paid, the level/type of training of your preceptor. This page will be used as part of the annual poster session held in October and made available to future first-year students and placed in the Field Placement Notebook in the EHS student room.

#### ***6. Poster Session (October)***

When you return in the Fall term, there will be a Poster Session at which you will present the work that you did on your internship. First year students are required to attend the poster session presentations from the second year students. All second year students are **REQUIRED** to attend the organizational meeting in the early part of Fall term (exact location and time to be announced at the beginning of the term). Guidelines for the poster session can be found in Appendix G.

### ***Field Experience Summary Report (due November 1)***

At the end of the Field Experience, students will submit to the faculty advisor a completed Field Experience Report. The Poster presentation and the Abstract that accompanies it are dealt with separately. The Final Report, along with the Evaluation described above, serves the purpose of documenting and analyzing their Field Experience. It will serve as a catalyst for the evaluation meeting with the faculty advisor and as a reference for later students. The Final Report will go into the student's file and will aid faculty advisors in writing letters of recommendation for future jobs. As mentioned, the student and faculty advisor will meet to discuss and analyze the agency preceptors' evaluation of their performance, the student's final report, and the overall field placement experience.

The content and structure of the Final Report will depend to a considerable extent on the nature of the field experience itself. Some students undertake internships that involve conducting research within the organization they have chosen, sometimes a specific piece of work that they have been assigned to carry out on their own, but more often some work within a project also involving other investigators. During such internships, scientific data are likely to be generated, requiring them to be analyzed and interpreted. On the other hand, other students undertake internships that involve professional practice in one or more aspects of environmental health and the acquisition of scientific data is less likely; rather, the work is likely to involve participation in management, program development and evaluation, and decision making. The reporting requirements for the two types of experience are likely to be quite different.

The Final Report should NOT simply be a description of where you went and what you did on a day-to-day basis, but should provide substantial detail about the work you carried out, including critical analyses and assessment of what was done, and its contribution to environmental health. Use the following outline as a guide for what should be a 3-5 page narrative. Please address each category, tailoring the emphasis of what you write to the specific nature of the work you did. The questions indicated below serve to provoke you to think about what you did and what you achieved, and are not meant to be exhaustive or prescriptive.

With the preceding in mind, the following provides some guidance about the expected content of the Final Report and the level of detail, and suggests a framework for its structure. Thus it should include reference to the following:

#### *1. Learning goals, objectives and outcomes*

- What goals/objectives, projects/tasks did you set out to accomplish?
- To what extent were they met?
- What factors helped or hindered your progress towards meeting these goals?
- What is your perception of your personal growth, learning, and skill development?

#### *2. Preparation for your experience*

- What skills/strengths did you enter with?
- Which of these did you build on?
- How did coursework prepare you for your experience?
- How could you have been better prepared?

### 3. *Applying theory to practice*

- To what extent could the experience be described as research/investigatory or real world professional practice? If the former, what sort of science was involved? If the latter, what branch of environmental health practice did you work in? Your answers to these questions will have an important bearing on the emphasis you will give to the following items.
- What theories, skills, conceptual models, etc. were you able to develop/apply/test? How useful were they? In what ways? Why or why not? What were the results? What did they mean? How might they contribute to the improvement of environmental health in the real world?
- What principles of professional practice did you apply or develop from your experience? To what extent did it involve you in environmental health management, attention to regulatory issues, program development, and so on?

### 4. *Organizational and interpersonal aspects*

- What was the organizational structure within which you worked?
- With respect to the nature of your internship experience, how did such organizational features help or hinder you in your role (e.g., power structure, resources available, access to funds, decision making)?
- Describe the initial orientation you received. How did it affect your performance and experience?
- What was the quality of the supervision you received?
- How did aspects of interpersonal relationships help or hinder your performance and experience in the agency?

### 5. *Articulation of what was learned with respect to possible career goals*

- How has this experience helped you define career goals?
- What educational objectives must be met to further prepare for your career goals?

### 6. *Auxiliary materials*

- Make sure that you attach (as appendices if you wish) any relevant materials that you produced (and that your preceptor is willing for you to include).

**It is important that**, during the preparation of your Report, you consult with both your preceptor and your advisor. Your advisor will guide you on the extent to which your Report has met the requirements outlined above.

### **7. Student Evaluation (November 1)**

At the end of the field experience, students will submit to the faculty advisor a completed Student Field Experience Evaluation (Appendix H). Advisors are expected to meet with the student to discuss this evaluation. ***The evaluation must be submitted with the advisor's signature to the Field Experience Coordinator (Sue Crawford, 6655 SPH Tower, Email: sac@umich.edu).*** An electronic version of the form will be available on the EHS web site.

### **8. Credit Reduction (due December 1)**

Under a policy adopted by the School of Public Health (see Appendix F), academic credit is not given for field experience, however, students can receive a credit hour reduction in their program of study for up to 6 credits (106 hours = 1 credit course reduction). The minimum field experience requirement is 320 hours, providing a 3-credit reduction. A 3-credit reduction, for example, decreases a 60-credit hour program of study to 57 credits. The maximum credit reduction is 6 credits. Credit reductions must be approved by the student's advisor, the EHS Department Chair and the SPH Office of Academic Affairs.

