

Department of Public Health Sciences Field Experience Manual



**New Mexico State University
Department of Public Health Sciences**

Updated September 2024

Live, Learn and Thrive.™

Table of Contents

<u>FIELD EXPERIENCE OVERVIEW & TIMELINE</u>	<u>3</u>
<u>FIELD EXPERIENCE PROCESS</u>	<u>7</u>
<u>PRECEPTOR CRITERIA</u>	<u>11</u>
<u>ROLES AND RESPONSIBILITIES</u>	<u>14</u>
<u>FREQUENTLY ASKED QUESTIONS</u>	<u>17</u>
<u>FIELD EXPERIENCE AND THE INTEGRATIVE LEARNING EXPERIENCE (ILE)</u>	<u>19</u>
<u>APPENDIX A: THE FIELD EXPERIENCE STEP-BY-STEP CHECKLIST</u>	<u>21</u>
<u>APPENDIX B: PRINCIPLES OF THE ETHICAL PRACTICE OF PUBLIC HEALTH</u>	<u>22</u>
<u>APPENDIX C: CONFIDENTIALITY POLICY</u>	<u>23</u>
<u>APPENDIX D: FIELD EXPERIENCE AGREEMENT</u>	<u>24</u>
<u>APPENDIX E: SAMPLE OF FIELD EXPERIENCE GOALS AND OBJECTIVES</u>	<u>26</u>

Field Experience Coordinator Contact Information:

Isabel Latz, PhD
College Assistant Professor
& Field Experience
Coordinator
iklatz@nmsu.edu

New Mexico State University
Department of Public Health Sciences
MSC 3HLS
PO Box 30001
Las Cruces, NM 88003-8001

Field Experience Overview & Timeline



Field Experience Overview

Introduction

The field experience is a required and integral part of the Bachelor of Public Health (BPH) and Master of Public Health (MPH) degree programs in the NMSU Department of Public Health Sciences. A field experience provides our students the opportunity to gain valuable experience in diverse public health settings. We strive to place students according to their career goals and location preferences. The field experience should occur in your senior year as a **BPH** student and after the second semester or when you've finished approximately half of your classes as an **MPH** student.

The Department of Public Health Sciences' MPH and BPH programs are accredited by the Council for Education in Public Health (CEPH). CEPH requires a field experience component as part of the degree plan.



The field experience is a planned and mentored experience that:

- Is developed by you, your preceptor, and the field experience coordinator
- Has been **pre-approved** by the field experience coordinator
- Incorporates measurable objectives that you have developed in consultation with your preceptor and that align with public health priorities and competencies
- Involves an expected number of contact hours
- Is outlined in a field experience agreement, signed by you, your preceptor, and the field experience coordinator prior to registering for the field experience class.

Students who participate in the Field Experience

All BPH and MPH students participate in a field experience as part of their degree program. For MPH students, this includes those completing the degree face-to-face or online, as well as those seeking the dual degrees of Master of Public Health and Master of Social Work.

If you are an undergraduate student pursuing the BPH degree, you will register for PHLS 4998 (six credit course). **BPH students complete 250 hours for this 6-credit course.**

If you are a **BPH student and you earned your Associate of Applied Science degree in public health, from Doña Ana Community College (DACC)**, you will **complete 190 hours for this 6-credit course.** The Department acknowledges 60 of the hours earned when you completed the required CHSS 299 - Service Learning Experience in Human and Community Services course through DACC.

If you are a graduate student pursuing the MPH in either of the concentrations (Health Behavior and Health Promotion [HBHP] or Health Management, Administration and Policy [HMAP]), you will register for MPH 5998 (three credit course). **MPH students complete 160 hours for this 3-credit course.**

Although the summer semester is 10 weeks versus 16 weeks for fall and spring semesters, the number of expected hours does not change during the shorter summer semester. Other time configurations can be negotiated between student, preceptor, and field experience coordinator (for example, starting the field experience prior to the semester).

Field experience calendar and suggested timelines

Start early when planning your Field Experience! We recommend that you **begin early in the semester before** the semester in which you plan to enroll in Field Experience.

Semester enrolling in Field Experience	Spring	Summer	Fall
Identify a site and have it approved by Field Experience Coordinator	by November 1	by April 1	by July 1
Develop Field Experience Plan (goals and objectives)	by November 30	by April 30	by July 10
Agreement signed by site preceptor, student, and FE Coordinator prior to registration	by December 10	by May 10	by August 1
Begin Field Experience	First day of spring semester	First day of summer semester	First day of fall semester

Overall focus: Gaining experience and innovative/creative contributions to the field

A field experience allows you the opportunity to apply what you've learned in the classroom to current public health challenges and opportunities. We encourage you to seek creative field experience placements that enable you to apply skills you've acquired in the classroom setting, to assist a group or community with a public health issue, and to promote personal and professional growth. Sites may be at local, regional, national, or international organizations. Through the field experience, you will:

- Integrate public health theory, knowledge, and skills in a community or public health practice setting
- Experience the realities of public health practice – organizational structure, local and organizational politics, program administration, community relationships, and program coordination
- Complete one large or a few smaller defined projects, in an area of public health practice including core public health functions including but not limited to needs assessment, program planning, program evaluation, policy development, health communication, health equity advocacy, or applied research project
- Gain/expand/develop skills and knowledge in an area of interest not covered in depth elsewhere in your educational plan
- Demonstrate leadership, teamwork, communication skills, innovation, and creativity in public health practice

Please refer to your MPH 5998 or PHLS 4998 syllabus for course learning objectives.

