FIELD EXPERIENCE IN PUBLIC HEALTH
Student Handbook
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Dear Public Health Student,

Congratulations on nearing the end of your public health degree from Applied Health Science at Indiana University, Bloomington! During your time at IUB, you have been gaining valuable knowledge for which to use in the field of public health. The public health field experience or field experience is the culmination of all you have been learning during your undergraduate degree journey. The public health field experience exists to allow you the opportunity to actually work in the field of public health in a manner that interests you most. Some of you already have a clear idea of what you would like to do in the field, while others are not so sure. Either way, the public health field experience will assist you in deciding upon your future within the profession. As you will see, many opportunities in the field of public health exist.

The public health field experience exists to allow you an opportunity to actually put into action the skills and knowledge you have gained during your degree. Opportunities for field experiences exist in research, education, program evaluation, and more at both state and local levels in the private and non-private sectors. You will want to begin thinking about your field experience/field experience during your junior year at IU. You can discuss work options in the field with your academic advisor, faculty or me. Together we will work to help you in deciding upon the right fit for your field experience/field experience.

Things to consider when deciding upon an avenue of interest in the field include populations with which you would like to work (individuals, groups, gender, age, race, etc…), subject matter of interest to you, private or non-private sector, geographic location of interest to you, and financial or family obligations you may have. Each of these components is important to factor in when deciding upon an field experience/field experience. Remember, the more information you gather regarding the different opportunities in the field, the more certain you can be in your decision for seeking out an field experience.

I look forward to working with you during your field experience. You should email me at kfinley@indiana.edu to set up a planning meeting for your field experience search approximately one year prior to your planned semester for taking the B496 course. This will allow you ample time to search and get the necessary paperwork filled out and in to me prior to registration.

I wish each of you the best in your field experience and thereafter!
Sincerely,

Kathy Finley, MS
Adjunct Faculty
BSPH Faculty Field experience Coordinator
Department of Applied Health Science
1025 E. 7th Street, Room 116; Indiana University
Bloomington, IN 47405
E-mail: kfinley@indiana.edu Phone: 812-855-0854
Fax: 812-855-3936
A Check List

Planning the 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

✓ ___ Develop a professional resume and cover letter

✓ ___ Obtain a current transcript and meet with your academic advisor to determine when the field experience will be scheduled

✓ ___ Schedule a meeting with the faculty coordinator at least 3 months prior to the registration of the field experience.

✓ ___ Determine the agencies to interview for field experience

✓ ___ Determine the agency of choice.

✓ ___ Complete the Field experience Agreement Form

✓ ___ Develop and complete the Memorandum of Understanding

✓ ___ Submit Field experience Agreement Form and MOU to Faculty Field experience Coordinator

✓ ___ Complete registration form with Faculty Field experience Coordinator

✓ ___ Meet with Academic Advisor for release of academic hold for registration

✓ ___ Take registration form to SPH-B 116 for Department Chair for signature

✓ ___ Take registration form to SPH-B 115 for authorization to register for field experience

✓ ___ Register for field experience (B496) on OneStart for 5.0 credits
Field Experience Guidelines for the Field experience in Public Health

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 community health and 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. Most students will want to meet with Kathy Finley at least 1 year prior to signing up for the field experience. If you plan to do your field experience in fall of 2013, then you should meet with Kathy by fall of 2012, etc... You can reach Kathy at kfinley@indiana.edu.

Prerequisites
The field experience is to be completed during the LAST semester of enrollment, prior to graduation. The student MUST be admitted to the School of Public Health and have a GPA of 2.5 or higher at the time of registration. All coursework must be completed before the student can begin the field experience. On rare occasions, the student may take only one additional 3 credit course while completing the field experience. However, the additional course cannot be public health core or required course; it can only be a related-content course or an elective. Finally, the student intern must be a Senior.

Time Requirements
The field experience is a 5.0 credit hour requirement, and no less than 250 clock hours working with the agency (50 hours per credit hour). The exact number of weeks and the number of hours per week are mutually determined by the student and the site supervisor. However, the student cannot work less than 15 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 semester of registration. If the student does not successfully complete the requirements for the field experience within the year, then a failing (F) grade will be assigned.

Timeline for Securing a Placement
It is highly recommended that you have a good idea of where you want to intern at least one full semester before you register your field experience.

- **Fall** field experiences (Begin end of August): All required field experience paperwork must be submitted by the previous April so meet with Kathy by end of previous fall.
- **Spring** field experience: (Begin in January): All required field experience paperwork must be submitted by the previous October so meet with Kathy by end of previous spring.
- **Summer** field experience (Begin early May or early July): All required field experience paperwork must be submitted by the previous March so meet with Kathy by end of previous summer.

