



## **COURSE DEVELOPMENT**

### **HED 203: FIELD EXPERIENCE IN HEALTH EDUCATION**

**AHMAD MAKAMA GETSO**  
**BAYERO UNIVERSITY KANO-NIGERIA**  
**08060653114**  
[makamagetso@gmail.com](mailto:makamagetso@gmail.com)

**EDITOR: PROF. O.A. MORONKOLA**  
**UNIVERSITY OF IBADAN-NIGERIA**  
**080823415695 walwmoronkola@yahoo.com**

## **Course Guide for HED 203**

### **Course Information**

Course Code: HED 203

Course Title Field Experience in Health Education

Credit Unit: 2

Course Status: Core

Course Blub:

Semester: First

Course Duration: One Semester

Required Hours for Study: 30

### **Course Team**

Course Writer: Dr Ahmad Makama Getso

Content Editor: Prof. O. A. Moronkola

Instructional Designer:

Learning Technologists:

Copy Editor

### **Ice Breaker**

You may have participated in many out of classroom activities such as excursion and other educational outings (visiting schools, industries, communities and hospital). These educational outings you engaged will introduce you to some idea of field experience which could prepare you to become a competent Health Educator. Mention the educational places you have visited. Mention any three places you visited for educational purpose.

### **Introduction**

HED 203 – Field Experience in Health Education is a 2 credit unit. The course is a core course in second semester. You will be required to go for field experience in Health Education for 3 month during long vocation before year three registration. It will take you 13 weeks to study and make rehearsal before going out for field work. You are to spend 12 weeks studying the field experience guide while the first week is for orientation. This course is not examinable you will be assessed during the field experience and the credit earned in this course is part of the requirement for graduation.

You will receive the course material which you can read online or download and read off-line. The online course material is integrated in the Learning Management System (LMS). All activities in this course will be held in the LMS. All you need to know in this course is presented in the following sub-headings.

### **Course Competencies**

By the end of this course, you will gain competency:

- in organizing health education programmes
- in handling community health education programmes
- to design and implement school health education programmes.
- to represent and reason with Knowledge based on field experience

### **Course Objectives**

The course objectives are to:

- Provide background information on health education programmes
- Create awareness on the health problems in schools and communities
- Gain an overview of the various techniques of dealing with health education problems
- Create awareness on health education work ethics

### **Working through this Course**

The course is divided into modules and units. The modules are derived from the course competencies and objectives. The competencies will guide you on the skills you will gain at the end of this course. So, as you work through the course, reflect on the competencies to ensure mastery. The units are components of the modules. Each unit is sub-divided into introduction, intended learning outcome(s), main content, self-assessment exercise(s), conclusion, summary, and further readings. The introduction introduces you to the unit topic. The intended learning outcome(s) is the central point which help to measure your achievement or success in the course. Therefore, study the intended learning outcome(s) before going to the main content and at the end of the unit, revisit the intended learning outcome(s) to check if you have achieved the learning outcomes. Work through the unit again if you have not attained the stated learning outcomes. The main content is the body of knowledge in the unit. Self-assessment exercises are embedded in the content which helps you to evaluate your mastery of the competencies. The conclusion gives you the takeaway while the summary is a brief of the knowledge presented in the unit. The final part is the further readings. This takes you to where you can read more on the knowledge or topic presented in the unit. The modules and units are presented as follows:

Module 1: Guidelines for Field Experience in Health Education

Unit 1: Concept of Field Experience

Unit 2: Importance of field Experience

Unit 3: Work Ethics

Please link these modules and units to the content in the main body

Module 2: Students Responsibility

Unit 1: Students Responsibilities

Unit 2: Sample of Log Book

Unit 3: Filling the Log Books

There are six units in this course. Each unit represent a week for study and one week for field work. In totality there are twelve weeks.

### **Presentation Schedule**

The weekly activities are presented in Table 1 while the required hours of study and the activities are presented in Table 2. This will guide your study time. You may spend more time in completing each module or unit.

Table I: Weekly Activities

<b>Week</b>	<b>Activity</b>
1	Orientation and course guide
2	Module 1 Unit 1
3	Module 1 Unit 1
4	Module 1 Unit 2
5	Module 1 Unit 2
6	Module 1 Unit 3
7	Module 1 Unit 3
8	Module 2 Unit 1
9	Module 2 Unit 1
10	Module 2 Unit 2
11	Module 2 Unit 2
12	Module 2 Unit 3
13	Module 2 Units 3

### **Assessment**

Table 3 presents the mode you will be assessed.

