PRACTICUM MANUAL

FOR

COMMUNITY HEALTH

DEPARTMENT OF KHS

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

Practicum in KHS 462

Manual adapted from: Internship Manual for Health Promotion Strand, School of PAES
The Ohio State University PAES 509.02
CHOOSING A PRACTICUM SETTING

All Community Health Majors at LSUS University are required to complete a practicum in an approved setting. This experience provides students with an opportunity to apply health promotion concepts and skills in an applied practical setting under the guidance of a trained professional. Furthermore, the practicum helps the students adapt more readily to the professional roles they are about to assume.

Central to the Community Health Curriculum are the skills detailed as critical to the Certified Health Education Specialist Credential (CHES). These skills are part of a national effort to identify and promote the core skills essential to health promotion practice. Many Health Promotion employers require or prefer this credential. Upon completion of the Community Health courses and practicum, you will be qualified to sit for the CHES exam. This is a nationally developed and administered exam that is offered two times each year. Taking the CHES, ACSM or NCSA is required. Upon passing the exam, you are awarded the CHES credential which you may place after your name.

When making decisions about the setting for the practicum experience, you should consider which setting is most closely aligned with future professional interests. Consider which setting will provide the most opportunities for developing abilities in the Seven Core Skill Areas as well as meeting the Objectives of the Health Promotion Practicum listed on the following page.

Certified Health Education Specialist

Seven Core Skill Areas

1. Assess individual and community needs for Health Education.
2. Plan Effective Health Education Programs.
3. Implement Health Education Programs.
4. Evaluate Effectiveness of Health Education Programs.
5. Coordinate the Provision of Health Education Services.
6. Act as a Resource Person in Health Education.
7. *Communicate Health and Health Education Needs, Concerns and Resources.

* See pg. 29-30 for listing of complete competencies

OBJECTIVES OF THE COMMUNITY HEALTH PRACTICUM
1. Providing students with a full-time community health experience.

2. Learning how the agency fits into the community health services system.

3. Acquiring an understanding of the health challenges addressed by the agency/organization.

4. Learning the organizational structure and functions of the agency.

5. Learning skills in establishing and maintaining relationships with agency staff and clients, including persons of different cultural and ethnic backgrounds.

6. Utilizing skills in written and oral communication.

7. Enhancing skills in health promotion program planning.

8. Gaining experience in assessing the Community Health needs of a community.

9. Gaining experience in developing Community Health programs that are based on sound principals of education/behavior change.

10. Developing and utilizing interpersonal communication skills.

11. Gaining experience in the evaluation of health promotion programs.

12. Developing and utilizing interviewing skills.

13. Learning about current and potential sources of funding to support Community Health Programs.

14. Enhance skills area identified as crucial for the Certified Health Education Specialist.

The purpose of this manual is to clarify the procedures of the supervised practicum and to outline the specific responsibilities of the practicum student, the
LSUS faculty supervisor, the health agency and the agency supervisor. This manual contains many of the forms needed to: successfully apply for the practicum, negotiate a practicum agreement with a professional setting, keep records of your practicum experience and file a practicum report to receive a grade from your faculty advisor.

THE ROLE OF THE AGENCY

1. Providing opportunities for the practicum student to interact with clients, understand services and community resources in professional setting.

2. Providing opportunities for practicum student to practice skills through one or more health promotion methods.

3. Providing opportunities to integrate knowledge and practice toward the development of community health services and education programs skills.

4. Providing opportunities to identify with the profession.

5. Providing models of professional competence.
THE ROLE OF THE AGENCY SUPERVISOR

1. Orienting the student to the agency.

2. Making agency material available to the student.

3. Sensitizing the student to broad issues, trends, and dilemmas in community health so that they may gain some perspective of the macro-system in which the agency operates.

4. Planning organizing and coordinating activities and learning experiences for the student so that she/he will understand the total function of the agency.

5. Assisting the student in development of a contract that specifies projects or activities the student will be responsible for during the course of the practicum.

6. Helping the student in planning, organizing, and implementing duties as specified in practicum contract.

7. Setting up learning situations such as interviews and staff meetings so the student can be a participant/observer.

8. Monitoring that the student performs meaningful tasks and has direct contact with target population members.

9. Discussing policies, roles, and concerns regarding activities in formal in informal supervisory sessions.

10. Completing evaluation forms on student intern performance at Week 8, Week 12, and Week 15.

11. Informing the student of steps she/he should take to improve weaknesses and further develop strengths.

12. Monitoring that the student has appropriately completed the required number of hours during the practicum experience.