Funds Available to Support Unpaid Field experiences:

Deadlines:
- Summer Grants - 5 p.m. Last Friday before Spring Break
- Fall and Full Year Grants - 5 p.m. Friday after Spring Break
Spring Grants - 5 p.m. Last Friday in October

**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.

**Qualified Agencies and Site Supervisors**

The faculty coordinator has a number of potential sites for field experience selection. Field experience sites are listed on [www.SPH-Bcareers.com](http://www.SPH-Bcareers.com) and the SPH-B Field experience Directory [http://www.indiana.edu/~aphealth/careers/search.php](http://www.indiana.edu/~aphealth/careers/search.php) There are other avenues to explore for possible field experiences sites: public health faculty, AHS faculty, colleagues, and the internet. Other resources include:

- [www.idealista.org](http://www.idealista.org)
- [www.fieldexperiences.com](http://www.fieldexperiences.com)
- [www.indianaintern.net](http://www.indianaintern.net)
- [www.iubservice.org](http://www.iubservice.org)
- [www.indiana.edu/~career/](http://www.indiana.edu/~career/)
- [www.bloomington.in.gov/volunteer](http://www.bloomington.in.gov/volunteer)
- [www.infospace.com](http://www.infospace.com)

It is important that students select a field placement site and supervisor that meets their particular 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 type of 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?

**All Field Supervisors (persons who supervise and mentor interns at the field placement sites)** must have at least a bachelor’s degree in a behavioral health science related field and at least three years of work experience or simply 8 years of professional experience in community health/public health/health promotion.

When selecting a site supervisor, ask the following questions:

1. Does this person have a bachelor's degree in a behavioral health science related field and at least three years of work experience as a community health professional or have worked as a professional in the field for at least 8 years?
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 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 experience is to provide the student with practical experience, and in turn, an opportunity to develop a realistic understanding of public health/health promotion, 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 experimental opportunities that sustain professional and philosophical maturity.

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 public health project incorporating entry-level public health 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 education/promotion 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 services 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 public health 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 normally follows completion of all required coursework. In some cases, students may complete their field experience if they are within one semester of graduation, and have completed all of the field experience’s prerequisite courses.

Student’s Responsibilities and the Role with the Agency

- The student will assume only those responsibilities and tasks which have been defined with the site supervisor 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 site supervisor and faculty coordinator of any illnesses and emergencies immediately. Extended illnesses or special requests regarding absence from the field experience must be approved by the site supervisor and faculty coordinator within a timely manner.
• 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 any expenses by the agency for travel required of the student as a part of the field experience will be determined by the site supervisor and the agency. Neither Indiana University nor the Department of Applied Health Science will reimburse students for any travel expenses accrued during the field experience.
• 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 site supervisor, 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 site supervisor within the agency;
• Obtain the agency’s and site supervisor’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 site supervisor and faculty coordinator in the development of a one-page “Memorandum of Understanding” that describes the expectations of all parties in the field experience;
• 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 site 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 week;
• 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 site supervisor;
• Compile a final field experience binder/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 site supervisor.
Agency and Site Supervisor’s Responsibilities

It is the agency’s and site supervisor’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 site supervisor 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” that describes the expectations of all parties in the field experience;
- 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 public health 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 two-page mid-term evaluation check sheet;
- 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;
- 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.

University Faculty Coordinator’s Responsibilities

It is the university 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 site supervisor with information and documents needed to establish the field experience and complete required reports;
- Collaborate with the student and site supervisor in developing a satisfactory plan for the field experience;
- Participate with the site supervisor and the student in the development of a one-page “Memorandum of Understanding” that describes the expectations of all parties in the field experience;
- Maintain contact with the student and the site supervisor 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 site supervisor; 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 Responsibilities**

• Identify, in cooperation with the site supervisor, work tasks related to the memorandum of understanding and how these tasks will be administered during the field experience.
• Complete weekly 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 and mailed, faxed or e-mailed to faculty coordinator. The student will keep copies for his/her file.
• Attend an on-campus workshop with peers and faculty coordinator.
• Submit a final written paper at the end of the field experience. Copies of work produced during the field experience, including an independent project, will be included with the final paper. Specific instructions are available in the syllabus.
• Complete and submit all evaluations to the faculty coordinator at the end of the field experience.

**Site Supervisor’s Responsibilities During the Field experience**

• 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 site supervisor and mailed 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 an undergraduate public health professional. A final grade cannot be submitted without the mid-term and final evaluation completed and returned to the faculty coordinator.
• Students are not generally reimbursed during the field experience. However, in some cases the agency may agree to a salary or stipend. Travel expenses incurred while traveling to and from the agency are to be assumed by the student, unless otherwise determined by the agency. Neither Indiana University nor the Department of Applied Health Science will assume any responsibility for stipends and/or travel expenses related to the field experience.

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 no later than the first Monday of Indiana University’s finals week. The student intern and faculty coordinator will notify
you of the specific date at the beginning of the field experience period.

**Faculty Coordinator’s Responsibilities During the Field experience**

- 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 site supervisor;
- Maintain available schedule for students and site supervisors for phone calls and meetings;
- Schedule site visits (depending on geographic location);
- Provide feedback to the student regarding the progression of the field experience as it relates to the essential public health services and responsibilities.

