

# Health Department Fieldwork Manual

Revised April 30, 2012

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## Introduction

Fieldwork is the culminating experience of the community health major at SUNY-Cortland. Each student spends a semester working in a health agency. The options for fieldwork placement are as broad and varied as the field itself; students are encouraged to choose a placement that reflects their interests and aspirations. Fieldwork should be a fulfilling and stimulating experience for students as well as a beneficial arrangement for agencies and the people they serve.

First and foremost, fieldwork is a learning opportunity. It is a time when students can begin to apply classroom learning to workplace practice, when all those presentations, readings, and discussions are replaced by the day-to-day challenges and rewards of working in the health field. It is a time for experiential learning that facilitates growth in multiple ways. Students develop essential skills and competencies that will allow them to advance in their future jobs. They come to better understand the complex nature of institutions, programs, and progress in the health field. And, last but certainly not least, they come to better know themselves—their aptitudes and talents, the kinds of work that most satisfy and interest them, and the ways in which they can improve professionally as they move forward after graduation.

Fieldwork also offers very practical opportunities for students as they begin to construct their careers. Their new qualifications and work experience will enhance their resumes. Positive relationships with supervisors and co-workers will result in recommendations and an incipient network. Observing and talking to people in the field will give them insight into how best to achieve their educational and professional objectives.

Last, fieldwork offers students an “in between” time. Almost at the end of their college experience, they are poised to enter the “real world.” Often students feel lost and intimidated as they contemplate their future career, unsure of how best to navigate the new challenges that await them. Fieldwork, designed as an interface between college and work, serves as a supportive mechanism for that transition from student to health professional.

## Learning Objectives

Each fieldwork experience is shaped in unique ways by the combination of a specific agency, a specific student, and the particular kinds of work that emerge from that combination. Therefore, the goals of the fieldwork experience are fairly general.

As a result of the fieldwork experience, community health majors will be able to:

1. Demonstrate progress in terms of overall professional growth since the start of fieldwork.
2. Demonstrate oral and written communication skills as appropriate to the agency's

work.

3. Access existing information and data related to the agency's work.
4. Collect quantitative and/or qualitative data related to the agency's work.
5. Design, plan, implement, and/or evaluate programs related to the agency's work.
6. Describe the agency in terms of the core functions of public health and the ten essential services.
7. Discuss the agency's work in terms of related course content.
8. Discuss ethical concerns as they arise in the operations of the agency.
9. Discuss strategies and approaches used by the agency to navigate challenges related to human diversity, i.e., variation related to socioeconomic status, gender, gender identity, age, race, ethnicity, sexual identity, and/or disability.
10. Articulate how they see themselves as health professionals.
11. Discuss their career plans and interests; their work-related skills, talents, and limitations; and the kinds of work they find engaging and personally rewarding.
12. Develop a network of professional contacts to help them advance in their chosen career.

### **Eligibility**

#### **Student Eligibility Requirements:**

1. Grade point average of 2.50 (See policy statement below.)
2. No "incomplete" courses
3. All required health courses completed
4. Not on academic probation

#### **Fieldwork GPA Eligibility Policy**

1. A cumulative GPA of 2.5 is required to participate in fieldwork.
2. Preliminary **fall** semester placements are made during the spring of the previous

- academic year. In order for such a preliminary placement to be made, the student must be eligible for fieldwork by the end of the first summer session. That is, when grades are reviewed in May and/or at the end of the first summer session, the student must have a 2.5 cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the fall semester.
3. Preliminary **spring** placements are made during the fall of the academic year in which fieldwork is desired. In order for such preliminary placements to be made, the student must be eligible for fieldwork by the end of the fall semester. That is, when fall grades are reviewed in January, the student must have a 2.5 cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the spring semester. Winter session grades are not counted in determining eligibility for fieldwork during the spring semester.
  4. Preliminary **summer** placements are made during the fall of the academic year in which summer fieldwork is desired. In order for such preliminary placements to be made, the student must be eligible for fieldwork by the end of the fall semester. That is, when fall grades are reviewed in January, the student must have a 2.5 cumulative GPA. Winter session grades can be used to determine eligibility for summer fieldwork. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the summer.
  5. If a student is eligible for fieldwork at the time of preliminary placement, but then the student's GPA falls below 2.5 subsequent to the preliminary placement, the student becomes ineligible and will not be permitted to begin fieldwork as originally planned.

