FIELDWORK / INTERNSHIP GUIDEBOOK
FOR THE 42 POINT MS DEGREE PROGRAM IN COMMUNITY HEALTH EDUCATION
DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES

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INTRODUCTION

Toward the goal of ensuring that our M.S. students in Community Health Education achieve the goal of graduation, while possessing practice competencies, we have provided this Fieldwork/Internship Guidebook For the 42 Point M.S. Degree in Community Health Education. The purpose of this booklet is to detail the requisite information for students in the M.S. Program in Community Health Education regarding their fieldwork/internship experience—and the accompanying course, HBSS 5410 Practicum in Health Education. This booklet is, therefore, crucial reading for all students in the M.S. Community Health Education program.

The M.S. Program in Community Health Education seeks to meet all requirements set by the Council on Education for Public Health (CEPH), as well as provide education and training in all competencies outlined by the National Commission for Health Education Credentialing (NCHEC)—which administers certification examinations for the Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES).

The mission of the Programs in Health Education and Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of significant contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sties, and non-profits—are engaged in collaborative relationships for purposes of fulfilling the mission.

The vision of the Programs in Health Education and Community Health Education is to create a world-class learning environment that attracts, retains, and graduates leaders who share with faculty a deep commitment to health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors, in order to advance and disseminate the behavioral and social science serving as the foundation for effective community health education.

PROGRAM GOALS

Major goals of the programs are articulated, below.

Educational Goal Statement

• To deliver education that provides a firm foundation rooted in knowledge of the behavioral and social science principles that guide effective community-based health education, including methods of analysis, assessment, program planning, evaluation, and research.
• To provide classroom instruction, advanced seminars, colloquia and statistical laboratory instruction that ensure training in core competencies essential for addressing public health through community health education that effectively promotes health, prevents disease, and advances health equity.
Research Goal Statement

• To advance and disseminate the evidence base for the behavioral and social science serving as the foundation for the community health education that effectively addresses the health of the public in diverse regional, national, and international communities.
• To foster exposure to rich and varied programs of research that emphasize establishing the evidence base for community health education practices, using multiple types of evidence and varied research designs (e.g. efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

Diversity Goal Statement

• To recruit and retain a diverse student body, faculty and staff—as the multicultural setting for accomplishing educational goals.
• To provide an education that prepares students for engagement with diverse populations in regional, national, and international communities.
• To engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

Service Goal Statement

• To provide opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education.
• To promote the sharing of expertise, learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups.

The Fieldwork/Internship—Central to the Service Goal

The internship experience is especially consistent with the above Service Goal Statement. However, it is possible that the internship experience is combined with the Culminating Project for Research, Scholarship and Inquiry (described in more detail, below, as experience # 15 on page 6), allowing it to encompass the Research Goal Statement, above, also.

7 KEY REQUIREMENTS FOR THE FIELDWORK/INTERNSHIP

Students are urged to follow the seven key steps, as requirements for a successful fieldwork/internship experience:

1) **180 HOURS ACROSS A SEMESTER** - The internship experience requires that a student complete a total of 180 hours of fieldwork. This may be thought of as completing across 15 weeks of a semester a minimum of 12 hours of supervised fieldwork per week. Exceptions to this rule may be approved by the Program Coordinator. For example, if there are holidays, emergencies, or a delayed start, one might conceive of completing across 12 weeks a
minimum of 15 hours of supervised fieldwork per week. The Internship Supervisor/Preceptor will have to certify that the 180 requirements were met at the end of the fieldwork/internship.

2) **PUBLIC HEALTH FOCUS** – The focus of the internship must be in public health. Experiences that are clinical in nature, or involve direct provision of services to clients, or pure administration are not acceptable. Students may take the initiative to seek out an internship site or accept one recommended by the Program Director (e.g. Montefiore Medical Center).

3) **GOING ABOVE AND BEYOND ONE’S ORDINARY WORKPLACE EXPERIENCE** - An internship experience at one’s place of employment must include a public health focus above and beyond one’s ordinary workplace experience. The internship Scope of Work must not be a part of one’s ordinary work responsibilities.

4) **THE INTERNSHIP SUPERVISOR/PRECEPTOR REQUIREMENT** - There must be an onsite Internship Supervisor/Preceptor at the internship site who can provide supervision onsite, while possessing professional expertise in the field of public health, and specifically in the area that is the focus of the student’s internship and related internship Project (e.g. this may be related to their *Culminating Project for Research, Scholarship and Inquiry*).

5) **PRE-APPROVAL OF THE SCOPE OF WORK AND LETTER OF CONFIRMATION** – In advance of the student actually starting the internship, the current Fieldwork Coordinator/Professor teaching HBSS5410 Practicum in Health Education (e.g. for Fall 2016, Program Director, Professor Barbara Wallace) must receive by the end of August, or first week of September, the following:

   (1) **Scope of Work** document—describing the planned internship public health experience

   (2) **Letter of Confirmation** of the planned 180 hour supervised internship

Both of the above documents must be signed by the Internship Supervisor/Preceptor and submitted via e-mail to the current Fieldwork Coordinator (See HBSS5410 Syllabus for e-mail address of current Fieldwork Coordinator/ Course Professor). There may be a process of editing and refining these two documents, given feedback by the Fieldwork Coordinator/ Course Professor. As soon as pre-approval is given by the Fieldwork Coordinator, the internship is cleared to begin. [**Note:** Some agencies require a **Memorandum of Agreement (MOA)** or similarly named document (e.g. Affiliation Agreement) that necessitates review and approval by the Teachers College, Columbia University legal department, including a final signature by the Chair of the Department of Health and Behavior Studies. You will be informed by the agency if this is required. If so, plan on an advance execution that might span the entire summer months before the fall internship, as lawyers may engage in a process that takes time. However, unless required by the agency, the formal MOA is optional.]

6) **BEGINNING THE INTERNSHIP** – Students may begin their internships once they

   (1) Receive pre-approval from the Fieldwork Coordinator/ Course Professor via e-mail

   (2) Register for the course HBSS 5410 – Practicum in Health Education

   Of note, the student completes the 180-hour internship and course experience concurrently, for example, across 15 weeks or 12 weeks of a semester.
7) **COMPLETING THE INTERNSHIP** - Students must submit to the Fieldwork Coordinator/ Course Professor evidence of Completion of the 180 hours of fieldwork/internship—via submission of the form: **Fieldwork Official Log of Hours Completed – Documentation of the Completion of 180 Hours of Fieldwork/Internship**. The same supervisor who signs this form should also complete a second form: **Practicum Evaluation Form I – Supervisor**. Students must also personally complete and submit the form: **Practicum Evaluation Form III – Student**. These forms should be sent to Fieldwork Coordinator/ Course Professor as an e-mail attachment; and, they are included within the student’s **Capstone Portfolio**, along with **Practicum Evaluation Form II – Professor** (completed by the Fieldwork Coordinator/ Course Professor).

**WHERE THE FIELDWORK/INTERNSHIP EXPERIENCE FITS WITHIN THE CURRICULUM AND RECOMMENDED SEQUENCE**

The fieldwork/internship experience is shown below, in Section V, as requirement # 14:
(Note: Over half (56%) of courses available online; 9 of 16 Courses/Requirements)

**I. MAJOR - PUBLIC HEALTH CORE KNOWLEDGE (21 Points)**

#1-HBSS4100 Behavioral and Social Science Foundations of Health Education 3
- Offered Fall Hybrid (online & in person)

#2-HBSS4102 Principles of Epidemiology in Health Promotion 3
- Offered Fall (in person) and Summer B (online)

#3-HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance to Maintenance 3
- Offered Fall Hybrid (online & in-person) & Summer A-B (online)

#4-HBSS4160 Introduction to Biostatistics for Community Health Educators 3
- Offered Fall (in person)

#5-HBSS4161 Environmental Health 3
- Offered Spring (in-person)

#6-HBSS4162 Health Services Administration 3
- Offered Spring (in-person)

#7-HBSS 6100 Program Evaluation 3
- Offered Spring & Summer A (in person)

**II-COMMUNITY HEALTH CORE KNOWLEDGE (9 Points)**

#8-HBSS4114 Competency with Multicultural Populations: Research & Practice 3
- Offered Spring Hybrid (online & in-person) & Summer A-B (online)

#9-HBSS5111 Planning Health Education Programs 3
- Offered Spring (online) & Summer B (online)

#10-HBSS5112 Social Marketing and Health Communications 3
- Offered Fall (in-person) & Summer A (online)

**III-BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE** (6 Points)

#11-Any Non-HBSS Course (Out of Department/Program) 3

#12-Any Non-HBSS Course (Out of Department/Program) 3
- Select 2 NON-HBSS courses/out-of-department courses – Consider online options
IV- ELECTIVE COURSE (3 Points)

#13 - HBSS Elective
Select 1 course from options listed in the M.S. Program of Study Guide – Consider online options

V-PRACTICAL SKILLS [FIELDWORK] (3 Points)

#14 - HBSS5410 – Practicum in Health Education
Offered Fall (Requires classroom attendance & a 180 hour fieldwork placement)

VI-CULMINATING PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (0 Points)

#15 - NOT A COURSE - Culminating Project for Research, Scholarship and Inquiry (0 points)
This involves an opportunity for students to work closely with their advisor and to integrate what they have learned throughout the program (e.g. major research paper; community health education curriculum; design a health promotion, disease prevention, or health education program; research project; grant application; or, an approved alternative).
[Project can be completed and submitted online]

VII-CAPSTONE PORTFOLIO (0 Points)

#16 - NOT A COURSE – Submission of Capstone Portfolio as a requirement for graduation (0 points). As the very last requirement for the 42 point MS Program in Community Health Education, students must compile and submit a Capstone Portfolio (0 points) in order to be eligible for graduation. Students are to create a digital compilation of the following materials: Capstone Portfolio Introduction (1-2 pages) that provides an overview of the materials in the portfolio, being placed at the beginning of their digital portfolio; all of the student’s Course Competency Evaluation Projects associated with every HBSS course they have taken during their 42 point degree program—including their out-of-program coursework’s final/major projects; all of the student’s Course Competency Evaluation Project Scoring Rubrics completed by faculty to evaluate/grade each of their Course Competency Evaluation Projects; a copy of their Culminating Project for Research Scholarship and Inquiry; a copy of their Advisor’s Evaluation of the Culminating Project for Research Scholarship and Inquiry; and, finally, a Capstone Portfolio Conclusion (3-4 pages) that summarizes and synthesizes their materials, including an analysis of what they feel they have personally accomplished through their degree studies. Finally, students are to include a Resume updated to the month before graduation. Students should place all materials in sequential order from the first to last semester. It is recommended that students work closely with their advisor to ensure that they have followed all of the above instructions.
[Portfolio can be completed and submitted online]

M.S. MINIMUM REQUIRED TOTAL = 42 Points
Over HALF (56%) Available Online
(9 of 16 Courses/Requirements)

Note: See the listing of online courses available for any given/current semester.
REQUIRED COURSEWORK BEFORE THE FIELDWORK/INTERNSHIP EXPERIENCE

Before starting the fieldwork/internship (course # 14), ideally, students should have completed the first 13 courses shown above; or, students must complete a minimum of 18 points of coursework, or a minimum of 6 of the first 10 courses shown above. Students should consult the Fieldwork Coordinator regarding their readiness to begin the fieldwork/internship experience.