### **Assessment during field experience**

Table 3: Assessment

<b>S/N</b>	<b>Method of Assessment</b>	<b>Score (%)</b>
1	Portfolios	10

2	Filling Log Book	20
3	Punctuality	20
4	Dedication to the duty	10
5	Report writing	40
Total		100

### Final Assessment at the end of field experience

Table 3: Assessment

S/N	Method of Assessment	Score (%)
1	Portfolios	10
2	Submission report with presentation	30
3	Punctuality	20
4	Final report submission	40
Total		100

### Portfolio

A portfolio has been created for you tagged “**My Portfolio**”. With the use of Microsoft Word, state the knowledge you gained in every Module and in not more than three sentences explain how you were able to apply the knowledge to solve problems or challenges in your context or how you intend to apply the knowledge. Use this Table format:

#### Application of Knowledge Gained

Module	Topic	Knowledge Gained	Application of Knowledge Gained

--	--	--	--

You may be required to present your portfolio to a constituted panel.

### **Filling the log book**

You are to fill the log book based on the experience gained during field work. You are to fill the log book on daily basis and submit to facilitator for signing. You will be keeping the record up to the end of the programme.

### **Punctuality**

You are expected to be punctual were you are posted for field experience. You will be attached to a facilitator who will serve as your mentor throughout the period of field work.

### **Dedication to the duty**

You are required to be dedicated to duty given to you and accept all responsibility given to you. Your facilitator will give report to your supervisor for assessment.

### **Report writing**

Finally, you will write a comprehensive report based on the experience gained. The report will be in chapters, chapter 1-5. Chapter 1 introduction, chapter 2 brief history of the organization, chapter 3 experience gained, chapter 4 problems and probable solutions, chapter 5 conclusion and recommendations.

### **How to get the Most from the Course**

To get the most in this course, you:

- Need a personal laptop. The use of mobile phone only may not give you the desirable environment to work.
- Need regular and stable internet.
- Must work through the course step by step starting with the programme orientation.
- Must not plagiarise or impersonate. These are serious offences that could terminate your studentship. Plagiarism check will be used to run all your submissions.
- Must do all the assessments following given instructions.
- Must create time daily to attend to your study.

### **Learner Support**

You will receive the following support:

- **Technical Support:** There will be contact number(s), email address and chat resources on the Learning Management System where you can chat or send message to get assistance and guidance any time during the course.
- **24/7 communication:** You can send personal mail to your facilitator and the centre at any time of the day. You will receive answer to you mails within 24 hours. There is also opportunity for personal or group chats at any time of the day with those that are online.
- You will receive guidance and feedback on your assessments, academic progress, and receive help to resolve challenges facing your studies.

## **MODULE 1: GUIDELINES FOR FIELED EXPERIENCE IN HEALTH EDUCATION**

Unit I: Concept of Field Experience

Unit II: Importance of Field Experience

Unit III: Work Ethics

## **MODULE II: STUDENT RESPONSIBILITIES**

Unit I: Student Responsibilities

Unit II: Sample of Log Book

Unit III: Filling Log Book

## **MODULE 1: GUIDELINES FOR FIELD EXPERIENCE IN HEALTH EDUCATION**

This module will help students to have better understanding of health education field experience. The students will be out of the classroom situation to some institutions and organizations having programme related to health education programmes such as: ministry of health, health parastatals, health agencies, local government health department schools (school health programme), hospitals, Clinics, WHO, UNICEF, and other health institutions governmental and non-governmental, in order to put what they have learnt into practice in real life situation.

Unit 1 Concept of Field Experience

Unit 2 Importance of Field Experience

Unit 3 Work Ethics

### **UNIT 1: CONCEPT OF FIELD EXPERIENCE**

#### **CONTENTS**

1.0 Introduction

2.0 Intended Learning Outcomes (ILOs)

3.0 Main Content

3.1 Concept of Field Experience

3.2 Purpose of Field Experience

3.3 How to Start Health Education Field Experience

4.0 Self-Assessment Exercise

5.0 Conclusion

6.0 Summary

7.0 References/Further Reading

#### **1.0 Introduction**

This unit will teach you the meaning of field experience in health education, purpose of health education field experience, how to start health education field experience and what is expected from the cooperative staff.

