



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

BSPH FIELD TRAINING MANUAL

Department of Health Policy and Management

2010-2011

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A SPECIAL NOTE TO STUDENTS

The *Field Training Manual* explains what is expected of you before, during, and after your field training experience. This manual will also assist you in outlining your learning objectives and focusing your efforts to identify the best field training experience for your expected career path.

The technical details of the experience are covered in this guide. If you read this manual in its entirety, you should find that most of your field training questions will be answered. To be successful in securing an optimal placement, start early, maintain frequent contact with your faculty advisor and the career services coordinator, and keep your eyes and ears open. Treat this experience like a class and schedule time every week to work on your search. There are many resources at your disposal: faculty advisor, career services coordinator, program director, professional development director, other faculty, seniors and second-year master's students, alumni, mentors, and sometimes even parents, relatives, and family friends.

Some questions you may want to ask yourself as you begin to identify potential field training sites and make a final selection are:

- **INTEREST:** In what am I most interested? Do I want a management oriented or a policy oriented placement? Am I most interested in a specific content area (aging, managed care, mental health) or a specific functional area (financial management, law, marketing)?
- **SETTING:** What kind of agency setting will best meet my needs: local agency (public health, community mental health), hospital, HMO, group practice, state-level agency, national agency, federal government, international agency?
- **LEARNING NEEDS:** Do I want a placement where I can practice skills I already have, or one where I can learn skills I do not have? What are these skill areas?
- **GEOGRAPHIC LOCATION:** Do I want to be in or near Chapel Hill, or in my hometown...or somewhere else?
- **STIPEND:** Do I need to have a stipend? If yes, what is the minimum I can afford to accept?

FIELD TRAINING MANUAL

INTRODUCTION

High quality professional education is a shared responsibility of professional schools and partners. This is particularly true when training requires the acquisition of operational skills through mentored experiences in settings outside the classroom.

Field training is an important component of both undergraduate and master's programs in the Department of Health Policy and Management and is required of all students. Even those students who bring considerable experience with them benefit from well-planned and supervised field training.

A fruitful field training experience does not happen by chance, but is carefully planned. It requires active commitment to the concept of field training on the part of students, faculty, preceptors, and field training agencies, so that effective mechanisms for collaborative efforts can be maintained.

The purpose of this manual is to provide students, faculty, preceptors, and others with a reference on policies, guidelines, and procedures pertaining to the Department's field training program.

I. POLICIES

A. Definition and Purpose. Field training is defined as a planned and supervised learning experience gained through first-hand observations and operational responsibilities in a health services or other health-related agency. While specific activities during field training vary from one field placement to another, all field training should enable students to:

- participate in learning experiences that are not normally available in the classroom, but are essential for sound training in health policy and administration
- test the validity and applicability of classroom learning to practice, thus helping students develop their own professional skills
- develop operational skills, gain experience, and enhance professional self-confidence as healthcare managers or policy analysts
- make a service contribution during the course of training that will not only be useful to the agency, but also will enhance the student's management and analytic skills and self-confidence
- develop an agenda for subsequent learning
- broaden the student's professional network base

B. Requirement. A full-time field training experience in a department-approved health services or other health-related agency is required of all students:

BSPH Degree. Students must submit an approved field training plan and successfully complete at least *twelve weeks* (40 hrs./wk.) of field training under the joint supervision of the faculty advisor and an approved field preceptor. At the end of the internship, the student must submit a field training report and an evaluation of the internship.

C. Design and Schedule. Field training is an integral part of a student's total program of study. Completing twelve weeks of a supervised block internship during the summer months typically fulfills this major requirement.