RESPONSIBILITIES OF THE STUDENTS
1. Learning and observing agency procedures policies and regulations.

2. Developing a practicum contract detailing specific projects and activities for which the students will be responsible during the practicum. (See attached Practicum Contact Form)

3. Asking for assistance and supervision when needed to assure that all projects and assignments are appropriately completed.

4. Informing the agency supervisor when he/she will be late or absent.

5. Completing a log (see sample Practicum Log Sheet) and submit on a bi-weekly basis to LSUS faculty supervisor. (Weeks: 3, 5, 7, 9, 11, 13, Finals )

6. Completing the Students Self-Assessment form and Agency Evaluation form and returning them to the faculty superior by the middle of the 14th week.

7. It is the student’s responsibility to become familiar with the rules of the agency. The students may be reassigned or asked to take time out the next quarter during the course of the practicum, the agency or faculty supervisor determines that the students has difficulty functioning in a particular setting.

8. Completing a practicum project designed to make a Community Health contribution to the agency. (This Project is due the 10th week. Submit copies of the project to the agency supervisor and faculty advisor.)


THE ROLE OF THE FACULTY SUPERVISOR
The LSUS faculty supervisor operates as a liaison between the University and the agency. Periodic contracts between the faculty supervisor and the agency supervisor help to maintain a focus on the students throughout the practicum experiences. Specific responsibilities include:

1. Assisting the students in identifying placement opportunities.
2. Approving the practicum contract developed by student and agency.
3. Providing opportunities for the students to discuss his/her experiences as necessary.
4. Reviewing student logs to assure the practicum is providing an appropriate learning experiences.
5. Addressing any academic or practicum problem that may develop between the student and the agency.
6. Approving the practicum contract.
7. Evaluating student performances and submit grade to university.

PLANNING OF PRACTICUM
The semester before you plan to enroll in KHS 462

1. Before the twelfth week, complete the “Proposal for Community Health Practicum”. Meet with faculty advisor to discuss how different practicum sites may relate to your professional goals and competencies.

2. Between the thirteenth, fourteenth and sixteenth week the student should actively pursue an appropriate practicum setting. In consultation with faculty supervisor, the student should arrange interviews with prospective agency supervisors and share a copy of the “Proposal for Practicum”. To guide the discussion. The goal of the interview is to determine if student objectives can be achieved and if the agency supervisor can accommodate the student. If necessary, the student may revise objective.

3. After the student and agency supervisor have successfully negotiated objectives for the student, agency supervisors and faculty advisor should sign the practicum the… “Proposal for Practicum”.

4. Demonstrate current student membership in LAHPERD for liability coverage.

**Practicum Contract**

The semester you enroll in KHS 462:

By the end of the first week the student and agency supervisor should establish a written contract to include:

A. Work Schedule (20-40 hours per week)

B. List of Practicum objectives for the students

C. Specific Community Health responsibilities

D. Description of practicum project to be completed

E. Procedures for reviewing weekly logs

F. Mini-grant preparation
PRACTICUM PROJECT DESCRIPTION:

The Practicum Project requires the student to produce a written document that meets a Community Health need of the agency. Examples include conducting needs assessments developing new Community Health material, or implements programs, etc. This project requires the written approval of the agency supervisor, the student and the faculty advisor.

MINI-GRANT PREPARATION:

In cooperation with your Faculty Supervisor and Agency Supervisor:

1. Identify four potential external funding foundations/organizations/or agencies which support activities provided by your practicum site or address expanding role and mission of your practicum agency.

2. Download and review submission requirements and supporting forms/documents.

3. Dependent upon funding timelines, prepare proposal for agency or create draft grant proposal which practicum agency may use at a later time.

PRACTICUM APPROVAL:

The completed contract must be discussed and approved by the Health Promotion Faculty Advisor during the second week of the quarter. The Practicum officially begins when signed by the faculty advisor.

PROGRESS REPORTS:

Every two weeks student turns in two weekly logs to faculty supervisor.