#### **2.0 Intended Learning Outcomes (ILOs)**



By the end of this unit, you will be able to:

- define the term field experience in health education
- identify the purpose of field experience in health education
- recognise how to start health education field experience.

### **3.0 Main Content**

#### **3.1 Concept of Field Experience**

The field experience program in health education is intended to provide students with hands-on learning experiences in the area of health education. Each student on field experience will be an observer, teacher's/tutor programme officer. This experience will complement coursework because students will observe or put into practice concepts discussed in health education classes as well as share observations and questions gathered from the school site. The field experience programme is an essential element in preparing students as health education teacher, health education programme officer, health education officer and other related job upon graduation. A successful completion of the field experiences course is a requirement for student graduation.

Field experiences involve activities completed outside of the university classroom which correlate to and supplement the content being taught in that course. Field experience includes (but is not limited to) observation in a classroom setting, tutoring student, reading to students, interviewing teachers or working in any of health institutions or organizations. Field experience prepares students to face the work challenges after completing the programme of study. This experience will help students of health education to develop professional competency in health education.

Figure 3.1 field experience preparation



#### **3.2 Purpose of Field Experience**

Field experience in health education is an integral part of health educator professional preparation programme. It is designed to give students guided and controlled experiences with professionals in the teaching profession and preventive health services. It is also designed to expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective health educators/teachers. Observation and first-hand experience within institution and health settings provide prospective health educators/ teachers. Observation and first-hand experience within educational institution and health settings provide prospective health educators/teachers with information and tools that complement classroom study and assist in the development of skills, knowledge and dispositions necessary for effective health education programme and teaching.

Specifically the purpose of field experience in health education include the following:

- provide an experience that exposes students to employment opportunities in various education and health settings
- Integrate classroom material with planned, supervised and practical work experience.
- Provide an opportunity to work with education and health care professionals/on a meaningful project related to education and health
- Provide opportunities for leadership in education and health settings.
- Provide an opportunity for students to apply competencies in education and health.

Figure 3.2.2 Purpose of field experience



### **3.3 How to Start Health Education Field Experience**

During the health education field experience, cooperating staff/teacher have the responsibility to actively involve the student in institutional or organizational tasks and when possible, allow each student to teach/facilitate sessions or perform certain duties. As much as possible since the students will still undergo teaching practice, much emphasis is placed on experience in health based organizations.

#### **Assessment**

From the beginning to the end of field experience, the cooperating staff/teacher will complete a brief evaluation form of student at conclusion of assignment. This evaluation will be done in a confidential form and send to your institution.

#### **4.0 Self-Assessment Exercise**

1. What do you understand by the term Field Experience in Health Education?
2. Outline any five purpose of Field Experience.

## **5.0 Conclusion**

Field experiences in health education provide students with practical experience in education and health related fields. This experience prepares students to face real life challenges in health education and how to handle such challenges professionally, when employed. Field experience in health education designed to expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective health educators/teachers.

## **6.0 Summary**

Learning becomes permanent when students learn from their experiences. Thus, field experience is required in health education in order to produce competent and efficient health educators. Field experience it is design to guided and controlled experience with professionals in the preventive health services and teaching profession. During field experience the cooperative staff/teacher will involve the student in the organization activities.

## **7.0 REFERENCE/FURTHER READING**

[https://web.saumag.edu/education/afel/field experience/https://web.saumag.edu/education/afel/field-experience/](https://web.saumag.edu/education/afel/field_experience/) Field Trips are Valuable Cooperating Staff/Teacher Responsibilities. Retrieved 15/06/2019.

## **Answer to Self-Assessment Exercise**

1. The field experience program in health education is intended to provide students with hands-on learning experiences in the area. The field experience student will be an observer, teacher's assistant, and/or tutor.

2. Specifically the purpose of field experience in health education includes the following:

- Provide an experience that exposes students to employment opportunities in various education and health settings
- Integrate classroom material with planned, supervised and practical work experience.
- Provide an opportunity to work with education and health care professionals/on a meaningful project related to education and health
- Provide opportunities for leadership in education and health settings.
- Provide an opportunity for students to apply competencies in education and health.