Aligning your field experience with the Areas of Responsibility for Health Education Specialists – for BPH students

The *National Commission for Health Education Credentialing (NCHEC)* outlines [Eight Areas of Responsibility](#) containing a comprehensive set of competencies and sub-competencies defining the role of the health education specialist. These responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® and MCHES® exam beginning in 2022. You should practice as many of the responsibilities and competencies as possible during your field experience. To learn more about the value of credentialing as a Certified Health Education Specialist and the many settings in which CHES and MCHES work, view [Health Education Specialists: Promoting a Healthy World](#) and [Careers In Health Education: Certified Health Education Specialists](#).

The Eight Areas of Responsibility verified in 2020 include:

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research
- Area V: Advocacy
- Area VI: Communication
- Area VII: Leadership and Management
- Area VIII: Ethics and Professionalism

You can find the full listing of 2020 responsibilities and competencies here: [NCHEC Areas of Responsibility](#). An example of goals and objectives for BPH students is provided in Appendix E.

In addition to the NCHEC competencies, BPH students will be asked to align their Field Experience objectives with CEPH Foundational Domains. You can find an overview of the 11 domains here: <https://media.ceph.org/documents/2021.Criteria.pdf> (p. 27). You will receive further guidance for this process through the PHLS 4998 course on Canvas.

Aligning your field experience with CEPH competencies – for MPH students

MPH students will align their Field Experience objectives with CEPH foundational competencies and MPH concentration-specific competencies. The Field Experience Coordinator will provide a full list of these competencies at the beginning of the semester. You can also find the 22 CEPH foundational competencies here: https://media.ceph.org/documents/D2_guidance.pdf. You can find the MPH concentration-specific competencies in your MPH handbook. You will receive further guidance for this process through the PHLS 5998 course on Canvas. An example of goals and objectives for MPH students is provided in Appendix E.

Field Experience Ethics

All BPH and MPH students are expected to follow and adhere to the [Principles of the Ethical Practice of Public Health](#) (see Appendix B).

Field Experience Process



BPH students Blake Moseley and Jaclyn Morales during a tabling event as part of their Field Experience with the Aggie Health and Wellness Center Office of Health Promotion in the Spring 2022.

Field Experience Process

Create or update your resume

The field experience is designed to provide you valuable practical experience in public health. It is important to have a resume that you can share with potential preceptors. We encourage you to explore a variety of resources that will help you develop a strong resume

- The Center for Academic Advising and Student Support at NMSU offers many helpful services, including workshops and resume review: <https://advising.nmsu.edu/career.html>
- The University of Pittsburgh Graduate School of Public Health shares some sample resume formats: <https://publichealth.pitt.edu/careers/job-search-tool-kit/resumes-and-curriculum-vitae/resumes>

Identify a site

It is your responsibility to seek out a field experience site which aligns with your interests and preferences, **after** speaking with the Department field experience coordinator. The list of field experience sites is always evolving. Please contact the field experience coordinator to discuss site options.

You may seek out sites that are new to the Department. However, we strongly recommend that you meet with the field experience coordinator before seeking out a new site, to be sure you are aware of existing opportunities as well as the time involved with setting up a new site.

See the **Frequently Asked Questions** section later in this Handbook for more information about finding a site.

Pre-approvals

The field experience site and preceptor must be *pre-approved*, affiliation agreement in place, and paperwork signed by the field experience coordinator, student, and preceptor before registering for MPH 5998 / PHLS 4998 and beginning the field experience.

Affiliation Agreements

NMSU requires that affiliation agreements be in place with organizations outside of NMSU before students can start to earn any hours for their field experience. Depending on the organization, this process may take a few weeks to a few months. It is crucial to plan ahead for your field experience when an affiliation agreement needs to be established between NMSU and the organization.

Developing the agency affiliation agreement is a process that is done within the Department and the College once the student provides the information about the agency to the field experience coordinator. Until the affiliation agreement is finalized between NMSU and the organization, a student will not be able to start their field experience.

Goals and Objectives

Once you have identified your agency and preceptor, you can begin collaborating with your preceptor and the field experience coordinator to develop goals and objectives for your field experience.

- Goals and objectives outline the scope of your responsibilities and activities with your agency. Your goals and objectives should reflect your interests, align with the agency mission, support your professional development, and make a meaningful contribution to public health practice;
- Objectives should be measurable and should include a specific time frame;
- You will electronically submit a draft of goals and objectives for review by the field experience coordinator. This process may involve numerous edits between you and the field experience coordinator, until the goals and objectives are measurable and realistic. This takes time, so please *plan ahead*;
- An outline of your goals and objectives should be completed and approved before the start of the semester in which you are registering for MPH 5998 or PHLS 4998. Please refer to the semester field experience calendar on page 5 for specific dates;
- A final version of the goals and objectives will be an assignment for you to complete in the PHLS 4998/5998 field experience course on Canvas;
- Please refer to Appendix E for sample goals and objectives.

Confidentiality Policy

You will sign a confidentiality policy upon starting your field experience. The organization where you are completing your field experience may require you to sign additional policies and statements and participate in orientation and training in accordance with their intern or volunteer policies. See Appendix C, Confidentiality Policy.

Site Visit

The Field Experience Coordinator will reach out to you and your preceptor to coordinate a time for an optional site visit about midway through your field experience (in person or via zoom). The site visit provides an opportunity for the field experience coordinator to check in about your progress, share highlights, and concerns about your field experience.

Poster presentation

Towards the end of the field experience, you will develop and submit a poster presentation. Instructions and examples are provided on the course website in CANVAS.

- Poster presentations include highlights of the field experience and a summary of projects, results, findings, personal insights, and recommendations.
- During the last 2 weeks of classes, we will have zoom presentations of student posters. Your field experience coordinator will provide additional details during the semester.

Other important requirements

Please be familiar with the procedures for the agency that you have selected. Some may require background checks, immunizations, additional paperwork, training, or applications from the sponsoring agency. Please plan ahead accordingly.