MID-TERM EVALUATION:

Student and agency supervisor review mid-term evaluation completed by the agency supervisor. This is to be completed during Week 8 of the term. The completed evaluation is then sent to the LSUS faculty supervisor.
**FINAL PRACTICUM REPORT:**

A week before the end of the semester, the student is responsible for submitting the following to the practicum faculty advisor:

A. Weekly work logs
B. Summary report of the practicum experience
C. Evaluation of practicum objectives
D. Evaluation by the student’s preceptor
E. Copy of the practicum project

**RESUME and CAREER BUILDING:**

In addition to practicum site responsibilities, students must prepare for career/job placement, and continued or advanced studies. The following activities must be completed prior to the end of the semester:

1. Visit: [http://www.lsus.edu/current/studentservices.htm](http://www.lsus.edu/current/studentservices.htm)
2. Visit the career site: [http://www.lsus.edu/career/](http://www.lsus.edu/career/) from this site do the following:
   3. Download and review the Resume Tutorial, then
   4. Download and review the Resume Guide;
   5. Review the Information Interview and then
   6. Review the Interview Guide
   7. Schedule a practice interview at the Career Center.
   8. Post your Resume online with LSUS.
   9. Provide copy of resume to Faculty Supervisor.
   10. Review Grad School Info and visit the Gradsource website for potential graduate programs, select three programs of interest. Summarize admissions requirements. Send off or download admission application procedures and documents.
PROPOSAL FOR COMMUNITY HEALTH PRACTICUM

NAME: ___________________________ DATE: ___________________________

PHONE: ___________________________ SS#: ______________________________

PREREQUISITES:
Signature of Academic Advisor to verify that all curriculum program and LAHPERD Membership requirements have been completed prior to application for practicum.

________________________________ __________________________________
                                      Academic Advisor                                            Date

This signature verifies that the academic advisor has reviewed the applicants’ academic record and has confirmed that all course requirements were successfully completed.

PROFESSIONAL GOALS:
PROPOSAL FOR COMMUNITY HEALTH PRACTICUM

DESCRIBE THE TYPE OF PRACTICUM EXPERIENCE YOU SEEK:

SPECIFIC PRACTICUM SITES CONSISTENT WITH YOUR PROFESSION GOALS:
LOUISIANA STATE UNIVERSITY IN SHREVEPORT

Community Health Practicum Contract

Agency________________________________________________________

Address__________________________________________________________ Phone_________________

This contract outlines the specific professional activities in which the student will be involved during the course of the practicum.

1. Schedule (Hours/Days of Week):

2. Orientation Activities:

3. Community Health Responsibilities

4. Health Promotion Project: (attach project proposal to application) See Ex. pg.13

5. Resume and Career Building

6. Mini-grant Preparation

Any significant change in scope in scope of work must be discussed with all parties involved and the contract accordingly amended.

________________________________________  __________________________  ________________
Student    Phone    Date

________________________________________  __________________________  ________________
Agency Supervisor   Phone     Date

________________________________________  __________________________  ________________
Faculty Supervisor   Phone     Date
Weekly Practicum Log  
Community Health Promotion  
(Sample)

Student______________________________ Agency_______________________

Week Number________________________

Hours Worked   M__________ T__________ W__________ R_________ F__________

Activities

1. *Met with supervisor to develop recruitment strategy for smoking cessation program.*

2. *Conducted Literature search on effective smoking sensation programs*

3. *Contacted 10 Local businesses to identify possible sites.*

4. *Attended a planning meeting on upcoming budget review.*

5. *Meet with committee for planning of annual health conference*

Observations

1. *Planning for conference requires more lead-time than I thought*

2. *Three of ten businesses contacted are potentially interested.*

3. *Some companies felt they were doing enough for employee health.*

4. *Many smoking cessation programs available needs to choose more feasible one.*

Planning For Next Week

1. *Meet with personal department of each interested company*

2. *Meet with supervisor to select smoking cessation programs.*

3. *Contract guest speakers for conference*

4. *Make reservations for conferences meeting rooms and A/V equipment.*
WEEKLY PRACTICUM LOG
COMMUNITY HEALTH

Student______________________________       Agency ________________________

Week Number________________________

Hours Worked     M_________ T_________W_________ R__________ F__________

Activities
1.
2.
3.
4.
5.

Observations
1.
2.
3.
4.
5.

Planning For Next Week
1.
2.
3.
4.
5.
LOUISIANA STATE UNIVERSITY IN SHREVEPORT
Community Health Program
MIDTERM Agency Assessment of Student Performance

Student Name: _______________________________________________________
Agency Supervisor: ____________________________________________________
Title: ________________________________________________________________
Agency: ________________________________________________________________
Agency Address: ________________________________________________________
City State Zip: _________________________________________________________
Phone: ________________________________________________________________
Email: _________________________________________________________________
Dates of Placement: _____________________________________________________

Please evaluate the student’s performance by placing a check mark in the appropriate boxes, using as a basis the work that your have observed the student doing.

