

# **Department of Public Health Sciences Field Experience Manual**



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

**Updated July 2021**

**Live, Learn and Thrive.™**

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### **Field Experience Coordinator Contact Information**

until September 1, 2021 and for Fall 2021 students

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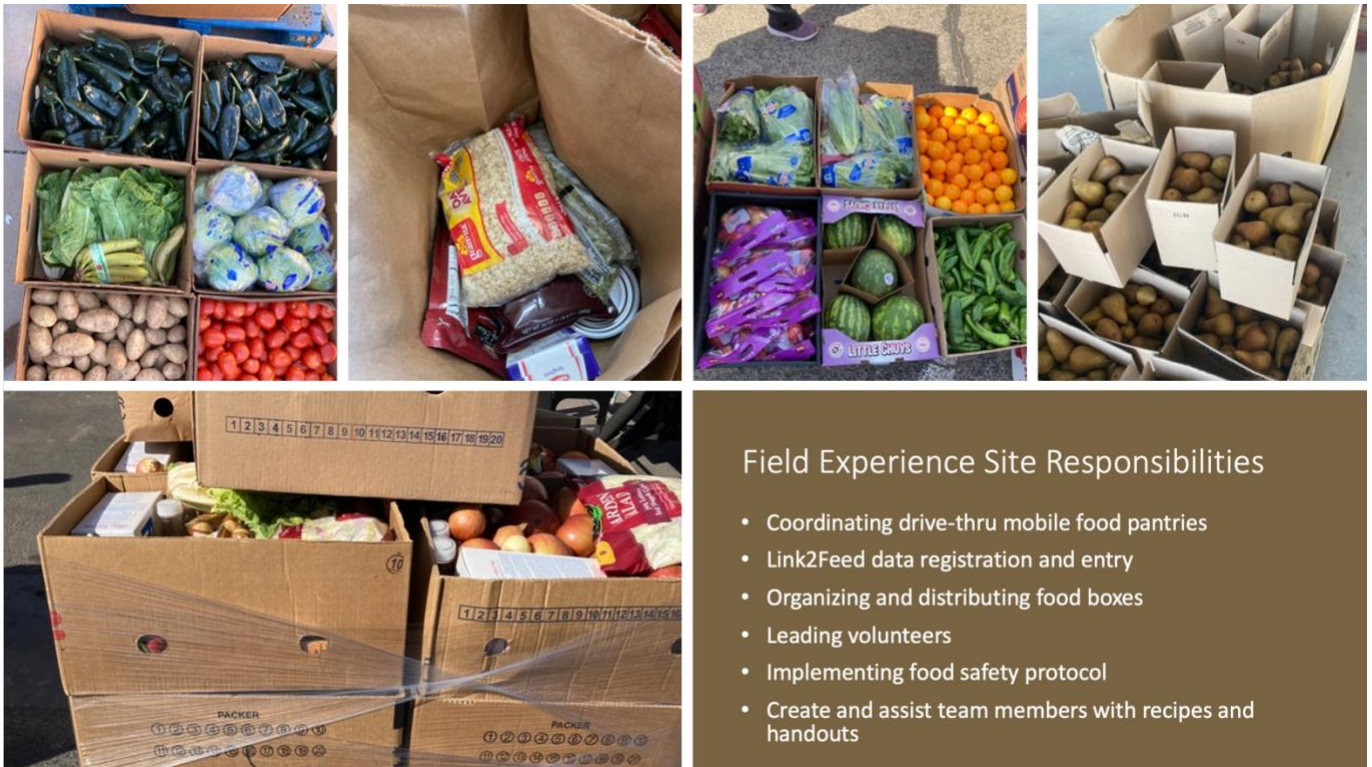
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# Field Experience Overview & Timeline



## Field Experience Site Responsibilities

- Coordinating drive-thru mobile food pantries
- Link2Feed data registration and entry
- Organizing and distributing food boxes
- Leading volunteers
- Implementing food safety protocol
- Create and assist team members with recipes and handouts

*Ryan Singh, MPH – Roadrunner Food Bank, Spring 2021*

## 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 program is 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 496 (six credit hours). **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: formerly Community Health Education] or Health Management, Administration and Policy [HMAP]), you will register for MPH 596 (3 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.

<b>Semester enrolling in Field Experience</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
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 596 or PHLS 496 syllabus for course learning objectives.**

## Aligning your field experience with the Areas of Responsibility for Health Education Specialists

The *National Commission for Health Education Credentialing* 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. If you are an MPH student, your field experience should also align with least four of the [MPH CEPH competencies](#), including interprofessional practice.

