

**DEPARTMENT OF GLOBAL HEALTH
COLLEGE OF PUBLIC HEALTH
FIELD PLACEMENT PROGRAM**

GUIDELINES

JULY 2010

I. INTRODUCTION

The field placement is an integral part of the academic experience. It is the opportunity to apply theory of practice, to learn first hand of the many issues and obstacles presented to the public health professional, and experience the context within which public health practice occurs. The responsibility for finding suitable field placements is shared between the student and the department. The guidelines are for the purpose of guiding the advisor and advisee and are not to be considered as a replacement or substitution for the college-wide guidelines.

II. MISSION AND GOALS

The overall mission of the field placement experience is for the masters and doctoral level student to achieve and enhance level of professional and educational growth.

The specific goals of the field placement are:

1. To provide opportunities for students to expand their knowledge and understanding of their concentration areas.
2. To broaden the student's perspective of the role of the public health professional, and the context in which they practice.
3. To increase understanding of the College of Public Health among the public health community, and provide an avenue for promoting it in the community.

III. RESPONSIBILITIES OF PRINCIPALS

A. Responsibilities of the Student

1. Meet with faculty advisor to develop goals for the field placement at least two months before the placement would begin, and to identify prospective field placement site(s). *
2. Meet with prospective field placement supervisor and faculty advisor to finalize choice. *
3. Prepare a formal, written field placement plan with stated educational objectives, following meeting with faculty advisor, and choice of field placement site.

* Should a student be required to complete an International Field Experience (IFE), the student will meet with the IFE coordinator as soon as possible and preferably in the first semester to review additional requirements.

4. Have the field placement plan approved by the field placement supervisor and faculty advisor.

5. Participate in field placement seminars, when scheduled.
6. Prepare a final report on the field placement for the field placement supervisor and for review and approval by the faculty advisor.

B. Responsibilities of the Faculty Advisor**

1. Meet with the student to determine the number of credit hours required for the field placement based on the student's prior experience working in a public health practice setting or related area.
2. Meet with student prior to field placement site selection to develop goals and outline of educational and experiential objectives for the field placement experience.
3. Contact the field placement agency to discuss the goals, objectives, and specific activities of the placement.
4. Review and approve the prospective field placement, and the formal, written field placement plan.
5. Consult with the student and field placement supervisor to address and resolve issues and problems.
6. Evaluate the final report of the student.
7. Participate in the final evaluation of the field placement experience.
8. Coordinate the formal process of evaluating the students' field placement experience. This involves completion of a questionnaire about the primary strengths and weaknesses of the experience; descriptions and assessments of assignments and products completed by the student; qualitative assessments of the students' performance through structured interviews with the field placement supervisor and other persons who have had interaction with the student. The evaluation is completed by the student, the field placement supervisor and faculty advisor.
9. Assist with the coordination and supervision of any formal activities designed to recognize the contributions of the preceptors and their respective organizations.

** If the student is going to complete an IFE the following 9 points do not apply. The IFE office is your first point of contact after an initial discussion with your faculty advisor.

C. Responsibilities of the Field Placement Supervisor

1. Meet with the faculty advisor to identify the types of work, educational activities available, and provide updated information on the field placement site. ***
2. Review and approve the student's field placement plan.
3. Provide a formal orientation to the field placement organization/agency for the student intern.
4. Meet with the faculty advisor to assess the field placement provided by the faculty advisor. ***
5. Participate in the preparation of the final evaluation report provided by the faculty advisor.
6. Provide adequate resources, including office space, desk, supplies, access to other employees and opportunities for integration into the organizational flow, etc., necessary for the student to realize a comprehensive field placement experience.
7. Provide direct line supervision of, and ongoing regular interaction with, the student intern.
8. Respond to requests by the faculty advisor for updates on the status of the placement. This includes being accessible to help resolve issues or problems which might arise.

OTHER REQUIREMENTS AND CONDITIONS FOR FIELD PLACEMENT

1. The field placement should occur following completion of the course work except in those cases where the advisor feels part of the experience should come early in the program.
2. A minimum of 6 credit hours of field placement is normally expected; deviation from this is at the discretion of the faculty advisor.
3. Each semester credit will require at least 1.33 weeks of IFE experience (i.e., six credit hours would equate to eight weeks). For a domestic field experience, each semester credit will require at least 45 hours of field placement activity (i.e., six credit hours would equate to 270 contact hours..

Appendix A:

GUIDELINES FOR WAIVING INTERNATIONAL FIELD EXPERIENCE AND SUBSTITUTING IT WITH DOMESTIC FIELD EXPERIENCE FOR ELIGIBLE GLOBAL HEALTH PRACTICE STUDENTS

Purpose: The intent of the International Field Experience (IFE) is to give students an opportunity to apply their coursework knowledge in an international setting. In the past all Global Health Practice students were required to complete no less than an eight week experience outside of the United States. The only exclusion has been international students who cannot leave the United States due to their visa requirements prohibiting them from re-entry. These students were required to complete a domestic field experience. IFE history has shown other exceptions to these past guidelines. The following groups of students fall under an exception and therefore may be excluded from the IFE criteria:

1. International students: Students who have entered the United States solely with the purpose of earning a degree at USF and were issued an I-20 by the university. If they are restricted from leaving and re-entering the United States they be exempt from the IFE experience.
2. Peace Corps Returnees: Students who have successfully completed their Peace Corps requirement within the past five years and can justify they have sufficient global health experience may opt out of the IFE. Faculty advisors will continue to recommend the IFE as additional educational experience. Ultimately the decision to waive the IFE and complete a domestic experience will be between the faculty advisor and the student.
3. Military and PHS Corps officers who served overseas: Students who are currently officers in the military or PHS Corps may opt out of the IFE based on their international experience in public health or humanitarian relief. Examples of such experience include, but are not limited to: deployed on a medical ship, recovery efforts after a complex emergency, or humanitarian efforts as a Civil Affairs officer. Ultimately the decision to waive the IFE and complete a domestic experience will be between the faculty advisor and the student.
Past military or PHS Corps officers may fall under category 4 below.
4. Students who can document extensive post-baccalaureate overseas experience in the past five years: Students who can document no less than two years of continuous service in a public health or closely related field outside the United States, and fluently speak a second language (documented by either an oral exam or tested at the USF/CAS language department) may opt out of the IFE. State Department foreign officers, ex-military/PHS Corps officers, or International NGO, PVO, or faith-based organization staff are examples of such service. Ultimately the decision to waive the IFE and complete a domestic experience will be between the faculty advisor and the student.