In the exceptional case, a situation may arise where the student's learning objectives are best met in a "concurrent" field placement during the academic semesters. This option is not intended as a convenience for those who do not wish to spend the summer in an internship, but must be a response to a compelling reason that makes the concurrent placement a better choice. The option is designed on an individual basis by the faculty advisor and the student, and must be presented to, and approved by, the appropriate program director, and the department chair or associate chair; documentation of the proposal and the approval will be kept in the student's official file. **The design must include a minimum of 480 hours of work in the field (i.e., the equivalent of 40 hours/week for 12 weeks).** All policies and procedures pertaining to the summer internship, except those pertaining to schedule, apply equally to concurrent field training. If concurrent field training is approved, the student registers for field training (HPM 301) in the appropriate semesters.

A well-planned beneficial field training experience requires participation in a series of activities. These activities begin early in the first year of study, continue during the summer and the fall of the second year, and include orientation, site identification and selection, planning, placement, and evaluation. The schedule for typical activities for a well-planned summer internship includes the following:

Juniors: Fall Semester. First mandatory field training orientation to the purposes, policies, and procedures of field training takes place during the student's first semester. Students are required to attend field training orientation and the internship panel, to hold discussions with faculty and with students who have completed internships, to review information in this manual and the department's internship files, and to participate in any scheduled field visits to agencies. Students should rely primarily on their faculty advisors and the career services coordinator for becoming acquainted with the field training program. However, the academic program director, the professional development director, and other HPM faculty can provide helpful guidance in specific areas.

The Career Services Office (CSO) internship files, located in the Career Services Resource Area, contain descriptive material about past and potential placements, student activity reports, project reports, and other pertinent materials. These files contain invaluable information that provides insights into placements at specific locations and gives the student a point of contact inside a specific agency of interest.

After attending the field training orientation and the internship panel, the student should schedule an appointment with his/her faculty advisor. **Faculty advisor** and **student** interaction should be directed toward achieving the following:

- identifying the student's learning objectives based on an assessment of abilities, previous experience, and career interests
- identifying available placement opportunities and selecting the one that is most suitable and feasible for the student

The **Career Services Coordinator** is available to help make exploratory contacts at potential internship sites.

Juniors: Spring Semester. Early in the spring semester (January), the career services coordinator will conduct a second mandatory field training orientation session. Specific field training questions will be addressed and a general assessment of the class's progress in finding an internship will be discussed.

During the spring semester, **students** should work with their **faculty advisors** to:

- make a final decision on the site for field training placement
- prepare a written **field training plan**, with appropriate consultation with the field preceptor
- obtain approval of the **field training plan** by the field preceptor, faculty advisor, and academic program director, with plan filed in the CSO no later than **April 15, 2011**
- distribute copies of the final signed **field training plan** to preceptor and advisor

Juniors: Summer. After reporting to the field training agency on the arranged date, the student will carry out appropriate training activities on a full-time (40 hours/week) basis for the specified length of time, as indicated in the individual field training plan.

Students may not take courses other than field training for credit during the block field training period unless studies are approved by the program director in advance and arrangements are made with the preceptor.

Students should initiate a substantive contact with their advisor and should arrange at least one contact between their academic advisor and preceptor. These contacts may be made via phone, email, or in person and should be made sometime between the second and third week of the internship. It is the student's responsibility to facilitate these contacts.

Seniors: Fall Semester. Returning students will need to complete the following in order to meet the field training requirement:

Twelve-Week Final Report is to be submitted to the Career Services Office (with a copy to preceptor) no later than **September 9, 2011**.

Student Evaluation Form will be sent to each student at the end of his/her summer internship. This evaluation should be completed by the student and submitted to the Career Services Office stapled to the final report no later than **September 9, 2011**.

Participation on an **Internship Panel** will be held early in the fall semester. **All returning students are required to attend and to make a brief presentation on their summer experience.**

E. Stipend. The department recognizes the need for adequate financial support for students during field training and encourages them to seek stipends from field training agencies. However, field training placement decisions should be made principally on the quality of the experience and secondarily on the availability of stipends. When queried by potential placement sites, we encourage them to pay a stipend.