**Field experience Procedure and Timeline**

1. Complete the Information form on page 22 and return it to the faculty coordinator prior to scheduling an appointment. This will help in determining an appropriate site.
2. Schedule a meeting with the faculty coordinator at least 3-4 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.
   During the meeting with the 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
   - Independent Project
   - Responsibilities of the student, site supervisor and faculty coordinator
   - Requirements outlined in the syllabus
   - Evaluation process
   - Grading
3. Develop a professional resume and cover letter. The faculty coordinator and the undergraduate academic advisors are available to help the student develop and revise the resume and letter. Paulene Hardy, Co-Coordinator of Career Placement Office, is available for consultation and has additional resources. Ms. Hardy can be reached by phone, 855-2462 or E-mail pahardy@indiana.edu.
4. Schedule personal or phone interviews with agencies of choice. Once the agency approves your placement, identify an appropriate level supervisor. Work with your supervisor on the development of the Memorandum of Understanding and the completion of the Field experience Agreement Form. The faculty supervisor is 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 credits.** The student cannot begin the field experience with the agency until both of the above mentioned forms are submitted to the faculty coordinator. 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. Signatures that must be obtained on this form are the faculty coordinator’s, undergraduate academic advisor’s, and department chairperson’s. Once all of the signatures have been obtained, the form is submitted to the Undergraduate Registrar in the Dean’s Office (SPH-B 115). The Undergraduate Registrar will authorize the registration and then the student may register for the field experience course.

**Necessary Forms:**

1. **Student Field Experience Information Forms** - in handbook, page 26

2. **Field experience Agreement Form** - obtained from the faculty coordinator. An example is on page 13.

3. **Memorandum of Understanding** - developed by student and site supervisor, example on pg 14.

4. **Field Experience Authorization Form** - obtained from faculty coordinator

5. **Copy of Transcripts and TAB Sheet** - obtained from undergraduate academic advisor

6. **Course Syllabus** - obtained from faculty coordinator, sample beginning on page 20


8. **Supervisor Mid-Term Status Report** - e-mailed to site supervisor by faculty coordinator, example on page 17

9. **Supervisor Final Evaluation** - e-mailed to site supervisor by faculty coordinator, example on page 18
FIELD EXPERIENCE AGREEMENT FORM
B.S. PUBLIC HEALTH

Student Name_____________________________________ SID#________________________

Student E-mail_____________________________________

Agency Information:
Supervising Health Educator_______________________________________________________

Title/Position___________________________ Agency ________________________________
Adress_________________________________________________________________________
_______________________________________________________________________________
E-mail_____________________________________ Phone_______________________________

Field work to begin and end ______________________________________________________

Days of week and hours student will be working ______________________________________

Vacations or personal time off for Supervisor during field experience
________________________________________________________________________________

Vacations or personal time off for Student during field experience
________________________________________________________________________________

The above student and supervising health educator have agreed upon an field experience to be fulfilled at the agency listed above. Neither the Faculty Coordinator nor Indiana University is responsible for 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 Education Supervising Health Educator’s Handbook.

Signatures Required for Field experience Agreement:

______________________________________________________________ Date_______________
Student

______________________________________________________________ Date_______________
Supervising Health Educator

______________________________________________________________ Date_______________
Faculty Coordinator
MEMORANDUM OF UNDERSTANDING

The MOU is the agreement made between the student and the site supervisor which outlines the objectives and goals for the student during the field experience period.

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

1. Typed on Agency Letterhead
2. Signed by both the Student Intern and Site Supervisor
3. Contain the following information:
   - Student’s name
   - Duration of Field experience
   - Plans for student during field experience - what will the student do during his/her field experience
4. Returned to Faculty Coordinator with Field experience Agreement

Note: Student may not register or begin the Field experience without the Field experience Agreement Form and the MOU completed 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.
Health Educator Internship
Memorandum of Understanding

1. It is preferred that the candidate intern will be pursuing a baccalaureate and/or graduate
degree in health education such as, but not limited to community health, health promotion,
public health, or school health education.

2. The intern will propose a project prior to assignment which will consist of:
   - Depending on funding and priorities Erin will work with the Center’s staff to
determine what the project will be.

3. The intern will provide instruction in accordance with the Center’s curriculum and consistent
with the needs and capabilities of the students. This instruction will consist of two programs:
   - one general health program probably with early elementary students.
   - one summer program for an elementary age level of students.

4. The intern will observe instruction across the Center’s spectrum of programs.

5. The intern will attend and participate on at least one planning committee and in faculty
meetings.

6. The intern will attend one Board of Director’s meetings.

7. The intern will be under the direct supervision of the Director of Programs.

8. The internship will begin Monday, May 15, 2006 and go through Friday, July 7, 2006. Hours
will be from 8am to 4:30pm with 1/2 hour for lunch. The Center will be closed on May 26 &
29, June 30, and July 3 & 4. From May 15 – June 21, Erin will work Tuesdays and
Thursdays from 8:00am – 12:00pm. Erin will add 52 hours (6 ½ days) to the above schedule
to make a completion of 320 hours.

Diana Ruschhaupt, MS, CHES
Director of Programs

Erin Ayres
Student Intern

2055 N. Senate Avenue • Indianapolis, IN 46202-1210
phone: 317-924-0904 • fax: 317-924-0233 • www.rlhec.org
B496 Weekly Journal Report
Due: Every Monday by 5:00 pm

Name:_________________________________________ Week Ending:________________________

Total hours for this weekly report:__________ Total Hours to date:__________________________

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

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<th>Weekly Hours</th>
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<td>Literature/Data Search</td>
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<td>Establishing the field experience</td>
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Please write a paragraph describing your work this week. Include your thoughts about your progress so far.

