

Lock Haven University
Department of Health Science

HLTH485
Professional Field Experience in
Health Science

Field Experience Guidelines

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Introduction

As a Health Science major you are required to complete a professional field experience that serves as a culminating experience linking your academic preparedness to an experience that matches your career goals and aspirations. The following guidelines will assist you in preparing for this critical step in your education.

Eligibility

Major Requirement:

You must be a Health Science Major to enroll in HLTH485: Professional Field Experience in Health Science.

Minimum grade point average:

To participate in HLTH 485: Professional Field Experience in Health Science you must have an overall minimum grade point average of 2.5 with 90 semester hours and a minimum grade point average of 2.5 in your core courses. Exceptions will be made for students enrolled in the department's 3+2 Physician Assistant and 3+3 Widener Physical Therapy Accelerated Programs or if you and your advisor formally request an exception that will be considered by the Health Science faculty.

Minimum course requirements:

To enter the professional field it is important that you are able to discuss basic concepts in your field of study. Your site supervisor will grade you on your ability to ask intelligent and informed questions as well as your knowledge of anatomy, physiology, biology and more.

The following tracks do require specific courses prior to entering the field:

Community Health

HLTH200: Introduction to Disease

HLTH204: Foundations of School & Community Health

HLTH350: Program Planning (or permission of faculty)

HLTH402: Evaluation in Health Education & Promotion Programs (or permission of faculty)

HLTH410: Community Health Organization Management (or by permission of faculty)

ALL other tracks

HLTH115: Anatomy and Physiology I

HLTH120: Anatomy and Physiology II

HLTH200: Introduction to Disease

Course Syllabus

Please review the syllabus for HLTH485: **Professional Field Experience in Health Science (Appendix A)**.

Career goals

Prior to selecting a Professional Field Experience site it is important to determine what your career goals are and answer the question, "What do I want to do when I graduate?" Select a site that mirrors your career aspirations, including the specific area of the field and location you would like to work. Please discuss your career goals and field experience ideas with your advisor first then consult the Professional Field Experience Coordinator with further questions.

Resume

At this time it is important to develop a resume and cover letter you can use to provide to your site supervisor. You will be asked for a copy of this when you hand in your field experience application. A sample resume is found in **Appendix B**. A resume grading rubric is found in **Appendix J5**.

Cover Letter

This cover letter is written to the specific individual at the organization/agency you have selected. This cover letter along with your professional resume are the keys to providing your agency a good first impression. A sample cover letter is found in Appendix B.

Please use the Center for Career & Professional Development or your advisor PRIOR to sending or hand delivering your cover letter and resume to your site supervisor.

Finding a professional field experience site

You have the primary responsibility to identify and secure a Professional Field Experience site. To begin your search review your career goals then determine if you have any relationship with a desirable site. If you have previously volunteered or shadowed with a site they are more likely to provide an experience for you. You may also review the previous sites used by LHU students located on the Professional Field Experience Coordinator's webpage.

Field experience goals

The next step is to determine what you want to achieve during your Professional Field Experience. On the field experience application you will be asked to list specific and measureable goals to achieve during your experience. The following tracks require specific consideration to accreditation requirements:

Community Health Track

- Write your goals related to the responsibilities of a certified health educator (Community Health Track)
- Discuss your goals with your site supervisor and advisor prior to handing in your application

Pre-Physician Assistant, Pre-Physical Therapy and Pre-Professional

- Discuss your goals with your site supervisor and advisor prior to handing in your application.

Professional liability insurance and other site requirements

Lock Haven University does NOT provide professional liability insurance, clearances or health screenings for students enrolled in HLTH485: Professional Field Experience in Health Science. You are responsible for determining if you need liability insurance. Some agencies/organizations will require you to purchase professional liability insurance prior to being on site. Ask your site supervisor if you will need professional liability insurance. If you do need Student Professional Liability Insurance, please refer to Proliability and apply as a community health volunteer. (**Appendix C**) Once you have received confirmation of your liability insurance please provide a copy for your site. Your site may also require other screenings or vaccinations to participate on site, if so you will need to follow the requirements of your site.

Registration guidelines and Responsibilities

After you have completed a field experience application that is signed by your advisor, please submit this to the coordinator of field experience. The coordinator will then make a call to your site and review the information you have provided on your application. You will then be registered (by the Department of Health Science Chair) for HLTH485: Professional Field Experience in Health Science within the semester you will be beginning and completing your hours. If you plan on doing your field experience in the summer you will be registered in Summer Extended session. You will

need to complete 40 hours for every credit you register for (1 credit = 40 hours; 3 credits = 120 hours; 6 credits = 240 hours; 9 credits = 360 hours; 12 credits = 480 hours)

Responsibilities of Lock Haven University Health Science Student

1. Select and contact a site that clearly reflects your career aspirations. The site supervisor at your selected site must hold a degree in the field or closely related field in line with your academic aspirations. Provide your site a copy of your resume and cover letter expressing your interest in shadowing at their organization/agency.
2. Discuss your plans with your LHU advisor.
3. Complete a **Field Experience Application Form (Appendix D)**, get your advisor's signature, including agreed upon learning objectives that you have discussed with your future site supervisor. Finally discuss your plans and get your LHU advisor to sign the field experience application. Once you submit a field experience application a contract is developed and signed by the professional field experience coordinator, the Provost and the organization/site contacts.
4. Speak with your site and determine if you will need liability insurance and if so secure this prior to your start date (**Appendix C**). You will also need to investigate and be in compliance with other health related screenings that you may need to work within my site.
5. Within the first week on site submit an **Initial Report. (Appendix E)**
6. Complete a typed detailed daily log of your experiences each day and a perspective from the field at the end of each day. **SEND YOUR LOGS VIA EMAIL AT THE END OF EACH WEEK.** Please write the details on this patient as you would if you were working in this setting (i.e. if they use SOAP, then you use SOAP). Be very thorough in your documentation, double-check spelling/grammar, develop your thoughts (do not copy right out of their chart, put down what YOU would say). Remember that this is a Writing Emphasis course which means you will be evaluated on ALL items on the writing rubric.
For Health Science/Community Health Track students you will be responsible to write your logs addressing the seven areas of responsibility for a certified health educator, including assessing, planning, implementing, evaluating, coordinating, acting as a resource person and communicating health education.
7. Maintain a **Time Chart** that represents your hours on site. Your site supervisor will need to sign this form. (**Appendix F**)
8. Discuss possibilities for projects with your site supervisor within the first few weeks and have your project completed when your hours are complete. Your project will include a research paper as outlined in **Research Paper Guidelines. (Appendix G)** Complete the **Research Project Proposal Form**, and have it approved by your clinical site supervisor. The completed Proposal Form must be submitted to your LHU field experience supervisor.
9. Schedule a site-visit and/or call (20% of your grade) for your LHU supervisor.
10. Complete your field-site EVALUATION FORM at the end of your experience. (**Appendix H: Non-Community Health Tracks or Appendix I: Community Health Track**)
11. Send a thank-you note to your Site-Supervisor outlining what you have learned from the experience and express your gratitude for allowing you to be there.
12. Collect their business card so that you have contact information for future references.
13. Update your resume with the content you did during this Field Experience.