- *Background checks:* Some agencies may require a full background check. The NM State Police Department and Campus Police offer these services if the agency does not have an individual contract. You are responsible for costs associated with any background or related checks by the organization.
- *Immunizations:* The Aggie Health & Wellness Center provides TB skin tests and Hepatitis B vaccinations and boosters. Contact the Aggie Health & Wellness Center at 575-646-1512 or online <https://wellness.nmsu.edu/index.html> for information, appointments, and additional locations for obtaining all other vaccinations.
- *Safety at the field experience site:* It is your responsibility to adhere to all safety requirements identified by your field experience site and preceptor(s). This includes but is not limited to participating in required safety training and workshops.
- If you observe an unsafe situation, please report it to your preceptor(s). If the situation continues, please advise the field experience coordinator.

Preceptor Criteria



MPH student Deidra-Dexter Hine giving a presentation as part of her Field Experience at Southeast Arizona Health Education Center (SEAHEC) in the Summer 2022



MPH-MSW student Lindsay Keeling participating in a GLSEN (Gay, Lesbian and Straight Education Network) event as part of her Field Experience with Alianza in the Summer 2022

Preceptor Criteria

Criteria for a Preceptor

Preceptors should have an MPH or other advanced degree in public health or a related field or five years of demonstrated experience in public health. CHES or MCHES certification is preferred with BPH students and MPH students in the HBHP (formerly CHE) concentration.

Preceptors working with MPH students in the HMAP concentration should have a graduate degree and substantial time in the field of public health management, administration and/or policy. If you have any questions about preceptor qualifications, please reach out to the Field Experience Coordinator.

Qualities of an Effective Preceptor

The preceptor plays a key role in supporting and mentoring students during their field experience.

Student learning is enhanced when the preceptor possesses these characteristics:

- *Professional competence:* The effective preceptor demonstrates proficiency in the *professional competencies relevant to their realm of practice*.
- *Positive professional identity and ethics:* Enthusiasm about the public health profession, the work setting, and their own achievements and ethics help the preceptor serve as a positive role model.
- *Desire to work with students:* Enthusiasm and a positive attitude toward the preceptor role contribute to a quality experience for both preceptor and student.
- *Time to work with a student:* Effective guidance requires a commitment of time for regular and impromptu planning, consultation, and feedback sessions with a student.
- *Experience:* The preceptor should have at least five years of public health experience and should be familiar with their work environment and issues of professional practice.
- *Networking:* Preceptors should have a strong network of public health professionals in their region/community of practice.

Time Requirements

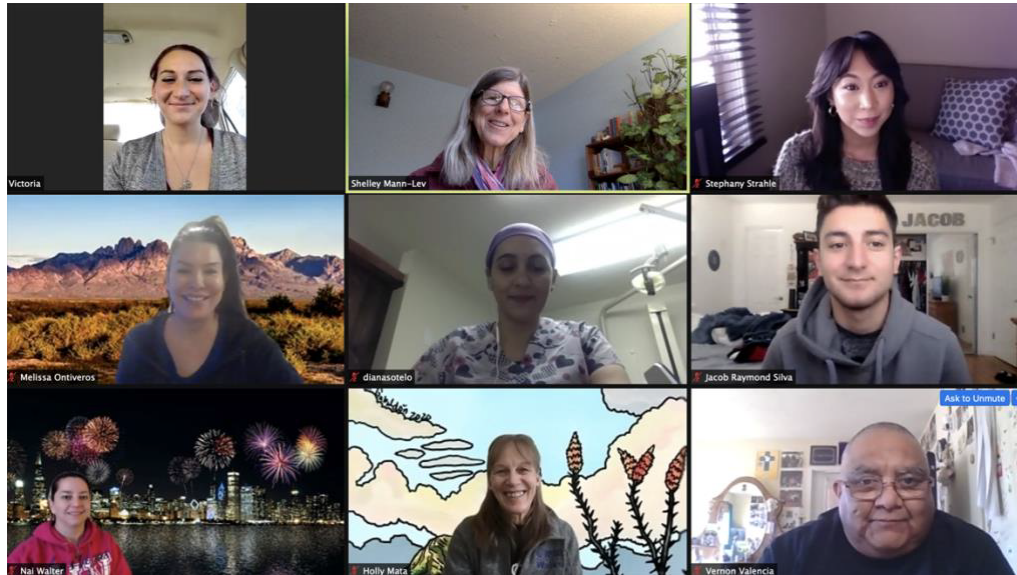
- Preceptors should meet with their student at least four times (within the 160 or 250 hour time frame) to determine progress and assess support needed, and provide guidance as needed
- The projects undertaken with the agency should be able to be completed within 160 hours for a MPH student and 250 hours for a BPH student within a 16-week semester (10 weeks for the summer semester). Other time configurations can be negotiated between student, preceptor and field experience coordinator.

Managing the field experience

Practitioners accept students for many reasons. Some of the reasons may include participating in the professional preparation of emerging public health professionals, providing opportunities for students to gain relevant experience, and/or involving students in meaningful projects that contribute to public health practice and the agency mission. Students benefit from ongoing support and feedback. Some suggestions for supporting students include:

- Provide an orientation to the agency goals, clients or priority population, and staff. It is crucial to set workplace expectations, hours, dress code, etc.
- Consider the student to be a special projects person who will enrich and contribute to the organization. Plan to look for the special skill(s) each one possesses and negotiate projects that match their abilities and your agency needs.
- Support the student in managing their time well. Review the goals and objectives periodically to ensure they are reasonable given the timeframe.
- Schedule time to meet with the student and be available for scheduled and as-needed support and mentoring.
- Expect the student's interests and capabilities to become clearer over the course of the placement. Build in flexibility to limit or expand responsibilities over time and to allow the student to maximize their learning.
- Provide a supportive environment in which the student can make mistakes and learn from them.
- Serve as a mentor, role model, and coach for the student.
- Contact the Field Experience Coordinator, as necessary, to support you in the precepting role.