Please note: The term "preliminary placement" is used above to indicate that a definite fieldwork placement is not actually made until the student has cleared all eligibility requirements. This includes completion of all required course work, achievement of 2.5 GPA or higher, removal of any incompletes, etc.

Approved February 2, 2005, Revised April 30, 2005.

### **Planning**

Students enrolled in the Health Science/Community Health major are required to complete two quarters of Fieldwork Experience (HLH 499). Students may choose two functionally and structurally different types of agencies for eight weeks each or one agency for the entire semester. The choice of one or two agencies often depends on the student's interests and the needs of the various agencies. The coordinator of Fieldwork

Experiences in Health is responsible for placements in all community health agencies. Agencies are selected on the basis of the student's career interests, relation to community health, facilities and personnel. Only those agencies whose internship program has been approved by the Health Department at SUNY-Cortland can be considered for fieldwork.

### **Procedure for Approving a New Agency's Internship Program:**

Agencies wishing to establish an internship relationship with the Health Department at SUNY-Cortland should do the following:

1. Review this manual and be particularly familiar with the "Minimum Expectations for Agencies Regarding Student Fieldwork Experiences" on page 8.
2. Send a letter of interest including a copy of your agency's brochure to the Coordinator of Fieldwork Experiences in Health.
3. The Coordinator will contact the agency representative to discuss affiliation agreements and other logistical issues.
4. If this is a clinical internship, a Clinical Affiliation Agreement will be executed between the agency and SUNY-Cortland before placements are made. Non-clinical placements will be handled in-house.

Please send all correspondence to:

Dr. Ben E. Wodi,  
Professor and  
Coordinator of Field Experiences in Health  
State University of New York, College at Cortland  
206 Moffett Center  
P.O. Box 2000  
Cortland, NY. 13045

E-mail: [ben.wodi@cortland.edu](mailto:ben.wodi@cortland.edu)

Telephone: (607) 753-2989

### **Student Responsibilities**

1. Fieldwork students are expected to contact the college supervisor prior to beginning fieldwork.

2. Fieldwork students are expected to work a full 7-8 hour day and 35 - 40 hours a week in the agency for the duration of the experience. Fieldwork students are to follow agency schedules and not the college calendar. (Note: That means that students who do their fieldwork during the spring semester do not have a spring break unless they are working for a college or university.) Fieldwork students are expected to fulfill their fieldwork obligations without interference from any other activities. Many agencies schedule activities during the evenings and/or weekends, so fieldwork students may be required to exchange daytime hours for evening work.
3. Fieldwork students are responsible for any confidentiality required by his/her position and should be aware of the consequences of violating that confidentiality. Discuss with your immediate supervisor what the agency considers confidential.
4. Fieldwork students are financially independent of their agencies and are not expected to receive any monetary stipends for the work performed while in that agency's service. Travel expenses incurred while working for the agency should be remunerable by the agency.
5. Fieldwork students are responsible for submitting a detailed log (diary) to the college supervisor, along with a copy submitted to the agency supervisor, at the end of each week of fieldwork.
6. Fieldwork students are responsible for being on the job each day of the week. There are no unexcused absences during fieldwork. All absences due to illness must be reported to the appropriate agency before 7:00 a.m. of the day in question. For planned absences, the "Request for Absence" form must be submitted to the college supervisor at least one (1) week prior to the intended absence. Try to avoid any lengthy planned absences from fieldwork, since the missed time would need to be made up.
7. At the end of each semester, fieldwork students are responsible for submitting the "Summary Record of Absences During Fieldwork" form to the college supervisor. This summary will include all of the dates of absence from the job, whether full or half day, and the reasons for the absence.
8. Fieldwork students are expected to contact the college supervisor if they are experiencing a fieldwork-related problem or conflict that is not easy to resolve.