## **UNIT 2: IMPORTANCE OF FIELD EXPERIENCE**

### **CONTENTS**

1.0 Introduction

2.0 Intended learning outcomes (ILOs)

3.0 Main Content

    3.1 Importance of Field Experience

    3.2 Objectives of Field Experience in Health Education

    3.3 Health Education Field Experience Benefits

4.0 Self-Assessment Exercise

5.0 Conclusion

6.0 Summary

7.0 References/Further Reading

## **1.0 Introduction**

In unit 1, you have learnt the meaning of field experience in health education, purpose of health education field experience, how to start health education field experience. This unit will teach you the values of field experience, objectives of field experience in health education, field experience benefits through having opportunity of practicing the learned skills in the classroom situation into real work situation. This programme will also, prepare you to have skills and techniques of executing health education programmes in the communities.

## **2.0 Intended Learning Outcomes (ILOs)**

By the end of this unit, you will be able to:

- outline the importance of field experience in health education
- recognize the objectives of field experience in health education
- discuss the benefits of field experience in health education.

## **3.0 Main Content**

### **3.1 Importance of Field Experience**

The followings are the importance of field experience in health education:

- On a field experience, students are more likely to retain information. Being immersed in information and being involved in visual and practical experiences will help students remember, learn and understand health education techniques.
- Field experience will help reinforce classroom materials, bringing lessons to life. Field experience gives students the opportunity to visualize experience and discuss information on a subject area.
- Going on field experience offers students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given area. It is also valuable as an exercise in broadening a student understands of the world and their place in it.
- Field experience encourages the development of social, personal and study skills. It has been observed that students appear to come out of their shell on field trips, becoming creative and displaying leadership qualities.

### **3.2 Objectives of Field Experience in Health Education**

During the field experience the student will be able:

- To apply competencies and knowledge gained throughout the health education training.
- To obtain firsthand experience in a health care setting/teaching.
- To apply knowledge and skills acquired throughout the health education curriculum.
- To explain how health care management fits into total public or community health.
- To demonstrate a concern for health, human rights and dignity in the context of community health.
- To analyse and explain the organisational structure of the host organization, including its mission, goals, values, constituencies, funding, impact on clients and other constituencies, relationship with the community and effect(s) on oneself.
- To discuss human rights and ethical principles to be followed when working with community organisations.

- To demonstrate problem-solving skills.
- To demonstrate skills to work effectively across diverse sub-groups and cultures.
- To demonstrate skills to work effectively as a member of an interdisciplinary team.
- To demonstrate leadership skills.
- To demonstrate the ability to formulate an idea from conception to completion of a project.
- To explain the role of politics in the work environment.
- To demonstrate the ability to navigate effectively among various constituencies and agendas in order to accomplish the stated objectives.

### **3.3 Health Education Field Experience Benefits**

Health Education field experience has the following benefits:

- a. The students: apply health contents, knowledge taught in class into practice inside the community and learn from the actual experience in the real world of health care.
- b. Community: working with others to improve the health of the community through services provided by the future health cadres.
- c. Institution: foster closer relationship between the student's institution, supervisor, the site of internship (organization of placement for internship), students and the community they served.

Students are required to:

- a. Determine a project based upon the organisation's needs, work, or mission;
- b. Develop a field plan or scope of work based upon the above;

Figure 3.3.3 Benefit of field experience



### **Tutor-marked Assignment**

#### **4.0 Self-Assessment Exercise**

List the importance students can derive from field experience in health education.

### **Answer**

The followings are the importance of field experience in health education

- On a field experience, students are more likely to retain information. Being immersed in information and being involved in visual and practical experiences will help students remember, learn and understand health education techniques.
- Field experience will help reinforce classroom materials, bringing lessons to life. Field experience gives students the opportunity to visualize experience and discuss information on a subject area.
- Going on field experience offers students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given area. It is also valuable as an exercise in broadening a student's understanding of the world and their place in it.
- Field experience encourages the development of social, personal and study skills. It has been observed that students appear to come out of their shell on field trips, becoming creative and displaying leadership qualities.

## **5.0 Conclusion**

Field experience in health education, allows students to put what they have learnt in classroom situation into real life. As such students of health education who engaged in field experience may acquire skills and techniques of addressing school and community health issues professionally. Field experience will facilitate a better relationship between health education programme and community.

