

# SUNY-Cortland Health Department

## Mid-semester Performance Evaluation For Community Health Fieldwork

Student Name: \_\_\_\_\_

C-number: \_\_\_\_\_

College Supervisor: \_\_\_\_\_

Agency Supervisor: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

**Directions:** This evaluation should be completed by the person(s) in the best position to assess the student based on familiarity with their work and opportunities for observation. Please check the appropriate score for each criterion listed below. Check "N/A" if the criterion is not relevant to the student's work. We recognize that our students do fieldwork in a wide range of settings and are engaged in a variety of tasks and projects. Their grades will not be affected by checking "N/A." As you make decisions about these scores, please consider the agency's performance standards for an entry-level health professional. It may also be appropriate to view the second quarter of fieldwork as building on foundational knowledge and skills established during the first quarter, and competencies may strengthen over the course of the semester. After completion, please review the evaluation with the student. The student is responsible for submitting the completed evaluation to the college supervisor.

**Note:** Section 3 is about public health programming skills. Since all students do a fieldwork project, at least some of these criteria should be relevant to every student's work.

**Scoring:** The scoring is based on a 5-point Likert scale using the following rubric to assess skills:

5 = very strong      4 = strong      3 = moderate      2 = weak      1 = very weak

### 1. PUBLIC HEALTH INFORMATION LITERACY

Assessment Criteria	1	2	3	4	5	N/A	Comment
a. Uses reputable and current sources							
b. Uses appropriate information for agency work							
c. Uses information that is appropriate for the target audience							
d. Demonstrates proficiency with information technology							
e. Utilizes valid sources of secondary data							
f. Synthesizes information across multiple sources							

## 2. PUBLIC HEALTH COMMUNICATION SKILLS

Assessment Criteria	1	2	3	4	5	N/A	Comment
a. Interpersonal communication with people served by the agency (oral and/or written)							
Interpersonal communication with coworkers and supervisors (oral and/or written)							
b. Oral presentation, group facilitation, community outreach, and other channels							
c. Formal writing (educational materials, digital communication, reports, grants, etc.)							
d. Demonstrates inclusive communication skills across all of the above categories							

## 3. PUBLIC HEALTH PROGRAMMING SKILLS

Assessment Criteria	1	2	3	4	5	N/A	Comment
a. Assists with needs assessment							
b. Assists with intervention design							
c. Assists with intervention planning							
d. Assists with intervention implementation							
e. Assists with intervention evaluation							
f. Applies theories, models, and/or frameworks to an intervention							
g. Uses the research literature to inform the design of an intervention							
h. Is knowledgeable about best practices relevant to the agency's work							
i. Applies evidence-based strategies and interventions to strengthen programming							
j. Collects primary data to inform the plan and/or design of an intervention							
k. Analyzes and interprets primary data							
l. Accesses, analyzes, and interprets secondary data							

#### 4. PROFESSIONALISM

Assessment Criteria	1	2	3	4	5	N/A	Comment
a. Clothing							
b. Conduct							
c. Language							
d. Attendance							
e. Punctuality							
f. Works well with others							
g. Cell phone and other devices							
h. Demonstrates cultural competence and inclusion skills							
i. Applies ethical principles as necessary							
j. Demonstrates the dispositions needed to be an effective public health professional (see below)							

Below is a list of community health dispositions created by the SUNY-Cortland Health Department.

- a) Circle up to five dispositions that the student has best demonstrated during fieldwork.
- b) Place an asterisk next to a disposition you feel is a good focus for future growth.

##### Professional

- Collegiality
- Dedication to profession
- Leadership
- Cooperation and collaboration
- Respects and values the field of public and community health
- Professionalism
- Confidentiality
- Demonstrates fairness in their interactions with others
- Works well as a member of a team

- Understands and values diversity
- Receptive to feedback and coaching
- Reflective and critical thinker
- Written and oral communication skills

##### Character

- Honesty
- Integrity
- Caring and empathy for others
- Work ethic and diligence
- Personal and social responsibility

## 5. OPEN-ENDED COMMENTS

Do you have any additional feedback regarding this student?

**Student Acknowledgment:** The above evaluation has been discussed with me by my agency supervisor.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Agency Supervisor Acknowledgment:** The above evaluation is an honest assessment of the student's performance and had been discussed with the student.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date