Responsibilities of the Health Science Department of Lock Haven University

1. Ensure that the student will be adequately prepared to assume the assigned responsibilities.
2. Inform the student that personal liability insurance is NOT provided by the University. The student may purchase such from **Proliability. (Appendix C)**
3. Alert the student to the HIPAA privacy and security requirements *when appropriate*.
4. Assign a campus faculty supervisor to monitor the student's progress through reports, a final written report, and periodic site visits or phone conferences.

Responsibilities of LHU supervisor

1. Maintain ongoing communication with the student and site supervisor.
2. Read weekly logs and provide feedback to the student.
3. Complete all grading requirements including all rubrics for assessment purposes.

Responsibilities of organization/agency

1. Describe the expectations of the business/agency and introduction to the HIPAA information, *if needed*.
2. Assign specific responsibilities and an on-site supervisor.
3. Monitor the student's progress in fulfilling assigned responsibilities.
4. Assist the supervisor of field experiences in assigning a final grade for the quality of the student's performance at the completion of the field experience.
5. Assign to the student any unanticipated responsibilities that have educational merit/value.

Responsibilities of site supervisor at organization/agency

1. Have an earned degree in a related field.
2. Have at least 2 years of experience in the field.
3. Provide observation opportunities within the field.
4. Provide ongoing feedback and support of the student.
5. Complete the Student Field Experience Evaluation Form and return to LHU in the self-addressed stamped envelope you received.

Grading

The final grade is calculated utilizing the point system outlined below.

Logs = 20% - SOAP notes or health education

Site visit and/or interview with site supervisor = 20% - **Grading rubric (Appendix J2)**

Project = 20% - **Professional Field Experience Research Paper (Appendix F)**

Site supervisor's evaluation = 40% - Evaluation form (**Appendix H: Non-Community Health Tracks or Appendix I: Community Health Track**)

Total: 100 points

Conclusion

You will be assigned a LHU Field Experience Supervisor, please contact your supervisor for questions that are related to your actual field experience.

Important Contacts

Field Experience Coordinator

Dr. Jeanine Page

Coordinator, Professional Field Experience in Health Science

135 Willis Health Professions Center

570-484-2129

jpage2@lockhaven.edu

Administrative Assistant

Joleen Karichner

Administrative Assistant

Department of Health Science

170 Willis Health Professions Center

570-484-2878

Health Science Fax Number: 570-484-2220

jck903@lockhaven.edu

Director of Center for Career & Professional Development

Ms. Maryjo Campana

Director, Center for Career & Professional Development

206 Ulmer Hall

570-484-2181

mcc831@lockhaven.edu

Appendices

- Appendix A University Syllabus for HLTH485: Professional Field Experience in Health Science
- Appendix B Sample Cover Letter & Resume & Resume Grading Rubric
- Appendix C Professional Liability Insurance Student Application
- Appendix D Field Experience Application Form
- Appendix E Initial Report
- Appendix F Field Experience Time Chart
- Appendix G Research Paper Guidelines
- Appendix H Site Supervisor Evaluation Form ~ Non Community Health
- Appendix I Site Supervisor Evaluation Form ~ Community Health
- Appendix J Grading Rubrics
 - J1. Primary Traits Rubric for Evaluating Writing
 - J2. Site Supervisor Visit Rubric
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 - J5. Resume Grading Rubric
- Appendix K Field Experience Student Evaluation

Appendix A University Syllabus for HLTH485: Professional Field Experience in Health Science

Lock Haven University of Pennsylvania
Lock Haven, Pennsylvania
Health Science
Professional Field Experience in Health Science

I. Introductory Information

- A. Department Name:** Health Science
- B. Department Catalog Number:** HLTH485
- C. Course Title:** Professional Field Experience in Health Science
- D. Semester Hours of Credit:** 1-12
- E. Clock Hours Per Week:** Students will generally keep the same hours as the fulltime professional employees in the assigned agencies. For example, a 6-credit field experience could include a total of six weeks, forty hours per week although the hour may be distributed in a different manner with the approval of the university and agency supervisor.
- F. General Education Competencies:**
 - Intellectual Foundation: WC**
 - Knowledge and Inquiry:**
 - Personal and Social Responsibility: EL**
- G. Restrictions Upon Student Registration:** Students must be a Health Science major and have completed greater than 60 credit hours with a minimum Q.P.A of 2.5. They must also have completed greater than 25 credit hours in the core (major area courses) in the B.S. in Health Science program with a minimum Q.P.A. of 2.5, or have the permission of the field experience coordinator.

II. Description of the Course

Catalog description:

The Professional Field Experience is intended to expose students to onsite operations and to offer a challenge to students and test their potential and interest in selected areas in the field of health sciences. The student will work with professionals in the field and be exposed to a wide variety of programs, procedures and settings. Supervision is provided by both the instructional staff of the university and the cooperating agency.

III. Exposition

A. Objectives:

Upon successful completion of this course, students will be able to do the following:

1. Assess the various aspects of the operation and day-to-day workings of a professional in the area of the experience. (EL: 1- 4) (WC: 1-3)
2. Analyze the instruments, equipment and procedures used in the area to which they are assigned. (EL: 1, 3, 4) (WC: 1-3)
3. Communicate in written and verbal form, work with individuals, and groups, clients, supervisors, and support staff within a prescribed professional setting. (EL: 2, 3, 4) (WC: 1-7)

B. Activities and Requirements:

1. Participate for the designated hours (40 = 1 credit) within the agency including duties, responsibilities and assignments which are outlined and agreed to prior to the start of the experience. (EL: 1-4)
2. Maintain a daily log of activities and reaction to exposure. (EL: 1, 2) (WC: 1-7)

3. Complete a “project” by the conclusion of hours. A research paper, case study, oral presentation, specific project or services learning activity may be assigned in settings in which such an assignment is appropriate. (EL: 4) (WC: 1-7)

C. Major Units and Time Allotted:

Emphasis will vary depending on the individual strengths and needs of the student and the particular agency involved. A written description of student experiences, assignments, responsibilities and expected outcomes will be prepared before placement in an agency is approved.

D. Materials and Bibliography:

1. Suggested textbooks:

2. Other materials:

3. Bibliographic support:

Anderson, P., Pulich, M., & Sisak, J. (2002). The Health Care Manager. *A macro perspective of non-clinical student internship programs*, 20(3), 59-68.