F. Administration. Field training involves active collaboration among the student, faculty advisor, field preceptor, program director, professional development director, and career services coordinator. These responsibilities are as follows:

- 1. Role of students.** Students are the primary beneficiaries of field training and their role must be as *active* as those of the academic program directors, faculty advisor, and preceptors. Students are expected to:
 - develop an understanding of the department's philosophy, policies, standards, and procedures with regard to field training
 - learn the mission, goals and focus of work of potential field settings and agencies for meeting individual learning goals through field visits, reading of field reports of students in previous years, and discussions with second-year students, the career services coordinator, and faculty
 - ask faculty advisor for assistance in selecting an area of career interest to develop during the internship, select the internship placement site, and develop an appropriate field training plan (and supplements, when indicated)
 - maintain active communication with the faculty advisor for guidance and monitoring of field training activities
 - provide all appropriate documents to the Career Services Office in a timely manner
 - conduct themselves as responsible and mature professionals during field training, complying with the agency's code of conduct, and meeting all obligations and responsibilities according to schedule

2. ***Role of field preceptors.*** Field preceptors are key participants in field training. The quality of their commitment, interest, and efforts has tremendous influence on the outcome of field training.

Preceptorship of field training implies a dual set of responsibilities. First, preceptors are similar to clinical or laboratory instructors, ensuring a meaningful learning experience for the student with the commitment, zeal, and enthusiasm of a good teacher. The preceptor is also a responsible official in the agency who ensures that students fully comply with its policies and standards. Field preceptors should:

- develop an understanding of the department's philosophy, policies, standards, and procedures pertaining to field training
- participate in the preparation of the student's field training plan
- take a proactive posture in all matters pertaining to field training, including providing the Career Services Office with up-to-date information on their agency for inclusion in the field training resource files and facilitating possible long-term field training arrangements with the department
- make the student feel welcome in the agency, facilitate the student's orientation, assign appropriate tasks, and provide suitable and regular time for supervisory discussion with the student
- certify completion of field training by the student and return an evaluation of the student's performance, as well as the department's field training process, to the Career Services Office

Willing and interested preceptors may serve as future liaisons between the department and their agency.

3. ***Role of faculty advisors.*** Faculty advisors are responsible for participating in the planning and supervision of the field training of their advisees. Advisors should:

- help each advisee to identify career interests and related learning objectives that are best met through field training
- increase their knowledge of field training opportunities available for students and subsequently help each advisee to gain a proper appreciation of learning opportunities available in different settings
- guide the student's preparation of the field training plan, in consultation with the preceptor and the Career Services Coordinator (CSC)
- refer students, when appropriate, to other members of the faculty for advice
- recommend new preceptors to the Career Services Office
- respond in a timely manner to any issues that need faculty advisor attention
- contact the Program Director and the CSC with particular problems that may arise

- contact their advisees' preceptors at least once during the summer to check on student performance thank them for their participation
4. ***Role of academic program directors.*** The academic Program Directors are responsible for reviewing and approving completed field training plans and assigning final field training grades in conjunction with the professional development director. They may also:
- monitor field training activities to ensure high standards
 - intervene when appropriate in situations that may arise during the placement
5. ***Role of professional development director.*** The Professional Development Director is responsible for guidance in the general oversight of the field training program, including preceptor development and overall quality of the field training experience. In this role, the Director will:
- arrange for appropriate activities for faculty, students, and preceptors to ensure high-quality field training, possibly to include a professional development conference
 - undertake appropriate developmental activities to expand opportunities for high-quality internship placements
 - assure the maintenance of an appropriate database of past field training experiences as a resource for students in the department
6. ***Role of career services coordinator.*** The Career Services Coordinator is responsible for facilitating and coordinating field training activities and for serving as a resource to the academic program directors, faculty advisors, students, preceptors, and professional development director. To this end, the career services coordinator will:
- serve as a general resource and consultant to the students and to the faculty in all matters of field training, with special attention to agencies in Area Health Education Center (AHEC) areas
 - assist with logistics of the internship placement process
 - make initial contacts at new agencies for students
 - make periodic reports to the department Associate Chair, Program Directors, and Professional Development Director on all matters related to field training activities in the department
 - collect and organize the student's written work for field training and deliver it to the program directors and the professional development director for grading

G. Travel and Other Reimbursement.

Students who conduct their field training in North Carolina may be granted a room and all utilities paid in an Area Health Education Center (AHEC) Program house or apartment. Students choosing not to utilize available AHEC housing are then responsible for securing and paying for their own lodging.