MORE ABOUT THE FIELDWORK/INTERNSHIP EXPERIENCE AND SERVICE GOAL

The program meets CEPH accreditation requirements by providing an opportunity for students to gain Practical Skills via fieldwork or internships. The community health education preparation – advanced fundamentals course HBSS 5410 Practicum in Health Education (3 credits) involves both weekly in-class supervision, training, and preparation, as well as an actual field work/internship at one of many varied community sites with which the program collaborates for purposes of ensuring adequate preparation of our students. Details of note on the fieldwork/internship:

• The fieldwork will be supervised at Teachers College, Columbia University by the Fieldwork Coordinator/ Course Professor for HBSS5410 Practicum in Health Education—which accompanies the experience of an approved fieldwork/internship.

• The fieldwork/internship must be 180 hours across one 15 week semester—according to CEPH requirements (e.g. 12 hours per week). This is the ideal scenario, but due to holidays and extreme weather emergencies, it is possible to receive final approval of a 12 week experience with 15 hours per week, for example.

Types of Fieldwork/Internship Sites, Functions, and Examples: Implications for the Scope of Work Developed with the Supervisor

We enjoy numerous agency/organization collaborations and will accept new collaborations in order to meet the needs of our students for enriching internship sites. Guidance for what should occur within our collaborations comes from the work of the Bureau of Labor Statistics, U.S. Department of Labor, as explained, herein.

Varied Potential Sites and Types of Settings for Fieldwork/Internships

For example, we accept varied and diverse placements, given how the Bureau of Labor Statistics (BLS, 2015, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Health Educators and Community Health Workers; http://www.bls.gov/ooh/community-and-social-service/health-educators.htm) has described the many work environments for health educators—as the types of settings in which our students may train via field work/internships. The settings in which health educators worked, as reported by the BLS (2015), based on 2014 data (N=61,400 jobs) included: government (22%); hospitals—state, local, private (21%); ambulatory health care services (16%); religious, grant-making, civic, professional, and similar organizations (10%); and, social assistance (10%). Further, this work was within varied industries, as follows: individual and family services (21%); ambulatory health care services (19%); state and local government, excluding education and hospitals (16%); religious, grant-making, civic, professional, and similar organizations (15%); and, hospitals—state, local, private (8%). Thus, we will accept all of these
Varied settings and industries as viable fieldwork/internship sites.

Varied Functions Potentially Performed by Interns within the Fieldwork/Internship

Furthermore, the BLS (2015) describes how the functions of health educators/health education specialists vary by setting, going into detail, below:

In healthcare facilities, health educators may work one-on-one with patients or with their families. They teach patients about their diagnoses and about any necessary treatments or procedures. They may be called patient navigators because they help consumers find out about their health insurance options and direct people to outside resources, such as support groups or home health agencies. They lead hospital efforts in developing and administering surveys to identify major health issues and concerns of the surrounding communities and developing programs to meet those needs. Health educators also help organize health screenings, such as blood pressure checks, and health classes on topics such as installing a car seat correctly. They also create programs to train medical staff to interact more effectively with patients. For example, they may teach doctors how to explain complicated procedures to patients in simple language.

In colleges, health educators create programs and materials on topics that affect young adults, such as smoking and alcohol use. They may train students to be peer educators and supervise the students’ delivery of health information in person or through social media. Health educators also advocate for campus-wide policies to promote health.

In public health departments, health educators administer public health campaigns on topics such as emergency preparedness, immunizations, proper nutrition, or stress management. They develop materials to be used by other public health officials. During emergencies, they may provide safety information to the public and the media. Some health educators work with other professionals to create public policies that support healthy behaviors and environments. They may also oversee grants and grant-funded programs to improve the health of the public. Some participate in statewide and local committees dealing with topics such as aging.

In nonprofits (including community health organizations), health educators create programs and materials about health issues faced by the community that they serve. They help organizations obtain funding and other resources. They may educate policymakers about ways to improve public health and work on securing grant funding for programs to promote health and disease awareness. Many nonprofits focus on a particular disease or audience, so health educators in these organizations limit programs to that specific topic or audience. For example, a health educator may design a program to teach people with diabetes how to better manage their condition or a program for teen mothers on how to care for their newborns.

In private businesses, health educators identify common health problems among employees and create programs to improve health. They work with management to develop incentives for employees to adopt healthy behaviors, such as losing weight or controlling cholesterol. Health educators recommend changes in the workplace to improve employee health, such as creating smoke-free areas. (paras. 5-9)

Students should carefully review the above functions, share this Fieldwork/Internship Guidebook with their supervisor, and work with their supervisor to ensure that the Scope of Work that is developed incorporates the types of functions described above by the BLS (2015).
Sample Past, Present, and Potential Fieldwork/Internship Placements for Students

While formal agreements with organizations are often required—above and beyond our own required Confirmation Letter/Agreement—and some must be renewed annually, there are numerous organizations with which we have some affiliation, including via prior internship placements with our students. Consider the following:

- **New York City Department of Health and Mental Hygiene, Public Health Training Program, Department of Health in the Bureau of Sexually Transmitted Disease Control (BSTDC)** – This Queens, New York based opportunity includes formal application to their *Public Health Training Program*, while their primary STD and HIV testing and education efforts span from high schools to outreach to vulnerable LGBTQ populations—including via a mobile clinic van used for testing.

- **Healthy and Ready to Learn Initiative, Children’s Health Fund** – As a New York based initiative, this opportunity involves working to reduce health barriers to learning, including via work with teachers, students, parents, and providers providing school-based screenings (e.g. vision) in one of three of their pilot schools. School Health Coordinators provide leadership at each school, while interns have an opportunity to work closely with them as well.

- **Lang Youth Medical Program, NewYork-Presbyterian Hospital** – A pioneering pipeline program into health careers for students in grades 7-12 provides opportunities for assisting in the development and delivery of wellness and other curriculum, as well as involvement in other projects that arise within the program.

- **City Harvest** – A New York-Based organization that is the world’s first food rescue organization, dedicated to feeding the city’s hungry, while also addressing hunger’s underlying causes by supporting affordable access to nutritious food in low-income communities; and by educating individuals, families and communities in the prevention of diet-related diseases.

- **New York City Department of Health and Mental Hygiene, Center for Health Equity** – This Harlem, New York based project includes opportunities to work closely with schools and as well as community members in fostering various projects aimed at increasing access to and the consumption of more fresh fruit and vegetables, as well as engagement in physical activity.

- **Mount Sinai Adolescent Health Center, Mount Sinai Adolescent Health Center’s Sinai Peers Encouraging Empowerment through Knowledge (S.P.E.E.K.) Peer Education Program** – This program holds opportunities for working closely with diverse urban adolescents, including focusing on STD and HIV prevention, sexual health, and health promotion activities.

- **Department of Health and Human Services, Health Resources Services Administration, Office of Regional Operations, Region II** – This organization is focused on the implementation of the *Affordable Care Act*, including meeting the varied health services needs of diverse, vulnerable, at risk populations (e.g. immigrant and bi-lingual populations).

- **East and Central Harlem District Public Health Office of New York City** – This office provides opportunities to assist in the development, delivery and evaluation of projects and policies to increase physical activity and improve the nutritional intake of children in schools, including through after-school programs and assisting schools with Wellness Councils, while also addressing overall community health via varied projects.

- **The Institute of Family Health, Bronx Health REACH (Racial and Ethnic Approaches to Community Health)** – A New York not-for-profit corporation that is a federally-qualified community health center network; they not only operate health centers, but also use their expertise and resources to address racial and ethnic disparities in health, advance the use of health information technology, and find innovative ways to improve care for diabetes, depression, women’s health, HIV and other priority areas—while striving to improve the health care system,
and engaging in research to improve service delivery). They also engage with schools to promote healthy eating and increased physical activity, and they also link up with other organizations to launch cutting edge intervention and research evaluation projects addressing a variety of risk behaviors among vulnerable populations.

- **YMCA of Greater New York, YMCA Diabetes Prevention Program** – This program provides opportunities for delivering workshops, working closely with community members individually and in groups, and implementing and evaluating diabetes self-management—including for weight loss, healthy eating, and engagement in physical activity.

- **Columbia University Medical Center** – Numerous grant-funded studies focused on providing and evaluating innovative treatments for vulnerable populations create opportunities for internships.

- **SIECUS – Sexuality Information and Education Council of the United States** – A New York and Washington, D.C. based organization that provides education and information about sexuality and sexual and reproductive health, while specializing in education, advocacy, and information dissemination to schools, parents, adolescents, healthcare providers, communities, and policymakers. They create tailored education resources to ensure everyone has access to accurate, complete, and up-to-date information about sexuality.

- **St. Barnabus Hospital** – A Bronx, New York based not-for-profit, nonsectarian, acute care community hospital and Level I Trauma Center authorized to treat the most critically ill and severely injured patients, while also being a New York State designated Stroke Center and AIDS Center. They also have a Cultural and Language Access Assistance Program to meet the needs of their diverse patient population, including interpreting services in 130 languages and video monitor sign language interpreting.

- **Montefiore Medical Center** – A Bronx, New York based academic medical center and University Hospital for Albert Einstein College of Medicine that is ranked among the top hospitals nationally and regionally by *U.S. News & World Report*. They feature Montefiore-Einstein Centers of Excellence in cancer care, cardiovascular services, transplantation and children’s health—as an example of their ongoing innovations in care. They espouse a commitment to the community through community health, education and neighborhood development. They provide access to varied, multiple sites and clinics where health education specialists provide services to vulnerable populations, such as diabetics, for example—providing opportunity for rich practice experiences, as well as potential research and outcome evaluation projects.