Gordon, J., & Quinn, L. (2008). *Functional outcomes documentation for rehabilitation* (5th ed.). St. Louis, MO: Saunders.

Kettenbach, G. (2009). *Writing patient/client notes ensuring accuracy in documentation* (4th ed.). Philadelphia, PA: F.A. Davis.

Salm, T., Greenberg, H., Pitzel, M., & Cripps, D. (2010). Interprofessional Education Internships in Schools: Jump Starting Change. *Journal of Interprofessional Care*, 24(3), 251-263.

IV. Standards

Student grades are assigned by the university supervisor and are based on the recommendation of the agency supervisor, observations by the university supervisor and the quality of student daily logs, case studies and project. Supervisors will determine that the objectives in III. A. has been met and will assign a grade accordingly. Letter grades will be assigned according to the following scale.

Logs = 20% Project = 20% Site Visit = 20% Supervisor Eval. = 40%

V. Rationale and Impact

- A. This is a course revised to include the experiential learning (EL) and writing communication (WC) new general education requirements.
- B. This course is required for Health Science majors.
- C. This course will not impact other programs.

VI. Cost and Staff Analysis

- A. There could be faculty overload associated with the offering of this course.
- B. This course is offered within all semesters.

VII. Relationship among Course, Program, and University Student Learning Outcomes

Course Learning Outcomes (Objectives) <i>Upon successful completion of this course, students will be able to do the following:</i>	Program Student Learning Outcomes	University Student Learning Outcomes
Assess the various aspects of the operation and day-to-day workings of a professional in the area of the experience. (EL: 1- 4) (WC: 1-3)	Demonstrate personal and interpersonal skills necessary for entry level health care professionals. Demonstrate effective verbal, written, and technological communication Demonstrate personal and interpersonal skills necessary for entry level health care professionals	Natural Sciences Written Communication Critical Thinking Experiential Learning
Analyze the instruments, equipment and procedures used in the area to which they are assigned. (EL: 1, 3, 4) (WC: 1-3)	Demonstrate general knowledge in human anatomy and physiology in both healthy and disease states. Demonstrate effective verbal, written, and technological communication	Natural Sciences Written Communication
Communicate in written and verbal form, work with individuals, and groups, clients, supervisors, and support staff within a prescribed professional setting. (EL: 2, 3, 4) (WC: 1-7)	Demonstrate personal and interpersonal skills necessary for entry level health care professionals. Demonstrate effective verbal, written, and technological communication Develop and apply critical thinking skills Demonstrate personal and interpersonal skills necessary for entry level health care professionals	Natural Sciences Oral Communication Written Communication Critical Thinking Experiential Learning

Appendix B Cover Letter & Resume

111 Main Street
Jersey Shore, PA 17740
September 17, 2010

Ms. XXX XXX
HIV Prevention Educator
The AIDS Project
8 North Grove Street
Lock Haven, PA 17745

Dear Ms. XXX,

I am a senior Health Science major at Lock Haven University and I would like to be considered for a volunteer position with The AIDS Project. I became aware of the opportunity at the V.I.P. Fair held at LHU, on September 13, 20XX

My primary interest is in HIV and AIDS, mainly because it affects a multitude of people. In addition to my coursework at LHU, I have had previous experience discussing HIV and AIDS in a classroom setting with my peers. **(MENTION ANY COURSE WORK SPECIFICALLY RELATED TO YOUR FIELD EXPERINECE SITE)** I have purposely taken course work that prepares me to work with those who experience challenging health issues. I am passionate about helping. I believe the work that the AIDS project does is critical and I'm excited about the opportunity to be a part of your organizations mission. I am a sincere, honest, trustworthy person and I take pride in what I do. I believe my references would tell you that I am exceptionally responsible, organized, dependable, and always on time. Enclosed is a copy of my resume.

I would appreciate the opportunity to meet with you and further discuss how my qualifications may be appropriate for a volunteer opportunity at the AIDS project. I am available to meet with you at your convenience and may be reached at 570-XXX-XXXX.

Thank you for taking the time to consider me for this position.

Sincerely,

Jane Jones

JANE M. SMYTHE

123 Main Street
Philipsburg, PA 16866

(814) 123-4567
jaynesmythe@lhup.edu

Education

Lock Haven University of Pennsylvania
B.S., Health Science, Community Health Concentration
Expected graduation date May 20XX
GPA: 3.4

Certified in First Aid, American Red Cross

Educational Highlights

- Developed the professional skills necessary to assess, plan, implement, coordinate and evaluate health education programs and services.
- Familiar with qualitative and quantitative assessments used to assess the efficacy of health education programs.
- Hands-on experience with grant writing.

Related Field Experiences

Moshannon Valley YMCA, Philipsburg, PA Fall 2014
- Shadowed the program director for 120 hours
- Supervised children ages 5 – 15 in an after-school program
- Planned age-appropriate, health and fitness related activities
- Organized a food drive program (collecting 500 pounds of food) and community holiday program

Geisinger Medical Center, Philipsburg, PA Spring/Summer 2014
- Shadowed a PA, Pediatrician and Physical Therapist for 80 hours
- Designed a brochure on the new, recently opened, cholesterol clinic
- Created a nutrition pamphlet aimed at young children and assisted with a presentation at the local school

Clearfield Hospital, Clearfield, PA Fall 2013
- Shadowed Physical Therapists and Occupational Therapists for 40 hours
- Assisted patients during therapy sessions and observed various techniques
- Cared for patients with hip replacement, sutures, arthritis and other physical limitations

Other Experience and Skills

Cen-Clear Child Services, Clearfield, PA Aug. 2008-April 2012
- Worked directly with the public providing health information
- Performed general clerical duties

Proficient in Microsoft Office: Word, Excel, Access, PowerPoint, Publisher

Community Service and Activities

Relay for Life 2007-present
Big Brothers Big Sisters 2009-20XX
Health Science Club (secretary 20XX) 2009-20XX

References upon request

Appendix C Professional Liability Insurance Student Application

Liability Insurance

You may apply by contacting the Proliability Sales Department directly at (800) 375-2764. You may also phone (800) 503-9230 and ask for a sales representative.