When AHEC housing is not available, UNC-Chapel Hill students are eligible to receive housing assistance @ \$11.00 per night for the duration of their clinical rotation. **Students will need to check**

with AHEC to see if funding is available. To be eligible for lodging expenses, the housing should be at least 100 miles (round trip) from Chapel Hill or residence of the student. The AHEC Program Office will reimburse for students in Public Health, Allied Health, Dentistry, and Nursing. For medical, nurse practitioner, and pharmacy students completing approved rotations under the Office of Regional Primary Care Education (ORPCE), the AHEC in which the rotation occurs is responsible for providing the \$11.00 per night lodging assistance. Questions regarding reimbursement for all other disciplines/students should be directed to the AHEC Finance Office prior to the rotation start date.

While most AHEC housing is conveniently located in the same city as the clinical site, some rural areas may require students to commute short distances between their housing and clinical sites. In these instances, the same mileage reimbursement of two round trips per week between housing and site may be applied.

Exceptions to any of the above rules will need approval from the AHEC Program Office at least two weeks prior to the rotation start date.

AHEC may also reimburse students for certain other expenses. The career services coordinator will hold an information session in April to discuss how a student can apply for AHEC reimbursement. It is essential that the school AHEC coordinator, through the HPM Career Services Office, using the appropriate forms, give prior approval, as the rules vary from year to year.

Agencies are expected to pay for local expenses incurred by the students carrying out activities for the agency.

II. GUIDELINES AND STANDARDS

A. Identification of Field Training Site and Preceptor. Each faculty advisor works with his/her advisee and the CSC to ensure suitable field training placements. The Career Services Office maintains extensive descriptive information on potential field training placements, along with many other reference materials.

1. An agency chosen for field training should:

- be an established agency providing one or more health or health-related services
- consider participation in field training a professional obligation
- have one or more ongoing programs that could provide the student with needed learning opportunities
- have an opportunity for the student to gain important operational experience
- have competent staff who are interested in ensuring that the student learns as much as possible while in the agency
- provide necessary materials support to the student, such as a desk, supplies, travel, secretarial support, and the like, in order to facilitate the completion of any tasks the student is assigned as part of field training

2. A professional chosen as a field preceptor should:

- hold a responsible position within the agency
- recognize the preceptor's role as an opportunity to teach
- be professionally qualified to meet the needs of the student
- participate in the development of the field training plan
- have the ability to assign duties, provide necessary resources to the student, and facilitate communication with others as appropriate
- be able to devote sufficient time to field training activities, including planning, supervision, and evaluation
- be amenable to working and interacting with the faculty advisor

A student who wishes to do field training in an agency in which she/he is currently working, or has previously worked, must:

1. hold a different position than that currently/previously held and/or be assigned different tasks than those currently/previously assigned; **and**
2. report to a different supervisor than currently/previously responsible.

In unusual circumstances, and on an exception basis, it may be appropriate for the student's internship to comprise a major research project and for a faculty member to serve as the student's preceptor. *In such cases, the Director of the student's degree program and the department Chair or Associate Chair **must** review and approve the placement.*

B. Registration. A student must be registered while serving an internship. Registration and billing for field training is done in accordance with UNC Chapel Hill's Summer School schedule. Registration for field training credit is required for each degree program as follows:

BSPH Students: Register in March for **two** credits for HPM 301 (**Summer Session I and Summer Session II**). Students will pay tuition based on in-state or out-of-state status as well as the summer field training fee. **The field training fee of \$400 is paid with registration as well as all other fees set by the university.** Students initially will receive a grade of "S" for this course, which will be changed to a permanent letter grade at the successful completion and evaluation of field training.