9. Fieldwork students are expected to submit all of their assignments on time. (See “Assessment” for more details.)
  
10. Fieldwork students are expected to display the following professional characteristics at all times while representing their community health agencies and SUNY-Cortland:
  - a. Openness to suggestions and constructive criticism
  - b. Sensitivity to the needs of the agency, fellow workers and clients
  - c. Punctuality
  - d. Courteous behavior
  - e. Initiative
  - f. Professional appearance
  - g. Thoroughness in the performance of responsibilities
  - h. Confidentiality

### College Supervision

#### **The Team Triangle Concept**

A successful fieldwork experience requires that the student, the agency supervisor, and the college supervisor work together as a team. Each member of this team plays an important role. The student brings to the agency a foundation of knowledge and skills gained from his/her classroom career. In turn, the agency supervisor provides the student with opportunities to build upon this foundation experientially, thus improving and deepening their expertise. The college supervisor will serve as a liaison between the student and the agency supervisor and provide feedback and support to students as they go through fieldwork.

#### **The College Supervisor**

Fieldwork students do not have supervisory visits, but they do maintain regular telephone, email and other electronic contacts with the college supervisor. The college supervisor is also expected to maintain correspondence, telephone and email contacts with the agency supervisor during fieldwork.

The college supervisor will make final decisions for grading fieldwork students **in consultation with the agency supervisors**. These pending decisions will be made known to fieldwork students within a reasonable time period to allow students to make necessary adjustments.

## **The Agency Supervisor**

At a minimum, agencies and agency supervisors are expected to:

1. Provide and develop a **job description** with the fieldwork student (See Assessment.)
2. Encourage appropriate student attendance and/or participation in departmental meetings, workshops, and conferences.
3. Encourage fieldwork student initiative on agency projects (new or ongoing).
4. Encourage fieldwork student observation/participation in official protocols, such as report writing and grant activities.
5. Enable the fieldwork student to become familiar with federal, state and local legislation pertaining to the agency's work.
6. Acquaint the fieldwork student with the agency's mission, goals and roles in the community and the arena of public health.
7. Explain the role of the various departments within the agency in relation to the agency as a whole.
8. Assist the fieldwork student, when feasible, in identifying and developing a **special project** related to the mission of the agency. (See Assessment.)
9. Complete **Fieldwork Student Performance Evaluations** once per quarter. (See Assessment.)
10. Agree to maintain communication with the college supervisor throughout fieldwork.
11. Explain policies and practices related to confidentiality to the fieldwork student.
12. Submit the appropriate college supervisor Evaluation at the end of fieldwork. (See Forms.)

## **Assessment**

The grading system used for the Fieldwork Experience is the college-wide system of Highly Satisfactory (H), Satisfactory (S), and Unsatisfactory (U). If any of the required assignments or evaluations is not submitted by the due dates, a grade of *Incomplete* will be registered. The due dates are listed in the fieldwork timelines, which are located on the Health Department's fieldwork website.

## **Evaluations**

Fieldwork students are formally evaluated twice by the agency supervisor. The first evaluation occurs after eight weeks (six weeks during summer) of fieldwork have been completed. The second evaluation occurs during the last week. Agency supervisors should discuss both evaluations with the fieldwork students to help them understand their strengths and limitations at this point in their professional development. The evaluations are then sent to the college supervisor, who factors the evaluation scores into the first quarter and second quarter grades.

## **Weekly Logs**

Students keep a typed daily log throughout the fieldwork experience. The daily log documents the tasks performed by the students as well as the time periods when they are working. In addition, students are encouraged to incorporate a reflective dimension into their daily logs. Reflections may encompass a wide range of opinions, insights, ideas, and questions related to the agency and the student's personal experience of fieldwork on a day-to-day basis. The weekly log is due to the college supervisor every Monday. An example of a weekly log can be found in Appendix A.

## **Job Description**

In collaboration with the agency supervisor, each fieldwork student is responsible for developing a job description of his/her duties in the early days of the fieldwork experience. Examples of job descriptions can be found in Appendix B.