Instructions for applying on line:

www.proliability.com (see below)

Click on Health Care Professionals and choose Student from the drop down box

Click On "Get Quote" (Red Box)

Getting Started = Complete All Fields

Click Continue

Professional Status = Choose Community Health Intern

Click Continue

Select the desired coverage amount (The cost for one year (Annual Certificate) of coverage at @2,000,000 per incident/\$4,000,000 Aggregate is \$41.00)

Application Information = Complete remainder of necessary fields, some will pre-populate from previous screens

Click Continue

Payment Page Details = Mastercard/Visa (No Debit Cards Accepted)

The screenshot shows the proliability.com website. At the top, there is a navigation bar with the proliability logo (powered by Mercer), social media icons for Facebook, Twitter, and Google+, and links for 'About Us', 'Contact Us', and 'My Account'. The phone number 1-800-503-9230 is displayed on the right. Below the navigation bar is a main menu with 'Home', 'Health Care Professionals', 'Business Professionals', 'Why proliability?', and 'News'. The central banner features a group of four professionals (two men and two women) and the text 'ENDORSED BY OVER 50 Professional Associations'. A prominent blue button labeled 'GET A QUOTE' is positioned to the right of the banner. Below the banner, there is a section titled 'RENEW YOUR POLICY' with a play button icon and the text 'Access your account to renew or manage your policy (where available)'. At the bottom, there are two informational boxes. The left box is titled 'Top-rated liability and malpractice insurance for working professionals' and contains text explaining the importance of liability insurance for professionals. The right box is titled 'Endorsed by many of the nation's leading professional associations.' and features the logo for the American Dental Hygienists' Association (ADHA).

Appendix D Field Experience Application Form

APPLICATION – PROFESSIONAL FIELD EXPERIENCE IN HEALTH SCIENCES

STUDENT: _____ ID# _____ DATE: _____

E-MAIL: _____

HOME ADDRESS: _____ PHONE: _____

 City State Zip

PREFERRED SEMESTER (Fall, Spring, Summer) AND YEAR FOR THE FIELD EXPERIENCE:

Semester _____ Year _____

FIELD EXPERIENCE REQUIREMENTS:

Current GPA: (2.5 required) _____

Current Total Semester Hours: _____

(60 cr. completed at time of submitting application)

DUE DATES for Application/Contract:

Spring: Oct. 1st Contract: Dec. 1st

Summer: Dec. 1st Contract: Feb. 1st

Fall: Mar. 1st Contract: May 1st

Circle Track:

Track I Pre-Physician Assistant **Track IV** Pre-Professional

Track II Pre- Physical Therapy **Track V** Community Health

Track III Exercise Science

PLEASE PRINT CLEARLY AND FILL IN FULL NAME , DEGREES, AND ADDRESSES, BE SURE TO CHECK SPELLING.

PROPOSED AGENCY/ ORGANIZATION: _____

OFFICE MANAGER/HUMAN RESOURCE NAME _____

(If known)

Phone number _____ Email _____

AGENCY ADDRESS: _____ PHONE: _____

 City State Zip

SITE SUPERVISOR INFORMATION:

(This is the individual that will be supervising your activities and receiving the official contract unless otherwise stated. Please remind your site that you are an undergraduate in Health Science and need observation only)

SITE SUPERVISOR'S NAME _____ CREDENTIALS _____

PHONE _____ EMAIL _____

OBJECTIVES- BY THE END OF THIS FIELD EXPERIENCE, THE STUDENT WILL:

1. _____

2. _____

Advisor Must Fill Out:

FE Credit Hours: (1 cr = 40 hours) _____ **ACADEMIC ADVISOR:** _____
Start Date: _____ (SIGNATURE) (DATE)

FE Requirements: Total SH _____ **FIELD EXP. COORDINATOR:** _____
GPA: _____ (SIGNATURE) (DATE)

Insurance Needed: Yes _____ No _____ **DEPARTMENT CHAIR:** _____
Graduation Date: _____ (SIGNATURE) (DATE)

HLTH485 Course Requirements: (check those completed)

<u>Community Health-</u> _____	HLTH200 Intro to Disease	<u>All Other Tracks:</u> _____	HLTH115 A&P1
majors	_____		HLTH120 A&PII
	_____		_____
	HLTH350 Program Planning		HLTH200 Intro to Disease

	HLTH402 Evaluation in H Ed		

	HLTH410 CHOM		

Read and Sign the Student Agreement Below:

I, _____, agree to fulfill the following responsibilities as required of me in HLTH485:

1. Select and contact a site that clearly reflects my career aspirations.
2. Discuss my plans with my academic advisor.
3. Complete the field experience application form including the agreed upon learning objectives that I have discussed with my future site supervisor. Discuss my plans and secure my academic advisor's signature on the application.
4. Speak to my site to determine if liability insurance is required. If so, I will secure the insurance prior to my start date.
5. Investigate and be in compliance with health-related screenings required by the site.
6. Submit detailed logs and/or SOAP notes that includes reflection on "lessons learned" weekly to the University Supervisor.
7. Discuss potential topics for my research paper or project with my site supervisor and have the project completed when my hours are complete
8. Schedule a site visit (or phone call) for my University Supervisor during the last few weeks of the placement.

I have read the responsibilities and understand my obligations for this course:

Signature _____ Date _____

Completed by Field Experience Coordinator:

Application Submission Date: _____

Contract Return Date: _____

Appendix E Initial Report

INITIAL REPORT

STUDENT'S NAME: _____

LIVING ADDRESS: _____

TELEPHONE NUMBER: _____

AGENCY ASSIGNED: _____

AGENCY ADDRESS: _____

AGENCY PHONE: _____

AGENCY DIRECTOR'S NAME: _____

YOUR SUPERVISOR'S NAME: _____

Brief job description of your duties:

Tentative schedule:

Directions to agency, on back

Student's Signature

Agency Supervisor's Signature

Return to Lock Haven University at the end of your first week.

Appendix F Field Experience Time Chart

**PROFESSIONAL FIELD EXPERIENCE IN HEALTH SCIENCE
TIME CHART**

NAME: _____ PHONE: _____

FACILITY: _____

Date	Supervisor's Signature	Time In	Time Out	Hours	RUN total

Appendix G Research Paper Guidelines

HLTH485: Professional Field Experience in Health Science Research Paper Guidelines

Definition: A research paper is a compilation and interpretation of factual materials and of critics' opinions on a specific subject in a literary work. Since the selection of materials is filtered and processed by the writer, the paper reflects the author's views also; hence, it is both objective and subjective in content. Because the paper expresses the writer's opinions, s/he must find a topic of interest from a work that s/he has read and examined. Using the guidelines below, compose an academic research paper that analyzes a Health Science topic of your choice. You are required to include your LHU field experience and clinical site supervisors during the entire process.