- **John Hopkins University** – Although in Baltimore, MD, this institution is engaged in many grant funded research and clinical intervention studies that include numerous opportunities for engaging in needs assessments, being involved in research, working with client/patient consumers in developing interventions, as well as involvement in research, writing and potential publication.

- **Newark Community Health Centers** – A network of federally qualified health care centers that provide comprehensive primary care to children and adults within seven health care centers in Newark, East Orange, Orange and Irvington, NJ—while focusing on the prevention and amelioration of health disparities, and serving uninsured and medically underserved urban populations; this includes a focus on African Americans, Latinos, and immigrants from South and Central America, the Caribbean and Africa. Services span family medicine, obstetrics, gynecology, pediatrics, dentistry, optometry, podiatry, and Ear/Nose/Throat specialties.

- **Emma L. Bowen Community Service Center** – As a comprehensive community-based mental health service provider in Harlem, New York, possibilities include exposure to traumatized, at risk vulnerable populations across the lifespan—enhancing staff work with interventions and activities that expand their consumers’ attention to health issues, as well as opportunities for advocacy work in the surrounding community.
The intent is to create more options for fieldwork/internship sites for students, while students are urged to seek out new opportunities for approval that are consistent with their interests.

**Practical Skills to Be Acquired and Common Activities Within the Fieldwork/Internship**

Consistent with the description provided by the Bureau of Labor Statistics (BLS, 2015, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition, Health Educators and Community Health Workers*; [http://www.bls.gov/ooh/community-and-social-service/health-educators.htm](http://www.bls.gov/ooh/community-and-social-service/health-educators.htm)) field work will involve the opportunity to acquire practical skills and receive supervision in conducting the following range of activities—while specific field work sites may specialize in particular areas:

- Assess the health needs of the people and communities they serve
- Develop programs and events to teach people about health topics
- Teach people how to manage existing health conditions
- Evaluate the effectiveness of programs and educational materials
- Help people find health services or information
- Provide training programs for community health workers or other health professionals
- Supervise staff who implement health education programs
- Collect and analyze data to learn about a particular community and improve programs and services
- Advocate for improved health resources and policies that promote health (BLS, 2015, para 2)


- **Analytical skills.** Health educators collect and analyze data and other information in order to evaluate programs and to determine the needs of the people they serve.
- **Instructional skills.** Health educators and community health workers should be comfortable with public speaking so that they can lead programs, teach classes, and facilitate discussion with clients and families.
- **Interpersonal skills.** Health educators and community health workers interact with many people from a variety of backgrounds. These workers must be good listeners and be culturally sensitive to respond to the needs of the people they serve.
- **Problem-solving skills.** Health educators and community health workers must think creatively about how to improve the health of their audience through health education programs. In addition, health educators and community health workers may need to solve problems that arise in planning programs, such as changes to their budget or resistance from the community they are serving.
- **Writing skills.** Health educators and community health workers develop written materials to convey health-related information. Health educators also write proposals to develop programs and apply for funding. (BLS, 2014, How to Become One tab, paras 8-12)

**COMBINING THE SERVICE GOALS OF THE INTERNSHIP WITH THE CULMINATING PROJECT**

Students may also design a fieldwork/internship experience that includes their Culminating Project for Research, Scholarship and Inquiry. It is also possible that, as the fieldwork/internship progresses, a way to integrate the two emerges over time. Please recall the following about the Culminating Project for Research, Scholarship and Inquiry:
#15 - NOT A COURSE - Culminating Project for Research, Scholarship and Inquiry  (0 points)

About the Culminating Experience: CEPH requires that “all graduate professional degree programs, both professional public health and other professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience” (CEPH, 2011, p. 22;).

- A major goal of the 42 point M.S. Program in Community Health Education is to provide the opportunity for students to work closely with their advisor and to integrate what they have learned through a final Culminating Project for Research, Scholarship and Inquiry.

- Expectations for Students:
  - The Culminating Project for Research, Scholarship and Inquiry may involve any of the following types of projects—including those that build further on the student’s Course Competency Evaluation Project from their fieldwork/internship) that are formally approved, in advance, by the student’s advisor, while also being closely supervised by the advisor:
    - community health education curriculum developed, implemented, and evaluated in a school or other setting—whether written or involving digital multimedia technology
    - health promotion, disease prevention, or health education program tailored for a population in a community-based organization, worksite, hospital, clinic, or other setting
    - research project that includes the analysis and discussion of community health data
    - major research paper developed as a potential journal article for submission for publication
    - grant application to support a community health research project
    - any other type of project formally approved by the student’s advisor

REGISTERING FOR THE REQUIRED COURSE TO ACCOMPANY THE FIELDWORK/INTERNSHIP: HBSS5410 – LEARN MORE!

Students must register for the following course with the current Professor for HBSS5410, which is fully described via the syllabus in Appendix B:

PRACTICAL SKILLS [FIELDWORK] (3 Points)

#14-HBSS 5410 – Practicum in Health Education  3 points
-Offered Fall

Please review the details about this course, which appear in Appendix B. This includes for your review of the following: Course Overview, Course Objectives, Course Requirements as percentage of
Grade, Assignments, and the requisite Course Competency Evaluation Project instructions—including the Rubric for grading it. See Appendix B to learn more about HBSS5410.

8 IMPORTANT DOCUMENTS AND FORMS

As this document has suggested, there are important documents and forms that students must complete and submit to the current Fieldwork Coordinator/ Course Professor. See Appendix A for samples of 8 vital forms/documents, while a word document version of this booklet will be made available from the current Fieldwork Coordinator or Course Professor so you can copy, paste, and complete the forms—using them as templates for entering your tailored/individualized information.

CONCLUSION

Students are urged to meet with the current Fieldwork Coordinator/ Course Professor, in the event that they have any questions about the fieldwork/internship process. The fieldwork/internship is meant to be an enriching experience that compliments the other exciting features of the M.S. program. This booklet is designed to ensure that the fieldwork/internship experience is an exciting and enriching highlight of the M.S. Degree learning experience! Follow the guidelines in this booklet carefully so you, too, can graduate—and perhaps even be honored as an Outstanding M.S. Degree Graduate—like those pictured, below.

ENJOY!
Barbara C. Wallace, Ph.D.
Director of the Programs in Health Education and Community Health Education
Fieldwork Coordinator, Program in Community Health Education
Professor of Health Education, Clinical Psychologist
Director, Research Group on Inequities in Health
Director of Health Equity, Center for Health Equity and Urban Science Education (CHEUSE)
Department of Health and Behavior Studies, Teachers College, Columbia University
Box 114, 525 West 120th Street New York, New York 10027
267-269-7411 (cell, direct, preferred); 212-688-6607 (message w/ Acad. Asst.)
Bcw3@tc.columbia.edu

At left, Choumika Simonis - 2015 Outstanding MS Graduate with Dr. Barbara Wallace; Stephane Labossiere - 2016 Outstanding MS Graduate, and Haley Nelson - 2016 Outstanding MS Graduate pictured with Dr. John Allegrante, Dr. Barbara Wallace and Dr. Sonali Rajan.
References


APPENDIX A

8 IMPORTANT DOCUMENTS AND FORMS

SAMPLE – FORM # 1
MEMORANDUM OF AGREEMENT
(OPTIONAL – VARIES BY AGENCY AS DOES THE FORMAT)

SAMPLE – FORM # 2
SCOPE OF WORK
FOR PROPOSED PRACTICUM/INTERNSHIP

SAMPLE – FORM # 3
LETTER OF CONFIRMATION
FOR FIELDWORK/INTERNSHIP

SAMPLE – FORM # 4
FIELDWORK LOG AND FIELDWORK NOTES
COMPLETED BY THE STUDENT INTERN

SAMPLE – FORM # 5
FIELDWORK OFFICIAL LOG OF HOURS COMPLETED
DOCUMENTATION ON THE COMPLETION OF 180 HOURS OF FIELDWORK/INTERNSHIP

SAMPLE – FORM # 6
PRACTICUM EVALUATION FORM I – SUPERVISOR
COMPLETED BY PRACTICUM FIELDWORK SUPERVISOR (PEF-I–SUPERVISOR)

SAMPLE – FORM # 7
PRACTICUM EVALUATION FORM II – PROFESSOR
COMPLETED BY PRACTICUM PROFESSOR (PEF-II– PROFESSOR)
FOR HBSS5410

SAMPLE – FORM # 8
PRACTICUM EVALUATION FORM III - STUDENT
COMPLETED BY THE STUDENT INTERN (PEF-III– STUDENT)
FOR HBSS5410

NOTE: You will receive and may request a word document version of this booklet the summer BEFORE your Fall fieldwork/internships from the Fieldwork Coordinator/ Course Professors. This will allow you to access these forms—and copy and paste and modify them to suit your individual situation.

NOTE: Alejandrina Canelo Villafana (i.e. Form # 1 – and also on booklet cover) and Allison Pelcher (i.e. Forms # 2,3,4,5) provided permission for their documents to be used as samples.
SAMPLE – FORM # 1

MEMORANDUM OF AGREEMENT

(OPTIONAL FORM - VARIES BY AGENCY AS DOES THE FORMAT)

This Memorandum of Agreement is between Teachers College, Columbia University and Newark Community Health Centers, Inc., a New Jersey nonprofit corporation ("Covered Entity"), regarding the fieldwork/internship experience of ________ (name of student goes here)________.

The purpose of the internship is to enable the students to acquire public health experience, as follows:

• The student has registered for HBSS5410 Practicum in Health Education (3 points credits) for this internship.

• The internship experience requires that a student complete a total of 180 hours of fieldwork. This may be thought of as completing across 15 weeks of a semester a minimum of 12 hours of supervised fieldwork per week. Exceptions to this rule may be approved by the Program Coordinator. For example, if there are holidays, emergencies, or a delayed start, one might conceive of completing across 12 weeks a minimum of 15 hours of supervised fieldwork per week. The Internship Supervisor/Preceptor will have to certify that the 180 requirements were met at the end of the fieldwork/internship.

• Public Health Focus - The focus of the internship must be in public health. Experiences that are clinical in nature, or involve direct provision of services to clients, or pure administration are not acceptable.

• An internship experience at one’s place of employment must include a public health focus above and beyond one’s ordinary workplace experience.