C. Fee. The field training fee, approved by the university, contributes to the support of the Career Services Office and to faculty and student activities pertaining to field training.

The field training fee is \$400 for undergraduate students. The total cost for the field training (tuition plus field training fee) depends on whether the student is an in-state or out-of-state student for tuition purposes, and the number of credit hours to be earned.

D. Site Visits. While it is desirable for the student to visit the prospective field site for initial, pre-placement discussions, this is not mandatory. Students may choose to make exploratory visits during holiday and/or semester breaks.

E. Written Materials. Each student, faculty advisor, and preceptor is required to prepare appropriate documentation pertaining to various phases of field training and to file these with the Career Services Office. These documents are as follows:

- **Field Training Plan.** A detailed field training plan must be submitted to the Career Services Office prior to starting the internship. This plan is an agreement among the student, preceptor, and the department that ensures that each party agrees to all objectives of the field training. All involved parties must sign the plan before an internship can start (preceptor, student, faculty advisor, and program director). Students should also submit a copy of their field training plan to **both** their field preceptor and their academic advisor. The deadline for submission is **April 15, 2011**.
- **Field Training Report.** The final field training report should be 3-4 pages in length. It should include a brief statement of activities performed by the student and should address whether all of the field training plan learning objectives were completed and if not, why not. Identification of any issues that need the faculty advisor's attention should also be included. Copies of project reports and/or other examples of the student's internship work should be included if available and non-confidential. The deadline for submission is no later than **September 9, 2011**.
- **Student's Evaluation of Field Training.** All students will receive a student evaluation form. **Students should turn it in stapled to their field training report no later than September 9, 2011.** Those who do not receive the form should request a copy from the CSO. This evaluation helps the department evaluate the internship process and make changes if necessary.
- **Preceptor's Evaluation.** Preceptors will receive an evaluation form from the Career Services Office at the culmination (or shortly before) of the internship period. Preceptors are asked to

complete the evaluation of the student and the field training process and return it to the CSO. This evaluation is strongly considered when assigning the student's permanent field training grade.

F. Grade. Grades are assigned for the block field experience (HPM 301) by Program Director after the completion of the training period. Field training is a formal degree requirement; therefore, performance is evaluated with the same rigor as for classroom activities. In determining the grade for each course, the student's participation in the following areas is taken into account:

- field training orientation
- determining learning needs
- placement arrangements
- preparation and submission of field training plan
- preparation of field training reports, according to deadlines
- evaluation of performance during field training by preceptor
- follow-up activities

G. Grading Procedures. For clarity and to avoid misunderstandings, the following criteria for grading have been established:

1. Student met with faculty advisor during the fall semester to discuss internship. *Failure to meet this criterion results in a 1/3-point reduction (e.g., from A to A- or H to H-).*
2. Signed field training plan was submitted to the CSO by **April 15**; this deadline can be extended at the discretion of the program director for circumstances beyond a student's control. *Failure to meet this criterion results in a 1/3-point reduction (e.g., from A to A- or H to H-). If the field training plan is more than two weeks late, a second 1/3-point will be deducted (e.g., from A- to B+ or H- to P+).*
3. One advisor/preceptor contact initiated by the student and completed between the second and third week of the internship. *Failure to meet this criterion results in a 1/3-point reduction (e.g., from A to A- or H to H-).*
4. Completed field training report and student evaluation submitted to the CSO by **September 9**. *Failure to meet this criterion results in a 1/3-point reduction (e.g., from A to A- or H to H-).*
5. Preceptor's evaluation of the student. Five-point performance scales are used in the evaluation. Based on past experience, the following metric is used:
 - a. Average score on quantitative scales greater than or equal to 4 = full credit
 - b. Average score on quantitative scales greater than or equal to 3 and less than 4 = one-third grade deducted
 - c. Average score on quantitative scales greater than or equal to 2 and less than 3 = two-thirds grade deducted
 - d. Average score on quantitative scales less than 2 = 1 full grade deducted.