1. **Topic selection:** Select a topic related to your field experience and field of study. The topic you select should provide an opportunity to further study what you have been exposed to at your site. When possible, select a topic that you and your site supervisor both find an interest in researching further. After discussing initial ideas with your site supervisor and LHU field experience supervisor, perform an initial literature review to further refine your topic. **Reminder:** Keep your question/clinical case topic narrow. It is easy, and common to select a topic that is too large to effectively research. Your initial literature search can help you narrow your focus.
2. **Topic format:** As you continue topic discussion with your clinical site and LHU field experience supervisors, you must select an appropriate format which may include one of the following; clinical case study, literature review, or evidence based medicine topic. A clinical case study may describe a specific pathology/disease you observed your clinical supervisor evaluate or treat. Please include supporting research (at least 5 peer-reviewed resources). A literature review uses current research to fully explain current theory on a given topic. An evidence based medicine project is a research project that integrates clinical practice with the best research evidence and patient values (See <http://www.cebm.net/category/ebm-resources/tools/>). Other formats may be approved by your LHU field experience supervisor.
3. **Proposal:** Once you have narrowed your topic based on your initial research, and decided on a topic format, you must complete the proposal form (see below) to have the topic approved by your clinical site supervisor. The completed proposal form must be submitted to your LHU field experience supervisor. The due date of this form, all drafts and the final paper is to be determined by your LHU field experience supervisor.
4. **Research:**
 - a. **First**, conduct the research. This may include a search of the literature, talking with your clinical supervisor, talking with the patient, reading textbooks, talking with your professors, or investigating other reliable resources.
 - b. **Second**, take notes and organize your research. There are two common methods of note-taking: index cards and highlighting your copies. Select the one that works better for you. If you select to use highlighting, use a different color highlighter for each central idea within your subject. Your notes should be

comparative (you compare what different researchers and writers have to say) and analytical (you should make your own comments and assessments of what the existing material reveals and also what is missing from the material you have identified in your view).

5. **Prepare a working reference page**

- a. **First**, verify the reliability and quality of the primary studies you have identified and format them in APA style. Consult the Lock Haven University webpage and review APA style for citing work: <http://research.lhup.edu/citation>. These are intended to be peer reviewed manuscripts that provide the most robust content that supports the central ideas of your paper.
 - b. **Second**, write a brief summary of the pertinent information for each of the primary studies.
 - c. **Third**, list any additional sources you plan to use for your paper.
6. **Make an outline** using the information assembled from the notes on your research. This outline must include your name, date, working title, introduction, a body with organized central ideas, conclusions and reference page. Submit your outline to your LHU field experience supervisor at least 2 weeks prior to the established due date.
7. **Write a rough draft** formatted with 1” margins, using single spaced, 12 point font with parenthetical citations inserted within the text. This method acknowledges your sources and allows your reader to access further information on the specific point being discussed. Use guidelines from APA (<http://research.lhup.edu/citation>) for citations and works cited.
8. **Write a Reference Page** following APA guidelines.
9. **PROOF READ.** Do not skip this critical step! Ask others to read your rough draft. Use the writing center at LHU. Read your paper aloud to yourself.
10. **Final draft:**
- a. **First**, submit a final draft to your LHU field experience supervisor. This draft must be formatted with 1“ margins, using single spaced, 12 point font and must include parenthetical citations inserted within the text. The final draft must also include a title page (see below) including your name, date of submission and title of the paper. This draft will be reviewed and returned with comments for further revision by the student.
 - b. **Second**, as a courtesy for the help they provided to you in the process, submit a copy of the final draft to your clinical site supervisor. The clinical site supervisor may review the paper with you based on their level of interest, but they are not expected to grade the paper.
11. **Final Paper:**
- a. Submit the final paper to your LHU field experience supervisor for grading on the timeline agreed upon with the LHU field experience supervisor.

**HLTH485: Professional Field Experience in Health Science
Research Project Proposal Form
(Please type)**

Student Name: _____ **Date:** _____

Working Paper Title: _____

Topic Format (check one):

Clinical Case Study Literature Review Evidence Based Medicine

Other (please explain):

Initial research completed: Please explain what initial research of this topic you have completed and how this has focused your project.

Brief summary of proposed paper: Please describe the audience of the paper, the purpose for writing and an organized description of the central ideas of the paper.

Clinical Site Supervisor: _____

Signature: _____

Date: _____

SAMPLE

HLTH 485: Professional Field Experience in Health Science
Research Paper

Title of the research paper written in the font size and capitalization provided here as an
example.

By
Student Name
Department of Health Science
Lock Haven University

Date Submitted

Clinical Site Supervisor name and credentials
Lock Haven University Site Supervisor name and credentials



**LOCK HAVEN UNIVERSITY
DEPARTMENT OF HEALTH SCIENCE
HLTH485: PROFESSIONAL FIELD EXPERIENCE IN HEALTH SCIENCE
SITE SUPERVISOR EVALUATION FORM
(ALL TRACKS EXCEPT COMMUNITY HEALTH MAJORS)**

GENERAL INSTRUCTIONS FOR USE OF THIS FORM:

The purpose of this evaluation form is to determine the student's level of competence, strengths and weakness, as well as identify areas within the academic curriculum which may need re-evaluation.

Although all efforts have been made to create an objective form, some subjectivity will prevail. To remain as objective as possible, please follow these principles.

1. Become familiar with the form before you use it to rate a student. In doing so you will know what you are expected to observe and can provide specific examples to substantiate your rating.
2. Rate the student on the basis of no less than three incidences of the skill or behavior assessed by the departmental staff. This will help to avoid rating the student on his/her potential performance, but rather will enhance rating the student on his/her actual performance.
3. Avoid the "halo" effect in which the rating of one item influence the rating of another or in which your overall evaluation of the student influences your judgment or rating of specific items.

The following criteria are evaluated on a scale of 0 (less than 59%) – 4 (greater than 90%). Please check the appropriate box for each item. N/A indicates evaluation of this item is not appropriate because the student was not exposed to this aspect of your program during his/her field experience.

0 - Less than 59% (F)

Student did not demonstrate this skill when given the opportunity.

1 - 60 – 69% (D)

Student occasionally performed this skill at a minimum level of competency.

2 - 70 – 79% (C)

Student performed this skill with adequate and improving competency.

3 - 80 – 89% (B)

Student performed this skill with above average competency.

4 - 90 – 100% (A)

Student performed this skill with outstanding competency.

**LOCK HAVEN UNIVERSITY
DEPARTMENT OF HEALTH SCIENCE
HLTH485: PROFESSIONAL FIELD EXPERIENCE IN HEALTH SCIENCE
SITE SUPERVISOR EVALUATION FORM**

STUDENT'S NAME

	90 - 100	80 - 89	70- 79	60 - 69	LESS THAN 59	N/A
I. PROFESSIONAL PERFORMANCE						
FOLLOWS STAFF REGULATIONS REGARDING THE WORK DAY						
ESTABLISH WORK GOALS						
SUCCESS IN ACHIEVING GOALS						
PLANS WORK TO BE ACCOMPLISHED						
CHECKS AND GETS EQUIPMENT READY FOR ACTIVITIES PRIOR TO PROGRAM						
TAKES PROPER CARE OF EQUIPMENT AND SEES THAT PARTICIPANTS DO THE SAME						
DISPLAYS ABILITY TO ORGANIZE PEOPLE AND RESOURCES						
COMPLETES ASSIGNMENTS ON OR BEFORE DUE DATE						
KEEPS ACCURATE AND COMPLETE RECORDS						
DISPLAYS A MARKED CAPACITY FOR WORK AND PRODUCTIONS						
POSSESSES SKILLS COMMENSURATE WITH ACADEMIC DEGREE						
IS CRITICAL OF OWN PERFORMANCE AND QUALITY OF WORK						
DISPLAYS CAPACITY OF MOTIVATING OTHERS						
CONDUCTS SELF WELL BEFORE GROUPS						
IS CONCERNED ABOUT PUBLIC RELATIONS						
ABILITY TO COMMUNICATE IDEAS						
STRIVES FOR QUALITY IN WRITTEN EXPRESSION						
USES SOUND SAFETY PROCEDURES AND INSISTS PARTICIPANTS DO LIKEWISE						