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'll find the full listing of 2020 responsibilities and competencies here: [NCHEC Areas of Responsibility](#). You'll find sample goals and objectives from recent students in Appendix E.

### ***HMAP field experience***

MPH HMAP students do not need to identify any specific competencies to align with their objectives.

### **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



*Christina Vaquera in Mescalero, NM supporting the Otero County Community Health Assessment as part of her Field Experience with the Otero County Community Health Council and Eat Well Otero*

## Field Experience Process

### Create or update your resume

The field experience is designed to provide you valuable practical experience in public health. You'll want to develop 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. 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 596 / PHLS 496 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 or more. 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've 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*.
- Goals and objectives should be completed and approved before the start of the semester in which you are registering for MPH 596 or PHLS 496. Please refer to the semester field experience calendar on Page 8 for specific dates.
- A final copy of the goals and objectives will be included in the field experience materials shared in 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

You are responsible for coordinating a time for a 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 observe your site and meet key individuals involved with 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'll have in-person or 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. Plan ahead.

- 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

Paso del Norte Society  
for Public Health Education

PROMOTING HEALTH & HEALTH EQUITY  
IN THE PASO DEL NORTE REGION

## 2020 SPEED MENTORING EXPERIENCE

Wednesday, November 18th  
2:00 pm to 4:00 pm

[Register Here](#)

- Get a chance to network with local public health experts on how they have navigated the professional landscape.
- Learn tips for the job search and how to best capitalize on internships/practicum experiences!

*\*Event pending continuing education credit approval for CHES*

*Flyer developed by Kiara Hernandez, BPH during Fall 2020 Field Experience*

## 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:
  - *Have you ever had a field experience student here before? What was the experience and what types of projects did they do?*
  - *What project(s) will I be able to participate in?*
  - *What resources will I have to help me achieve the objectives we agree on?*
  - *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'll share

- Field Experience Agreement\*
- Confidentiality Policy\*
- Final version of your goals and objectives
- Midterm Field Experience Report
- Field Experience Journal
- Major project(s) completed, including supplemental materials, e.g., curriculum and handouts created, relevant pictures, surveys developed and disseminated, etc.
- Training 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'll share these prior to beginning your field experience and you'll also upload 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.

# Frequently Asked Questions



## Albuquerque Area Southwest Tribal Epidemiology Center

Department of Public Health Sciences - Field Experience Spring 2020

Nicole Pino – MPH 596

AASTEC Preceptor: Amy Dixit, PhD, MPH, Epidemiologist & Student Development Director

AASTEC Preceptor: Carolyn Parshall, MPH, Epidemiologist



### FIELD EXPERIENCE SITE

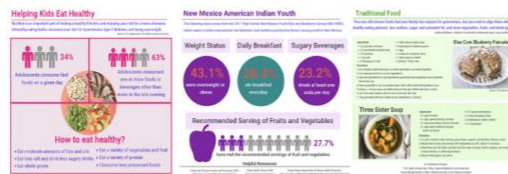
- Albuquerque Area Southwest Epidemiology Center (AASTEC) was established in 2006 to serve the 27 tribes in the Indian Health Service in the Albuquerque Area.
- AASTEC's mission is to provide high quality research, surveillance, and technical support and training to improve the quality of life of American Indian.
- Some of AASTEC's programs include:
  - Good Health and Wellness in Indian Country
  - Tribal Commercial Tobacco Prevention and Control
  - Tribal Injury Prevention
  - Tribal Colorectal Health
  - Tribal Pregnancy Risk Assessment Monitoring System
  - Public Health Data Improvement & Access

### FIELD EXPERIENCE GOALS

- Increase my knowledge of services provided by Albuquerque Area Southwest Tribal Epidemiology Center
- Develop a culturally appropriate health-related fact sheet to be posted on social media.
- Develop a trend report, analyzing New Mexico's Indian youth data, from the Youth Risk and Resiliency Survey (YRSS) between 2013-2017.

### PRIMARY PROJECTS or FOCUS

- At AASTEC my primary project is to develop a trend report analyzing data from New Mexico's Youth Risk and Resiliency Survey (YRSS) among high school American Indian youth between 2013-2017. This was done through data-entry from AASTEC and NM state reports. Additional data was retrieved to ensure all topics were included trend analysis. The trend report will be presented in a visual format to the tribal representatives to showcase trends in behavioral risk and protective factors among American Indian youth in New Mexico.
- AASTEC allowed me to create a health fact sheet on healthy eating among American Indian youth by incorporating traditional foods to be posted on social media.