We often find rating bias in preceptor evaluations. It is recognized that extraordinary circumstances outside the student's control may sometimes account for poor ratings on a field training evaluation. Where average scores fall in the "C," "D," or "F" category, discussion with the preceptor and the student by the program director, faculty advisor, and/or the professional development director is recommended to resolve issues related to student performance.

6. Presentation of the field training experience during an internship panel.

This panel will be structured and conducted by the director of the Career Services Office. All BSPH students will be required to participate in one 20-30 minute panel discussion in which they will be asked to provide a brief summary of their experience and respond to audience questions. Failure to participate will result in a one-third point deduction from the field training grade. This requirement is intended to put closure on the field training experience, as well as to allow junior students to benefit from the experiences of senior students.

7. An internship in a health agency is an important and required component of an undergraduate's degree program here in the Department of Health Policy and Management. A fruitful field training experience does not happen by chance, but is carefully planned.

In assessing these activities and determining a grade, the professional development director, along with the appropriate academic director, will consider the formal evaluation of the student's performance by the preceptor, the student's periodic reports, and whether deadlines were met.

At the discretion of the program director, a student who misses multiple criteria and/or deadlines as indicated in this manual may receive a grade of D or F for the internship (an undergraduate who receives a D or an F will not be considered to have completed their field training requirement).

APPENDIX I

SAMPLE INTERNSHIP PLAN

The following is a **sample outline** of the internship plan required of all juniors and first-year master's students (including MPH students). Students should prepare their own internship plan, *using this sample as a guideline*, in coordination with both their faculty advisor and the field preceptor. Once the internship plan has been pre-approved by the academic advisor, the plan should be faxed to the preceptor, allowing the preceptor to be the first person to sign and /or make final changes to the document. The preceptor-signed plan is then returned to the student for signature, and then forwarded by the student to their advisor and program director for signature. **Students are responsible for obtaining all required signatures, and then submitting the finalized plan – reflecting all changes and signatures – to the Career Services Office prior to the start of the internship.**

UNC School of Public Health

Student Practicum Form (one form per activity)

Student Name: _____ Faculty Advisor: _____ Course # _____ US Citizen Yes No

Department BIOS ENVR EPID HBHE HPM MHCH NUTR PHLP

Practicum Preceptor: _____ Email: _____ Phone # _____

Placement Agency: _____ City: _____ State/County: _____ Country: _____

Beginning Date of Activity _____ Ending Date of Activity _____ Stipend Amount \$ _____

Degree Sought	Type of Placement (please check one)	Academic Scheduling (please check one)
<input type="checkbox"/> BSPH	<input type="checkbox"/> Government (state, local, federal)	<input type="checkbox"/> Block
<input type="checkbox"/> MHA	<input type="checkbox"/> Nonprofit organization	<input type="checkbox"/> Concurrent
<input type="checkbox"/> MPH	<input type="checkbox"/> Hospital or health care delivery facility	<input type="checkbox"/> Continuing (> 2 semesters)
<input type="checkbox"/> MS	<input type="checkbox"/> Private practice	
<input type="checkbox"/> MSEE	<input type="checkbox"/> University or research institute	
<input type="checkbox"/> MSPH	<input type="checkbox"/> Proprietary organization (industry, pharmaceutical company, consulting)	
<input type="checkbox"/> PhD		
<input type="checkbox"/> DrPH		

AHEC was involved in this placement? Yes No. The NC Area Health Education Program (AHEC) offers limited housing support. Please visit <http://www.med.unc.edu/ahec/students/travel.htm> for more information

Title of Project:

Brief Description of Project (200 words):

HPM Core Competencies

Listed below are 25 core competencies that the HPM department has identified as important to the overall educational process. Please read through the list and **select no more than four competencies** that you feel you would like develop or hone throughout your internship. Preceptors and advisors should be consulted during the selection process to ensure that the most appropriate competencies are selected. For more information on these competencies please see the Competencies Description booklet.