What challenges or concerns do you have this week?

Any other comments?

Please E-mailed this confidential report to the faculty field experience coordinator.
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 site supervisor 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 site supervisor and the faculty field experience coordinator immediately. If the situation doesn't allow time for a discussion with either the site supervisor or the faculty field experience coordinator, then the student should refuse to engage in the specific activity and report the condition and outcome of this decision to the faculty field experience 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 Field experience Coordinator or any other University official, including the Department Chair, School of SPH-B Dean, or any university administrator in the Department of Affirmative Action. The Faculty Field experience 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.

Evaluations

On the following pages are examples of the mid-term and final evaluations. The student and site supervisor will complete the mid-term status report and discuss the outcomes of the reports with each other prior to submitting the reports to the faculty coordinator. Each of the evaluations is based on the essential public health services of an entry-level health educator. A complete list of the essential services and explanation of each is available on pages 27-32. The evaluations will be sent to the site supervisor during the first week of the field experience. Please make sure your supervisor has received these forms during the first week. If your supervisor has not received the evaluations, contact the faculty coordinator.

At the conclusion of the field experience, all students are required to provide an evaluation of their field experience site, site supervisor and the field experience process. It is very important that you complete these evaluations as they assist in the future placement of students at field experience sites and shape the overall administrative activities of the field experience program. The evaluations are to be completed via the web at the following site: https://www.indiana.edu/~SPH-Bweb/field_experiences/evaluation.php
FIELD EXPERIENCE MID-TERM STATUS REPORT
B496: Field Experience in Public Health

To be completed by Site Supervisor

Site Supervisor’s Name: __________________________________________________________

Student’s Name: ______________________________________________________________

Dates of Reporting Period ______________________________________________________

Hrs. Worked During Reporting Period ____________________________________________

Cumulative Hours Worked To Date ______________________________________________

I. Status of Objectives, as related to the Memorandum of Understanding and the Essential Services in Public Health

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.
1=Above Average        2=Average        3=Below Average       0=Not Applicable

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Listening Skills</td>
</tr>
<tr>
<td>Dependability</td>
<td>Background Knowledge</td>
</tr>
<tr>
<td>Interest and Attitude</td>
<td>Accuracy and Thoroughness</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>Creativity</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Initiative</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

III. Evaluation of the performance of the intern
Strengths Detected
Areas for Improvement

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

______________________________________________________________________________

______________________________________________________________________________
Thank you for your time and guidance in working with the above student, 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 which are related to areas achieved by an entry-level public health professional. Also, 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.

<table>
<thead>
<tr>
<th>4= Superior</th>
<th>3=Good</th>
<th>2=Fair</th>
<th>1=Poor</th>
<th>NA= Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exhibits command of public health concepts and knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Able to provide insight to assist in solving community health problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monitors status of public health programs</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>
</tr>
<tr>
<td>• Informs, educates, and empowers people about health issues and programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mobilizes partnerships to identify and solve health problems</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>
</tr>
<tr>
<td>• Exhibits cultural competence</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>
</tr>
<tr>
<td>• Researches for new insights and innovative solutions to health problems</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. What are the strengths of the student as an entry level 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 undergraduate 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

SPH-B 496
FIELD EXPERIENCE IN PUBLIC HEALTH REQUIREMENTS
SAMPLE

Faculty Field experience Coordinator:  Kathy Finley, MS
   kfinley@indiana.edu

At the end of the field experience the requirements for receiving a grade for the Public Health Field experience are as follows:

1. Complete all field experience hours.
2. Complete exit interview with your site supervisor.
3. Submission of final evaluation letter by your site supervisor with the Final Field experience Packet by [DATE] to the Field experience Coordinator.
4. Electronic submission of the Final Field Experience Packet by [DATE] to the Field Experience Coordinator via Oncourse Dropbox.
5. If Supervisor’s Final Evaluation and Final Field Experience Packet are not submitted to the Field Experience Faculty Coordinator by the dates specified above, then a grade of an Incomplete will be assigned.

DURING THE FIELD EXPERIENCE:

A. Submit weekly journal entries to the Field experience Coordinator. (See description below)
B. Notify your Supervisor when you are half-way completed with your field experience hours so the Mid-Term Evaluation can be completed and submitted to the Field experience Coordinator.
C. Contact Field experience Coordinator regarding questions/concerns.

COMPONENTS OF THE FIELD EXPERIENCE PACKET:  Please organize the Oncourse dropbox portfolio as listed below. Each folder should be named as the outline is below.