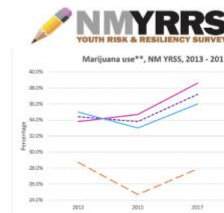
### OTHER FIELD EXPERIENCE HIGHLIGHTS

- AASTEC has allowed me to attend the Tribal PRAMS Maternal and Child Health Data Into Action Symposium where I was able to gain better insight of the work they provide to tribal communities to enhance best practices to promote maternal health wellness among American Indian.
- AASTEC provided me with a student-growth opportunity by attending the 6th International Meeting on Indigenous Women's Health. The three-day conference provided a deeper insight on international aspect of indigenous women's health and maternity care. Some workshop sessions that I attended were on maternal health promotion and elder care in indigenous communities.



### IMPACT ON THE COMMUNITY

- The NM High School AI YRSS trend report is the first ever to be developed and will provide tribal communities with insight on risk behaviors and protective factors among American Indian youth that will help guide their programs within their own tribal communities.



- In conjunction with the YRSS trend report, the developed health fact sheet will help American Indian youth to make healthier nutrition choices through alternative traditional foods. This health fact sheet would be readily available for tribal health youth programs to improve nutrition.

### ACKNOWLEDGEMENTS

I would like to thank my preceptors, Amy and Carolyn, with providing me with a rewarding experience working with public health data and evaluation. I would also like to thank the entire staff at AASTEC who all welcomed me as their student intern.

### REFERENCES

AASTEC Website: <https://www.aastec.net>  
 ACOG Website: <https://www.acog.org>  
 NMDCH YRSS Website: <https://nmhealth.org/about/center-for-youth-research/>

Nicole Pino, Spring 2020, Albuquerque Area Tribal Epidemiology Center

## 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?**

While it is uncommon, some sites may provide a stipend to students completing their field experience. Programs such as the 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>) provide living expenses and/or stipends while students complete their field experience at their designated sites. 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 paid internship opportunities.

# 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: Naj 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 Naj 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. Naj was a strong advocate for me to make the most of my experience.

### REFERENCES

[www.nmpha.org](http://www.nmpha.org)  
[www.donaanacounty.org](http://www.donaanacounty.org)

Amy Myers, 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.**  
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 496/ MPH 596) 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 Daily Journal**  
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 Mid-term progress report**  
Complete the Field Experience Midterm Progress Report that you'll find in CANVAS.
9. \_\_\_\_ **Complete an evaluation of your site and a self-assessment.**  
You'll share both evaluations in CANVAS. Your field experience coordinator will also .
10. \_\_\_\_ **Request that your preceptor complete the evaluation that you find CANVAS.**  
Students complete these two forms.
11. \_\_\_\_ **Prepare your final field experience documents and Field Experience Poster and turn in via CANVAS.**  
You'll find the resources you need in CANVAS.



## 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](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.

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Student / Date

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Agency Preceptor / Date

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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](mailto:sforster@nmsu.edu)  
Dept web site <http://publichealth.nmsu.edu/>

### ***PHLS 496 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](mailto:hjmata@nmsu.edu)  
Dept web site <http://publichealth.nmsu.edu/>

### ***MPH 596 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 496 for 6 credits, are to develop 3-4 goals and 8-12 measurable objectives.
- MPH students, taking MPH 596 for 3 credits, should develop 2-3 goals and 5-7 measurable objectives

Sample (for a MPH student – HBHP concentration)

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By August 15, 2020, (student) will have completed the following in partial fulfillment of MPH 596-Field Experience at the Roadrunner Food Bank:

**Goal 1: Increase my knowledge of services that the Healthy Foods Center provides.**

Objective 1.1: Familiarize myself with the Healthy Foods Center mission, priority population, funding sources and outreach activities by reviewing the website, participating in team meetings, and asking questions of veteran staff and volunteers by July 15, 2020.

*7.1.2 Assess the capacity of potential partners and stakeholders.*

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Objective 1.2: Demonstrate an understanding of Healthy Foods Center's services and their role in public health through a poster presentation completed by August 15, 2020.