• The Internship Supervisor/Preceptor Requirement - There must be an onsite Internship Supervisor/Preceptor at the internship site who can provide supervision onsite, while possessing professional expertise in the field of public health, and specifically in the area that is the focus of the student’s internship and related internship Project (e.g. this may be related to their Culminating Project for Research, Scholarship and Inquiry*)

• Completing the Internship - Students must submit to the Program Coordinator, Professor Barbara Wallace, a Fieldwork Official Log of Hours Completed and the Practicum Evaluation Forum I – Supervisor to be completed by the practicum fieldwork supervisor--indicating that the student successfully completed the 180 hour internship; this should be sent to Bcw3@tc.columbia.edu as an e-mail attachment. The latter document permits an assessment of the student’s performance during the internship. Both documents are vital components of the student’s Capstone Portfolio—a requirement for graduation.

The signatures below represent acknowledgement and agreement regarding what is expected across the semester of FALL 2013 (September – December), as detailed above.

Teachers College, Columbia University

Newark Community Health Centers, Inc.,

________________________________________  _________________________________________
Program Coordinator Signature                Agency Supervisor Signature

____________________________               ________________________
Date                                           Date
NAME OF STUDENT: Allison Pelcher

DESCRIPTION OF FIELDWORK: After-School Training Pilot and NYC Excellence in School Wellness Award Outreach with the East and Central Harlem District Public Health Office Fall 2013

District public health offices (DPHOs) are branch of the New York City Department of Health and Mental Hygiene (NYCDOHMH) that are responsible for promoting health equity and reducing health disparities through programs targeting the high-needs neighborhoods in the South Bronx, East and Central Harlem, and North and Central Brooklyn (NYCDOHMH, 2013). These offices conduct local research and take action on based findings, inform, develop and advocate for public health policies, and develop and implement community-based programs and initiatives usually with local partners (NYCDOHMH, 2013). Based on local and city-wide data the East and Central Harlem DPO currently targets resources and programs to the childhood obesity epidemic.

The intern, Allison Pelcher, will be assisting with two projects under the supervision of the Physical Activity Coordinator, Rebecca Lee, MPH, in the East and Central Harlem District Public Health Office at 158 East 115 Street with two public health-related projects between October 10, 2013 and December 15, 2013 for no less than 180 hours amounting to approximately 20 hours per week.

The first project is an after-school training pilot program. Based on interviews with other after-school directors, the East and Central Harlem DPHO is developing an after-school training pilot to be carried out and evaluated within a small group of after-school programs to test effective methods of training staff. The project will also focus on the development of after-school policies to increase physical activity in children attending after-school programs.

The goal of this project is to provide effective training for after-school program leaders that may be volunteers with little experience and high turnover rates in leading age-appropriate activities that promote physical activity. After reviewing data and previous strategies’ outcomes, the intern will be assisting a team with creating an effective training program that is feasibly implemented in a short amount of time for little cost. The intern will utilize her knowledge of program planning and evaluation, physical education, classroom management, and movement concepts to assist the team in creating a successful program. By the end of the training, volunteers will feel comfortable leading movement-based, age-appropriate activities in the after-school setting. Through this experience she will gain valuable skills that fall into Area I (assess needs, assets, and capacity for health education), Area II (plan health education), Area III (implement health education), Area IV (conduct evaluation and research related to health education), Area V (administer and manage health education) and Area VI (serve as a health education resource person) as identified by the National Commission for Health Education Credentialing (NCHEC, 2008).
The second project is a community outreach plan called, *The NYC Excellence in School Wellness Award*. This award is designed to “recognize elementary schools for their efforts in creating a healthy school environment as a means to prevent childhood obesity and improve academic achievement” (NYCDOH, 2013). The award includes 19 criteria in 4 different categories: physical education, physical activity, nutrition, and wellness coordination. Schools must complete an application and document their level of adherence to each criterion and submit it by April 11, 2014 for consideration. The main goal of this award is to provide an incentive for schools to create and enforce schools policies and practices that encourage healthy behaviors within the school and community. Schools who meet some or all criteria will be recognized in a positive manner for being leaders in the school wellness movement.

The intern will be trained on how to speak about the award to school principals and staff, improving upon instructional and people skills. The intern will receive outreach and community education training in order to be prepared to advocate for why schools and communities should actively pursue this award and implement internal school changes to ensure progress toward supporting student health and wellness. She may make recommendations on how this may be done without major disruptions in everyday operations. She will travel to different school sites throughout New York City to meet with school staff members. The intern will focus on development and implementation of wellness policies in schools that encourage a healthy environment for all students and staff members. In addition, she will be distributing the application and subsequent information to NYC schools, parents, and community members. The intern will contact other partners to get on board with the award such as school nurses, the School Food Coalition, borough presidents, parent coordinators, and other community leaders. Through these responsibilities the intern will gain knowledge and skills within Area V (administer and manage health education), Area VI (serve as health education resource person) and Area VII (communicate and advocate for health and health education) of the seven areas of responsibility described by the NCHEC (2008).

The intern will complete a final report focusing on the after-school training pilot training program. The report will include a definition and background data (with permission from the NYCDOHMH) relating to the childhood obesity problem in East and Central Harlem as well as describe the major objectives of the pilot program. A literature review will ensue summarizing the existing information related to this subject as well as gaps in information and knowledge. Finally, the intern will discuss the work completed in the project and how it is expected to affect the current health status of school-aged individuals in East and Central Harlem. Specifically, the intern will highlight what she completed for the project and skills utilized as well as acquired during the internship. As time may not permit her to report the results of the pilot, it may be left in such a way that there is an opportunity for additional follow-up in the future when the evaluation process has been completed.

References


RE: Letter of Confirmation for Allison Pelcher’s Fall 2013 Internship

Dear Dr. Wallace,

This letter is to confirm that Allison Pelcher will complete at least 180 hours of public health experience between the dates of October 10, 2013 and December 15th, 2013 at the East and Central Harlem District Public Health Office under my supervision. I have already begun to meet with Allison. Despite unavoidable delays in the official launch of the internship, I will ensure that all requirements are met.

More specifically, I will be supervising and training Allison as she works closely with me on two projects. The first is an after-school pilot program in which she will assist in developing a pilot program that will be carried out and evaluated with a small group of after-school programs. The goal of this project is to test effective methods of training staff as well as development of policies to increase physical activity in children attending after-school programs. The second project involves “The Excellence in School Wellness Award” which is a program designed to encourage schools to create or enforce wellness practices and policies in schools, while meeting important standards. Allison will be trained to speak about the award with school principals and staff,
enhancing motivation for school participation and internal school changes to ensure progress
toward supporting student health and wellness.

I look forward to working closely with Allison this Fall 2013 to ensure she achieves the goals
of the internship.

Sincerely,

Rebecca Lee, MPH
Physical Activity Coordinator
East and Central Harlem District Public Health Office
158 East 115th St. 3rd Floor
New York, 11375
646-672-2386 – phone
646-672-2416 – fax

Student Intern Statement of Acknowledgment

I, Allison Pelcher, acknowledge the expectations outlined in this letter (and the attached Scope of
Work) by signing, below.

Allison Pelcher

Address______________
Cell_________________
e-mail_______________

SPECIAL NOTE: Please note that for this sample letter, the internship started a bit
late. Our goal is to have all Letters of Confirmation in receipt before the first week in
September with students beginning internships the first week of September.
SAMPLE – FORM # 4
FIELDWORK LOG AND FIELDWORK NOTES
COMPLETED BY THE STUDENT INTERN

Fall 2013
HBSS 5410 – Practicum in Community Health Education
Department of Health and Behavior Studies
Teachers College, Columbia University

Directions: The student intern is to fill out this form on a regular daily basis when engaged in the formally approved fieldwork/internship (i.e. submission and approval of the LETTER OF CONFIRMATION and SCOPE OF WORK). This form constitutes a detailed FIELDWORK LOG of hours and activities engaged in relevant to community health/public health experience being gained via the fieldwork/internship. Also include FIELDWORK NOTES that include any observations you have regarding links between your practicum experiences and your formal classroom learning experiences (e.g. theories, models, evidence-based approaches), or share any relevant reflections. Upon your completion of a minimum of 180 hours of fieldwork/internship and careful review and editing, please submit this document as an e-mail attachment to Bcw3@tc.columbia.edu.

Teachers College, Columbia University Practicum Supervisor and Professor for HBSS 5410 – Practicum in Community Health Education:
Barbara Wallace, Ph. D.
Coordinator, Programs in Health Education and Community Health Education
Professor of Health Education, Department of Health and Behavior Studies
Teachers College, Columbia University
Box 114, 525 W. 120th Street
New York, NY 10027
212-678-3966 (message) 267-269-7411 (cell/direct)
E-mail: Bcw3@tc.columbia.edu

Student Intern Name:
Allison Pelcher
E-mail: __________________

Fieldwork/Internship Location:
East and Central Harlem District Public Health Office
158 East 115th St. 3rd Floor
New York, NY 10029

Fieldwork/Internship Supervisor and Official Title:
Rebecca Lee, MPH
Physical Activity Coordinator
East and Central Harlem District Public Health Office
158 East 115th St. 3rd Floor New York, 11375
646-672-2386 – phone 646-672-2416 – fax
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<th>Date</th>
<th>Time</th>
<th>Comments</th>
<th>Total Hours to Date</th>
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| 10/10/2013| 9:00 am- 3:30 pm| 9-2 pm – I accompanied my supervisor (Rebecca Lee, MPH) to a community health fair a Metropolitan Hospital on 97th street and first avenue. While there, my supervisor and I provided health education to the public about the amount of sugar in beverages other than soda (i.e. Snapple, Nesquick, fruit juices).

My supervisor and I met at the East and Central Harlem District Public Health Office (DPHO) prior to going to the health fair where she advised me on what we planned to say to community members about the NYC Sugary Drink Campaign and helped me pick out materials to disseminate to the public such as bulletins and pamphlets. We were sure to bring materials in both English and Spanish since the hospital is located in an area where there are many Spanish-speaking community members. My supervisor and I discussed the importance of culturally sensitive materials while travelling to the health fair. She told me that there are an increasing number of Asian Americans moving into East Harlem and they are beginning to translate health education materials into Chinese. We were able to provide health education to at least 40 community members while at the health fair. We used bottles of popular beverages as I described above with the sugar content physically measured out so community members could see with their eyes how much sugar these drinks contained. This experience was an exemplary way to see Prochaska and DiClemente’s (1983) “stages of change” or Transtheoretical Model in action. Community members were open about their drinking habits. Some were in pre-contemplation and trying to justify their need for drinking these beverages each day while some, where happy to say they were in the preparation or action phase and had already stopped drinking soda but had no idea that fruit juices contained almost three times their daily allowance of sugar. This also was a | 6.5 |
form of social marketing as we were out in the community trying to persuade community members to choose to drink water as opposed to sugary drinks using many different pamphlets with startling facts, information, and catchy pictures and slogans such as, “Are you pouring on the pounds?” Community members were very receptive to our message and wanted more information on how to disseminate the information to friends and family members and take action. In this case we utilized Motivational Interviewing (Miller & Rollnick, 2013) concepts to have discussions about how to begin changing behavior.