	90 - 100	80 - 89	70 - 79	60 - 69	LESS THAN 59	N/A
II. PROFESSIONAL KNOWLEDGE						
DISPLAYS ABILITY TO INTEGRATE CONCEPTUAL KNOWLEDGE AND ACTIVITY SKILLS						
DISPLAYS KNOWLEDGE AND UNDERSTANDING OF PROGRAM PRINCIPLES AND METHODS						
ABILITY TO APPLY KNOWLEDGE IN A PRACTICAL WAY						
ABILITY TO THINK INDEPENDENTLY						
POSSESSES A WIDE VARIETY OF INTERESTS						
DISPLAYS EXPANDING SCOPE OF INTERESTS						
III. PROFESSIONAL PERSONALITY						
IS ENTHUSIASTIC						
IS CHEERFUL AND FRIENDLY						
EXHIBITS PLEASANT, TASTEFUL PERSON APPEARANCE						
MAINTAINS GOOD HEALTH AND HEALTH HABITS						
IS COURTEOUS AND TACTFUL						
VOICE QUALITY, SPEECH PRESENTATION, TONE AND INFLECTION						
DISPLAYS SENSE OF HUMOR						
DISPLAYS MATURE JUDGMENT						
IS CONSISTENT BUT FAIR IN PERSONAL RELATIONSHIPS						
IS PERSISTENT BUT FLEXIBLE						
DISPLAYS CONCERN FOR OTHERS						
HAS NO DISTRACTING OR IRRITATING MANNERISMS						

IV. PROFESSIONAL ATTITUDE	90 - 100	80 - 89	70- 79	60 - 69	LESS THAN 59	N/A
DISPLAYS INITIATIVE AND IMAGINATION						
DISPLAYS ZEAL FOR THE PROFESSION						
ACCEPTS ASSIGNMENTS WILLINGLY						
ATTENDS PROFESSIONAL MEETINGS						
UPHOLDS DEPARTMENTAL POLICIES						
ACCEPTS SUGGESTIONS, DIRECTION AND CRITICAL EVALUATION						
OFFERS OPINIONS AND SUGGESTIONS AT PROFESSIONAL MEETINGS						

THE GRADING CRITERIA

EXCELLENT = 90-100% = A

COMMENDABLE = 80-89% = B

COMPLETELY ACCEPTABLE = 70-79% = C

MINIMALLY ACCEPTABLE = 60-69% = D

PLEASE TAKE A MOMENT AND FILL OUT THE FOLLOWING PAGE – THANK YOU

Space is provided below for additional comments for improving performance or correcting deficiencies. If more space is needed, please attach a sheet.

STUDENT'S COMMENTS:

RATER'S COMMENTS:

SUMMARY OF EVALUATION CONFERENCE:

RATER'S SIGNATURE: _____ DATE: _____

STUDENT'S SIGNATURE: _____ DATE: _____

UNIVERSITY SUPERVISOR'S _____ DATE: _____

LOCK HAVEN UNIVERSITY
DEPARTMENT OF HEALTH SCIENCE
HLTH485: PROFESSIONAL FIELD EXPERIENCE IN HEALTH SCIENCE
SITE SUPERVISOR EVALUATION FORM
COMMUNITY HEALTH MAJORS ONLY

Student's Name _____ Date _____
 Rater's Name _____

Your responses on this form assist us in determining the student's level of competence, strengths, and weaknesses, as well as assist the University in evaluating and improving professional training.

We are asking for your thoughtful professional evaluation of the student.

- Please become familiar with the form before using it to rate a student, so that you can be prepared to provide specific examples to substantiate your rating.
- Please use the scale in the chart below to rate student performance.
- Please rate the student's actual, not anticipated performance. If you cannot identify at least three incidences of the skill or behavior assessed by the departmental staff, please leave the item blank.
- Please try to rate each skill or behavior separately and do not let your overall evaluation of the student influence your judgment or rating of the specific item ("halo effect").
- Please supply additional details in the narrative section at the end of the form.

Thank you for contributing in this way to the student's learning and professional development, to the university's educational program, and to the advancement of our profession.

4	Excellent	Student performed this skill with outstanding competency (90% +).
3	Commendable	Student performed this skill with above average competency (80-90%).
2	Completely Acceptable	Student performed this skill with adequate and improving competency (70-80%).
1	Minimally Acceptable	Student occasionally performed this skill at a minimum level of competency (60-70%).
0	Unacceptable	Student did not demonstrate this skill when given the opportunity (<60%).
NA	Not Applicable / Not Observed	Student was not observed performing this skill.

	4	3	2	1	0	NA
--	----------	----------	----------	----------	----------	-----------

Professional Performance

Follows staff regulations regarding the work day						
Establishes work goals						
Achieves goals						
Plans work to be accomplished						
Completes tasks on or before due date						
Checks and gets equipment ready for activities prior to program						
Takes proper care of equipment and sees that others do the same						
Effectively organizes people and resources						
Keeps accurate and complete records						
Is critical of own performance and quality of work						
Motivates others						
Conducts self well before groups						
Is concerned about public relations						
Communicates effectively orally						
Communicates effectively in writing						
Uses sound safety procedures and insures that others do likewise						

	4	3	2	1	0	NA
	4	3	2	1	0	NA

Professional Attitude

Displays initiative and imagination						
Accepts assignments willingly						
Upholds departmental policies						
Accepts suggestions, direction and critical evaluation						
Attends and appears engaged in professional meetings						
Offers thoughtful and appropriate opinions and suggestions at professional meetings						

Professional Personality

Is enthusiastic						
Is cheerful and friendly						
Exhibits pleasant, tasteful person appearance						
Maintains good health and health habits						
Is courteous and tactful						
Voice quality, speech presentation, tone and inflection						
Displays sense of humor						
Displays mature judgment						
Is consistent but fair in personal relationships						
Is persistent but flexible						
Displays concern for others						
Has no distracting or irritating mannerisms						

Professional Knowledge

Integrates conceptual knowledge and activity skills						
Displays knowledge and understanding of program principles and methods						
Applies knowledge in a practical way						
Thinks independently						
Demonstrates intellectual curiosity						
Demonstrates creative problem solving						

Please add narrative comments on the final page of this form.