- Analytical Thinking
- Financial Management
- Health Services Systems
- Health Professions
- Health Policy Issues
- Health Law
- Human Resources Management
- Information Management
- Information Seeking
- Innovative Thinking
- Interpersonal Awareness
- Organizational Awareness
- Performance Measurement
- Presentation Skills
- Professionalism in Health Care
- Project Management
- Public Health Orientation
- Strategy Development
- Systems Thinking
- Team Dynamics
- Writing

STATEMENT OF LEARNING OBJECTIVES

Job Competencies and Skills Development:

Career Exploration:

Environmental Exploration (Is this the type of organization/environment you want to be in long-term?):

Professional and Personal Development:

Technical Assistance and Service:

Other: (Anything not covered above.)

DESCRIPTION OF PROPOSED FIELD ACTIVITIES and PRODUCTS

PROPOSED PATTERNS OF INTERACTION and CONTACT

- **Student and field preceptor** - Daily contact between student and field preceptor will be maintained throughout the internship. If the need arises, weekly meetings can also be scheduled.
- **Student and faculty advisor** - Student will initiate contact with advisor. Student will arrange contact between advisor and field preceptor between 2nd and 3rd weeks of internship. Student will also maintain email contact (and phone contact if necessary) with advisor for monitoring purposes.
- **Student and career services coordinator** - Student will update career services coordinator of internship status. Career services coordinator will keep track of the quality of the internship experience.
- **Faculty advisor and field preceptor** - Student will initiate contact between faculty advisor and preceptor between 2nd and 3rd weeks of internship. Contact between faculty advisor and preceptor will be maintained as needed throughout the internship.

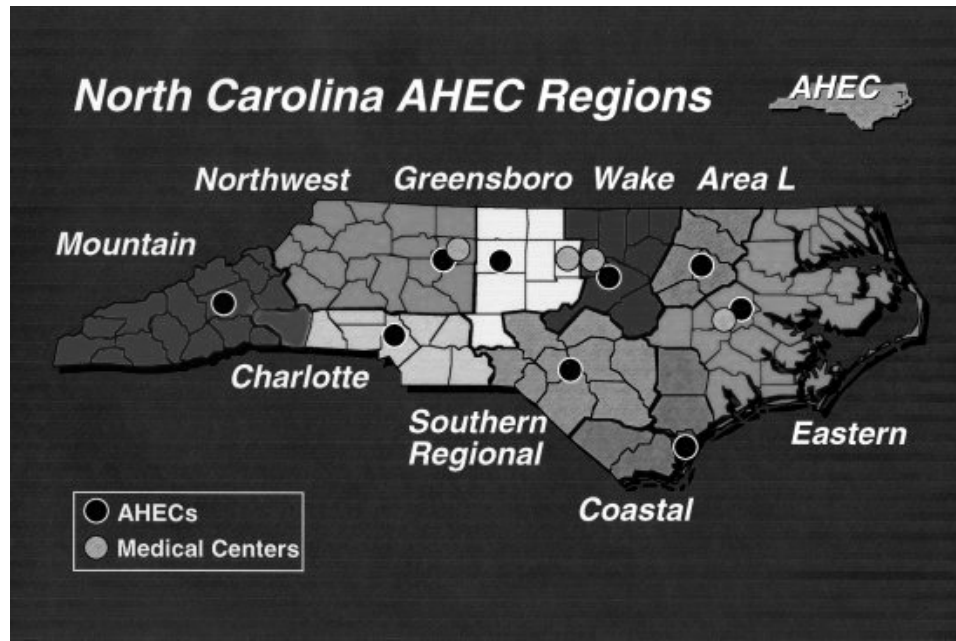
EXPECTED OUTCOMES/PRODUCTS OF FIELD ACTIVITIES

Students should keep and submit copies of products of field activities (i.e., spreadsheets, presentation slides, written reports, etc.) if these products are non-confidential and the preceptor has approved this submission. The best use of these materials, however, may be as an “exhibit” of your skills and professional experience when you are interviewing for a full-time position. Consider compiling copies of the products of your field activities in a binder or folder for this purpose.