2-3:30 – My supervisor and I then attended a meeting at the East Harlem Asthma Center of Excellence (EHACE) located at 161 East 110th St. to discuss logistics of the New York Cares Coat Drive. This is a program that provides free coats to New Yorkers in need. During the meeting, I was able to see many aspects of program planning from things as simple as how many coats will they be able to give out each week to how and where to disseminate tickets for families to come get the coats. The committee utilized previous years’ data and reflections to decide how best to run the coat drive in an efficient manner. All aspects of the community were taken into account. Family day had to be held sometime after school hours to so children would have the opportunity to try on the coats; and, it was decided that there would be a separate adult day this year as some adult community members had mental health or substance abuse problems that were disturbing to the children in previous years. In addition, on the way from the hospital to EHACE my supervisor was able to show me a large farmers’ market near 103rd Street that provides fresh produce to the community. She explained to me that the DPHO gives out “health bucks” for community members to use at this market to promote healthier eating. Again, I see the trend of social marketing campaigns in both instances. The main issues we discussed were how to get information out into the community about these programs as well as
how organizations can get their target audience to utilize these resources.

Today I reported to the DPHO on E. 115th St. In the morning, my supervisor, Rebecca, and I discussed some of the projects I would be working on this semester. Part 1 is a pilot project for after-school staff training in which I would be partnering with Chris Goodwin, one of Rebecca’s colleagues from the Centers for Disease Control and Prevention (CDC) who is currently out on furlough due to the government shut-down. Part II is the Excellence in School Wellness Award (ESWA). This is an award designed to recognize schools for adoption and enforcement of policies and practices that promote a healthy school environment.

My supervisor requested that I create a one-page report that will be used to update program partners on progress and that could be used to disseminate information about the Award to schools we are providing outreach. Rebecca provided me with an interdepartmental summary of program outcomes in prior years, which I will use to create a resource that provides information about this innovation clearly and concisely. Throughout the semester we will provide more materials and presentations in hopes that schools will strive to win this award and thus creating an environment where healthy behaviors are a social norm. The Social-Ecological Model reminds health educators that all levels of influence can be addressed to support a long-term healthy lifestyle. The ESWA touches on all factors of this model from individual to society. It calls for environmental changes, staff support, and more community partnerships providing groups and organizations that help students and staff achieve a healthier lifestyle.

My supervisor also provided me with an interdepartmental data report collected for the after-school pilot program. I began familiarizing myself with the data to see what gaps need to be filled in with regards to staff training. My supervisor informed me that the data was collected from after-school staff involved in current programs in Harlem via survey. [Continues for 30 pages....]
SAMPLE – FORM # 5

FIELDWORK OFFICIAL LOG OF HOURS COMPLETED

DOCUMENTATION ON THE COMPLETION OF 180 HOURS OF FIELDWORK/INTERNSHIP

HBSS 5410 – Practicum in Community Health Education
M.S. Program in Community Health Education
Department of Health and Behavior Studies
Teachers College, Columbia University

Directions: The student intern is to fill out this form, including the detailed log of hours, upon completion of a minimum of 180 hours of fieldwork/internship. The fieldwork/internship supervisor is to review it and sign it as an act of official approval of the document. The student then also signs the document. In order to retain original signatures, upon form completion, please scan this document, attach it to an e-mail, and return to Bcw3@tc.columbia.edu.

Teachers College, Columbia University Practicum Supervisor and Professor for HBSS 5410 – Practicum in Community Health Education:
Barbara Wallace, Ph. D.
Coordinator, Programs in Health Education and Community Health Education
Professor of Health Education, Fieldwork Coordinator
Department of Health and Behavior Studies
Teachers College, Columbia University
Box 114, 525 W. 120th Street
New York, NY 10027
212-678-3966 (message) 267-269-7411 (cell/direct)
E-mail: Bcw3@tc.columbia.edu

Student Intern Name:
Allison Pelcher
E-mail: ____________________

Fieldwork/Internship Location:
East and Central Harlem District Public Health Office
158 East 115th St. 3rd Floor
New York, NY 10029

Fieldwork/Internship Supervisor and Official Title:
Rebecca Lee, MPH
Physical Activity Coordinator
East and Central Harlem District Public Health Office
158 East 115th St. 3rd Floor New York, 11375
646-672-2386 – phone 646-672-2416 – fax
### FIELDWORK OFFICIAL LOG OF HOURS COMPLETED

**DOCUMENTATION ON THE COMPLETION OF 180 HOURS OF FIELDWORK/INTERNSHIP**

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The above OFFICIAL LOG OF HOURS COMPLETED accurately documents that the student intern, **Allison Pelcher**, completed a total of **182.5** hours of community health/public health fieldwork/internship from the dates of **10/10/13** to **12/12/13** at the **East and Central Harlem District Public Health Office** under the supervision of **Rebecca Lee, MPH**.
SIGNATURES FOLLOW ➔

SIGNATURES ENDORSING DOCUMENTATION ON THE COMPLETION OF 180 HOURS OF FIELDWORK/INTERNSHIP

SUPERVISOR’S FORMAL CONFIRMATION OF COMPLETION OF 180 HOURS

SIGNATURE OF SUPERVISOR (below) DATE SIGNED (below)

Enter Name of Supervisor: Rebecca Lee, MPH

STUDENT INTERN’S FORMAL CONFIRMATION OF COMPLETION OF 180 HOURS

SIGNATURE OF STUDENT INTERN (below) DATE SIGNED (below)

Enter Name of Student Intern: Allison Pelcher

END OF FORM –

FIELDWORK OFFICIAL LOG OF HOURS COMPLETED
SAMPLE – FORM # 6

PRACTICUM EVALUATION FORM I – SUPERVISOR

COMPLETED BY PRACTICUM FIELDWORK SUPERVISOR (PEF-I–SUPERVISOR)

Instructions: Please complete this document at the end of the 180-hour Fieldwork/Internship—On Your Computer. Send as a Word Document or PDF attachment via e-mail to Dr. Barbara Wallace at Bcw3@tc.columbia.edu.

Name (and Degree) of Supervisor:

Name and Location of Agency:

Name of the Teachers College, Columbia University Intern:

Start Date of Fieldwork/Internship:

End Date of Fieldwork/Internship:

Did the student intern complete 180 hours under your supervision?

_____YES  _____NO

Did you engage in regular supervision of the student intern, including discussion of the ongoing activities across the fieldwork/internship?

_____YES  _____NO

To what extent did the student intern engage in activities under your supervision that followed what was contained in the original LETTER OF CONFIRMATION and SCOPE OF WORK?

_____Completely/or Nearly Completely

_____Mostly  _____Somewhat  _____Barely  _____Not at All

If you did not check “Completely/or Nearly Completely,” then please explain the factors that led to changes or a departure from what was contained in the original LETTER OF CONFIRMATION and SCOPE OF WORK—as well as your impression of the impact of any changes/departure upon the overall fieldwork/internship experience, below:

PEF-I-SUPERVISOR FORM CONTINUED ON NEXT PAGE ➔
Please rate the student intern for the items, below:

The student intern’s ability to follow your instructions

<table>
<thead>
<tr>
<th>0</th>
<th>Very Poor</th>
<th>1</th>
<th>Poor</th>
<th>2</th>
<th>Fair</th>
<th>3</th>
<th>Good</th>
<th>4</th>
<th>Very Good</th>
<th>5</th>
<th>Excellent</th>
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*Insufficient Opportunity to Observe*

The student intern’s ability to follow through and complete tasks as instructed

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<tr>
<th>0</th>
<th>Very Poor</th>
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<th>Poor</th>
<th>2</th>
<th>Fair</th>
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<th>4</th>
<th>Very Good</th>
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<th>Excellent</th>
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*Insufficient Opportunity to Observe*

The student intern’s ability to accept feedback, criticism, and correction

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<tr>
<th>0</th>
<th>Very Poor</th>
<th>1</th>
<th>Poor</th>
<th>2</th>
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<th>4</th>
<th>Very Good</th>
<th>5</th>
<th>Excellent</th>
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</table>

*Insufficient Opportunity to Observe*

The student intern’s ability to engage in independent decision-making and problem solving

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<tr>
<th>0</th>
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<th>Poor</th>
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<th>Very Good</th>
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<th>Excellent</th>
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*Insufficient Opportunity to Observe*

The student intern’s ability to engage in professional conduct

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<tr>
<th>0</th>
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<th>1</th>
<th>Poor</th>
<th>2</th>
<th>Fair</th>
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<th>Good</th>
<th>4</th>
<th>Very Good</th>
<th>5</th>
<th>Excellent</th>
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*Insufficient Opportunity to Observe*

The student intern’s ability to take on responsibilities and fulfill them

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<tr>
<th>0</th>
<th>Very Poor</th>
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<th>Poor</th>
<th>2</th>
<th>Fair</th>
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<th>Good</th>
<th>4</th>
<th>Very Good</th>
<th>5</th>
<th>Excellent</th>
</tr>
</thead>
</table>

*Insufficient Opportunity to Observe*

The student intern’s ability to get along with, communicate and interact with staff, colleagues, and community members

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<th>Very Poor</th>
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<th>Very Good</th>
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<th>Excellent</th>
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*Insufficient Opportunity to Observe*

The student intern’s ability to be prompt, on-time

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<tr>
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<th>4</th>
<th>Very Good</th>
<th>5</th>
<th>Excellent</th>
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</thead>
</table>

*Insufficient Opportunity to Observe*
The student intern’s ability to demonstrate appropriate knowledge of community health/public health for the tasks assigned them

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent  ___Insufficient Opportunity to Observe

The student intern’s ability to thoughtfully and appropriately apply knowledge of community health/public health theories, models, or evidence-based approaches—where appropriate

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent  ___Insufficient Opportunity to Observe

**Overall Assessment of the Student Intern**

Overall, how do your rate the performance of the student intern across the fieldwork/internship?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent  ___Insufficient Opportunity to Observe

If your agency had an available position, would you consider hiring this person?