# TIMELINE FOR PLANNING AND COMPLETING YOUR FIELD EXPERIENCE

| <u>Timeline</u>     | <u>Suggested &amp; Required Activities</u>                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September           | Complete on-line computer-based <b>Program Education and Evaluation in Responsible Research and Scholarship (PEERRS)</b> .                                                                                                                                                                                                                                                                                                                                          |
| September           | Complete <b>The Health Insurance Portability and Accountability Act's (HIPAA)</b> on-line training                                                                                                                                                                                                                                                                                                                                                                  |
| October             | Attend <b>poster session</b> from 2 <sup>nd</sup> year students                                                                                                                                                                                                                                                                                                                                                                                                     |
| October – December  | <p>Develop your resume and obtain feedback from a number of people. You may wish to show it to a number of friends and colleagues, the Career Services Staff or your advisor.</p> <p>Talk to your advisor and others (e.g., other faculty, CBPH office, Career Services, second-year students) regarding possible contacts.</p> <p>Contact potential agencies to discuss possible opportunities. You might also consider visiting them during the winter break.</p> |
| December – February | <p>Discuss possible sites and objectives with your advisor.</p> <p>Finalize resume.</p> <p>Review application deadlines for ASPH/CDC and other funded internships.</p> <p>Begin contacting agencies and sending out your resume.</p>                                                                                                                                                                                                                                |
| February – April    | Develop first draft of objectives of what you hope to gain from an internship and obtain feedback from your advisor.                                                                                                                                                                                                                                                                                                                                                |
| March – April       | <p>Finalize details for the field placement.</p> <p>Submit final list of objectives for advisor approval.</p> <p>Determine if IRB approval is necessary.</p>                                                                                                                                                                                                                                                                                                        |
| April – May         | Submit <b>Field Experience Agreement</b> . Requires identifying information, Field Experience Objectives and Competencies Statement, and signatures from student and advisor. Confer with faculty advisor and preceptor to develop these. Agreement must be submitted with signatures to the EHS Field Experience Coordinator.                                                                                                                                      |
| August – September  | Preceptor completes <b>Preceptor Field Experience Evaluation</b> . This must be submitted to the Field Experience Coordinator who will forward to appropriate academic advisor.                                                                                                                                                                                                                                                                                     |
| September – October | <p>Completion of <b>Abstract</b> for poster session</p> <p>Presents results at annual EHS Poster session</p> <p>Student completes <b>Student Field Experience Evaluation</b> and <b>Field Summary Report</b>. Both must be submitted with signatures to the EHS Field Experience Coordinator.</p> <p>Student and faculty advisor meet to discuss preceptor and student evaluations.</p>                                                                             |
| November            | Submit request for <b>credit reduction</b> . Upon receipt of all materials and recommendation from faculty advisor, the Field Experience Coordinator makes request made for credit-hour reduction.                                                                                                                                                                                                                                                                  |

# APPENDICES

# APPENDIX A - Field Experience Process

## A-1. Choosing, Securing and Preparing for a Field Experience

Determine the kind of field experience you desire based upon such factors as your career goals, interests, educational needs, previous experience in relevant organizations, and EHS-related activities.

Begin developing a resume or curriculum vitae (C.V.) early on so you can tailor it to the sort of position you seek.

Develop a list of desired competencies to be achieved through your field experience. This can be done by reviewing and checking off knowledge and skills that you would like to obtain during your internship. Initially, your list will necessarily be somewhat abstract and situation-free. Some agencies ask about your skills and learning objectives in the initial contact, so it is good to put these in writing before making contacts.

Discuss these interests and desired competencies with your advisor or other faculty who share your interests. These discussions may identify agencies and organizations that may meet your interests and needs

To assist in your explorations you may wish to examine:

- The lists of internships available at the Career Services Office, Room 1718 SPH Tower or at the following website:  
[http://www.sph.umich.edu/career\\_networking](http://www.sph.umich.edu/career_networking)
- Abstracts and web pages written by EHS students describing previous field placement experiences.
- Faculty members

Explore the agency or sponsor of interest to you for their potential and willingness to provide a field placement within the two-month, four-month, or concurrent period you have selected. You may find that your advisor or other EHS faculty can assist in making a contact for you.

When you have chosen a sponsor and have some assurance of their willingness to provide a field placement, discuss this with your advisor. Identify a preceptor, a person who oversees your work, who will be a good role model and provide guidance and supervision during your internship. Ideally, preliminary arrangements with sponsors should be completed no later than the end of March for a summer placement. Advisors must approve plans for field experience. Your advisor can often help in making specific arrangements with the agency as needed.

## A-2. Issues and Qualities to Consider in Selecting Preceptors

The following list of issues and qualities about supervisors and organizations was generated by previous students. You may use this as a guide for selecting a supervisor and organization. For many of these items, you will not be fully aware of the answers until you start your internship. It would be very useful, however, to find out as much as you can about these issues and qualities beforehand. You may do this by incorporating these items (directly or indirectly) into your interviews.