A. RESUME/VITAE
   A current resume or vitae will be completed by the intern at the completion of the field experience.

B. JOURNALS
   You will keep a journal of your field experiences. The journal may be kept on a daily or weekly basis. The journal submissions will contain information about your field experiences- activities, meetings, programs attended, program development, observations, as well as the field experience in general. The journal will also be a log for your field experience hours, log these as you go. The journal entries will be submitted to the field experience coordinator on a weekly basis. Each weekly journal submission must be received by the field experience coordinator every Monday by 5:00 pm. Keep a copy of your journal for yourself during the field experience. All journal entries will be submitted with your final field experience packet. Failure to submit journals to the Field experience Coordinator as described above will result in a failing grade

C. FINAL PAPER
   The final paper will include the following:
   Introduction:
   * state your goals relative to the field experience, what you wanted to get out of your field experience
   * description of agency (include brochure), include all departments
   * outline of field experience responsibilities, including Independent Project
   Activities:
   * discussion of major activities and Independent Project- your participation
   * programs you were involved in- name of program, goals and objectives of program, your role, what went well (why?), what didn’t go well (why?), what would you do differently
   Self Analysis:
   * discussion of positive experiences
   * discussion of negative experiences
* discussion of how the field experience benefited you
* describe what you have learned as a result of the field experience
* discussion of how the field experience could be improved

Format of Paper: 5-7 typed pages, double spaced.

D. WRITTEN MATERIALS CREATED DURING FIELD EXPERIENCE

Any items written or developed during the field experience will be submitted in the final packet via Oncourse Dropbox. This can include programs delivered to the community, Public Service Announcements, Newspaper and/or Newsletter Articles, etc. Submissions can be reports, sample of letters and memos, worksheets, promotional flyers/posters.

E. PRESENTATION OF PROGRAMS

The field experience should include presenting programs. Submission of the program planning process will be included in the final packet. Include an outline of all of the stages you went through to plan the program, be sure to include: planning, implementing, and evaluation of your program. Include all handouts and materials you used for the program.

F. EXIT INTERVIEW WITH SITE SUPERVISOR

Upon the conclusion of the field experience, the intern will meet with the site supervisor to discuss the field experience. Emphasis during this meeting should be focused on your strengths and areas of improvement. Utilize this meeting to your advantage in order to help you develop as a public health professional. Submit a 1/2 to 1 page summary of this meeting and include it at the end of your Final Paper. Your site supervisor will submit a final evaluation to the Field experience Coordinator outlining your performance.

G. EVALUATIONS

Meetings with the Faculty Supervisor will be determined as necessary throughout the semester.

FINAL GRADE EVALUATION

This course is graded as SATISFACTORY or FAIL (S or F).

In order for the Field experience Coordinator to assign a passing grade, the graduate student must:

1. Complete all field experience hours.
2. Submit completed weekly journal entries in a timely manner.
4. Submission of at least satisfactory or average marks on the mid-term and final evaluations from the site supervisor.
5. Complete exit interview with site supervisor.
6. Submission of final evaluation by the site supervisor with the Final Field experience Packet by Monday of Finals Week to the Field experience Coordinator.
7. Electronic submission of the Final Field experience Packet by Monday of Finals Week to the Field experience Coordinator via the Oncourse Dropbox.
8. Successful completion of the Final Field experience Packet materials.

If the student has successfully completed all of the course requirements, however if the Site Supervisor’s Final Evaluation and Final Field experience Packet are not submitted to the Field experience Coordinator by the dates specified above, then a grade of an Incomplete will be assigned.

**Mailing Address**

Mrs. Kathy Finley
1025 East 7th Street, SPH-B 116
Department of Applied Health Science
Indiana University
Bloomington, Indiana 47405
This form is completed by Mrs. Finley at the conclusion of your field experience.

Student Name: ________________________________________________________________

Semester Completed Field experience: ____________________________________________

Grading Rubric for SPH-B-C 444:
Any student who does not complete their field experience as agreed upon in the MOU and SPH-B-C 444 Course Syllabus will automatically receive a failing grade. A student must complete the work portion of the field experience as described in the field experience agreement before submitting their field experience binder for evaluation. A student's grade is based on demonstrated learning as documented in the field experience binder, as well as the Faculty Coordinator’s and Site Supervisor’s evaluations and assessments, and weekly journal entries. A student must earn a passing grade (C- or better) in each of the categories and earn an overall passing grade (C- or better) in order to successfully pass the field experience.

<table>
<thead>
<tr>
<th>Rating Scale: 400 points</th>
<th>5 points per attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 300-269 = Passing Grade</td>
<td>5 points = Completed or Exemplary</td>
</tr>
<tr>
<td>B 268-239 = Passing Grade</td>
<td>4 points = Completed or Thorough</td>
</tr>
<tr>
<td>C 238-209 = Passing Grade</td>
<td>3 points = Completed or Adequate</td>
</tr>
<tr>
<td>D 208-179 = Failing Grade</td>
<td>2 points = Partially Completed or Basic Understanding</td>
</tr>
<tr>
<td>F 179-0 = Failing Grade</td>
<td>1 point = Partially Completed or Minimal Understanding</td>
</tr>
<tr>
<td></td>
<td>0 points = Did not submit</td>
</tr>
</tbody>
</table>

Weekly Journal Entries
/20 (must earn at least 14 points to pass)

<table>
<thead>
<tr>
<th>Entries were completed and submitted on time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late submissions:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Entries responded to weekly experiences, challenges, lessons learned, and analysis of experiences.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Entries presented facts, analysis and reasoned interpretation.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Entries were clearly written using standard grammar and spelling</td>
</tr>
</tbody>
</table>

Evaluations
/100 points (must earn at least 70 points to pass)