## **6.0 Summary**

Field experience play a significant role in helping the students to retain knowledge, as well as giving student opportunity to visualize experience and discuss information. The programme of field experience in health education aim to apply competencies and knowledge gained throughout health education training and also to obtain firsthand experience in education and or health setting.

## **7.0 Reference/Further Reading**

<https://cns.csusb.edu/health-science-human-ecology/degrees-programs/undergraduate/health-care-management/field-experience>

## **Answer to Self-Assessment Exercise**

The followings are the importance of field experience in health education

- On a field experience, students are more likely to retain information. Being immersed in information and being involved in visual and practical experiences will help students remember, learn and understand health education techniques.
- Field experience will help reinforce classroom materials, bringing lessons to life. Field experience gives students the opportunity to visualize experience and discuss information on a subject area.
- Going on field experience offers students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given area. It is also valuable as an exercise in broadening a student understands of the world and their place in it.
- Field experience encourages the development of social, personal and study skills. It has been observed that students appear to come out of their shell on field trips, becoming creative and displaying leadership qualities.

## **UNIT III: WORK ETHICS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
  - 3.1 Work Ethics
  - 3.2 Some Mentor (Preceptor) Responsibilities
- 4.0 Self-Assessment Exercise
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Reading

### **1.0 Introduction**

In unit 2 you have learnt about the values of field experience, objectives of field experience in health education, health education field experience benefits. In this Unit, you will learn about work ethics during health education field experience.

### **2.0 Intended Learning Outcomes (ILOs)**

By the end of this unit, you will be able to:



- discuss the field experience work ethics
- outline the responsibilities of preceptor during field experience in health education

### **3.0 Main Content**

#### **3.1 Work Ethics**

Work ethic is a belief that hard work and [diligence](#) have a moral benefit and an inherent ability, [virtue](#) or [value](#) to strengthen character and individual abilities. It is a set of values centered on importance of work and manifested by determination or desire to work hard. Social engrailment of this value is considered to enhance [character](#) through hard work that is respective to an individual's field of work (*Marek, Karwowski, Frankowicz, Kantola & Zgaga, 2014*).

#### **3.2 Some Mentor (Preceptor) Responsibilities**

*Some responsibilities of mentor (preceptor) are to:*

- A. Assist the student in developing project objectives to be achieved during the internship.
- B. Orient the student to the staff, organisation (including the dress code), and the community the organisation serves.
- C. Plan with the student specific activities as well as their role, responsibilities, and supervision during the internship.
- D. Inform the student of required training, background check, fingerprinting or other necessary preliminary requirements.
- E. Determine with the student the dates of the internship, daily attendance, and hours of attendance.
- F. Share with the student other learning opportunities that might exist in the organisation.
- G. Orient the organisation's staff to the student's project objectives.
- H. Set up a site visit date and time for the faculty internship coordinator to visit the site.
- I. Approve and sign the student's internship project plan and letter of agreement prior to the onset of the student's activities with the organisation.
- J. Complete and review a performance evaluation with the student at the end of the internship.
- K. Sign the bi-weekly log indicating hours and completed Department Information.

#### ***Tutor-marked Assignment***

#### **4.0 Self-Assessment Exercise**

*1. List any five responsibilities of mentor (preceptor) during field experience*

#### ***Answer***

*These are some of the responsibilities of preceptor during health education field experience*

- A. Assist the student in developing project objectives to be achieved during the internship.
- B. Orient the student to the staff, organization (including the dress code), and the community the organization serves.

- C. Plan with the student specific activities as well as their role, responsibilities, and supervision during the internship.
- D. Inform the student of required training, background check, fingerprinting or other necessary preliminary requirements.
- E. Determine with the student the dates of the internship, daily attendance, and hours of attendance.
- F. Share with the student other learning opportunities that might exist in the organization.
- G. Orient the organization's staff to the student's project objectives.
- H. Set up a site visit date and time for the faculty internship coordinator to visit the site.
- I. Approve and sign the student's internship project plan and letter of agreement prior to the onset of the student's activities with the organization.