**Potential supervisor:**

What is his/her educational background?  
What is his/her position?

**Will the supervisor:**

Be accessible, in terms of having time to talk to you about progress and problems?  
Make you feel like an integral part of the organization?  
Include you in staff meetings?  
Include you in other project- or issue-specific meetings?  
Provide mentorship?  
Give you constructive feedback concerning your performance within an appropriate time frame?  
Provide educational/professional opportunities (projects) in other departments of the organization?  
Provide the necessary clerical/administrative/laboratory/other support for your work?

**Is the potential supervisor:**

Clear and reasonable in establishing expectations/goals/objectives of you and your internship?  
Sensitive to your level of environmental health sciences experience?  
Knowledgeable about environmental health science practices?  
Flexible about your role and responsibilities, or does he/she have a specific project in mind?

**A-3. Recommendations for Students Engaged in Field Experience**

The following set of guidelines grows out of faculty and student analysis of strengths and weaknesses of prior field experiences. It should help students in obtaining a maximally beneficial experience.

- Attempt to select a field placement offering assurance of the availability of a good role model who will provide guidance and supervision.
- Develop as clear as possible an understanding of the specific problem/issue toward which your work is directed.

This may require detailed discussions with program personnel, reading background materials, etc. You should not settle for only a general understanding of the topic; e.g., "ignorance of nutritional principles" or "air pollution," but should try to get as many specifics as possible. This can be difficult! You may wish to ask your preceptor, professor or someone you know to be familiar with the subject area to provide references and/or background materials.

- Develop your objectives directed toward the specific problem(s) you have identified and that are achievable within the available time frame.

All too often you will not know enough about the topic to formulate such an objective and you may have to perform as much of an educational assessment of the situation as time permits. This may include interviewing samples, even small samples, of both the program staff and the intended audience.

- Develop a set of activities geared to attaining your sub-objectives you have generated.
- Before beginning work, assess whether the staff, money, and material resources needed to perform these activities are actually available. If some resources are lacking, you must either acquire them or redefine how much you can do.
- Where program activities include communications with an audience, and they usually do, try out draft materials on samples of the intended audience to assure their comprehensibility and appropriateness to the topic.
- Try to keep a weekly log that describes the activities you were involved in and your analysis of them. Such documentation will be helpful in preparing your Field Experience Summary Report and in future interviews with prospective employers.

#### **A-4. Hints for Securing a Good Placement/Field Experience**

Begin thinking about your field placement right now! Many sites fill up quickly and competition is typically not limited to EHS or UM students.

Develop a resume or C.V. to send to potential sponsors or supervisors. (See Section 7.2 for resume assistance.)

Consider different ways to choose a site:

- **TOPIC AREA**
- **SETTING:** health department, community organization, worksite, international agency, etc.
- **POPULATION:** adolescents, elderly, women, Latinos, etc.
- **SKILLS DESIRED:** program planning, policy, research and evaluation, etc.

Talk with your advisor and second-year students for insights on how to choose your site, what to look for, what to avoid and pursue, and how to initiate contact with potential supervisors.

Consider the availability of a supervisor, and how much supervision you will receive. Too much or too little supervision may be frustrating depending on your work style.

Apply to several internships.

Send thank-you notes to any sites that accepted you, but that you did not choose.

# APPENDIX B - Competencies

Competencies for the EHS MPH program are grouped in three groups:

- Core SPH competencies
- Departmental competencies.
- Sub-plan competencies

Note that these competencies represent a continuum ranging from awareness to knowledge, skill, demonstrated ability, and mastery.

Students are not limited to competencies within their program or discipline. In fact, crossover experiences involving competencies from other program areas are encouraged. For example, toxicology students can make substantial contributions by applying their toxicology background to other areas of environmental health. Thus, for purposes of the field experience, students are encouraged to review both the common and the various the program-specific competencies, and select those competencies that are appropriate to their interests and placement. The BIC and Program competencies are listed below.

## SPH Competencies

### Methodological Core Competencies

1. Biostatistics: collection, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
2. Epidemiology: distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and biological basis of health;

### Breadth, Integration and Capstone Competencies

1. Environmental health sciences: environmental factors including biological, physical and chemical factors that affect the health of a community
2. Health services administration: planning, organization, administration, management, evaluation and policy analysis of health programs.
3. Social and behavioral sciences: concepts and methods of social behavioral sciences relevant to the identification and solution of public health problems.
4. Capstone requirement: to demonstrate integration of knowledge through a culminating experience, utilizing and combining all skills developed in their major discipline with those derived from the integrative component toward comprehensive resolution of a public health issue.

## **EHS Departmental Competencies**

### Physiology, biochemistry, metabolism, toxicology, nutrition and disease

1. Knowledge of basic human anatomy and physiology
2. Recognition and understanding of the biological, physical and chemical hazards that affect human health.
3. Understanding of the routes of exposure and ability to calculate dose.
4. Mastery of the fundamentals of exposure-response relationships.
5. Recognition of the relationships between food intake, nutrition, contaminant exposure, and biological and chemical hazards.