___YES  ___NO  ___NOT SURE

If this student intern were applying for employment, or for some other opportunity, would you consider writing a letter of recommendation or serving as a formal reference for them—assuming you had the time to do so?

___YES  ___NO  ___NOT SURE

How would you rank the student intern relative to others you have supervised?

___Insufficient Opportunity to Observe

0___Bottom 10% - 20%
1___Bottom 30 - 50%
3___Top 40% - 30%
4___Top 20%
5___Top 10%
6___Top 5%
7___Top 1%

**PEF-I-SUPERVISOR FORM CONTINUED ON NEXT PAGE**
Please offer comments to explain your overall evaluation of the student/intern, including any strengths, weaknesses or areas for improvement, below:

Final Question: Would you accept another student intern from Teachers College, Columbia University in the future?

___YES  ___NO  ___NOT SURE

__________________________________________________________________________________________

Thank you for taking the time to supervise the student intern and complete this form. Please send to Bcw3@tc.columbia.edu as an e-mail attachment.

END OF FORM – PEF-I-SUPERVISOR
SAMPLE – FORM # 7
PRACTICUM EVALUATION FORM II – PROFESSOR

COMPLETED BY PRACTICUM PROFESSOR (PEF-II– PROFESSOR)

FOR HBSS5410

Instructions: Please complete this document at the end of the HBSS5410 Practicum Course and the student’s 180-hour Fieldwork/Internship—on your computer. Send as a Word Document or PDF attachment via e-mail to the student (cc Dr. Barbara Wallace at Bcw3@tc.columbia.edu) at the end of the semester, as the student must include this form in their Capstone Portfolio.

Name (and Degree) of Professor for HBSS5410: Barbara Wallace, Ph.D.

Title: Professor of Health Education, Coordinator of the Programs in Health Education and Community Health Education, Fieldwork/Internship Coordinator

Name of the Teachers College, Columbia University M.S. Degree Student: ______________________

Semester Completed HBSS5410: Fall _______

Did the student intern complete all requirements for HBSS5410?

_____YES   _____NO

During the weekly meetings of the class HBSS540, did you in engage regular discussion and supervision of the student intern, covering their experiences in their fieldwork/internship site, including linking evidence-based approaches and theory to their practical ongoing activities across the fieldwork/internship?

_____YES   _____NO

To what extent did the student intern during the course HBSS5410 achieve the objectives of the course and fieldwork/internship, given both course objectives and what was contained in the original LETTER OF CONFIRMATION and SCOPE OF WORK?

_____Completely/or Nearly Completely

_____Mostly   _____Somewhat  _____Barely   _____Not at All

If you did not check “Completely/or Nearly Completely,” then please explain below:

PEF-II-PROFESSOR CONTINUED ON NEXT PAGE→
Please rate the student intern for the items, below:

The student intern’s ability to demonstrate in their field notes a link between their knowledge of evidence-based approaches and various theories covered in their MS coursework, and their practical fieldwork experiences

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

The student intern’s ability to discuss in weekly classes the link between their knowledge of evidence-based approaches and various theories covered in their MS coursework, and their practical fieldwork experiences

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

The student intern’s ability to accept feedback, criticism, and correction

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

The student intern’s ability to engage in independent decision-making and problem solving

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

The student intern’s ability to engage in professional conduct, given their class discussion of their fieldwork/internship experiences

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

The student intern’s ability to take on responsibilities assigned during class and fulfill them

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

The student intern’s ability to get along with, communicate with, and interact with student peers during the class across the semester

0__Very Poor  1__Poor  2__Fair  3__Good  4__Very Good
5__Excellent   ___Insufficient Opportunity to Observe

PEF-II-PROFESSOR CONTINUED ON NEXT PAGE→
Overall Assessment of the Student Intern

Overall, how do you rate the performance of the student given their coursework across the semester?

0 ___ Very Poor  1 ___ Poor  2 ___ Fair  3 ___ Good  4 ___ Very Good
5 ___ Excellent  ___ Insufficient Opportunity to Observe

If this student intern were applying for employment, or for some other opportunity, would you consider writing a letter of recommendation or serving as a formal reference them—whether they were seeking employment before graduation or after graduation with their MS degree?

___ YES  ___ NO  ___ NOT SURE

How would you rank the student intern relative to others you have supervised?

___ Insufficient Opportunity to Observe

0 ___ Bottom 10% - 20%
1 ___ Bottom 30% - 50%
3 ___ Top 40% - 30%
4 ___ Top 20%
5 ___ Top 10%
6 ___ Top 5%
7 ___ Top 1%

Please offer comments to explain your overall evaluation of the student/intern, including any strengths, weaknesses or areas for improvement, below:

__________________________________________________________________________________________

Thank you for taking the time to supervise the student intern and complete this form. Please send this form as an e-mail attachment to the student so they can include this form in their Capstone Portfolio and also cc Bcw3@tc.columbia.edu.

END OF FORM – PEF-II-PROFESSOR
SAMPLE – FORM # 8
PRACTICUM EVALUATION FORM III - STUDENT

COMPLETED BY THE STUDENT INTERN (PEF-III– STUDENT)

FOR HBSS5410

Instructions: Please complete this document at the end of the HBSS5410 Practicum Course and your 180-hour Fieldwork/Internship—On Your Computer. Send as a Word Document or PDF attachment via e-mail to Dr. Barbara Wallace at Bcw3@tc.columbia.edu) at the end of the semester. Also, you must include this form in your Capstone Portfolio.

BACKGROUND INFORMATION

Name (and Degree) of Professor for HBSS5410: Barbara Wallace, Ph.D.
Title: Professor of Health Education, Coordinator of the Programs in Health Education and Community Health Education, Fieldwork/Internship Coordinator

Name of the Teachers College, Columbia University M.S. Degree Student: __________________________
Semester Completed HBSS5410: Fall __________
Did you complete 180 hours of fieldwork? _____YES _____NO

If you answered, NO, please explain, below: _______________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

QUESTIONS ABOUT HBSS5410

Regarding the weekly meetings of the class HBSS5410, how would you rate the weekly class discussion and supervision of student interns covering experiences in fieldwork/internship sites, including linking evidence-based approaches and theory to practical ongoing activities across the fieldwork/internship?

0___Very Poor 1___Poor 2___Fair 3___Good 4___Very Good
5___Excellent ___Insufficient Opportunity to Observe Due to (explain_______________________)
___________________________________________________________________________________________
___________________________________________________________________________________________

Regarding the weekly meetings of the class HBSS5410, how would you rate the weekly class discussion linking evidence-based approaches and theory to practical ongoing activities across the fieldwork/internship?

0___Very Poor 1___Poor 2___Fair 3___Good 4___Very Good
5___Excellent ___Insufficient Opportunity to Observe Due to (explain_______________________)
___________________________________________________________________________________________
___________________________________________________________________________________________

PEF-III-STUDENT CONTINUED ON NEXT PAGE ➔
How would you rate the feedback that you received on your Fieldwork Log and Fieldwork Notes early in the semester from the HBSS5410 Professor?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good  
5___Excellent

How would you rate the feedback that you received on your Mid-Semester Review of Fieldwork Log and Fieldwork Notes from the HBSS5410 Professor?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good  
5___Excellent

**QUESTIONS ABOUT YOUR FIELDWORK/INTERNSHIP EXPERIENCE**

How would you rate your overall fieldwork/internship experience—now that you have completed 180 hours?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good  
5___Excellent  Not Applicable/Did Not Complete 180 Hours (explain)_______________

How would you rate your experience of supervision at your fieldwork/internship site—now that you have completed 180 hours?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good  
5___Excellent  Not Applicable/Did Not Complete 180 Hours (explain)_______________

Would you recommend this particular fieldwork/internship site to other students?

_____YES  _____NO  (If you selected NO, please explain)______________________

Would you recommend your particular fieldwork/internship supervisor(s) to other students?

_____YES  _____NO  (If you selected NO, please explain)______________________
QUESTIONS ABOUT ACHIEVING CORE COMPETENCIES

CORE COMPETENCY - Collaboration and Leadership: Demonstrate leadership and team building in developing and advocating for effective health policy and programs.

How would you rate your fieldwork/internship experiences in terms of your achieving the Collaboration and Leadership core competency?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent

Not Applicable/Did Not Complete 180 Hours (explain)______________________________

How would you rate your HBSS5410 classroom experiences in terms of your achieving the Collaboration and Leadership core competency?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent

Not Applicable/Did Not Attend A Majority of Classes (explain)_____________________

CORE COMPETENCY - Communication Skills: Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional audiences.

How would you rate your fieldwork/internship experiences in terms of your achieving the Communication Skills core competency?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent

Not Applicable/Did Not Complete 180 Hours (explain)____________________________

How would you rate your HBSS5410 classroom experiences in terms of your achieving the Communication Skills core competency?

0___Very Poor  1___Poor  2___Fair  3___Good  4___Very Good
5___Excellent

Not Applicable/Did Not Attend A Majority of Classes (explain)____________________

PEF-III-STUDENT CONTINUED ON NEXT PAGE
CORE COMPETENCY - Advocacy: Respond to diverse health needs of individuals and communities and advocate for improving their health and well-being.

How would you rate your fieldwork/internship experiences in terms of your achieving the Advocacy core competency?

0___ Very Poor  1___ Poor  2___ Fair  3___ Good  4___ Very Good
5___ Excellent  Not Applicable/Did Not Complete 180 Hours (explain)__________________________

How would you rate your HBSS5410 classroom experiences in terms of your achieving the Advocacy core competency?

0___ Very Poor  1___ Poor  2___ Fair  3___ Good  4___ Very Good
5___ Excellent  Not Applicable/Did Not Attend A Majority of Classes (explain)__________________________

QUESTIONS ABOUT ACHIEVING THE SERVICE GOAL

The Service Goal for the Program in Community Health Education is ideally achieved via the combination of the supervised 180 hour Fieldwork/Internship and participation in the course HBSS5410 Practicum in Health Education. Please rate the combined experience for meeting each component of the Service Goal, below:

1-To provide opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work sites, and non-profits (i.e. whichever one you chose)—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education.