Discipline-Specific Competencies – Community Health

	4	3	2	1	0	NA
--	---	---	---	---	---	----

Assess Needs, Assets and Capacity for Health Education

Plan Assessment Process						
Access Existing Information and Data Related to Health						
Collect Quantitative and/or Qualitative Data Related to Health						
Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health						
Examine Factors That Influence the Learning Process						
Examine Factors That Enhance or Compromise the Process of Health Education						
Infer Needs for Health Education Based on Assessment Findings						

Plan Health Education

Involve Priority Populations and Other Stakeholders in the Planning Process						
Develop Goals and Objectives						
Select or Design Strategies and Interventions						
Develop a Scope and Sequence for the Delivery of Health Education						
Address Factors That Affect Implementation						

Implement Health Education

Implement a Plan of Action						
Monitor Implementation of Health Education						
Train Individuals Involved in Implementation of Health Education						

Conduct Evaluation and Research Related to Health Education

Develop Evaluation/Research Plan						
Design Instruments to Collect						
Collect and Analyze Evaluation/Research Data						
Interpret Results of the Evaluation/Research						
Apply Findings From Evaluation/Research						

Administer and Manage Health Education

Manage Fiscal Resources						
Obtain Acceptance and Support for Programs						
Demonstrate Leadership						
Manage Human Resources						
Facilitate Partnerships in Support of Health Education						

Serve as a Health Education Resource Person

Obtain and Disseminate Health-Related Information						
Provide Training						
Serve as a Health Education Consultant						

	4	3	2	1	0	NA
--	---	---	---	---	---	----

Communicate and Advocate for Health and Health Education

Assess and Prioritize Health Information and Advocacy Needs						
Identify and Develop a Variety of Communication Strategies, Methods, and Techniques						
Deliver Messages Using a Variety of Strategies, Methods and Techniques						
Engage in Health Education Advocacy						
Influence Policy to Promote Health						
Promote the Health Education Profession						

Please use the space below for additional comments on improving performance or correcting deficiencies. If more space is needed, please attach an additional sheet.

Thank you for supporting our students, program, and profession in this way.

Student's Comments:

Rater's comments:

Summary of Evaluation Conference:

Rater's Signature: _____
 Student's Signature: _____
 University Supervisor's _____

Date: _____
 Date: _____
 Date: _____

Appendix J Grading Rubrics

- J1. Primary Traits for Evaluating Writing
- J2. Site Supervisor Visit Rubric
- J3. Rubric for External Experience
- J4. SOAP Grading Rubric
- J5 - Resume Grading Rubric

Primary Traits Rubric for Evaluating Writing

Note 1: Criteria scores reflect student preparation for authentic participation in disciplines or professional fields.

Note 2: The “3 level is standard for college graduates.

The “4” level indicates functional readiness for written communication in the workplace or discipline.

The “5” level reflects readiness to make a meaningful contribution to the workplace or discipline.

Criteria 1 : Relevance & Development of Topic	1	2	3	4	5	Score
	Misses topic or assignment	Distorts or oversimplifies	Addresses topic or assignment	Addresses with clarity	Contributes uniquely to topic/assignment	
Criteria 2: Quality of Purpose & Supporting Evidence	1	2	3	4	5	Score
	Lacks purpose and/or relevant supporting evidence	Stereotypes or overgeneralizes purpose with insufficient supporting evidence	States purpose with minimally sufficient supporting evidence	Clarifies purpose with effective supporting evidence	Defines purpose with provocative supporting evidence	
Criteria 3: Logical Consistency and Organization	1	2	3	4	5	Score
	Provides little logical development with poor unity & coherence	Contains logical inconsistencies with lapses in unity & coherence	Demonstrates recognizable logical consistency and organization patterns with unity & coherence	Achieves clear logical consistency with unity, & coherence	Enriches understanding through original arrangements of ideas, unity, coherence	
Criteria 4 :	1	2	3	4	5	Score

Appropriateness of Style	Demonstrates generally inappropriate diction and sentences	Employs overly repetitive or limited diction and sentences	Varies diction and sentences	Demonstrates some appropriate selection of diction and sentence variety	Selects appropriate diction and sentence variety	
	1	2	3	4	5	Score
Criteria 5: Correctness of Sentence-Level Usage, Mechanics, Punctuation	Contains patterns of serious or numerous errors that impede understanding	Shows patterns of errors that distract readers	Demonstrates some general correctness with errors that do not distract readers	Applies some selection of conventions with only a few errors.	Applies conventions to enhance meaning with few, if any, errors	

Overall (1-5):

Note 1: Criteria scores reflect student preparation for authentic participation in disciplines or professional fields

Note 2: The “3” level is standard for college graduates.

The “4” level indicates functional readiness for written communication in the workplace or discipline.

The “5” level reflects readiness to make a meaningful contribution to the workplace or discipline.

**Professional Field Experience in Health Science (HLTH485): University Supervisor in Communication with LHU Site Supervisor
Rating Scale based on conversation with Professional Site Supervisor
Progress Documentation**

Student's Name: _____

University Supervisor's Name: _____

Site: _____

Site Supervisor's Name: _____

Semester: _____ **Contract sent:** _____ **Received:** _____

Site Visit or Call	Date	Progress report	Comments/Concerns
Field Experience Coordinator			
LHU Supervisor			
LHU Supervisor			
LHU Supervisor			

Grading Rubric for Site Visit/Based on conversation with site supervisor

Professionalism:	1	2	3	4	5	SCORE
Shows initiative, follows through on tasks, appropriate/professional attire, fully compliant with rules & regulations	Never and inappropriately or superficially demonstrates performance	Rarely and inadequately demonstrates performance indicator	Sometime and adequately demonstrates performance indicator	Usually and extensively demonstrates performance indicator	Consistently and thoroughly demonstrates performance indicator	

	indicator					
Professional Knowledge Demonstrates evidence of extensive knowledge and demonstration of important concepts	1 Never and inappropriately or superficially demonstrates performance indicator	2 Rarely and inadequately demonstrates performance indicator	3 Sometime and adequately demonstrates performance indicator	4 Usually and extensively demonstrates performance indicator	5 Consistently and thoroughly demonstrates performance indicator	
Communication Skills Demonstrates appropriate interpersonal communication with staff and patients & clients	1 Never and inappropriately or superficially demonstrates performance indicator	2 Rarely and inadequately demonstrates performance indicator	3 Sometime and adequately demonstrates performance indicator	4 Usually and extensively demonstrates performance indicator	5 Consistently and thoroughly demonstrates performance indicator	
Growing & developing professionally Seeks out feedback and opportunities for professional development	1 Never and inappropriately or superficially demonstrates performance indicator	2 Rarely and inadequately demonstrates performance indicator	3 Sometime and adequately demonstrates performance indicator	4 Usually and extensively demonstrates performance indicator	5 Consistently and thoroughly demonstrates performance indicator	