/50

- Supervisor Mid-Term Evaluation was submitted during the mid-point of the field experience
- Student received average or above average scores on mid-term evaluation
- The supervisor evaluation indicated that the intern demonstrated a good work ethic.
- The supervisor evaluation indicated that the intern displayed initiative.
- The supervisor evaluation indicated that the student collaborated well with co-workers.
- The supervisor evaluation indicated that the student developed new skills during the experience.
Field Experience Binder

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| /50    | Supervisor Final Evaluation was submitted on time  
       |   - Student received average or above average scores on final evaluation  
       |   - The student showed improvements in professional growth since the mid-term evaluation  
       |   - The supervisor evaluation indicated that the student developed new skills during the experience. |
| /180   | Resume was included  
       |   - Highlights the student's education and experiences in an effective format |
| /10    | Journal Entries were included in binder |
| /20    | Written Materials were included  
       |   - Briefly explained roles/responsibilities |
| /20    | Presentation of Programs were included  
       |   - Briefly explained roles/responsibilities |
| /20    | Program Planning activities were included  
       |   - Briefly explained role/responsibilities related to program planning |
| /15    | Additional Submissions were included  
       |   - Briefly explained additional submissions, roles and responsibilities |
| /10    | Exit Interview with Site Supervisor was included  
       |   - The student provided a thoughtful response to the supervisor’s evaluation |
| /10    | Evaluation of Field experience posted on SPH-B Field experience Portal |
| /10    | Final Paper was included  
       |   - Introduction:  
       |     - Stated goals relative to the field experience  
       |     - Explained competency skill anticipated to develop during the field experience  
       |     - Described the agency (include brochure), included all departments, organizational chart, key professionals  
       |     - Outlined the field experience responsibilities and included those that may have evolved during the field experience |
| /30    | Activities:  
       |     - Discussed major activities and the extent of participation  
       |     - Discussed major projects -name of program, goals and objectives of program, role, what went well (why?), what did not go well (why?), what would be done differently  
       |     - Discussed other programs involved with and included the name of program (s), goals and objectives of program, role, what went well (why?), what did not go well (why?), what would be done differently (why?) |
| /15    | Self Analysis:  
       |     - Discussed the positive experiences  
       |     - Discussed the negative experiences  
       |     - Discussed how the field experience benefited professionally and personally  
       |     - Described what was learned as a result of the field experience  
       |     - Discussed how the field experience could be improved |
| /5     | Format of Paper: 5-7 typed pages, double spaced |
Using the information you have learned in your courses and professional experiences in public health, please answer the following questions. Your responses will assist the faculty 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 health education 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 education 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.
The Essential Public Health Services provide the fundamental framework for the NPHPSP instruments, by describing the public health activities that should be undertaken in all communities. The Core Public Health Functions Steering Committee developed the framework for the Essential Services in 1994. This steering committee included representatives from US Public Health Service agencies and other major public health organizations. The Essential Services provide a working definition of public health and a guiding framework for the responsibilities of local public health systems.

**Essential Service #1 Monitor Health Status to Identify Community Health Problems**

This service includes:

For the local assessment

- Assessment of statewide health status and its determinants, including the identification of health threats and the determination of health service needs:
  - Identification of health risks and determination of health service needs.
  - Attention to the vital statistics and health status of groups that are at higher risk than the total population.
  - Identification of community assets and resources that support the local public health system (LPHS) in promoting health and improving quality of life.

- Utilization of appropriate methods and technology, such as geographic information systems, to interpret and communicate data to diverse audiences.

- Collaboration among all LPHS components, including private providers and health benefit plans, to establish and use population health information systems, such as disease or immunization registries.

For the state assessment

- Assessment of a statewide health status and its threats and the determination of health service needs.

- Attention to the vital statistics and health status of specific groups that are at higher risk of health threats than the general population.

- Identification of community assets and resources, which support the SPHS in promoting health and improving quality of life.

- Utilization of technology and other methods to interpret and communicate health information to diverse audiences in different sectors.

- Collaboration in integrating and managing public health related information systems.

For the governance assessment

- Accurate, periodic assessment of the community’s health status, including:
  - Identification of health risks (determinants of health) and determination of health service needs;
  - Attention to the vital statistics and health status indicators of groups that are at higher risk than the total population; and
  - Identification of community assets that support the LPHS in promoting health and improving quality of life.

- Utilization of appropriate methods and technology, such as geographic information systems (GIS), to interpret and communicate data to diverse audiences.

- Collaboration among all LPHS components, including private providers and health benefit plans, to establish and use population health registries, such as disease or immunization registries.

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**Essential Service #2 Diagnose and Investigate Health Problems and Health Hazards in the Community**

This service includes:

For the local assessment
● Epidemiological investigations of disease outbreaks and patterns of infectious and chronic diseases and injuries, environmental hazards, and other health threats.

● Active infectious disease epidemiology programs.

● Access to a public health laboratory capable of conducting rapid screening and high volume testing.

For the state assessment

● Epidemiologic investigation of disease outbreaks and patterns of infectious and chronic diseases, injuries, and other adverse health conditions.

● Population-based screening, case finding, investigation, and the scientific analysis of health problems.