## **Project**

During fieldwork, each student creates and completes a major project and/or several minor projects related directly and integrally to the agency's mission. Ideally, the project should have some practical benefit for the agency. All projects incorporate some data collection and analysis. Agency supervisors should help the students to brainstorm possible projects and assess the feasibility and significance of their ideas. Students then submit a project proposal to the college supervisor for feedback and approval. Examples of final project reports can be found on the Health Department's fieldwork website.

In a few agencies, the project is not feasible. This situation will be handled by the Coordinator of Field Experience in Health (in consultation with the agency supervisor).

### *Guidelines for the Project Proposal*

- Title: Provide a complete title of the project (follow APA Style)
- Introduction
  - Present some background information to provide a context for the reader, citing reputable and current sources as necessary. What is the topic? What is the significance of the topic for public/community health in general and for the agency's work in particular?

- Purpose
  - Describe the project and the reason(s) for selecting the project. Include expected outcomes and the benefit to you and/or the agency.
- Methods for data collection
  - Describe the procedure that you will use to gather the data for this project. For example, will you gather data via telephone interview, face to face interview, questionnaires (administered by telephone, in person or by mail)? What kind(s) of data will you gather—qualitative and/or quantitative? What questions will you be asking? What will be the timeline for data collection? When will it begin and when will it end?
  - Researching a topic by reading articles and books does not count as data collection, although it may be necessary to write the introduction, develop the project, understand the results, etc.
- Results and Analysis
  - Explain how you will organize the data (tables, graphs, lists, narrative?) and how you will analyze it (averages, frequencies, counts, themes, patterns, trends?).
- References in APA format
  - Provide a list of at least five references that you have already reviewed for this project. At least three of them should be cited in the Introduction. They do not need to be scholarly references but, if not, they should be from reputable organizations. These references may include the agency's in-house documents.

*Guidelines for the Project Report*

- Length: 6 to 12 pages (not including the title page, the references page, or any appendices)
- Format: Double-spaced, 12-point font, one inch margins, title page, page numbers
- Content:
  - Title
  - Introduction
    - Topic, significance to community health and the agency, purpose, potential benefits to the agency and other stakeholders
  - Methods
    - Describe the procedure you used to collect data. Any data collection instrument(s) can be included in the appendix.
  - Results and Analysis
    - Present your results in an organized manner (tables and/or graphs for quantitative data, lists and summaries for qualitative data).

- Analyze them in a simple way: If your data are quantitative, you can calculate averages and/or frequencies and identify trends and patterns in the data. (You are not expected to do a complete statistical analysis.) If your data are qualitative, you can identify general themes and patterns while also noting contradictions and results that don't seem to fit with the rest.
  - Discussion
    - Interpret your findings. What inferences can you draw? What do you think it means?
    - Describe any problems related to the project that might have impacted your results and how (or if) you handled those problems.
  - Recommendations and Reflections
    - Based on your results, what actions do you think the agency should take (or not)? What should the agency do differently, if anything? What is your recommendation(s)?
    - What was it like for you to do this project? What did you learn from doing it? What did you value about it? What was rewarding and what was challenging?
  - References in APA style
    - If you need help with APA style, check out Purdue's Online Writing Lab, at <http://owl.english.purdue.edu/owl/resource/560/01/>
    - Minimum of five references
    - All references are current and reputable
    - At least three references are scholarly, i.e., from peer-reviewed scholarly journals
    - All references are cited at least once in the narrative
  - Appendices (optional)
  - Grading (20 points)
    - Content
    - Organization
    - Writing
      - Mechanics (punctuation, spelling, and grammar) are sound
      - Appropriate word choice
      - Sentence fluency
      - No more than five quotes
      - All technical terms are defined
    - Format
    - Research

## Field Experience Summary Report

An example of a Field Experience Summary Report can be found in Appendix C.

Title: The Organization and Operation of (Agency name)

- 1) Documentation of the history and development of the agency.
- 2) Description of the goals, objectives, and services of the agency, including an explanation of the relationship of this agency to other community health programs.
- 3) Description of the administrative and operational aspects of the agency.
- 4) Description of the financial aspects of the agency.
- 5) Analysis of the political forces which influence agency programs and operations.
- 6) Presentation of actual and potential problems confronting the agency.