## **5.0 Conclusion**

*Students on field experience develop positive work ethics that reflect sound moral character and high sense of duties. The cooperating staff/teacher/mentor should share with the student other learning opportunities that might exist in the organization which could help in making the student to be a committed professional in the future.*

## **6.0 Summary**

*It is of paramount importance to the student of health education to have knowledge on right and wrong of any health education job. This knowledge could be gained through field experience and it will help the cooperating staff/teacher to assist the student in developing project objectives to be achieved during the internship.*

## **7.0 Reference/Further Reading**

*T. Marek; W. Karwowski; M. Frankowicz; J. Kantola; P. Zgaga (2014). [Human Factors of a Global Society: A System of Systems Perspective](#). CRC Press. pp. 276–277.*

<https://cns.csusb.edu/health-science-human-ecology/degrees-programs/undergraduate/health-care-management/field-experience>

## **Answer to Self-Assessment Exercise:**

*These are some responsibilities of mentor (preceptor) during health education field experience:*

- i. Assist the student in developing project objectives to be achieved during the internship.
- ii. Orient the student to the staff, organisation (including the dress code), and the community the organisation serves.
- iii. Plan with the student specific activities as well as their role, responsibilities, and supervision during the internship.
- iv. Inform the student of required training, background check, fingerprinting or other necessary preliminary requirements.
- v. Determine with the student the dates of the internship, daily attendance, and hours of attendance.
- vi. Share with the student other learning opportunities that might exist in the organisation.
- vii. Orient the organisation's staff to the student's project objectives.
- viii. Set up a site visit date and time for the faculty internship coordinator to visit the site.
- ix. Approve and sign the student's internship project plan and letter of agreement prior to the onset of the student's activities with the organisation.
- x. Complete and review a performance evaluation with the student at the end of the internship.
- xi. Sign the bi-weekly log indicating hours and completed Department Information.

## **MODULE 2: STUDENT RESPONSIBILITIES**

Unit 1: Student Responsibilities

Unit 2 Sample of Log Book

Unit 3 Filling Log book

### **Unit 1: Student Responsibilities**

#### **CONTENTS**

1.0 Introduction

2.0 Intended Learning Outcomes (ILOs)

3.0 Main Content

3.1 Students Responsibilities

3.1.1 Be punctual and reliable

3.1.2 Behave in a professional manner

3.1.3 Communicate regularly with your cooperating teacher

3.1.4 Safety

3.1.5 Suggestions

4.0 Self-Assessment Exercise

5.0 Conclusion

## 6.0 Summary

## 7.0 References/Further Reading

### 1.0 Introduction

In the previous unit you have learnt about work ethics during health education field experience. In this Unit, you will learn about students' responsibilities in health education field experience.

### 2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- recognize the student's responsibilities during field experience.
- outline the factors for behaving in a professional manner during field experience in health education
- describe the communication process during field experience

### 3.0 Main Content

#### 3.1 Students Responsibilities

Students on field experience are expected to be:

- [Be punctual and reliable](#)
- [Behave in a professional manner](#)
- [Communicate regularly with host teacher](#)
- Perform duties as requested by host teacher (and outlined in the [Field Experiences Ladder](#))
- Observe classroom dynamics and assist as needed
- Show initiative and become an active participant in the classroom
- Where possible, prepare and teach a lesson or portion of a lesson
- Be a [mandated reporter](#) and understand the [limits of confidentiality and data privacy](#)
- [Other suggestions](#)

#### 3.1.1 Be Punctual and Reliable

- You *must* notify your host cooperative staff/teacher well in advance of planned absences and call the school in the morning if you are ill. When you are absent, you should make up the hours.
- In general, you do not need to make up hours when your site is closed. However, if site conflicts amount to more than *three* hours, you must obtain approval from your Professor or the Director of Field Experiences.

### *3.1.2 Behave in a Professional Manner*

- **First Day:** The first day, report to the office to sign in as a visitor. They can direct you to your host cooperative staff/teacher's room. Meet your host cooperative staff/teacher and begin observing/assisting in the classroom or any responsibility.
- **Dress:** Wear clothes appropriate for the job assign to you. Follow the organization or school dress code. Appear neat, clean, and professional.
- **Boundaries:** You are expected to maintain appropriate professional boundaries with students. Act in accordance with your role as a worker or teacher's aide. If you are in school do not ask students for their contact information and do not give them yours. Do not interact with students on social media.