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<th>KNOWLEDGE</th>
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<td>Of methods to assess &amp; analyze health Needs of the community target population.</td>
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<td>Of appropriate theories/models of behavior change</td>
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<td>Of individual, small and/or large group Community Health strategies</td>
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<td>Of relevant public health policies and practices at the state, federal and local level</td>
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<td>Of models for designing and implementing Community Health programs</td>
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<td>Of effective management practices such as planning, budgeting, marketing, staffing</td>
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<td>Of effective methods of program evaluation</td>
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### MIDTERM AGENCY ASSESSMENT OF STUDENTS PERFORMANCE (cont.)

#### SKILLS

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<td>Able to identify problem/assess client interest and need</td>
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<td>Formulate educational/ service goals</td>
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<td>Selects educational or service strategies to the situation</td>
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<td>Deliver service or educational programs effectively to clients</td>
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<td>Makes Optimum use of available service resources</td>
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<td>Develops measures to evaluate program effectively</td>
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<td>Prepares appropriate reports maintenance records</td>
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<td>Plans and organize task with a minimum of supervision</td>
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<td>Makes sounds decision, using good judgment and common sense</td>
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<td>Produces accurate, through work</td>
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<td>Express self well in oral and written work</td>
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<td>Follows polices and procedures</td>
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Other comments:

#### RELATIONSHIP WITH STAFF/CLIENTS

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<td>Works harmoniously with professional colleagues</td>
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<td>Works harmoniously with representatives of other agencies</td>
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<td>Able to communicate</td>
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Other Comments:
MIDTERM AGENCY ASSESSMENT OF STUDENTS PERFORMANCE
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<th>PERSONAL TRAITS AND ATTITUDES</th>
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<td>Possesses emotional stability and maturity</td>
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<td>Show leadership qualities</td>
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<td>Show interest &amp; enthusiasm for assigned activities</td>
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<td>Recognize own strengths and weaknesses</td>
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<td>Responds positively to supervisor</td>
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<td>Shows potentialities becoming and effective agency employee</td>
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<td>Has potential for contributing to profession</td>
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**Recommended grade**

Circle One:  A  A-  B+  B  B-  C+  C  C-  D+  D  E

Signature________________________________________            Date ______________
LOUSIANNA STATE UNIVERSITY IN SHREVEPORT
Community Health Program
Student Self-Assessment of Practicum

Student Name:__________________________________________________

Agency Supervisor:___________________________________________________

Agency:__________________________________________________

Agency Address:__________________________________________________

City, State, Zip:__________________________________________________

Phone Dates of Placement:__________________________________________________

Please evaluate your performance by placing a check in the appropriate boxes, using a basis what you have accomplished rather than what you may be able to do.

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<th>Knowledge</th>
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### STUDENT SELF-ASSESSMENT OF PRACTICUM (cont)

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<td>Follows policies and procedures</td>
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### RELATIONSHIP WITH STAFF/CLIENTS

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<td>Works Harmoniously with professional Colleagues</td>
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<td>Works harmoniously with clerical staff</td>
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<td>Other Comments:</td>
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LOUISIANA STATE UNIVERSITY in SHREVEPORT  
Community Heath Program  
Student Assessment of Practicum  

HEALTH AGENCY EVALUATION FORM  
To be completed by students  

Student Name: ____________________________________________________

Agency Supervisor: ___________________________________________________

Agency: ____________________________________________________________

Agency Address: ____________________________________________________

City, State, Zip: _____________________________________________________

Phone Dates of Placement: ____________________________________________

------------------------------------------------------------------------

NUMBERS OF HOURS WORKED PER WEEK:

1. Description of duties and responsibilities

2. Did the practicum provide you with a good learning experience?

   A. What experience(s) were most helpful and why?
B. What experience(s) were least help and why?

3. Do you feel you received adequate supervision and guidance from your agency supervisor?

4. What feedback or recommendations do you have to improve the practicum experience at the placement facility?
Please evaluate the student’s performance by placing a check mark in the appropriate boxes, using as basis the work that you have observed the students doing.