Appendix: A - Example of a Weekly Log

## Corning Healthworks

### Week 5, June 11-15

#### **Monday, June 11<sup>th</sup>**

On Monday we started off with two interviews for a cardiac rehab position and for a night maintenance position. Both interviews took about an hour and then we spent an hour reviewing each applicant to decide what we would do. We looked at history, demeanor, timeliness, professional work and related jobs and appearance. We came to a conclusion about the applicants. I learned a lot of what the cardio rehab nurses do and was able to see them with their patients.. They do a lot of blood pressure readings and heart rates and give great information on what they should do to keep their readings into control. They also have appointments set up where they put the patients onto certain cardio machines to get their hear rates up and see how well they are with activities.

#### **Tuesday, June 12<sup>th</sup>**

I spent the majority of the day finishing the project the Director of Healthworks (Jen Yartym) gave me the week before. I had every person in a folder with every checklist of their competency done. There were several people who were missing information which I compiled a list for and gave it to the assistant director to get it from them. There is one last part to this project that I will complete next week when Jen gives me the remainder of their job descriptions. I also helped Dave and the cardiac staff to screen for Corning Inc.

#### **Wednesday, June 13<sup>th</sup>**

I started my day by compiling the days the staff wants off for the month of July so the directors can begin the scheduling process. After this I was in 3 meetings that went from 11am-3pm. The first meeting was a leadership meeting where the Director, Jen Yartym, assistant director, Dave Darmstadt, fitness director, Ericka Utegg-Graves, and aquatic director, Holli Childs (who is out on maternity leave) get together and go through marketing and leadership details. We are in the process of having a Guthrie Lunch so we were deciding meals, times, and locations for this, we went over changes that have to be made to Healthworks, for instance lights that are out that need to be changed, paint colors that need to be changed and treatment tables that need to be reupholstered.) The next meeting I attended was an All Staff Fitness Meeting where I was in charge of doing the meeting minutes. This was a long meeting that was mainly conducted by Ericka. Every person could go around and say what they needed to say specifically if one was in charge of a class or program that was changing. The next meeting was called a "Therapy Huddle." This huddle is a quick meeting to get all the therapists together to go over changes, vacation times and new updates that are needed. I also took meeting minutes for this. After these meetings I took a late lunch and then finished my day working on the requested days off for July's schedule.

#### **Thursday, June 14<sup>th</sup>**

Today Dave and I spent the day working on my research project, Physician's Satisfaction Survey. We have a cover letter and questions that we are going through and making our own survey to be sent out by Monday. We spent a large portion of the day figuring out what we wanted to ask them and how we wanted their response. My project is to create a Physician's Satisfaction Survey to be sent out to the physician's who refer their patients to our outpatient rehabilitation services. We want to know how well Healthwork's is doing in competition to other services and we want to make sure we maintain a high standard so they continue to send us their referrals. We made great progress on this survey and hope to have everything finished by Friday and mailed by Monday.

#### **Friday, June 15<sup>th</sup>**

On Friday I began working on my logs for the week and once I got through Thursday I was given a project by the Fitness Coordinator to work on the competencies for her. I worked on this project the rest of the day doing what I did for the director earlier in the week. I will continue working on this project the next week as well. For the last hour or so of the day the Assistant Director and I went through the mid-summer evaluation and had a meeting about how we wanted to proceed for the second half of the fieldwork. We talked about the evaluation and what each question meant and why he chose his answers.

**This was a good week for me, I loved being able to do more administrative work as this is what's beginning to interest me. I like being able to have a say with interviews and I had a say during the meetings as well. It was a great week that kept me busy for more than a**

normal work week. I also have fun doing the projects that they give me. They keep me busy and help me learn the ins and outs of Healthworks. They also let me have a sense of freedom and independence when I can leave what I am doing with shadowing and go back to my own are to work on my projects. Overall this was a really fun and busy week for me and I enjoyed it. We decided the second half of this will be more hands on and working with people more so we will see how it goes on!