### Exposure and risk assessment

6. Identification of the major sources of environmental contaminants in the home, workplace, community.
7. Knowledge of the principles governing the transport, transformation and fate of environmental contaminants.
8. An understanding of the sampling and analytical techniques used to measure contaminants in food and environmental media.
9. Understanding of the uses and limitations of biological monitoring.
10. Ability to utilize and critique mathematical models representing, predicting, and/or explaining exposures and/or risks related to environmental health.
11. Ability to apply statistical methods to investigate problems in the toxicological, environmental, nutrition or occupational arena, and to interpret the results from such analyses.
12. Understanding of the role of epidemiology in the identification and analysis of environmental hazards.
13. Understanding of the risk assessment/risk management framework, including its components and use in decision-making.

### Risk communication

14. Ability to communicate environmental and public health considerations in policy and management decisions.

### Program planning, management and evaluation

15. Understanding of health conditions and metrics, e.g., years of life lost, disability-adjusted life years.
16. Ability to apply multidisciplinary approaches for mitigating and controlling environmental and occupational exposures.
17. Familiarity with the policies, laws and regulations addressing environmental and occupational contaminants, and the enforcing governmental agencies.
18. Knowledge of the economic and financial components of management and policy, and the capabilities and limitations of techniques used to assess risks, costs and benefits.
19. Awareness of professional practice and ethics.

### Integrative

20. Ability to search and critique the literature in environmental health sciences.
21. Familiarity with methods to identify, prevent and eliminate environmental health hazards.
22. Field experience in industry, government or the non-profit sector.

The following represent competencies for EHS sub-plans, as available. As mentioned, these are not exclusive – there is considerable crossover among programs – and students are encouraged to review all areas to find applicable competencies.

### **Environmental Quality and Health Competencies**

1. Identify the major sources of environmental contaminants and stressors, exposures and risks.
2. Collect and analyze environmental health data.
3. Interpret and present results that pertain to contaminants in the environment.
4. Document programmatic actions and inform appropriate parties.
5. Plan, implement and evaluate environmental health programs.

### **Human Nutrition Competencies**

1. Interpret and apply food and nutrient requirements and dietary recommendations throughout the life cycle and in relation to environmental exposures
2. Gather, evaluate and interpret nutrition information to assess, plan, implement and evaluate food and nutrition programs
3. Utilize appropriate nutritional assessment methods to prioritize nutrition concerns of individuals and target populations
4. Assess populations in organizational and population-based settings through collection of quantitative and qualitative data
5. Apply theoretical frameworks and research evidence to inform public health actions
6. Apply epidemiologic and statistical methods to nutrition assessment, action and/or evaluation.

### **Industrial Hygiene Competencies**

1. Identify agents, factors, and stressors generated by and/or associated with defined sources, unit operations, and/or processes.
2. Describe qualitative and quantitative aspects of generation of agents, factors, and stressors.
3. Assess qualitative and quantitative aspects of hazard and exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry.
4. Recommend and evaluate engineering, administrative, and personal protective controls and/or other interventions to reduce or eliminate hazards.
5. Demonstrate an understanding of applicable business and managerial practices.
6. Understand fundamental aspects of safety and environmental health
7. Interpret and apply occupational and environmental regulations

### **Industrial Hygiene - Hazardous Substances**

1. Identify, prioritize and quantify agents, factors and stressors generated by and/or associated with hazardous substances sources, treatment and disposal, and community concerns.
2. Assess risk associated with hazardous substances.
3. Interpret and apply occupational and environmental regulations related to hazardous substances.
4. Select and use PPE and other means to manage exposures and risks from hazardous substances
5. Utilize and interpret tools and databases specifically designed for waste site cleanups, emergency response, and other applications pertinent to hazardous substances, e.g., RMP\*COMP, CAMEO, ALOHA, CALTOX, IEUBK, TRIS, IRIS

### **Occupational and Environmental Epidemiology Competencies**

1. Design and conduct occupational and environmental epidemiologic studies.
2. Perform statistical analyses appropriate for environmental and occupational epidemiologic data
3. Experience in designing a small epidemiologic study of an environmental or occupational factor and a health outcome
4. Specify and understand exposure assessment techniques for environmental and occupational epidemiology, e.g., personal air sampling, *in vivo* body composition measures, and biological markers of dose.
5. Explain occupational and environmental diseases with regard to biological mechanisms by hazardous agents
6. Contribute to applications of epidemiologic knowledge to policy making and standard setting

### **Risk Sciences**

1. Identify environmental risks.
2. Apply up-to-date fate and exposure models to identify, characterize and quantify exposure pathways in indoor and outdoor settings
3. Assess dose-response relationships, including the identification of properties of chemicals that render them potentially hazardous to health and the properties of biological systems that modify susceptibility to toxicants
4. Characterize risk for a wide range of applications, using both current and emerging probabilistic and comparative methods, as well as life cycle approaches
5. Evaluate the roles of both evidence-based science and public perception in communicating risk.
6. Analyze the risks, costs and benefits of regulations, practices, and technologies
7. Utilize scenario analyses and foresighting methods to predict, mitigate and prevent future risks
8. Assist decision making related to risk management with consideration of the legal, social and institutional contexts