Roles and Responsibilities



Spring 2021 NMSU and UNM students placed with the New Mexico Public Health Association promoted programs, practices, and policies to support health equity in NM through “NMPHA Fridays” and the NMPHA Annual Conference

Roles and Responsibilities

Student roles and responsibilities

With guidance and support from the field experience coordinator, you will:

- Participate in identifying a site and potential topic/project/activities based on an area of interest, previous experience, or career interests and goals. The field experience coordinator will help you identify opportunities and potential locations. MPH students may also want to discuss potential field experience sites and opportunities with their advisor.
- Identify a potential preceptor within the agency – someone with the relevant training and experience who is committed to supporting our emerging public health professionals.
- Meet with the preceptor to discuss possible projects and roles within the organization. You should be prepared to interview with the agency and consider questions you might ask of your potential preceptor:
 - ï *Have you ever had a field experience student here before? What was the experience and what types of projects did they do?*
 - ï *What project(s) will I be able to participate in?*
 - ï *What resources will I have to help me achieve the objectives we agree on?*
 - ï *I am particularly interested in learning more about _____. Could that occur here? How?*
- Develop goals and measurable objectives in collaboration with your preceptor. You'll share these with the Field Experience Coordinator; once they are approved you'll be able to register for the Field Experience.

Field Experience documents you create and share throughout the semester

- Field Experience Agreement*
- Confidentiality Policy*
- Draft and final version of your goals and objectives
- Schedule/plan for completing your Field Experience hours
- Midterm Field Experience Report
- Field Experience Journal
- 2 Work products from your field experience, including, brochures, infographics, factsheets, presentations, policy briefs, grant applications, reports, surveys developed and disseminated, evaluation plans, data analysis files or results, etc.
- Trainings attended or special skills acquired
- Evaluations from you and your preceptor(s)
- Poster of your Field Experience highlights

Your Field Experience Coordinator will provide all of the information and resources you need within CANVAS.

*you will share these prior to beginning your field experience and also upload them in Canvas

Preceptor roles and responsibilities

The preceptor facilitates and provides a practical working environment that allows the student to gain exposure to the field of public health and health promotion or health management, administration, and policy. The preceptor offers guidance, leadership, and support and:

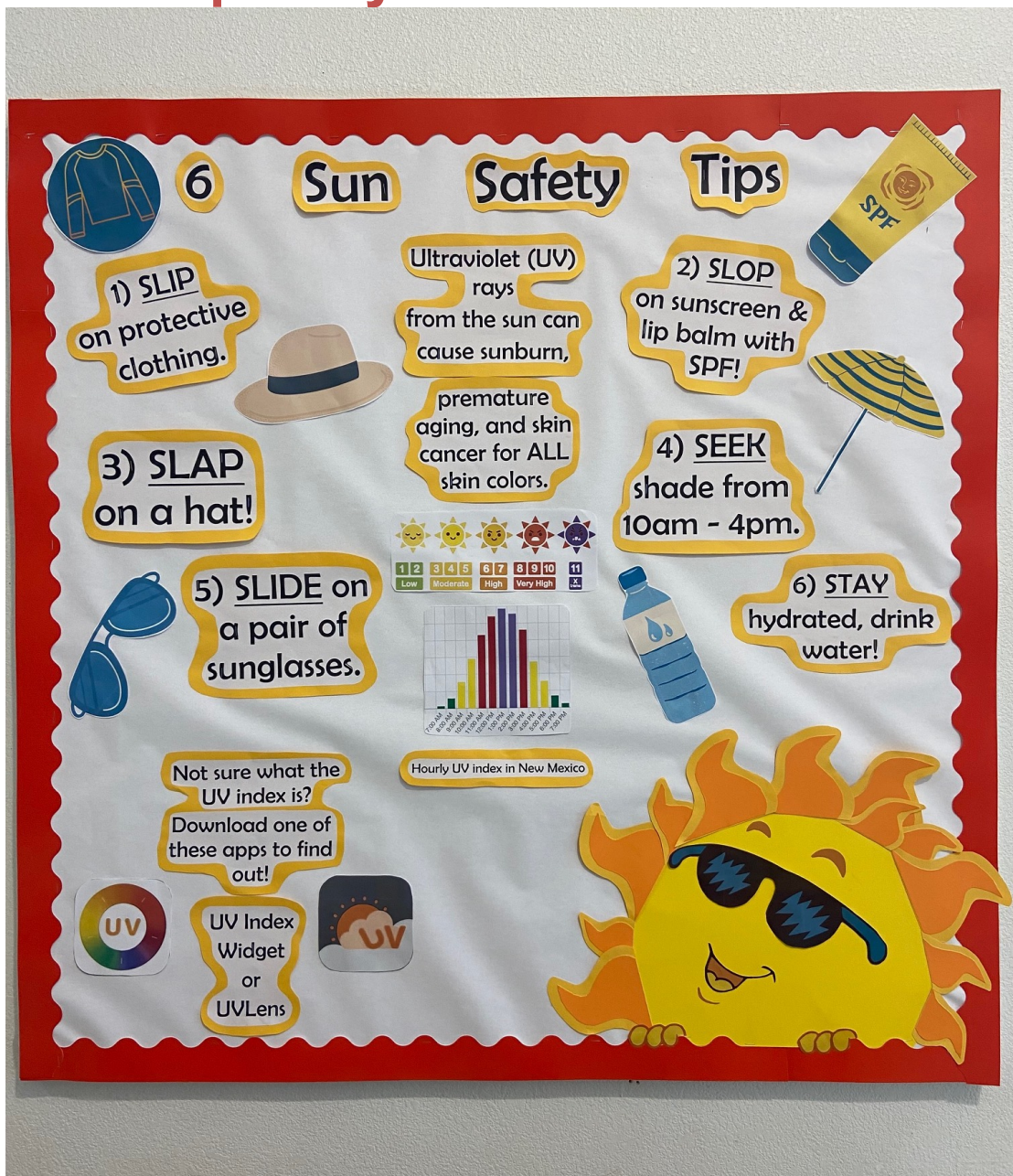
- Provides technical and administrative oversight
- Offers general feedback and guidance related to goals and objectives
- Assists with problem-solving for situations and projects
- Encourages professionalism
- Provides opportunities for increasing responsibility by helping the student stay focused on their goals and objectives
- Maintains an open channel of communication
- Reviews and reports the student's progress
- Reviews the midterm report
- Integrates the student with regular staff and through regular meetings
- Completes a written final evaluation and
- Collaborates with the student and the field experience coordinator.