● Rapid screening, high volume testing, and active infectious disease epidemiology investigations.

For the governance assessment

● Epidemiologic investigations of disease outbreaks, patterns of infections, chronic diseases, injuries, environmental hazards, and other health threats.

● Active infectious disease epidemiology programs.

● Access to a public health laboratory capable of conducting rapid screening and high volume testing.

---

Essential Service #3 Inform, Educate and Empower People about Health Issues

This service includes:

For the local assessment

● Health information, health education, and health promotion activities designed to reduce health risk and promote better health.

● Health communication plans and activities such as media advocacy and social marketing.

● Accessible health information and educational resources.

● Health education and health promotion program partnerships with schools, faith communities, work sites, personal care providers, and others to implement and reinforce health promotion programs and messages.

For the state assessment

● Health information, health education, and health promotion activities designed to reduce health risk and promote better health.

● Health communication plans and activities such as media advocacy and social marketing.

● Accessible health information and educational resources.

● Health education and promotion program partnerships with schools, faith communities, work sites, personal care providers, and others to implement and reinforce health promotion programs and messages.

For the governance assessment

● Health information, health education, and health promotion activities designed to reduce health risk and promote better health.
• Health communication plans and activities such as media advocacy and social marketing.

• Accessible health information and educational resources.

• Health education and health promotion program partnerships with schools, faith communities, work sites, personal care providers, and others to implement and reinforce health promotion programs and messages.

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**Essential Service #4 Mobilize Community Partnerships to Identify and Solve Health Problems**

*This service includes:*

**For the local assessment**

• Identifying potential stakeholders who contribute to or benefit from public health, and increase their awareness of the value of public health.

• Building coalitions to draw upon the full range of potential human and material resources to improve community health.

• Convening and facilitating partnerships among groups and associations (including those not typically considered to be health-related) in understanding defined health improvement projects, including preventive, screening, rehabilitation, and support programs.

**For the state assessment**

• The organization and leadership to convene, facilitate, and collaborate with statewide partners (including those not typically considered to be health-related) to identify public health priorities and create effective solutions to solve state and local health problems.

• The building of a statewide partnership to collaborate in the performance of public health functions and essential services in an effort to utilize the full range of available human and material resources to improve the state's health status.

• Assistance to partners and communities to organize and undertake actions to improve the health of the state's communities.

**For the governance assessment**

• Identifying potential stakeholders who contribute to or benefit from public health and increasing their awareness of the value of public health.

• Building coalitions to draw upon the full range of potential human and material resources to improve community health.

• Convening and facilitating partnerships among groups and associations (including those not typically considered to be health-related) in undertaking defined health improvement projects, including preventive, screening, rehabilitation, and support programs.

---

**Essential Service #5 Develop Policies and Plans that Support Individual and Community Health Efforts**

*This service includes:*

**For the local assessment**

• An effective governmental presence at the local level.

• Development of policy to protect the health of the public and to guide the practice of public health.

• Systematic community-level and state-level planning for health improvement in all jurisdictions.

• Alignment of LPHS resources and strategies with the community health improvement plan.

**For the state assessment**
• Systematic health planning that relies on appropriate data, develops and tracks measurable health objectives, and establishes strategies and actions to guide community health improvement at the state and local levels.

• Development of legislation, codes, rules, regulations, ordinances and other policies to enable performance of the Essential Public Health Services, supporting individual, community, and state health efforts.

• The democratic process of dialogue and debate between groups affected by the proposed health plans and policies is needed prior to adoption of such plans and policies.

For the governance assessment

• Effective local public health governance.

• Development of policy, codes, regulations, and legislation to protect the health of the public and to guide the practice of public health.

• Systemic LPHS and state-level planning for health improvement in all jurisdictions.

• Alignment of LPHS resources and strategies with community health improvement plans.

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**Essential Service #6 Enforce Laws and Regulations that Protect Health and Ensure Safety**

*This service includes:*

**For the local assessment**

• The review, evaluation, and revision of laws and regulations designed to protect health and safety to assure that they reflect current scientific knowledge and best practices for achieving compliance.

• Education of persons and entities obligated to obey or to enforce laws and regulations designed to protect health and safety in order to encourage compliance.

• Enforcement activities in areas of public health concern, including, but not limited to the protection of drinking water; enforcement of clean air standards; regulation of care provided in health care facilities and programs; re-inspection of workplaces following safety violations; review of new drug, biologic, and medical device applications; enforcement of laws governing the sale of alcohol and tobacco to minors; seat belt and child safety seat usage; and childhood immunizations.

**For the state assessment**

• The review, evaluation, and revision of laws and regulations designed to protect health and safety to assure that they reflect current scientific knowledge and best practices for achieving compliance.

• Education of persons and entities obligated to obey or to enforce laws and regulations designed to protect health and safety in order to encourage compliance.

• Enforcement activities in areas of public health concern, including, but not limited to the protection of drinking water; enforcement of clean air standards; regulation of care provided in health care facilities and programs; re-inspection of workplaces following safety violations; review of new drug, biological, and medical device applications; enforcement of laws governing the sale of alcohol and tobacco to minors; seat belt and child safety seat usage; and childhood immunizations.