### **Toxicology Competencies**

1. Recognize adverse health consequences of common or well-known environmental and occupational toxicants.
2. Apply knowledge of chemical and biological properties to explain and predict responses to environmental toxicants.
3. Apply toxicological principles to the development of environmental and occupational safety standards and policies.
4. Apply toxicological principles to product safety evaluation
5. Communicate toxicological information and implications to both general and specialized audiences

## APPENDIX C - Example of Field Experience Objectives and Competencies

### Field Experience Agreement – Part 2 - Placement Objectives and Competencies Statement

Title: Effects on Communities Exposed to Hazardous Substances

Field placement objectives:

1. Develop and provide informational materials for communities and local and state public health officials about the effects of hazardous waste exposure
2. Identify the criteria to prevent, identify, manage, and treat community members about the effects of hazardous waste exposure.
3. Identify the needs for education at the community level regarding effects of hazardous waste exposure
4. Describe appropriate ways to provide administrators with information to plan health education programs and services at hazardous waste sites
5. Assess the type and format of information needed at the different hazardous waste sites
6. Learn design, layout and presentation of materials
7. Learn appropriate ways to improve the quality of information and services given resources and constraints
8. Learn ways/medium to promote informational materials to communities and local and state public health officials

| <u>Competency</u>                                                                                                                       | <u>Learning Objective</u>                                                                                                                                                                                                                                                                                   | <u>Task/Activity</u>                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Exposure and risk assessment:</u><br>Ability to analyze a health related problem and its effects on particular population.           | Learn how to conduct extensive research on a health problem using a variety of media and organizational contacts<br><br>Describe the epidemiology of the health problem<br><br>Identify health, behavioral, social, and economic aspects of hazardous waste exposure<br><br>Effectively synthesize research | Conduct epidemiological, economic, social, and legal research on issues related to toxic exposures at waste sites.<br><br>Synthesize research findings |
| <u>Risk communication:</u><br>Ability to communicate environmental and public health considerations in policy and management decisions. | Learn how to operate effectively within a foundation setting<br><br>Learn how to translate research activities into written information<br><br>Learn how to coordinate a meeting for the Foundation in order to present research findings                                                                   | Produce specific materials for the organization, e.g., key facts, facts sheet, and press releases.<br><br>Plan and organize a community meeting        |

## APPENDIX D - Field Experience: Roles and Responsibilities

Field experience is an activity in which the student, the agency, and the faculty have a shared interest and responsibility. It has become evident over the years that all involved are more confident and comfortable with field experience if all involved share an understanding of the expectations and responsibilities entailed. This section and the Field Experience Agreement is an attempt to provide a basis for such understanding.

**Responsibility of the Student.** The primary purpose of the field experience is to help the student learn how to apply theory and principles to the realities of work situations and to develop skills essential to these tasks. The field experience is obtained either through a block placement for two to four month's full time, or the hourly equivalent carried out concurrently with course work. Students will join agencies as staff members and are expected to adhere to policies, procedures, and working hours that apply to professional and administrative staff members of the agency. Specific responsibilities include:

- Learning objectives for the experience shall be approved by both agency personnel and faculty advisor and provided as part of the Field Experience Agreement before the student begins counting hours of service.
- Learning as much as possible about the agency, its programs, and the community while working at the agency.
- Seeking the advice and assistance of the agency supervisor/preceptor when uncertain about assigned or selected tasks.
- Conferring regularly with the preceptor regarding progress.
- Performing tasks assigned or selected efficiently and effectively, and contributing to the programs and activities of the agency.
- Adapting to any pattern of written reports used by the agency. This pattern should be discussed by the student and preceptor/field supervisor during the first week of the field experience and the student's responsibility for reports agreed upon.
- Participating in the evaluation of the field experience with the preceptor and faculty advisor and submission of the Student Field Experience Evaluation.

In addition to roles of the student, the preceptor and faculty advisor have certain responsibilities.

**Responsibility of the Preceptor.** Responsibilities usually assumed by preceptors with respect to the field experience include:

- Assisting in the development of, and providing approval of, Field Experience and Competencies Statement to be achieved during the field experience. (This is contained in the Field Experience Agreement.)
- Planning with the student the specific activities which he/she may participate in and be responsible for, and helping him/her to see additional opportunities for learning.
- Orienting the student to the agency and the community, and providing direct guidance and supervision of the student while at the agency.
- Orienting the agency staff to the field experience program, and assisting the agency staff in becoming acquainted with the student as quickly as possible.

- Conferring periodically with the student regarding progress, and providing feedback to him/her to improve competencies.
- Preparing an evaluation of student performance at the end of the field experience and possibly reviewing it with the student before their departure.