<table>
<thead>
<tr>
<th>KNOWLEDGE:</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Of scientific basis for Community Health/ disease prevention</td>
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<tr>
<td>Of methods to assess &amp; analyze health needs of the community target population</td>
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<td>Of individual, small and/or large groups Community Health strategies</td>
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<td>Of relevant public health policies and practices at the State, Federal and Local level.</td>
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<td>Of model for designing and implementing Community Health Programs</td>
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<td>Of appropriate theories/models of behavior change</td>
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<td>Of effective management practices such as planning, budgeting, marketing, staffing</td>
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<td>Of effectives methods of program evaluation</td>
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### FINAL AGENCY ASSESSMENT OF STUDENTS PERFORMANCE (cont.)

<table>
<thead>
<tr>
<th>SKILLS</th>
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<th>Fair</th>
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<tr>
<td>Able to identify problems/assess client interest and need</td>
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<tr>
<td>Formulates educational/service goals and objectives</td>
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<td>Selecting education or service strategies to the situation</td>
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<td>Delivering services of educational programs effectively to client</td>
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<td>Make optimum use of available service/ resources</td>
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<tr>
<td>Develops measures to evaluate program effectively</td>
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<tr>
<td>Prepares appropriate reports/maintenance records</td>
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<td>Plans and organizes time effectively</td>
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<td>Accomplishes assigned tasks with a minimum of supervision</td>
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<td>Produces accurate, thorough work</td>
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<td>Expresses self well in oral and written work</td>
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<tr>
<td>Follows policies and Procedures</td>
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<td>Other Comments</td>
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<tr>
<th>RELATIONSHIP WITH STAFF/CLIENTS</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Works Harmoniously with professional Colleagues</td>
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<td>Works harmoniously with clerical staff</td>
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<td>Works harmoniously with representatives other agencies</td>
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FINAL AGENCY ASSESSMENT OF STUDENTS PERFORMANCE
(cont.)

PERSONAL TRAITS AND ATTITUDES

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<tr>
<th></th>
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<th>Good</th>
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<tr>
<td>Possesses emotional stability and maturity</td>
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<td>Show leadership qualities</td>
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<td>Show interest &amp; enthusiasm for assigned activities</td>
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<td>Recognize own strengths and weaknesses</td>
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<td>Responds positively to supervisor</td>
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<td>Other Comments</td>
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POTENTIAL

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<tr>
<td>Shows potentialities becoming and effective agency employee</td>
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<td>Has potential for contributing to profession</td>
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<tr>
<td>Has potential for supervisory &amp; administrative work</td>
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<td>Other Comments</td>
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Recommended grade

Circle One:   A    A-    B+    B-    C+    C-    D+    D    E

Signature ________________________________  Date ____________
Sample Practicum Sites

USA Weightlifting Development Center at LSUS, Director Dr. Kyle Pierce, (318) 795-4241

Think First of the Ark-La-Tex 940 Margaret Place, Shreveport LA 71101, Director Donna Cavanaugh (318) 226-0066

Martin Luther King Health Center, 1233 Sprague St. Shreveport, LA 71101, Director Janet Metasane (318) 227-2912

Christus Schumpert Fitness and Wellness Center(s) in Shreveport

Willis-Knighton Fitness and Wellness Center(s) in Shreveport

Northwest Louisiana Chapter of the American Red Cross 4221 Linwood Avenue, Shreveport, LA 71108 (318) 865-9545

Student Activities with LSUS Assistant Director for Recreational Sports, University Center 226 (318) 797-5393

Special Olympics of Northwest Louisiana, HPE Room 218, Director Margaret D’Amato, (318) 798-3635

Shreveport Parks and Recreation (SPAR) (318) 673-2727
Students enrolled in the Community Health Strand Practicum are required to adhere to the SOPHE Code of Ethics in all matters Profession. The code is listed below.

**Society of Public Health Education:**

**Code of Ethics for the Health Education Profession***

The Health Education profession is dedicated to excellence in practice of promoting individual, family, organization, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the values of diversity in society and embracing a cross-culture approach, Health Educators support the worth, dignity, potential and uniqueness of all people. The Code of Ethics is grounded in fundamental ethical principle that underlies all healthcare services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility or each health educator is to aspire to the highest possible standards of conduct and to encourage ethical behavior of all those with whom they work with. Regardless of job title, professional affiliation, work setting, or population served, Health Educators are to abide by these guidelines when making professional decisions.