**For the governance assessment**

• Assurance of due process and recognition of individuals’ civil rights in all procedures, enforcement of laws and regulations, and in public health emergency actions taken under the board of health or other governing body’s authority.

• Review, evaluation and revision of laws and regulations designed to:
  - Protect health and safety;
  - Reflect current scientific knowledge; and
Utilize best practice for achieving compliance.

- Education of persons and entities obligated to obey and agencies obligated to enforce laws and regulations to encourage compliance.

- Enforcement activities in a wide variety of areas of public health concern under authority granted by local, state and federal rule or law including, but not limited to: abatement of nuisances, animal control, childhood immunizations and other vaccinations, food safety, housing code, local sanitary code, on site wastewater disposal (septic systems), protection of drinking water, school environment, solid waste disposal, swimming pool and bathing area safety and water quality, tobacco control, and vector control.

- Assuring prevention of illness by:
  - Following-up on hazards;
  - Reducing exposure to disease in occupational and community settings;
  - Increasing vaccination rates.

- Assuring monitoring of the quality of medical services available to the LPHS.

Essential Service #7 Link People to Needed Personal Health Services and Assure the Provision of Health Care when Otherwise Unavailable

**This service includes:**

For the local assessment

- Identifying populations with barriers to personal health services.

- Identifying personal health service needs of populations with limited access to a coordinated system of clinical care.

- Assuring the linkage of people to appropriate personal health services through coordination of provider services and development of interventions that address barriers to care (e.g., culturally and linguistically appropriate staff and materials, transportation services).

For the state assessment

- Assessment of access to and availability of quality personal health care services for the state's population.

- Assurances that access is available to a coordinated system of quality care which includes outreach services to link population to preventive and curative care, medical services, case management, enabling social and mental health services, culturally and linguistically appropriate services, and health care quality review programs.

- Partnership with public, private, and voluntary sectors to provide populations with a coordinated system of health care.

- Development of a continuous improvement process to assure the equitable distribution of resources for those in greatest need.

For the governance assessment

- Assuring the identification of populations with barriers to personal health services.

- Assuring identification of personal health service needs of populations with limited access to a coordinated system of clinical care.

- Assuring the linkage of people to appropriate personal health services through coordination of provider services and development of interventions that address barriers to care (e.g., culturally and linguistically appropriate staff and materials, transportation services).

Essential Service #8 Assure a Competent Public and Personal Health Care Workforce

**This service includes:**

For the local assessment

- Assessment of workforce (including volunteers and other lay community health workers) to meet community needs for public and personal health services.
• Maintaining public health workforce standards, including efficient processes for licensure/credentialing of professional and incorporation of core public health competencies needed to provide the Essential Public Health Services into personnel systems.

• Adoption of continuous quality improvement and life-long learning programs for all members of the public health workforce, including opportunities for formal and informal public health leadership development.

For the state assessment

• Education, training, development, and assessment of health professional - including partners, volunteers and other lay community health workers - to meet statewide needs for public and personal health services.

• Efficient processes for credentialing technical and professional health personnel.

• Adoption of continuous quality improvement and life-long learning programs.

• Partnerships with professional workplace development programs to assure relevant learning experiences for all participants.

• Continuing education in management, cultural competence, and leadership development programs.

For the governance assessment

• Education, training, and assessment of personnel (including volunteers and other lay community health workers) to meet community needs for public and personal health services.

• Efficient processes for licensure of professionals.

• Adoption of continuous quality improvement and life-long learning programs that include determinants of health.

• Active partnerships with professional training programs to assure community-relevant learning experiences for all students.

• Continuing education in management and leadership development programs for those charged with administrative/executive roles.

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Essential Service #9 Evaluate Effectiveness, Accessibility, and Quality of Personal and Population-Based Health Services

This service includes:

For the local assessment

• Assessing the accessibility and quality of services delivered and the effectiveness of personal and population-based programs provided.

• Providing information necessary for allocating resources and reshaping programs.

For the state assessment

• Evaluation and critical review of health program, based on analyses of health status and service utilization data, are conducted to determine program effectiveness and to provide information necessary for allocating resources and reshaping programs for improved efficiency, effectiveness, and quality.

• Assessment of and quality improvement in the State Public Health System’s performance and capacity.

For the governance assessment

• Assurance of ongoing evaluation and critical review of health programs effectiveness based on analysis of health status and service utilization data.

• Assurance of the provision of information necessary for allocating resources and reshaping programs.
Essential Service #10 Research for New Insights and Innovative Solutions to Health Problems

*This service includes:*

For the local assessment

- A continuum of innovative solutions to health problems ranging from practical field-based efforts to foster change in public health practice, to more academic efforts to encourage new directions in scientific research.

- Linkages with institutions of higher learning and research.

- Capacity to mount timely epidemiological and health policy analyses and conduct health systems research.

For the state assessment

- A full continuum of research ranging from field-based efforts to foster improvements in public health practice to formal scientific research.

- Linkage with research institutions and other institutions of higher learning.

- Internal capacity to mount timely epidemiologic and economic analyses and conduct needed health services research.

For the governance assessment

- Local public health research activities:
  - Initiating research,
  - Participating in research by others,
  - Reporting results, and
  - Implementing policy based on these results.