*1.2.3 Conduct a literature review.*

*1.3.4 Assess existing and available resources, policies, programs, practices, and interventions.*

Objective 1.3: Serve as an ongoing moderator for the Healthy Foods Center to assist the facilitator and observe the program from June-August 2020.

*6.5.4 Use current and emerging communication tools and trends (e.g., social media).*

*8.3.1 Participate in professional associations, coalitions, and networks (e.g., serving on committees, attending conferences, and providing leadership).*

**Goal 2: Develop a framework to address Social Determinants of Health, social risk factors, and social needs of Healthy Foods Center community members who are exiting the program December 31, 2020.**

Objective 2.1: Develop goals, measurable outcomes, and the inputs needed to strengthen the service, by July 15, 2020.

*2.2.4 Develop specific, measurable, achievable, realistic, and time-bound (SMART) objectives.*

*3.3.1 Monitor progress in accordance with timeline*

*5.2.5 Identify available resources and gaps (e.g., financial, personnel, information, and data).*

Objective 2.2: Outreach to HFC's community members using the Household Food Needs Assessment to uncover obstacles to healthcare and nutritious food, from July-August 2020.

*2.3.4 Adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired outcomes*

*3.2.1 Create an environment conducive to learning.*

Objective 2.3: Connect community members to appropriate resources based on their needs assessment, from July-August 2020.

*2.3.4 Adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired outcomes*

*3.3.3 Modify interventions as needed to meet individual needs*

**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 BPH student.



**Goal 1:** Increase my overall knowledge about the New Mexico Alliance of Health Councils (NMAHC) and the Otero County Community Health Council (OCCHC).

**Objectives:**

1. Familiarize myself with the mission, members, funding sources, and priorities of the New Mexico Alliance of Health Councils (NMAHC) by reviewing past events and activities, the website, information provided by my preceptor, and conversing with my preceptor by (date), 2020.  
*5.2.6 Identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.*
2. Familiarize myself with the mission, members, funding sources, and priorities of the Otero County Community Health Council (OCCHC) by reviewing meeting minutes provided by my preceptor and interviewing OCCHC leadership by (date)2020.  
*5.2.6 Identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.*
3. Attend at least six online meetings of the Otero County Community Health Council (OCCHC) and subcommittees (Healthy Eating Active Living; Behavioral Health Collaborative) in Alamogordo, NM to develop/increase professional connections with community partners by (date)2020.  
*1.1.2 Identify priority population(s).*  
*5.1.5 Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.*

**Goal 2:** Collaborate with public health professionals to increase my overall knowledge of public health policies and programs that implement health equity principles.

**Objectives:**

1. Attend at least two online trainings or webinars that focus on policies to advance health equity by (date), 2020.  
*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.*
2. Complete the online "Think Cultural Health" Training in Cultural Competence through the Office of Minority Health by (date), 2020.  
*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).*
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 at <https://www.changelabsolutions.org/good-governance/phla> by (date), 2020.

*8.1.3 Comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.*

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

**Objectives:**

1. Review infographics and other health promotion materials developed as part of the El Paso Student Voter initiative and shared by my preceptor by (date), 2020.
  - 1.2.3 Conduct a literature review.*
  - 1.2.4 Procure secondary data.*
2. Obtain relevant voting participation data from the Bureau of Elections websites and other online sources by (date), 2020.
  - 1.2.1 Identify primary data, secondary data, and evidence-informed resources.*
  - 1.2.3 Conduct a literature review.*
3. Familiarize myself with Venngage infographic software, through tutorials on their website, by (date), 2020.
  - 6.3.4 Employ media literacy skills (e.g., identifying credible sources and balancing multiple viewpoints).*
  - 6.4.3 Develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).*
4. Identify the specific audience (e.g., college students, young adults in a particular community) for my infographics, by (date), 2020 in consultation with my preceptor and based on input from OCCHC members.
  - 1.1.2 Identify priority population(s).*
  - 5.1.5 Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.*
5. Develop at least three infographics promoting voter registration/voting among specific audiences by (date), 2020 and share with my preceptor.
  - 6.3.3 Tailor message for the audience.*
6. Present at least one infographic to members of the OCCHC (including my preceptor) to obtain feedback by (date),
  - 6.4.5 Pilot test message(s) and communication aids, materials, or tools.*

## 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 496 \_\_\_\_\_ MPH 596 \_\_\_\_\_

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
- Supplemental experience or training you've participated in so far
- Any challenges you've encountered with meeting your objectives
- Potential solutions to any barriers or challenges
- 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?