### *3.1.3 Communicate Regularly with your Cooperating Teacher*

In order to get the most out of your field experience, it is important to communicate regularly with your cooperating teacher/staff. You are expected to initiate initial, midway, and final conversations with your cooperating teacher/staff in order to discuss your goals for the field experience, seek feedback, ask questions, and share information.

Before students begin the field experience or on their first day, they will send the [Student Information Form](#) to their cooperating teacher/staff as an attachment.

- **Initial Conversation:** Students will initiate a conversation to discuss their goals for the field experience. Other things to discuss include: an agreed upon schedule, the student's duties, and organization or school rules and regulations. Also, students will ask for the best way to contact their cooperating staff/ teacher and obtain either a phone number or an e-mail address
- **Midway Conversation:** About one month into the field experience students will check-in with their cooperating teacher/staff to discuss how things are going, ask questions, share insights, review progress on their goals, and agree upon future tasks.
- **Final Conversation:** The last week of the field experience students will discuss with their cooperating teacher/staff whether they achieved their goals and ask for feedback on their strengths and areas for improvement. Their cooperating staff/teacher may also want to share the Student Evaluation with them.

### *3.1.4 Safety*

- If at any time you feel unsafe during your field experience, you may leave your placement. Then report immediately to your supervisor or institution director of field experience.

### *3.1.5 Suggestions*

- Remember that you are a guest at the organization/school where you work. Be professional and courteous.
- Show initiative as well as some creative inclination.
- Learn as much from the experience as you can.

## Tutor-marked Assignment

1. Describe any three ways of communication during field experience.

### Answer

- **Initial Conversation:** Students will initiate a conversation to discuss their goals for the field experience. Other things to discuss include: an agreed upon schedule, the student's duties, and organization or school rules and regulations. Also, students will ask for the best way to contact their cooperating staff/ teacher and obtain either a phone number or an e-mail address
- **Midway Conversation:** About one month into the field experience students will check-in with their cooperating teacher/staff to discuss how things are going, ask questions, share insights, review progress on their goals, and agree upon future tasks.
- **Final Conversation:** The last week of the field experience students will discuss with their cooperating teacher/staff whether they achieved their goals and ask for feedback on their strengths and areas for improvement. Their cooperating staff/teacher may also want to share the Student Evaluation with them.

## 5.0 Conclusion

It is the responsibility of field experience students to be punctual, dedicated to duty assigned to him and act professionally in order to achieve best from the field experience. Having these qualities could help the student to develop professionalism in the area of health education in school as a teacher or in a community as a health educator.

## 6.0 Summary

Proper communication is a means of achieving a better result during and after a field experience. It is good to communicate promptly with cooperating staff/teacher/mentor. As a student it is expected that you initiate initial, midway, and final conversations with your cooperating staff/teacher/mentor in order to discuss the goals for the field experience, seek feedback, ask questions, and share information.

## 7.0 References/Further Reading

<https://wp.stolaf.edu/education/feresponsibilities/> 2019

### Answer to Self-Assessment Exercise

- **Initial Conversation:** Students will initiate a conversation to discuss their goals for the field experience. Other things to discuss include: an agreed upon schedule, the student's duties, and organization or school rules and regulations. Also, students will ask for the best

way to contact their cooperating staff/ teacher and obtain either a phone number or an e-mail address

- **Midway Conversation:** About one month into the field experience students will check-in with their cooperating teacher/staff to discuss how things are going, ask questions, share insights, review progress on their goals, and agree upon future tasks.
- **Final Conversation:** The last week of the field experience students will discuss with their cooperating teacher/staff whether they achieved their goals and ask for feedback on their strengths and areas for improvement. Their cooperating staff/teacher may also want to share the Student Evaluation with them.

## **UNIT II: SAMPLE OF LOG BOOK**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
  - 3.1 Log Book
- 4.0 Self-Assessment Exercise
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Reading

### **1.0 Introduction**

In the previous unit you have learnt about students' responsibilities in health education field experience. In this unit you will learn about log book and how to use it to record your experiences.

### **2.0 Intended Learning Outcomes (ILOs)**

By the end of this unit, you will be able to:

- demonstrate how to use log book in health education field experience.
- apply the purpose of log book in health education field experience.