**Responsibility of the EHS Faculty.** Faculty advisors normally assume several responsibilities for field experience for their advisees. These include:

- Assisting in the exploration of learning needs and desired competencies that might be met through a field experience.
- Assisting in development of a statement of objectives and competencies in the Field Experience Agreement) to be achieved during the field experience. Approval of the Agreement helps to confirm arrangements with the agency or program regarding tasks and supervision for the field experience.
- Assisting, either directly or in cooperation with other faculty members in the Department, in locating and making initial contacts with agencies or programs with potential for a field experience appropriate to the student's learning needs and objectives.
- Examining the preceptor's evaluation of student performance.
- Meeting with advisees during the first month following the completion of the field experience, examining the written evaluation and summary reports, and assessing these in terms of the EHS Departmental requirements and the student's learning objectives.
- Certifying the successful completion of field experience and related requirements in order for students to obtain a reduction in credit hours required.

# APPENDIX E - Resources

The Department and School hosts several events throughout the year during which time you can learn more about field placement. In addition, the resources listed below identify placements, funding opportunities, and may assist you in developing your resume.

## E-1. Identifying Placements

| <u>Source</u>                           | <u>Location</u>                  | <u>Contact</u>                     |
|-----------------------------------------|----------------------------------|------------------------------------|
| SPH Career Services                     | 1718 SPH I                       | For more information call 764-5425 |
| UM Career Planning and Placement Office | 3200 Student Activities Building | Call 764-7460 for more information |
| Previous EHS Field Experiences          | 6655 SPH Tower                   | Field Experience Notebook          |
| Faculty members (advisor)               | Various                          | Various                            |

## E-2. Resume Development

| <u>Source</u>                           | <u>Location</u>                  | <u>Contact Person</u>              |
|-----------------------------------------|----------------------------------|------------------------------------|
| SPH Career Services                     | 1718 SPH I                       | For more information call 764-5425 |
| UM Career Planning and Placement Office | 3200 Student Activities Building | For more information call 764-7460 |

# APPENDIX F - School of Public Health Policy on the Field Experience

Policy 75-8 (Revised)/ Approved by Faculty 4/30/90

Field placements and specifically designed educational experiences emphasizing learning public health practice in field settings do not carry academic credit.

The total credit hour requirements for any Masters level degree program in the School of Public Health may be reduced by field placements that are planned, carried out, and evaluated appropriately within each department's guidelines.

Credit hour reductions for purposes of this policy will be allocated by the Office of Student Affairs after petition by the student and the faculty advisor, on the basis of the guidelines for credit hour reduction distributed by the Office of Student Affairs.

Departments may provide course work directly related to field placements (such as planning for field experience, evaluating field experience) and may allocate up to a total of 3-credit hours for this purpose. Those 3 credits are in addition to the 6 credits that may be reduced in the student's program (see E).

Credit hour reductions for field placements in the departments where credit reductions are approved, will be limited to no more than 6 hours, regardless of the length of the student's program (36-, 48-, or 60-credit hours).

Students need not be enrolled to participate in field experience or to receive credit reductions.

Calculation of credit reduction (through petition to Office of Student Affairs) - Examples:

|                           |                                                                                        |             |
|---------------------------|----------------------------------------------------------------------------------------|-------------|
| 3-credit hour reduction = | 8 weeks @ 40 hours/week<br>16 weeks @ 20 hours/week<br>21 weeks @ 15 hours/week        | Total = 320 |
| 4-credit hour reduction = | 10.6 weeks @ 40 hours/week<br>21 weeks @ 20 hours/week<br>28 weeks @ 15 hours/week     | Total = 424 |
| 5-credit hour reduction = | 13.2 weeks @ 40 hours/week<br>26.5 weeks @ 20 hours/week<br>35.3 weeks @ 15 hours/week | Total = 530 |
| 6-credit hour reduction = | 16 weeks @ 40 hours/week<br>32 weeks @ 20 hours/week<br>42 weeks @ 15 hours/week       | Total = 640 |

# APPENDIX G - EHS Poster Session

The Environmental Health Sciences Department will hold its Poster Session every October. The Poster Session is an opportunity to showcase the MPH Field Experience, as well as being a social event for students and faculty alike. We will provide light refreshments and prizes for the best posters.

All second year MPH students will present a poster on their field experience. A student-staff panel will select the best posters and provide cash prizes, \$100 for first prize, \$50 for second prize, and up to three honorable mentions.

For all first year MPH students, this is a great opportunity to network with your peers and find out about Field Experience opportunities.

EHS faculty will also attend and are expected this annual event.

## Requirements for Posters

### *Abstracts*

The abstract should briefly and clearly describe some aspect of your field experience to be presented at the poster session. Be concise; save details for the poster and discussion. You may choose to outline one project from your field experience which is completed or in progress. Bear in mind that the audience will include incoming graduate students and researchers from other disciplines who may not be familiar with the topic areas of your field experience. Avoid the use of jargon whenever possible.

A good abstract should be a capsule for a formal presentation either as a paper or talk, thus summarizing:

1. An overview of the importance of the problem (background and significance or introduction);
2. The methods;
3. Results (if any), and;
4. Conclusions or potential benefit from proposed or ongoing research.