Field Experience Coordinator roles and responsibilities

The Field Experience Coordinator provides the general oversight for the field experience and:

- Helps to identify potential sites with the student and preceptor being the ones to determine the final site
- Provides advice to the student about site/agency selection and the development of the field experience plan, goals, and objectives
- Initiates the affiliation agreement process with the site/agency
- Conducts site visits and other communication between student, preceptor, and the site
- Reviews the student's overall progress and evaluates the quality and quantity of the work, reports, presentations, and assigns a final grade based on the agency evaluation, final report, and other field experience activities
- Assist with conflict management and handling of unforeseen challenges during the field experience (e.g., change of preceptor, significant change to projects, etc.)

Frequently Asked Questions



Sun Safety Board developed by Jilian DeGraw during Summer 2022 Field Experience

Frequently Asked Questions

When do I begin?

You may register and begin your field experience after you have completed a significant portion of the core program requirements, including the school core courses and specialty track core courses for MPH students. We recommend that your field experience be one of the last courses you take in your degree program.

Refer to *Understanding the Field Experience* section for further details and deadlines.

How do I find a field experience placement?

Finding a field placement is like finding a job. You are responsible for communicating with and contacting the field experience coordinator, who will assist you with finding a placement. However, there are many people who can help you. Talk with your advisor, other faculty, and other students who have completed their field experience.

In collaboration with the field experience coordinator, identify agencies that are working on health issues and priorities that are interesting to you. Explore options throughout the state, region, country or the world. The list of agencies is always evolving, so talk with the field experience coordinator to discuss present sites and possible options.

If there is an agency you are interested in, you may contact them and find out if they would accept student interns or would be open to exploring the possibility. It is key to talk with the field experience coordinator about the feasibility of setting up a new affiliation agreement with a site and the possible time it may take to set up such an agreement.

Can I graduate if my field experience is not complete?

No. You cannot graduate or earn your degree until all documents are completed, approved and all requirements have been met and the grade submitted.

Is the field experience ever waived?

No. If you have questions or concerns, please contact the Field Experience Coordinator.

Can I get paid to complete my field experience?

The Field Experience Coordinator can help you identify potential stipend/scholarship opportunities for your field experience. Existing programs that have provided stipends to our students in the past include the New Mexico Department of Health (<https://www.nmhealth.org/about/asd/hr/wdp/intp/>), Hispanic Association of Colleges and Universities (HACU) (<https://www.hacu.net/hacu/HNIP.asp>), the Health Equity Internship Program (<https://asphn.org/health-equity-internship-program/>), and the Fred Hutchinson Cancer Research Center (<https://www.fredhutch.org/en/research/divisions/public-health-sciences-division/research/cancer-prevention/pacr/education.html>). These placements are competitive. Most programs that offer paid internships have strict deadlines so refer to their websites and be sure that your completed application materials are submitted before their stated deadlines. Please check with the Field Experience Coordinator for additional and current paid internship opportunities.

Field Experience and the Integrate Learning Experience (ILE)

The Council on Education in Public Health (CEPH) requires that students complete an Integrative Learning Experience (ILE) that allows them to “*demonstrate a synthesis of foundational and concentration competencies*.” The ILE is similar to the previously defined Culminating Experience (sometimes called a “capstone” experience or project) which required students to “synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.” The MPH ILE satisfies these CEPH requirements. The MPH ILE also satisfies the NMSU Graduate School's requirement that all students complete a “final exam.” For students pursuing a master's thesis, the oral defense of the thesis research serves as the final exam. For students pursuing the non-thesis option, the MPH ILE serves as the final exam.

Students will complete the ILE in a semester following the field experience (FE). The ILE includes and extends several FE activities, including:

- The Mid-term progress report
- Any final FE products or documents
- The preliminary FE poster
- The field experience journal
- Student evaluations (one in which they evaluate the agency, where they did their FE and another in which they evaluate their experience in different Areas of Responsibility and competencies)

Students complete the ILE through the submission of an ePortfolio. The portfolio is to be completed using the FolioSpaces <https://www.foliospaces.org/> (which is an open-source software that students can use to support their job application processes after graduation.)

The Field Experience and ILE cannot be completed in the same semester. As such students must complete the Field Experience prior to the semester they complete the ILE. At the time of ILE completion, students must have an NMSU cumulative graduate grade-point average of at least 3.0. Students must be enrolled at NMSU in a standard class or independent study during the ILE.

Students must submit the link to their ePortfolio to their ILE committee at least four weeks before the last day of classes.