0___ Very Poor  1___ Poor  2___ Fair  3___ Good  4___ Very Good
5___ Excellent  Not Applicable/Did Not Complete (explain)__________________________

2-To promote sharing of expertise, learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups (i.e. whichever you experienced based on your internship).

0___ Very Poor  1___ Poor  2___ Fair  3___ Good  4___ Very Good
5___ Excellent  Not Applicable/Did Not Complete (explain)__________________________
Please also complete the confidential course evaluation, including ratings for the course HBSS5410 and the Professor. Please also complete the **M.S. Program in Community Health** **Education Exit Interview** available via the [www.SurveyMonkey.com](http://www.SurveyMonkey.com) technology which also provides an opportunity for confidential ratings; data will be analyzed and presented in aggregate form. You will receive the specific link for the Exit Interview hosted on [www.SurveyMonkey.com](http://www.SurveyMonkey.com) following your graduation from the M.S. program.

Here, please offer any comments you feel comfortable openly sharing about your experience in HBSS5410 and your fieldwork/internship.

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Thank you for taking the time to complete this form. Please send this form as an e-mail attachment to [Bcw3@tc.columbia.edu](mailto:Bcw3@tc.columbia.edu) and include it in your Capstone Portfolio.

END OF FORM – PEF-III-STUDENT
APPENDIX B

ABOUT THE COURSE HBSS5410

See HBSS5410 syllabus on pages that follow—as a sample from Fall 2016. NOTE: Regardless of the Professor teaching HBSS5410, the Program Core Competencies that are a focus for achievement, as well as the Course Competency Evaluation Project and Course Competency Evaluation Project Scoring Rubric will remain the same—as formal faculty approved documents.
HBSS5410
Practicum in Health Education
Barbara Wallace, Ph.D.,
Professor of Health Education, Clinical Psychologist,
Coordinator, Programs in Health Education and Community Health Education
Fieldwork/Internship Coordinator
Department of Health and Behavior Studies, Teachers College, Columbia University
Office: 530H Thordike Hall; Office Hours: Tuesday 2:45-4:45 and Thursday 3:45-4:45;
or, by appointment. E-mail bcw3@tc.columbia.edu for an appointment.

COURSE OVERVIEW

The course serves to meet requirements of the Council on Education for the Public Health (CEPH) by providing an opportunity for students to gain Practical Skills via fieldwork or internships. This practicum course provides students with a culminating experience that is central to our mission, thus it follows completion of core coursework. More specifically, the mission of the Program in Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—are engaged in collaborative relationships for purposes of fulfilling the mission. Thus, the practicum course, specifically, ensures that students have a supervised experience in a community setting where they are engaged in a collaborative relationship with a supervisor, staff, and selected consumers within that setting. The intention is to ensure students have received well-rounded preparation for professional careers as health education specialists through a supervised experience across 180 hours within a setting of their choice; this may be a setting aligned with their goals for professional development and future employment.

The practicum course experience is consistent with the Program in Community Health Education’ Service Goal Statement, this course is consistent with the following objectives:
1-To provide opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education.
2-To promote sharing of expertise, learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other
More specifically, the practicum course provides engagement in an internship and practice experiences in an approved fieldwork setting under a Letter of Confirmation with an agency and their qualified representative, while based on a submitted and approved Scope of Work. Meanwhile, participation in this course ensures that students’ experiences in the real-world serve to reinforce and extend the knowledge base acquired in prior coursework—which should provide a firm grounding for the practical application of that knowledge in the field.

Also, the course ensures the sharing of expertise, as fieldwork/internship supervisors must be qualified to supervise the approved Scope of Work. The intent is that they can supervise students in the field as they work collaboratively with other professionals, community stakeholders, and community members encountered within the fieldwork/internship. Further, the course Professor provides expertise in supervising the fieldwork/internship within the classroom setting, given two and half decades of experience in community settings working with vulnerable populations; this supports the learning experience occurring in the field; and, the Professor also ensures adequate reflection and analysis of how classroom knowledge finds practical application in the real world.

### Optional Course Focus: Research

While the focus is on Service Goals, it is possible that the internship experience is combined with the Culminating Project for Research, Scholarship and Inquiry (experience # 15 in the M.S. Program in Community Health Education sequence), allowing it to encompass the Research Goal Statement, as follows.

1. To advance and disseminate the evidence base for the behavioral and social science serving as the foundation for the community health education that effectively addresses the health of the public in diverse regional, national, and international communities.

2. To foster exposure to rich and varied programs of research that emphasize establishing the evidence base for community health education practices, using multiple types of evidence and varied research designs (e.g. efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

[Special Note on Research. To include in research training: Health-Equity Research Focus; Ethics in Research Emphasis; Transfer of Knowledge Focus –Policy and Advocacy.]

Thus, students are encouraged, as an option, to include the collection of data during their fieldwork/internship, including any of the following multiple types of evidence and varied research designs: efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses. Acknowledging patenting limitations, students may also engage in brief analyses of program impact via the use of pre- and post- evaluation tools and other brief surveys.
COURSE OBJECTIVES

The course is designed to ensure acquisition of competencies, as explained in this section.

Objectives as Competencies to be Acquired Via the Fieldwork/Internship

The Program in Community Health Education Core Competencies for achievement via this course:

- **Collaboration and Leadership:** Demonstrate leadership and team building in developing and advocating for effective health policy and programs
- **Communication Skills:** Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional audiences
- **Advocacy:** Respond to diverse health needs of individuals and communities and advocate for improving their health and well-being.
- **Behavioral and Social Sciences.** Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change.
- **Professional Identity.** Develop a sense of professional identity and exercise commitment to the health profession and lifelong learning (i.e. participate in professional organizations and professional development/conference/continuing education activities)

For the Fieldwork/Internship Other Relevant Course Objectives Include:

- **Additional Objective:** Participating in practical fieldwork that allows you to gain experience under supervision where you
  - practice, refine and demonstrate effective collaboration, and leadership skills, as well as communication skills—as you convert goals and commitments into action
    - engage in collaboration with supervisors and the other staff, colleagues, and community members to which you are exposed, including team building activities, as well as developing and advocating for effective health policy and programs
    - participate under supervision in advocacy activities that response to diverse health needs of individuals and communities, as you advocate for improving their health and well-being
    - have experiences of leadership under supervision, as you engage in activities within the practicum, such as administering and managing some aspect of community-based health programs—including those that also contribute to the general public’s workforce development
- **Additional Objective:** Completing **PART I of your Course Competency Evaluation Project** so that it demonstrates how you acquired the relevant Program in Community Health Education Core Competencies for this course

  **Analyze your Fieldwork Notes (your 5 page Part I)** for how you acquired competencies in the following

  **Collaboration and Leadership:** Demonstrate leadership and team building in developing and advocating for effective health policy and programs.

  **Communication Skills:** Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional
audiences

**Advocacy:** Respond to diverse health needs of individuals and communities and advocate for improving their health and well-being.

**Professional Identity.** Develop a sense of professional identity and exercise commitment to the health profession and lifelong learning (i.e. participate in professional organizations and professional development/conference/continuing education activities)

Provide a Fieldwork/Internship Critique (optional paragraph to 1 page) for how your experiences have fallen short with regard to ensuring you acquired these competencies, or any progress made at all toward achieving these competencies

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**Objectives as Competencies to be Acquired Via the Practicum**

**Classroom Supervision and Discussion**

The Program in Community Health Education Core Competencies for the practicum classroom supervision and discussion are, as follows:

- **Behavioral and Social Sciences:** Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change

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**For the Practicum Classroom Supervision and Discussion Other Relevant Course Objectives Include:**

- **Additional Objective:** Creating a Fieldwork Log and Fieldwork Notes. This documents your fieldwork/internship experiences (and hours—toward the requisite 180 hours, while indicating your receipt of supervision throughout the experience. It includes Fieldwork Notes sufficiently detailed so as to capture your experience, as vital data for analysis from the perspective of the behavioral and social sciences

- **Additional Objective:** Completing PART II of your Course Competency Evaluation Project that demonstrates how you acquired the relevant Program in Community Health Education Core Competency for this course

  **Analyze your Fieldwork Notes (your 5 page Part II) for how you acquired competencies in the following**

  **Behavioral and Social Sciences:** Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change

  Provide a Practicum Classroom Supervision and Discussion Critique (optional paragraph to 1 page) for how your experiences have fallen short with regard to ensuring you acquired these competencies, or any progress made at all toward achieving these competencies

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ACCOMODATIONS: SERVICES FOR STUDENTS WITH DISABILITIES
The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registering with the office. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

INCOMPLETE GRADES
The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study (currently the Program Plan) will not be allowed to sit for the certification exam.

STUDENT RESPONSIBILITY FOR MONITORING TC E-MAIL ACCOUNTS
Teachers College has established email as the official means of communication with students. Students are required to activate and use the e-mail address provided by the College. Information on how to do that is located at www.tc.columbia.edu/computing/divisions/getting-started/students/. Teachers College expects every student will receive e-mail at his or her Teachers College email address and will read email frequently and consistently. A student’s failure to receive and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may redirect (auto-forward) email
sent to their Teachers College email address to another email address. However, students who redirect email from their official College email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University email address.

**RELIGIOUS OBSERVANCE**

It is the policy of Teachers College to respect its members’ observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, students will not be penalized for absences due to religious reasons, and course instructors will work with students on alternative means for satisfying academic requirements. If students and instructors cannot reach a suitable arrangement, they should consult the appropriate Program Director or Department Chair. If necessary, students or instructors may take the matter to the Office of the Provost for additional appeal. Some of the major holidays occurring during the academic year are: Good Friday, Id al Adha, Id al Fitr, Passover (first two and last two days), Rosh Hashanah, Shemini Atzeret, Shavuoth, Simchat Torah, Succoth (first two days) and Yom Kippur. Jewish and Islamic holy days begin at sundown of the preceding day. It should be noted that because of the size of the event and the space available, convocations held at Commencement take place in either Riverside Church or the Cathedral of St. John the Divine. The facilities are used in a non-sectarian manner. The Office of the Provost and Dean of the College requests that faculty members who will miss classes for religious observances notify their Department Chair in advance. They should also announce missed class sessions on their syllabi. In such cases, faculty members may either make arrangements for another course instructor to cover the missed class or schedule a makeup session at a time convenient to students.