PLAN APPROVED, in the following order, BY:

<u>1. Faculty Advisor /Date</u>	<u>(Signed)</u>
<u>2. Field Preceptor/Date</u>	<u>(E-mail)</u>
<u>3. Academic Program Director/Date</u>	<u>(Signed)</u>

THE NORTH CAROLINA AHEC PROGRAM



BACKGROUND. The North Carolina Area Health Education Centers (AHEC) Program is a unique partnership between the university's Division of Health Affairs and the community, and has been designed to improve the practice environment for health care personnel throughout North Carolina. Its primary goal is to improve the geographic distribution of well-trained health care personnel, with an emphasis upon professionals and support personnel trained to meet the primary health needs of citizens in rural counties of the state.

Under the leadership of the dean and the faculty of the School of Medicine at the University of North Carolina at Chapel Hill, the AHEC Program has been developed in cooperation with the other health sciences schools of the university (Dentistry, Nursing, Pharmacy, and Public Health), the Duke University School of Medicine, the Bowman Gray School of Medicine, and the East Carolina University School of Medicine. Also included in this partnership are community hospitals and practicing professionals throughout the state.

The program includes nine regional centers, each of which is functioning to meet the objectives of the program. Each AHEC center is a community hospital, or a legally incorporated foundation representing one or more hospitals, which agrees to accept the responsibility of health manpower development programs in a several-county area. These programs span the continuum of education for a variety of health professionals in a manner that reflects regional needs while focusing on primary care. Each AHEC has a director and a cadre of university faculty.

To carry out our responsibilities and to take advantage of the challenges and learning opportunities in the AHEC areas, we place special emphasis on our commitment to serve all regions of North Carolina. This includes encouraging and supporting faculty in responding to requests for improving the administration of community-based programs, developing and implementing programs for the continuing education of community health practitioners, and assigning high priority to placement of students in AHEC areas for field training.

FIELD TRAINING IN AN AHEC AREA. Essentially, field placement through the AHEC network is no different from field training anywhere else in the state. Students have a wide selection of training sites, covering the full range of healthcare delivery experiences. Specific advantages may include a high degree of community receptiveness, the potential for interdisciplinary cooperation with students from other schools in the university's Division of Health Affairs, the financial support of both the university and the local community for some costs of the field training experience, and the availability of coordinators who can facilitate placement in local communities.

	Student	Preceptor	Faculty Advisor	Program Director	Professional Development Director	Career Services Coordinator
<u>AFTER FIELD PLACEMENT</u>						
12-Week field training report due <i>September 9</i> to Career Services Office (CSO). Submit one copy to the CSO and one copy to preceptor	1 Prepares report and reviews with preceptor	2-3 Receives final copy of report from student	3 May review	2 Reviews as part of student evaluation for grade	2 Reviews as part of student evaluation for grade	3 Provides copy to program director; monitors and maintains reports
Evaluation from student due <i>September 9</i> stapled to the field training report	1 Completes and submits to Career Services Office		3 May review	3 Reviews student comments	3 Reviews student comments	2 Collects, distributes to program directors, and maintains forms
Evaluation and completion statement from Preceptor due no later than <i>August 30</i>		1 Submits to the Career Services Office	3 May review	2 Reviews as part of evaluation of student for grade	2 Reviews as part of evaluation of student for grade	2 Collects, distributes to program directors, and maintains forms
Field training panel (CSC will determine date)	1 Mandatory participation			1 Plans and facilitates panel	1 Plans and facilitates panel	2 Records student participation
Grade assignments completed no later than <i>September 30</i> (See Section III. F.)			3 May provide input, as desired and/or requested	1 Assigns grade, in conjunction with professional development director, and submits to CSO	1 Assigns grade, in conjunction with program director, and submits to CSO	2 Submits grade to registrar

1 = Primary Involvement

2 = Support

3 = Monitoring