Overall Score: _____ / 20 points

Lock Haven University

External Experience Rubric

draft: 10/08/10

	3 Outstanding (e.g., 90-100%)	2 Competent (e.g., 73-89%)	1 Marginal (e.g., 60-72%)	0 Unacceptable (e.g., below 60%)	NA
Applies academic skills and knowledge in a setting outside the classroom. *	Applies skills and knowledge with insight and creativity	Applies skills and knowledge as appropriate	Applies skills and knowledge in a fairly limited way	Fails to display or apply skills and knowledge	
Demonstrates personal, civic, and/or global responsibility. †	Consistently demonstrates responsibility for self and others	Generally acts in a responsible fashion	Demonstrates a degree of responsibility, but with notable deficiencies	Fails to demonstrate responsibility (e.g., is unreliable, blames others for own failures)	
Exercises appropriate interpersonal skills with colleagues, supervisors, and clients/beneficiaries. §	Actively sets a positive tone in relationships with a wide variety of others	Relates respectfully to and works well with others	Relates respectfully to and works well with some others	Fails to get along with others	
Evaluates personal and professional goals as a result of external experience. ¶	Demonstrates considerable knowledge of self, personal goals, or professional options	Demonstrates adequate knowledge of self, personal goals, or professional options	Demonstrates limited knowledge of self, personal goals, or professional options	Demonstrates little knowledge of self or environment	

* Request of General Education Overlay: "Students apply, exercise or perform, in an educationally meaningful way and in a setting outside the classroom, skills and knowledge gained in the academic environment."

† Learning Outcomes for General Education: 3) "Students will demonstrate personal and civic responsibility."

§ Learning Outcomes for General Education: 3)d) "Students will relate respectfully and work well with others, including those different from themselves in background, gender, ethnicity, religion or culture."

¶ Learning Outcomes for General Education opening: "Lock Haven University prepares students for personal and professional success . . . "

SOAP Grading Rubric

SOAP Notes will include a thorough written evaluation of History of Present Illness, Medications, Allergies, Review of Systems, Past Medical History, Social History, Family History, and Physical Examination Components- **All SOAPS will include Assessment and Plan** that are consistent with the History and Physical provided. Areas indicated in yellow highlight indicate need to re-submit assignment.

Subjective

5	Contains CC in opening sentence. Descriptive first sentence that includes CC, relevant critical Hx, Pt age, location & nature of visit. Contains comprehensive description of symptom attributes (PQRST/LORCATES), includes critical ros, pmh, famhx, sochx, meds, allergies. To rule out competing diagnosis and enable author to assess patient's status in disease progression. Note conducts persuasive argument for condition.. Contains Meds/Allergies
4	Contains the majority of the characteristics above. Missing minor points in HPI
2	Missing significant components of the HPI and fails to convey to reader information needed to assure differential considered and or patient's status
0	Missing major components of the HPI. No persuasive argument

Objective

5	Contains a thorough description of all positive and negative exam findings, pertinent to the presenting problem that may include some or all of the following exam areas: General, Vital Signs (including ht/wt), HEENT, Neck, Thorax, Cardiac, Pulmonary, Breast, Lymphatic's, Abdomen, Rectal/Pelvic/Genital, Neuro, Musculoskeletal. Peripheral Vascular. Items in exam include a positive finding that supports impression and is consistent with history. All exam findings address IPPA as applicable
4	Partial exam included, minor discrepancies in findings, minor inconsistencies noted
2	Exam missing one or two anatomic or system areas. Findings not consistent with diagnostic impression
0	Exam missing significant portions of the physical exam. Not relationship between exam and impression

Assessment

5	Impression is consistent with history and physical examination recorded above. Demonstrates consideration of differential diagnosis
4	Impression correct but may be missing consideration of some more obscure diagnostic considerations
2	Impression incorrect and inconsistent however demonstrates student knowledge of differential for CC
0	Impression fails to demonstrate student knowledge of differential

Plan

5	Contains all of the following components: disposition, follow-up, patient education, Therapeutics including pharmacologic or other interventions, referrals
4	Missing one or two minor components for the plan or components partially incomplete
2	Missing major components of management and follow up or treatment inappropriate for impression
0	Management plan is inappropriate for impression and does not include management principles conducive to patient safety or good patient outcomes

	Resume should effectively land you an interview. GOOD JOB!	Resume could land you an interview (borderline case).	Resume is average, needs improvement to rise to the "top of the stack."	Resume needs significant improvement and would be discarded during screening
Format	This resume fills the page but also is not overcrowded. There are no grammar or spelling errors. This resume could be easily scanned.	This resume almost fills the page but has some uneven white space. There may be a single spelling or grammar error here.	The font and spacing of this resume are not appealing and easily scanned. There are more than one spelling or grammar errors.	This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling errors.
Education Section	This section is organized, clear, and well defined. It highlights the most pertinent information. This section includes: institution with its location, graduation date, major, degree, GPA (if 3.0 or better), study abroad, and any relevant course work or educational highlights.	This section is organized and easy to read. This section includes: institution with its location, graduation date, major, and degree. GPA is missing from this section. Also, "extra" information such as study abroad and course work are not mentioned.	This section is not well organized. Information such as institution with its location, graduation date, and major are included. Degree and GPA are not listed. There is no order to how information is formatted in this section.	This section is missing the most crucial information. Institution is listed without a location. Graduation date is not listed. Major is listed but not degree. Student is a senior and high school information is included.
Experience Section	This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. Keywords and transferable skills are included. This section could be split into related and other experience.	Descriptions are clear in the form of bullet statements beginning with action verbs. Descriptions are not detailed enough to fully understand what was done. Information does not relate 100 percent to the intended career field. Places of work, location, titles, and dates are included for each position.	Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Places of work are included for each position but not locations, dates, and titles.	This section is not well defined, and there is no order to the descriptions of each position. Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment are listed. Supervisors' names are included. Information presented is irrelevant.
Honors/ Activities (if included)	This section is well organized and easy to understand. Activities and honors are listed and descriptions include skills gained and leadership roles held. Dates of involvement are listed.	This section includes all necessary information but is difficult to follow. Leadership roles within organizations are listed but skills are not defined. Dates of involvement are listed.	This section is missing key information such as leadership positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement.	This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed

Appendix K Field Experience Student Evaluation

6. What did you have to do: a project? Describe this please, was this helpful to you and/or the faculty?

7. How would you rate this field experience overall?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor
 - e. Not suitable for a field experience

8. What would have made this field experience better for you?

9. What course work at LHU was the most helpful while doing your field experience?