**SEXUAL HARASSMENT AND VIOLENCE REPORTING**

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see [http://www.tc.columbia.edu/titleix](http://www.tc.columbia.edu/titleix)

**ACADEMIC INTEGRITY**

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for
violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

REQUIRED TEXTS
None required. Students are urged to review texts and other publications used in prior courses when analyzing their Fieldwork Notes as vital data for analysis from the perspective of the behavioral and social sciences. The goal is to use these prior texts and publications when analyzing how their classroom knowledge found practical application in the real world.

COURSE REQUIREMENTS AS PERCENTAGE OF GRADE

<table>
<thead>
<tr>
<th>3 Assignments and Other Requirements</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1- Submission of Letter of Confirmation &amp; Scope of Work</td>
<td>5%</td>
</tr>
<tr>
<td>#2- Mid-Semester Review of Fieldwork Log and Fieldwork Notes</td>
<td>10%</td>
</tr>
<tr>
<td>- Class Attendance and Participation in Supervision Provided by Course Professor</td>
<td>10%</td>
</tr>
<tr>
<td>- Completing 180 Hours of Fieldwork/Internship</td>
<td>15%</td>
</tr>
<tr>
<td>#3- Course Competency Evaluation Project (Part I, 25%, Part II, 25%)*</td>
<td>50%</td>
</tr>
<tr>
<td>#4- Findings from the Following 3 Forms:</td>
<td>10%</td>
</tr>
<tr>
<td>1- Practicum Evaluation Form I – Supervisor, Completed by Practicum/Fieldwork Supervisor</td>
<td></td>
</tr>
<tr>
<td>2- Practicum Evaluation Form II – Professor, Completed by Practicum Professor for HBSS 5410</td>
<td></td>
</tr>
<tr>
<td>3- Practicum Evaluation Form III – Student, Completed by the Student after 180 Hours of Fieldwork</td>
<td></td>
</tr>
</tbody>
</table>

100%

COURSE ASSIGNMENTS
The Course Competency Evaluation Project counts for 40% of the course grade and includes the following: 1) Course Competency Evaluation Project Part I (25% of course grade); and, 2) Course Competency Evaluation Project Part II (25% of course grade).

Assignment # 1: Submission of Fieldwork Letter of Agreement and Scope of Work
DUE DATE: WEEK # 2 OF CLASS, or as soon as possible, given extenuating start-up circumstances

Assignment # 2: Mid-Semester Review of the Fieldwork Log and Fieldwork Notes
DUE DATE: WEEK # 8 OF CLASS

Assignment # 3: The Course Competency Evaluation Project
DUE DATE: WEEK # 15 OF CLASS, or as soon as possible, given extenuating start-up circumstances

Instructions for Completing the Course Competency Evaluation Project and Grading: See the Course Competency Evaluation Project Scoring Rubric on the next page.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week # /Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
Week #1  9/13/16  INTRODUCTION TO COURSE: LETTERS OF AGREEMENT & SCOPE OF WORK
RECALLING KNOWLEDGE ACQUIRED OF BEHAVIORAL & SOCIAL PRINCIPLES: HOW TO APPLY THEM TO PRACTICE

Introduction to Guest Lecturer: Professor Ray Marks

Reading: Read the Fieldwork Notes Sample (pages 17-20) in the Fieldwork/Internship Guidebook. Create a document in the same format, and begin to keep your Fieldwork Notes.

Week #2  9/20/16  GUEST LECTURER: Professor Ray Marks
RECALLING KNOWLEDGE ACQUIRED OF BEHAVIORAL & SOCIAL PRINCIPLES: HOW TO APPLY THEM TO PRACTICE

Class Focus: What did you do this past week at your fieldwork/internship? What do you need to discuss? What questions arose for you at the internship? Were their any sources of stress of any kind? What happened? Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Assignment #1: Submission of Fieldwork Letter of Agreement and Scope of Work to bcw3@tc.columbia.edu

Week #3  9/27/16  GUEST LECTURER: Professor Ray Marks
RECALLING KNOWLEDGE ACQUIRED OF BEHAVIORAL & SOCIAL PRINCIPLES: HOW TO APPLY THEM TO PRACTICE

Class Focus: What did you do this past week at your fieldwork/internship? What do you need to discuss? What questions arose for you at the internship? Were their any sources of stress of any kind? What happened? Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #4  10/4/16  REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE
Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #5 10/11/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #6 10/18/16 GUEST LECTURER: Professor Ray Marks
RECALLING KNOWLEDGE ACQUIRED OF BEHAVIORAL & SOCIAL PRINCIPLES: HOW TO APPLY THEM TO PRACTICE

Class Focus: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral
and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week # 7 10/25/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes? Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss? What questions arose for you at the internship? Were their any sources of stress of any kind? What happened? Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week # 8 11/1/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes? Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss? What questions arose for you at the internship? Were their any sources of stress of any kind? What happened? Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task –Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Assignment # 2: Mid-Semester Review of the Fieldwork Log and Fieldwork Notes
DUE DATE: WEEK # 8 OF CLASS

Week # 9 11/8/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task – Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #10 11/15/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task – Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in a behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #11 11/22/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES:
IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task – Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in a behavioral/social science principle, theory, model, evidence-based
approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #11 11/29/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES: IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.

Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

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No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #13 12/6/16 GUEST LECTURER: Professor Ray Marks
RECALLING KNOWLEDGE ACQUIRED OF BEHAVIORAL & SOCIAL PRINCIPLES: HOW TO APPLY THEM TO PRACTICE

Class Focus: What did you do this past week at your fieldwork/internship? What do you need to discuss?
What questions arose for you at the internship? Were their any sources of stress of any kind? What happened?
Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

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No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week #14 12/13/16 REVIEW OF FIELDWORK LOGS AND FIELDWORK NOTES: IN CLASS SUPERVISION AND DRAWING LINKS TO BEHAVIORAL AND SOCIAL PRINCIPLES THAT GROUND YOUR REAL-WORLD PRACTICE

Class Focus 1: Have you been following the model/sample provided of how to write your fieldwork notes?
Send your fieldwork notes file by 2:00 pm Tuesday to bcw3@tc.columbia.edu.
Class Focus 2: What did you do this past week at your fieldwork/internship? What do you need to discuss? What questions arose for you at the internship? Were their any sources of stress of any kind? What happened? Were their any special learning opportunities? For what special situations/issues/experiences do you need in-class supervision at this time? Let us focus and discuss each of these!

Additional Class Task – Did you have a rationale for what you did at your fieldwork/internship—meaning all interventions/actions were rooted in an behavioral/social science principle, theory, model, evidence-based approach, or promising approach (i.e. rooted in an integration of 2 or more of the prior, such as integrating stages of change and motivational interviewing)? Each student provides an example of linking the behavioral and social science principles to an experience at their internship—toward the goal of mastering across the semester linking principles/theory/models/evidence to practice.

No Reading: Class discussion and links drawn to texts and publications from prior courses.

Week # 15  12/20/16    PRESENTATIONS: OVERVIEW OF COURSE COMPETENCY EVALUATION PROJECT'S MAJOR FINDINGS
No Reading: Class presentations, as students draw links to texts and publications from prior courses.

Assignment # 3: The Course Competency Evaluation Project
DUE DATE: WEEK # 15 OF CLASS, or as soon as possible, potentially going into the winter break, or January 2017, given extenuating circumstances and course flexibility

Submit your Course Competency Evaluation Project to Professor Wallace at bcw3@tc.columbia.edu

See on the next page the Course Competency Evaluation Project Scoring Rubric that will be used to grade/evaluate your Course Competency Evaluation Project.
**HBSS5410 COURSE COMPETENCY EVALUATION PROJECT**

**SCORING RUBRIC**

<table>
<thead>
<tr>
<th>Course Competency Evaluation Project Part I (25% of course grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Create an Introduction (1 page) to your Fieldwork Notes from the perspective of the behavioral and social sciences, including a description of your Scope of Work. Include an overview of the Contents (Part I, Part II, Appendix).</td>
</tr>
<tr>
<td><strong>2.</strong> Present your carefully edited and proofread Fieldwork Log and Fieldwork Notes</td>
</tr>
<tr>
<td><strong>3.</strong> Analyze your Fieldwork Notes (<em>5 pages</em>) for how you acquired competencies in the following:</td>
</tr>
<tr>
<td>- Collaboration and Leadership: Demonstrate leadership and team building in developing and advocating for effective health policy and programs.</td>
</tr>
<tr>
<td>- [7 points possible – Points you received = ___]</td>
</tr>
<tr>
<td>- Communication Skills: Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional audiences</td>
</tr>
<tr>
<td>- [6 points possible – Points you received = ___]</td>
</tr>
<tr>
<td>- Advocacy: Respond to diverse health needs of individuals and communities and advocate for improving their health and well-being.</td>
</tr>
<tr>
<td>- [6 points possible – Points you received = ___]</td>
</tr>
<tr>
<td><strong>4.</strong> Provide a Fieldwork/Internship Critique (optional paragraph to 1 page) for how your experiences have fallen short with regard to ensuring you acquired these competencies, or any progress made at all toward achieving these competencies</td>
</tr>
</tbody>
</table>

**Course Competency Evaluation Project Part II (25% of course grade).**

| **4.** Analyze your Fieldwork Notes (*your 5 pages*) for how you acquired competencies in the following: |
| - Behavioral and Social Sciences: Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change |
|   - Discuss in these 5 pages how you drew upon classroom knowledge when engaged in practice in the real-world, citing references from prior course texts or publications to illustrate how you drew upon principles of behavior and the social sciences; and, how you applied them in your practicum in your efforts to facilitate voluntary health-related behavioral change |
|   - [25 points possible – Points you received = ___] |
| **5.** Provide a Practicum Course Critique (optional paragraph to 1 page) for how your experiences have fallen short with regard to ensuring you acquired these competencies, or any progress made at all toward achieving these competencies |

**Points for Part I [7 + 6 + 6 + 6 possible for 25]** Your Score = ____________

**Points for Part II [25 possible]** Your Score = ____________

**Points detracted for negligence in completing #s 1, 2, or 5 = _____**

**YOUR COURSE COMPETENCY EVALUATION PROJECT SCORE =__________**
FIELDWORK / INTERNSHIP GUIDEBOOK
FOR THE PROGRAM IN
COMMUNITY HEALTH EDUCATION
By Barbara C. Wallace, Ph.D.
© 2017

WE WELCOME NEW INTERNSHIP SITES!

FOR MORE INFORMATION CONTACT:

Barbara C. Wallace, Ph.D.
Director of the Programs in
Health Education and Community Health Education
bcw3@tc.columbia.edu * 267-269-7411 (cell)