- A 2-member faculty committee assigned to each student grades the ILE (i.e., ePortfolio) as pass or fail.
- The faculty committee may require an oral defense of the project if the written report or other elements do not meet minimum standards.
- The committee may request revisions to any or all aspects of the ePortfolio a maximum of two weeks to implement any changes before submitting the final copy to the committee.
- The committee notifies the Graduate Coordinator of the ILE outcome and the Graduate Coordinator, in turn, notifies the Graduate School.

If you have any questions about the ILE, please don't hesitate to reach out to me at iklatz@nmsu.edu!

Appendices



Doña Ana County Health & Human Services – Overdose Prevention



Department of Public Health Sciences - Field Experience Fall 2020

AMY MYERS – PHLS 496

Overdose Prevention Coordinator: Nai Walter, BPH



FIELD EXPERIENCE SITE

The Doña Ana County opioid overdose prevention program is continuing to reduce the number of prescription drug opioid overdose-related deaths and the adverse events through the grant awarded to the New Mexico office of Substance Abuse Prevention that facilitates training of non-traditional first responders and key community sectors and the distribution of the opioid overdose reversal drug, Narcan.

This site has been granted unused opioid medication disposal packets that can be distributed with Narcan after receiving training.

This program also provides trainings in both English and Spanish.

FIELD EXPERIENCE GOALS

- Increase my knowledge of the services provided by the Doña Ana County Health and Human Services Department.
- Plan and implement a workshop to educate our priority population on an important public health issue.
- Increase my overall knowledge and capacity to advocate for public health policies and programs that support health and health equity.

AREAS OF RESPONSIBILITY

- Area I: Assessment of needs and capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research
- Area V: Advocacy
- Area VI: Communication
- Area VIII: Ethics and Professionalism

PRIMARY PROJECTS or FOCUS

During my field experience, I was given the wonderful opportunity to attend Narcan trainings. This opportunity also allowed me to become a train-the-trainer to provide the trainings for the community and future trainers. I was able to entirely accomplish my field experience goals while working with this agency. At the beginning of this field experience I was properly trained and given the advanced knowledge of the services provided by the overdose prevention program. I was then granted the opportunity to plan and implement Narcan trainings to help educate our priority population within our county and state. This included training 1 trainer to provide additional trainings as well as training over 70 individuals on the proper use of Narcan. This in turn increased my overall knowledge and capacity to advocate for public health policies such as Narcan trainings that support health and health equity within our community.



OTHER FIELD EXPERIENCE HIGHLIGHTS

Field experience during a pandemic is very challenging. However, I was granted many opportunities to make the best of my field experience. One of those opportunities was working alongside my preceptor coordinator with the New Mexico Public Health Association. I was able to help coordinate and attend the annual NMPHA conference, as well as create a Power Point Presentation that was showcased during the conference.

Within my field experience time, I was able to join a community education and advocacy committee within the UP Coalition. I also attended monthly Opioid 360 meetings.

Certifications:

- HIPPA
- Harm Reduction
- Blood Born Pathogens



IMPACT ON THE COMMUNITY

During this time, I was granted the opportunity to reach out to our local businesses, churches, law enforcement agencies, as well as non-profit organizations to offer Narcan training. This allowed me to advocate for the Doña Ana County Overdose Prevention program and proudly train 77 individuals within our local community and throughout the state of New Mexico. During these trainings, I was able to educate individuals on the proper use of Narcan. It was brought to my attention that there are many people who have not even heard of Narcan, much less know how to properly administer it. This in turn motivated me to expand my research on Narcan and create an accurate and up to date training for Narcan.

The New Mexico Public Health Association granted me the opportunity to work with various public health officials across the state of New Mexico. I was able to collaborate with the planning committee in the purchase and design of face masks that were of proper face covering requirements. This also allowed me to work with vendors in the final design and purchase decisions



ACKNOWLEDGEMENTS

I would like to thank Nai Walter, the Overdose Prevention coordinator with the Doña Ana County Health and Human Services Department, for the amazing guidance, support, encouragement, and opportunities she provided to me. Nai was a strong advocate for me to make the most of my experience.

REFERENCES

www.nmpha.org
www.donaanacounty.org

Amy Myers, Poster for Field Experience at Doña Ana County Health & Human Services, Fall 2020

Appendix A: The Field Experience Step-by-Step Checklist

1. **Meet with your field experience coordinator and discuss general interests and field placement ideas.**
You should begin thinking about and finding a placement at least the semester before you plan to register for your field experience. Remember you are integrating knowledge learned in the classroom and applying this to a “real-world” setting, be creative!
2. **Identify a site and have it approved by the field experience coordinator and preceptor (*note, this may require an affiliation agreement with the site*).**
Start early! We recommend early in the semester prior to the semester you want to enroll in Field Experience – earlier if you are wanting to have a new site approved
3. **Meet with your preceptor and begin to develop your goals and objectives (what you will accomplish while with the program/agency).**
Begin to work on your objectives, outline responsibilities, potential activities, and personal and professional goals for the field experience.
4. **Work with the field experience coordinator to develop and finalize your goals and objectives.** This can be a time-consuming process, typically involving 5-6+ drafts being exchanged between you and the field experience coordinator. These must be approved and signed by the field experience coordinator and the preceptor. The final copy will be part of your field experience documents.
5. **Agreement signed by the preceptor, student, and field experience coordinator.**
Remember – start early in the semester prior to your Field Experience!
6. **Register for the Field Experience (PHLS 4998/ MPH 5998) by the first day of the semester you wish to take the class.** The class is a closed class and can only be entered with approval from the field experience coordinator.
7. **Keep a journal to keep track of your Field Experience hours**
Once you have begun your field experience, keep a daily journal of your hours. Your field experience coordinator will share some examples in Canvas. Record date, hours worked and activities/events in which you participate. Your field experience coordinator may ask to see your journal periodically, and you’ll include it in the documents you turn in at the end of the semester.
8. **Complete all Field Experience course assignments on Canvas**
Once you are in the field experience course, you will find all assignments, guidance, and due dates on Canvas. Please make sure to complete these assignments as you would for any other academic course. For any questions or concerns, you can always reach out to the Field Experience Coordinator who will also be your instructor for this course.