## Appendix: B. Examples of a Job Description

### 1. *Example 1*

Name:

Job Title: Student Intern

State: Fieldwork Student from the State University of New York, College at Cortland, Cortland, New York 13045

Agency: GE HealthFitness Corporation

Agency Supervisor: Edward Zakharian; Program Manager

Health Fitness is a leading corporate health and fitness provider for large companies and businesses throughout the nation. Studies show the many benefits of corporate health and wellness initiatives including improved employee morale, reduced healthcare costs, reduced absenteeism and increased productivity (Isaacson, 2010). The HealthFitness staff at GE works to ensure the health and well-being of the employees. The staff consists of great personal trainers who individualize programs for each specific member, excellent group fitness instructors and a great health promoting atmosphere.

General Responsibilities:

1. To gain an understanding of the corporate health field.
2. Help promote and implement health promotion programs.
3. Learn the general operations of a HealthFitness facility and the purpose they serve to the employees at General Electric.
4. Observation and participation in personal training and group fitness.
5. Experience with receptionist tasks.
6. Assist the staff with daily tasks and projects.
7. Keep a daily log of daily activities
8. Completion of a field work project.

Specific Duties:

1. Become familiar with the members of the facility and establish a professional relationship with them.

2. Gain an understanding of overall facility operations and the company as a whole to answer any questions a member may have pertaining to the fitness center at GE.
3. Personal train and lead group fitness classes.
4. Gain an understanding of scheduling, leadership connections and dynamics between instructor/trainers and the client
5. Perform day to day tasks to keep up with the facility. Operational duties include site maintenance, inventory status, and providing top customer service by building relationships with the clients.
6. Knowledge and ability to perform fitness assessments including blood pressure and body fat as well as acquiring coaching techniques with clients.
7. Acquire skills with the computer system.
8. Gain an understanding of the importance of site tracking which include facility usage, member participation and transaction reports which will help improve efficiency with Microsoft Office software

### **Works Cited**

Isaacson, M. (2010, June 11). *Wellness in the Workplace*. Retrieved May 2012, from Corporate Wellness Magazine:  
<http://www.corporatewellnessmagazine.com/article/workplace-how.html>

### **Example 2:**

Name:

Job Title: Student Intern from State University of New York, College at Cortland

Agency: Hudson River Community Health Care Centers

Reporting to: Kathy Brieger, Chief Operating Officer.

The Hudson River Community Health Care Centers mission is to “Increase access to comprehensive primary and preventive health care and to improve the health status of our community, especially for the underserved and vulnerable.” (Hudson River HealthCare, 2012). Hudson River Community Healthcare as stated in the mission statement is all about improving quality of life for minority, underserved and the most vulnerable and young populations. Within all of Hudson River’s well established health centers I am working in a variety of departments. Primarily I am working with a nutritionist and a small team of volunteers to create a funded program for Haverstraw called *The Healthy Weight Collaboration*. This program is in its early stages but is off to an amazing start with a vast amount of resources and proposals. Throughout my time here at Hudson River I will be shadowing clinical physicians and learning more about their daily routines as well as their practices. Some examples of these shadowing experiences are with a nutritionist, RN, LPN, LPN with a CDE, midwife, a family care physician, and a

care management provider. While I am here at Hudson River I will also be traveling to their different health center locations including Haverstraw, Peekskill, Poughkeepsie, Beacon, Walden, Goshen, Yonkers, Spring Valley and others.

**GENERAL RESPONSIBILITIES:**

1. To understand the overall mission and goal of Hudson River Healthcare and apply it to my everyday interactions with employee's, volunteer's and even individuals of the communities seeking health care.
2. Gain an understanding of the specific minority populations at each individual health center.
3. Gain exposure to the different health fields which each location and physician has to offer.
4. Gain knowledge about the different areas of study including nursing, family practice care, nutrition, etc.
5. Understand the direct and indirect relationship which each individual health center has with their community and individuals who use their health care.
6. Gain exposure to program planning and achievements.
7. Attend all meetings for *The Healthy Weight Collaborative*.
8. Use e-mail for communicating with employee's and my supervisor.
9. Make necessary phone-calls to gain information on upcoming events or programs within the different communities.
10. Complete my 35- 40 hour work week like every other employee.
11. Complete the required fieldwork project based on one of the programs they are contributing towards.