<b>Date / period/week</b>	<b>Experience</b>	<b>Period claimed</b>	<b>Competency</b>	<b>Supervisor/ expert</b>  Signature and position



## 7.0 Reference/Further Reading

<https://wp.stolaf.edu/education/feresponsibilities/> 2019

### UNIT III: FILLING LOG BOOK

#### CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
  - 3.1 Filling of Log Book
- 4.0 Self-Assessment Exercise
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Reading

#### 1.0 Introduction

In the previous unit, you have learnt about log book and how to use it to record your experiences. In this unit you will learn how to fill log book in health education field experience.

#### 2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

- practice how to fill log book in health education field experience.

#### 3.0 Main Content

##### 3.1 Filling of Log Book

How to fill a logbook for industrial training?

The filled logbook is required to complete the field experience. A typical log book contains different pages that require specific information. Have a closer look at all of the pages. The first page contains basic information about you and your training. You will need to write down the following information: Your name; the name of your institution; your course of study; your year of course; the name of the institution or organization where you undergo the field experience; the name of your coordinator/supervisor; your student registration number under your photo.

The next two pages concern the organisation where you undergo your training. One of them should contain the information on the name, location and size of the organisation. The other one should have a diagram/chart of the structure of the organisation. Next, you will find the attendance registry. This page is not to be completed by you. It has to be filled by your coordinator/supervisor. At the end of each week, you need to meet them and ask them to fill it. At the bottom of the page, the coordinator/supervisor should write an overall comment about your training when it is over

and leave their signature and official stamp. After that, there is the assessment sheet. It begins with the basic information about your training (your name, the period of your training, name of your department, and the company name). The rest of the page is filled with different criteria to evaluate your training. It is called Performance Rating and it is also filled by your coordinator/supervisor.

The most important part: The weekly progress chart. This will be contained in the rest of your logbook. In it, you should write about your activities and experiences at field experience every day. Each week has two pages. One contains a table where you are supposed to write about your daily routine, and the other is completely blank. You can draw diagrams, pictures and write comments that, in your opinion, do not belong on the previous page. To be fair, you do not need to be particularly precise about your daily goings-on. A simple recounting of the most important events should do. You can also do it at the end of the week, but it is best to write down the experiences while they are still fresh in your memory.

Figure 3.3.1 Sample of Students Log-book



12-feb-2015

**Student's Weekly Progress Chart (Week Ending:.....)**

Day	Description of Work Done	New Skills Learnt
Sat.  07-feb-2015	I checked the overview of the invoice that they wrote of the customers and the bill of accommodations of the customers	New skill that I learned is how to confirm the waiters invoices either right or wrong
Sun.  08-feb-2015	I prepared to wrote all bills are sleeping and checked the reception department are transferred to their rooms as a proper ways	I learned how to make the confirmation of the waiters if they make the fraud.
Mon.  09-feb-2015	I worked to cu the invoice of waiters that they compared for their sales today in order to insure the cashier department.	The new skill that I learned is how to classify the waiter's invoices in to the cashier.
Tue.  10-feb-2015	I wrote the normal bills of customers' demands that they request the foods and drinks they want to eat.	I learned how to assign the price if it comes the new food and even the new demands.
Wed.  11-feb-2015	I informed the cashier personnel for the numbers of creditors that planned in to reception department in order to checked for the waiters	The new skill that I learned is how to corrected if it happened the error's for invoices
Thu  12-feb-2015	Today I planned to answers for local operators that can comes for accommodations and different department for entire hotel.	The new idea that I learned is how to make collaboration of different departments in to systematic ways.

## **Tutor-marked Assignment**

### **4.0 Self-Assessment Exercise**

1. Use with sample of log book in the previous unit to practice how to fill the log book

### **5.0 Conclusion**

Keeping is very vital for students on field experience; this record is obtained from filled log book. The school or programme coordinator uses the filled log book to assess student performance of field experience which is the requirement for graduating.

### **6.0 Summary**

Student on field experience fill log book on daily, weekly basis of practical experience. The following information is required; Your name; The name of your educational institution; Your course of study; Your year of course; The name of the institution or organization where you undergo the field experience; The name of your coordinator/supervisor; Your student registration number.

### **7.0 Reference/Further Reading**

<https://wp.stolaf.edu/education/feresponsibilities/> 2019