Appendix B: Principles of the Ethical Practice of Public Health

Domain 1: Conduct and disseminate assessments focused on population health status and public health issues facing the community.

Domain 2: Investigate health problems and environmental public health hazards to protect the community.

Domain 3: Inform and educate the public about health issues and functions.

Domain 4: Engage with the community to identify and address health problems.

Domain 5: Develop public health policies and plans.

Domain 6: Enforce public health laws.

Domain 7: Promote improved access to social resources conducive to health and health care.

Domain 8: Maintain a competent public health workforce.

Domain 9: Evaluate and continuously improve processes, programs, and interventions.

Domain 10: Contribute to and apply the evidence base of public health.

Domain 11: Maintain administrative and management capacity.

Domain 12: Maintain capacity to engage with public health governing entities.

Source: American Public Health Association (2019). *Public Health Code of Ethics*.
https://www.apha.org/-/media/files/pdf/membergroups/ethics/code_of_ethics.

Appendix C: Confidentiality Policy

New Mexico State University
Department of Public Health Sciences

CONFIDENTIALITY POLICY

It is the policy of the Department of Public Health Sciences that all students in their field experience must sign a statement regarding the confidentiality of patients/clients/participants. This policy is for the protection of these individuals. In signing this form, the student states that s/he will not disclose any names or information regarding the patient/client to peers, friends, or relatives.

I agree to protect the confidentiality of all patients/clients in all situations.

Student / Date

Agency Preceptor / Date

NMSU Field Experience Coordinator / Date

Appendix D: Field Experience Agreement



New Mexico State University
Department of Public Health Sciences
Phone 575-646-4300
Email sforster@nmsu.edu
Dept web site <http://publichealth.nmsu.edu/>

PHLS 4998 Field Placement Agreement

This is an example – your Field Experience Coordinator will provide one for your semester

The purpose of the field experience is to provide the student with practical experience in the application of public health principles within the structure and function of an appropriate program or agency.

This form constitutes an agreement between the student, the agency, and the NMSU Department of Public Health Sciences to pursue the above purpose through the goals and objectives herein defined.

Student Name: _____

Mailing Address: _____

City, State, Zip: _____

Email: _____

Phone: Home: _____ Work: _____ Mobile: _____

Degree: _____

Anticipated Date of Graduation: _____

I have obtained approval to conduct my field experience during the _____ semester, 20____ for _____ credit hours.

The agency at which I will perform the experience is:

Agency: _____

Agency Preceptor/Title: _____

Address: _____

City, State, Zip: _____

Telephone and Email: _____

The goals and objectives which will guide my field experience have been agreed upon by the agency preceptor, field experience coordinator, and by me; they are attached.

By signing below, all parties involved agree to meet their responsibilities as outlined in the Field Experience Manual, available on the NMSU Department of Public Health Sciences website

Student: _____ Date: _____

Agency preceptor: _____ Date: _____

Field experience coordinator: _____ Date: _____



New Mexico State University
Department of Public Health Sciences
Phone 575-646-4300
Email: hjmata@nmsu.edu
Dept web site <http://publichealth.nmsu.edu/>

MPH 5998 Field Experience Agreement

This is an example – your Field Experience Coordinator will provide one for your semester

The purpose of the field experience is to provide the student with practical experience in the application of public health principles within the structure and function of an appropriate program or agency.

This form constitutes an agreement between the student, the agency, and the NMSU Department of Public Health Sciences to pursue the above purpose through the goals and objectives herein defined.

Student Name: _____

Mailing Address: _____

City, State, Zip: _____

Email: _____

Phone: Home: _____ Work: _____ Mobile: _____

Degree: _____

Anticipated Date of Graduation: _____

I have obtained approval to conduct my field experience during the _____ semester, 20____ for _____ credit hours.

The agency at which I will perform the experience is:

Agency: _____

Agency Preceptor/Title: _____

Address: _____

City, State, Zip: _____

Telephone and Email: _____

The goals and objectives which will guide my field experience have been agreed upon by the agency preceptor, field experience coordinator, and by me; they are attached.

By signing below, all parties involved agree to meet their responsibilities as outlined in the Field Experience Manual, available on the NMSU Department of Public Health Sciences website

Student: _____ Date: _____

Agency preceptor: _____ Date: _____

Field experience coordinator: _____ Date: _____

Appendix E: Sample of field experience goals and objectives

Each student will develop goals and objectives for your field experience.

- BPH students, taking PHLS 4998 for 6 credits, are to develop 3-4 goals and 8-12 measurable objectives.
- MPH students, taking MPH 5998 for 3 credits, should develop 2-3 goals and 5-7 measurable objectives

Sample goals and objectives (for BPH student)

1. Increase my overall knowledge about the mission and services of the New Mexico Alliance of Health Councils (NMAHC)

1.1 Familiarize myself with the mission, members, funding sources, and priorities of the NMAHC by reviewing past events and activities, the website, information provided by my preceptor, and conversing with my preceptor by February 15, 2020

NCHEC competency: 5.2.6 Identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.

CEPH domain 10. basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government

1.2. Attend at least six online meetings of the NMAHC to learn about stakeholders, stakeholder priorities, and NMAHC's current priority areas by March 1, 2020.

NCHEC competencies:

1.1.2 Identify priority population(s).

5.1.5 Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.