We will be following the structured abstract format style used by the American Journal of Public Health (AJPH). This format has four headings: Objectives (hypotheses, why does the study, etc); Methods (design, population, analysis); Results, and; Conclusions. On the AJPH website [www.ajph.org/](http://www.ajph.org/) you will find all the abstracts from AJPH for the past year. In addition to the above four headings you also need to include: Location, Supervisor(s) and How the Field experience Was Identified.

We will be creating an abstract booklet for distribution to people attending the session.

Before you send in the abstract please make sure that your abstract follows the required format:

1. Single spaced text that fits within a 6" x 4" space
- 2 Arial 10 pt. font
3. Include each heading within the abstract (headings are listed above). Title and subheadings need to be in bold.
4. Spell out the first time used and then use abbreviations thereafter (i.e. for first time you would write Centers for Disease Control and Prevention (CDC), then use CDC thereafter.

Next to your name on the abstract, please include your e-mail address.

### ***Poster***

The poster should be ready to be attached to a 4' x 3' poster board (4 feet wide and 3 feet tall). The poster session is usually held in October. Details will be provided at the beginning of the term. Each author is expected to stand by their poster for at least one hour of the session; you will receive an assignment of which hour you will need to be by your poster.

Suggestions for assembling your poster

1. Posters need not be elaborate. Strive for clarity of presentation.
2. Materials should be easily read at a distance of 4 feet. Use a font of 14 point or larger.
3. Print out the title and authors of your poster in large letters at the top of the posters. Directions for making a large banner are as follows: Use 8.5"x14" paper Set up your page to landscape Divide your title exactly in half For the left half use right justify, set the right margin to .25" For the right half use left justify and set the margin to .25" You will have to cut the paper so that the two halves match up.
4. Have short text summaries of "Objectives," "Methods," "Results," and "Conclusions".
5. Keep text to a minimum. The emphasis should be on graphics-charts, graphs, and photos. Save what you might put in text for discussions with colleagues.
6. When in doubt, edit out crowded, cluttered posters are difficult to read and are often disregarded. Make sure every item is necessary. A poster should stimulate discussion, not give a long presentation.
7. Space your information properly. One suggestion is to divide your poster either horizontally or vertically into three or four sections, and place your materials within those spaces.

### ***Criteria for Student Prize***

One \$100 prize will be given for the best student poster. Only students enrolled in EHS 600 are eligible for a prize. The posters will be judged by a panel of distinguished members of the department, which may include faculty, staff, and doctoral students. Judging of your poster will take place during the hour you are assigned to be by your poster. You should be next to your posters during that time period. Be prepared to answer questions about your field experience. Judges will use the following criteria to judge the posters: 1) Clarity of presentation: effectiveness of written text, graphs and tables (50%) 2) Explanation of field experience project to colleagues and judges, fielding of questions (40%) 3) Poster appearance: neatness, attractiveness (10%). The winner will be announced after the poster session.

# **APPENDIX H – FORMS**

# Field Experience Agreement

## Part 1 -- General Information

### Student Information

|                                  |                                                                                                                           |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Name: _____                      | Student I.D. _____                                                                                                        |
| Email: _____                     |                                                                                                                           |
| Sub-Plan (Check all that apply): | <input type="checkbox"/> Environ Health <input type="checkbox"/> Ind Hygiene <input type="checkbox"/> Genetics            |
|                                  | <input type="checkbox"/> Hazard Substances <input type="checkbox"/> Occ & Env Epid <input type="checkbox"/> Global Health |
|                                  | <input type="checkbox"/> Human Nutrition <input type="checkbox"/> Toxicology <input type="checkbox"/> Womens Rep Hlth     |

### Faculty Advisor Information

|              |                  |
|--------------|------------------|
| Name: _____  | Telephone: _____ |
| Email: _____ |                  |

### Sponsor Information

|                          |                  |
|--------------------------|------------------|
| Preceptor Name: _____    | Telephone: _____ |
| Email: _____             | Fax: _____       |
| Organization Name: _____ |                  |
| Address: _____           |                  |

### Field Experience Information

|                                          |
|------------------------------------------|
| Placement Title: _____                   |
| General Description of Activities: _____ |
| _____                                    |
| _____                                    |

### Human Subjects Information and HIPPA

|                                                                                                 |                                                                                                                                            |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Are you working with human subjects in any way?                                                 | <input type="checkbox"/> YES <input type="checkbox"/> NO                                                                                   |
| If yes, have you initiated an IRB (Institutional Review Board) application for your experience? | <input type="checkbox"/> YES <input type="checkbox"/> NO                                                                                   |
| Status of the IRB Application:                                                                  | <input type="checkbox"/> in preparation <input type="checkbox"/> pending <input type="checkbox"/> approved <input type="checkbox"/> denied |