**SPECIFIC DUTIES:**

1. Keep a daily log of activities for the Agency and College supervisors.
2. Attend scheduled meetings
3. Observation and participation in various office activities, including writing press releases, surveys for programs, filing methods, inputting data, telephone use and computer use.
4. Preparing materials for programs or events and/or patients or individuals in which I am shadowing.
5. Observe and participate in programs that are implemented by Hudson River HealthCare.
6. Complete a project benefiting Hudson River HealthCare.
7. Maintain a professional rapport with members, staff and have professional dress attire.
8. Keep in touch with my fieldwork supervisor on a regular basis
9. Maintain the confidentiality of information inside the facility
10. Complete any other paperwork required from the supervising professor and/or agency.

## Appendix: C. Example of a Field Experience Summary Report

**Agency:** Broome County Health Department  
**Address:** 225 Front Street, Binghamton, NY 13905  
**Administrator:** Claudia Edwards  
**Agency Supervisor:** Barbara West  
**Student Intern:**  
**Date:** May 23, 2011 through August 12, 2011

### The Organization and Operation of the Lead Programs at the BCHD

#### **I. Documentation of the history and development of the agency:**

The Broome County Health Department formally began operations in 1964. Claudia Edwards is the current Health Department Director, and has been since 2001. She replaced Charles Wolford at the position. The Childhood Lead Poisoning Prevention Program (CLPPP) has been operating since the early 1990's, and the Lead Primary Prevention Program (LPPP) has been in place for 3 years.

#### **II. Description of the goals, objectives, and services of the agency:**

The CLPPP "team" works with children who have a blood lead level of 10ug/dl or higher. The team investigates the environment of the child as well as other environments in which the child spends a significant amount of time. Their goal is to remediate any and all lead hazards in the child's daily life, as well as bringing down their blood lead level as quickly as possible. The LPPP "team" works with local residents and property owners to identify potential lead hazards in their properties, and aid them in correcting the hazards in a lead-safe way. The program is intended for properties that have young children

(under the age of 6) or pregnant women that either live or visit there. The LPPP is a pro-active approach to lead poisoning, while CLPPP is a re-active approach.

### **III. Description of the administrative and operational aspects of the agency:**

The CLPPP team includes an employee from Clinic, WIC, Maternal Child Health and Development, Environment Health divisions, as well as a six Public Health Nurses, a Secretary, a Sr. PH Sanitarian, and a Health Program Specialist. The Lead Primary Prevention Program team includes a Senior Public Health Sanitarian, a Health Program Specialist, a Public Health Educator (Liaison to HUD), a Public Health Sanitarian, as well as two Public Health Technicians. The staff work with each other, however they try to work on their own property/child from start to finish.

### **IV. Description of the financial aspects of the agency:**

Both CLPPP and LPPP receive grants from New York State. CLPPP receives roughly \$69,000 per grant period (Oct. 1<sup>st</sup>-Sept. 30<sup>th</sup>) and LPPP receives roughly \$315,000 per grant period. Funding for CLPPP has been ongoing for over fifteen years, while funding for the LPPP has been ongoing for three years.

### **V. Analysis of the political forces which influence agency programs and operations:**

Currently, there is not much local political influence on the programs. The New York State Government supports Lead Poisoning Prevention Programs providing annual grant monies to thirteen individual counties, Broome being one of them. Most lead poisoning prevention advocates are from independent national groups with supporting roles in Centers for Disease Control, and the State Department of Health.

**VI. Presentation of actual and potential problems confronting the agency:**

One problem facing the two programs is the changes in rules and restrictions by the Environmental Protection Agency (EPA) and The Department of Housing and Urban Development (HUD) concerning lead and lead poisoning. This affects the program by adding more layers of requirements to lead remediation work but does not allow local lead poisoning prevention programs enforcement capabilities or local support to enforce those (EPA & HUD) laws. Other problems are limited resources and limited staff.