CEPH domain 5. the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations

2. Expand my overall knowledge of public health policies and programs that implement health equity principles

2.1. Attend at least two online trainings or webinars that focus on policies to advance health equity by March 15, 2020.

NCHEC competencies:

5.1 Identify a current or emerging health issue requiring policy, systems, or environmental change.

5.1.5 Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.

CEPH domain 10. basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government

2.2 Complete the online "Think Cultural Health" Training in Cultural Competence through the Office of Minority Health by March 15, 2020.

NCHEC competency: 1.3.3 Identify the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).

CEPH domain 11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

2.3. Complete the “Public Health Law” training series (Intro to Public Health Law, Hot Topics in Public Health Law, and Legal Epidemiology) available through CDC and ChangeLab Solutions by March 30, 2020.

NCHEC competency: 1.3.3 Identify the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).

CEPH domain 10. basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government

3. Develop age-appropriate, culturally relevant educational materials to support civic engagement and voter participation among 18-24 year-olds in Doña Ana County

3.1. Review infographics and other health promotion materials developed as part of the El Paso Student Voter initiative and shared by my preceptor by March 1, 2020

NCHEC competency: 1.3.4 Assess existing and available resources, policies, programs, practices, and interventions

CEPH domain 11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

3.2. Obtain relevant voting participation data from the Bureau of Elections websites and other online sources by March 15, 2020

NCHEC competency: 1.2.1 Identify primary data, secondary data, and evidence-informed resources.

CEPH domains:

1. the concepts and applications of basic statistics

4. the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

3.3 Familiarize myself with Venngage infographic software, through tutorials on their website, by March 30, 2020

NCHEC competency: 6.5.6 Use digital media to engage audience(s) (e.g., social media management tools and platforms)

CEPH domain 11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

3.4. Identify the specific audience (e.g., college students, young adults in a particular community) for my infographics in consultation with my preceptor and based on input from NMAHC members by April 6, 2020

NCHEC competency: 6.1.2 Identify the assets, needs, and characteristics of the audience(s) that affect communication and message design (e.g., literacy levels, language, culture, and cognitive and perceptual abilities).

CEPH domain 5. the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations

3.5. Develop at least three infographics promoting voter registration/voting among specific audiences and share with my preceptor by April 30, 2020

NCHEC competencies:

6.3.3 Tailor message for the audience.

6.4.3 Develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).

CEPH domain 11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Note: These are sample learning objectives meant to guide you. You will develop your own based upon your specific interests and activities. See next page for an example from a MPH student.

Sample goals and objectives (for a MPH student)

Goal 1: Increase knowledge of public health practices, policies, and systems that NMPHA promotes and provides.

Objective 1.1: Demonstrate an understanding of NMPHA's missions and vision by reviewing the website, participating in team weekly meetings, and asking questions to current members and past interns to promote health equity by September 15, 2022.

Objective 1.2: Familiarize myself with NMPHA's priority areas: social determinants of health, environmental health and justice, and universal access to health and its function within public health services in the state of New Mexico. Demonstrate this knowledge by submitting a final report to ASPHN at the conclusion of the program on December 16, 2022.

CEPH competency 5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings

Objective 1.3: Become familiar with NMPHA's Policy Advocacy. In addition, familiarize myself with their leading advocacy organizations and community stakeholders from August to December, 2022.

HBHP competency 6: Identify the policy and legislative implications of community organizing and building on health disparities.

Goal 2: Develop a presentation promoting Vot-ER and the role of healthcare professionals in promoting civic health and voter participation tailored to leadership at my place of employment

Objective 2.1: Review the Vot-ER initiative, communication strategies, target audience selection, as well as message framing and identify the appropriate leadership at my place of employment to present the program to by October 1, 2022

HBHP competency 2: Analyze health communications and its interdisciplinary roots in education, psychology, and community health.

Objective 2.2: Develop a PowerPoint presentation about Vot-ER initiative to promote adoption of the program and have a date scheduled with leadership to present by November 1, 2022

CEPH competency: 18. Select communication strategies for different audiences and sectors

Objective 2.3: Present draft presentation to my preceptor and other public health professionals at NMPHA for feedback on my presentation by November 20, 2022

Objective 2.4: Present to organization leadership and collect their feedback on this initiative by December 9, 2022

CEPH competencies:

19. Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation.

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Appendix E: Field Experience Midterm Report

Field Experience Midterm Report – see CANVAS for current version

Students complete and submit this form *midway through the field experience (after 100-125 hours for BPH and 50-75 hours for MPH)*

You'll share this report with your preceptor and your Field Experience coordinator (Holly Mata), by email prior to or following your scheduled site visit - **and you'll also upload your report in CANVAS.**

Student name _____

Student is taking the following class: PHLS 4998 _____ MPH 5998 _____

Expected semester of graduation _____

Students: Briefly describe your progress to date on the following pages. You'll find some helpful topics to guide your reflection on the next page.

If your objectives have changed, attach a copy of your revised objectives or describe how they have changed on the next page.

If there are challenges or issues arising at the site, please identify them and suggest a realistic plan of action or resolution.

Field Experience Midterm Report Narrative

The midterm report is an opportunity to share highlights, challenges, and opportunities you've had so far in your field experience. Think of these as a starting point – once you've addressed these topics (a brief paragraph for each), you can add anything else that is relevant to your experience and what you hope to accomplish.

- Progress towards your objectives
- Any challenges you've encountered with meeting your objectives
- Potential solutions to any barriers or challenges
- Supplemental experience or training you've participated in so far
- A description of interdisciplinary and interprofessional practice opportunities you've had so far – please reflect on the people and professions you've encountered during your field experience: in addition to public health, what other professions are represented in the groups/settings in which you are working?
- Expectations for the remainder of the semester
- Anything else about your Field Experience you would like to share