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

→ form continues on next page

**Part 2 – Placement Objectives and Competencies Statement**

**Title:**

**Field Placement Objectives:**

| <u>Competency</u> | <u>Learning Objective</u> | <u>Task/Activity</u> |
|-------------------|---------------------------|----------------------|
|                   |                           |                      |
|                   |                           |                      |
|                   |                           |                      |
|                   |                           |                      |
|                   |                           |                      |
|                   |                           |                      |

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty Signature

\_\_\_\_\_

Date

---

**Submit Field Experience Agreement with signatures to the EHS Field Experience Coordinator (Susan Crawford, 6655 SPH Tower, Email: sac@umich.edu).**

## Preceptor Field Experience Evaluation

We hope you will take time to answer each question carefully. This evaluation is essential because the field experience is an important aspect of the academic program. Your comments are important in making the field program effective. Answer the questions as they apply to your experience with the field program and faculty advisor. Number 5 represents the highest score (i.e., always, outstanding, etc.); Number 1 lowest score (i.e., never, poor, etc.). N/A "not applicable or relevant." **Submit Preceptor Field Experience Evaluation to the EHS Field Experience Coordinator (Susan Crawford, 6655 SPH Tower, University of Michigan, 1415 Washington Heights, Ann Arbor, MI 48109). FAX No. (734) 936-7283.**

**STUDENT NAME:** \_\_\_\_\_

**How well the student demonstrated skills in the following areas:**

|                                                                                  | N/A                      | 1                        | 2                        | 3                        | 4                        | 5                        |
|----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Planning and/or implementing a health education program                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Knowledge of environmental health sciences principles and theories            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Assessing needs of the targeted population, where relevant.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Designing or selecting appropriate intervention activities, where relevant.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Designing and/or implementing an evaluation plan, where relevant              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Providing consultation, training, and/or technical assistance, where relevant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Coordinating resources                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Identifying/analyzing policies with implications relevant to the internship   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Facilitating committee and group efforts                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**How well the student demonstrated mastery of the skills necessary to**

|                                          |                          |                          |                          |                          |                          |                          |
|------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Express ideas verbally               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Express ideas in writing             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Work independently                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Work with other professionals        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Work with community/lay people       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Work with different groups of people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Evaluate the student's professional and personal characteristics (as relevant) in light of the following categories:**

|                              |                          |                          |                          |                          |                          |                          |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Responsibility           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Initiative/motivation    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Creativity               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Ability to organize time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Flexibility              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Please comment on the following items**

21. Any particular strengths or weaknesses he/she observed in the student during the internship
  
22. Any improvements noticed in the student's performance over the course of the internship
  
23. Overall quality of work
  
24. Whether this student would be recommended for a position in a similar organization
  
25. Would you participate in the field experience program in the future
  
26. Please make recommendations and suggestions for improving interaction with the University

\_\_\_\_\_  
Preceptor (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

***Student Field Experience Evaluation***

**STUDENT NAME (printed):** \_\_\_\_\_ **SUB-PLAN:** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_

We hope you will take time to answer each question carefully. Your evaluation is essential because the field experience, like other courses, is continually reviewed and evaluated to make it more effective. Answer the questions as they pertain to your field experience. Check the number that best represents your reaction to the question. 5 represents the highest score (i.e., always, outstanding) and 1 is the lowest score (i.e., poor, never).

***STUDENT EVALUATION OF FIELD SITE***

|     |                                                                                                                        |     |    |   |   |   |
|-----|------------------------------------------------------------------------------------------------------------------------|-----|----|---|---|---|
| 1.  | Was the field site prepared for you and were you briefed on program requirements and field advisor's responsibilities? | 1   | 2  | 3 | 4 | 5 |
| 2.  | Did you accomplish your objectives                                                                                     | 1   | 2  | 3 | 4 | 5 |
| 3.  | Was field site written assignment(s) required or reports made clear?                                                   | 1   | 2  | 3 | 4 | 5 |
| 4.  | Did the assignment(s) assist you integrating academic learning with professional practice?                             | 1   | 2  | 3 | 4 | 5 |
| 5.  | Did you learn about other aspects of professional practice?                                                            | 1   | 2  | 3 | 4 | 5 |
| 6.  | Over what time period did your field experience take place?                                                            |     |    |   |   |   |
| 7.  | How many hours did you work per week?                                                                                  |     |    |   |   |   |
| 8.  | How many total hours did you work?                                                                                     |     |    |   |   |   |
| 9.  | Were you paid at the field site?                                                                                       | Yes | No |   |   |   |
| 10. | If paid, what was your gross monthly pay?                                                                              |     |    |   |   |   |
| 11. | Is the sponsor taking additional students?                                                                             | Yes | No |   |   |   |
| 12. | Comments and recommendations regarding improvement of the placement.                                                   |     |    |   |   |   |

Attach Field Experience Abstract

Attach Field Experience Summary Report

**Field Experience Approved:** \_\_\_\_\_ **Faculty Advisor** \_\_\_\_\_

(date)

(signature)

**Submit Student Evaluation with signatures to the EHS Field Experience Coordinator (Susan Crawford, 6655 SPH Tower, Email: sac@umich.edu).**