**Article I: Responsibility to the Public**

A Health Educator’s ultimate responsibility is to educate people for the purpose of promoting, maintaining and improving individual, family and community health. When a conflict of issues arise among individuals groups, organizations, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of lining through principles of self-determination and freedom of choice for the individual.

Section 1: Health Educators support the right of individuals to make informed decision regarding health as long such decisions over harm for all affected parties.

Section 2: Health Educators encourage action and social polices that support and facilitate the best balances of benefits over harm for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits and consequences of services and programs with which they are associated.

Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities

Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consisted with their competencies.

Section 6: Health Educator protect he privacy and dignity of individuals

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the right of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitable to all people.

**Article II: Responsibility to the Profession**

Health Educators are responsible for their professional behavior, for the reputation their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interaction with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements.

**Articles III Responsibility to Employers**

Health Educators recognized the boundaries of their professional competence and are accountable their professional activities and actions.

Sections 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.
Section 3: Health Educators accurately represent potential services and program outcomes to employers.

Section 4: Health Educators anticipate and disclose completing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employer, expectations of job-related assignments that conflict with professional ethics.

Section: Health Educators maintain competence in their areas of professional practice

**Articles IV: Responsibility in the Delivery of Health Education.**

Health Educators promote integrity in the delivery of health education. They respect the right, dignity confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law when planning and implementing programs.

Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and uses strategies and methods that re grounded in and contribute to development of professional standards, theories, guidelines, statistics and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods use to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choices rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

**Articles V: Responsibility in Research and Evaluation**

Health Educators contribute to the health of the population and the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state slaws and regulation, organizational and institutional policies, and professional standers.

Section 1: Health Educators support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.
Section 3: Health Educators respect the privacy, rights, and dignity of research participants and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators, who serve as research or evaluation consultants, discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately and in a timely fashion.

Article VI: Responsibility in Professional Perpetration.
Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given others groups by providing quality education that benefits the profession and public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual’s academic performance, abilities, and potential contribution to the profession and the public’s health.

Section 2: Health Educators strive to make the educational environments and culture conducive to the health of all involved, and free from sexual harassment and all forms of discriminations.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up to date, and timely; provide reasonable and timely feedback; state clear and reasonable expectation; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learner’s secure professional employment.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.
Areas of Responsibility for Certified Health Education Specialist

The Competencies*

Competencies I: Assessing individual and Communit6y Needs for Health Education

A. Obtain health-related data about social and cultural environments, growth and development factors, needs and interests
B. Distinguish between behaviors that foster and those that hinder well-being
C. Infer needs for health education on the basis of obtained data.

Competencies II: Planning Effective Health Education Programs.

A. Recruit community organization, resources people and potential participants for support and assistance in program planning
B. Develop a logical scope and sequence plan for a health education program.
C. Formulate appropriate and measurable program objective.
D. Design educational programs consistent with specified program objectives.

Competencies III: Implementing Health Education Programs

A. Exhibit competence in carrying out planned programs.
B. Infer enabling objectives as needed to implement instructional programs in specified settings.
C. Select methods and media best suited to implement program plans for specific learners.
D. Monitor educational programs, adjusting objectives and activities as necessary.

Competencies IV: Evaluating Effectiveness of Health Education Programs

A. Develop plans to assess achievement of program objectives
B. Carry out evaluation plans.
C. Interpret results of program evaluation.
D. Infer implication from finding for future program planning.

Competencies V: Coordination Provision of Health Education Services

A. Develop a plan for coordinating health education Services.
B. Facilitate cooperation between and among levels of programs personnel.
C. Formulate practical modes of collaboration among health agencies and organizations.

* Source: NCHEC  The health education specialist. A study guide for professional competence (4th Ed.) Whitehall, PA: NCHEC
D. Organize in-service training for teachers, volunteers and other interested personnel.

**Competencies VI: Acting as a Resource person in Health Education**

A. Utilize computerized health information retrieval system effectively.
B. Establish effective consultive relationships with those requesting assistance in solving health-related problems.
C. Interpret and respond to requests for health information.
D. Select effective educational resources materials for dissemination.

**Competencies VII: Communicating Health and Health Education Needs, Concerns, and Resources**

A. Interpret concepts, purpose and theories of health education.
B. Predict the impact of societal value system on health education programs.
C. Select a variety of communication methods and techniques in providing health information
D. Foster communication between health care providers and consumers.