

Qatar University
College of Health Sciences-QU Health
Department of Public Health
Training Manual: Health Education Practicum (PUBH 314)

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Introduction

The Health Education Practicum PUBH 314 training manual is designed for senior students in the Bachelor of Science in Public Health program with a concentration in Health Education. Students are expected to register for this course during the fall semester of their fourth year. The practicum provides opportunities to apply theories, ethics, and principles of health education in practical settings. It prepares students for professional roles by fostering the essential skills and competencies required for careers in health education. This manual presents the public health program objectives and learning outcomes, specifies the objectives of the Health Education Practicum, and clarifies the responsibilities of students, instructors, and site supervisors at both the training site and the QU campus.

Qatar University

Mission Statement

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which addresses relevant local and regional challenges, advances knowledge, and contributes actively to the needs and aspirations of society.

College of Health Sciences

Mission Statement

In alignment with the Qatar Vision 2030, the mission of the College of Health Sciences is to prepare competent graduates who will contribute to the delivery of optimal healthcare, to promote research and scholarly activity and to prepare thh2 for careers in health care and higher education.

Vision Statement

The College of Health Sciences aspires to have its faculty, staff, and students achieve distinction in teaching, research, and community service, and for its health degree programs to be recognized as models of excellence and exceptional achievement.

Department of Public Health

Department Vision

The vision of the Department of Public Health is fostering socially just, and equitable communities through holistic wellness.

Department Mission

The mission of the Department of Public Health is to propel public health excellence in teaching, research, and service through leadership, innovative approaches, and collaborative partnerships at the national, regional, and international levels.

Public Health Program Objectives

OBJ 1: Provide students with comprehensive instruction in the international standards for public health

OBJ 2: Teach students the concepts and practices of health promotion and disease prevention and the complexities of eliminating health disparities in human populations

OBJ 3: Cultivate within students the ability to analyze public health policies and interventions, assessing their effectiveness and proposing possible alternatives

OBJ 4: Teach students the basics of health service organization, financing, delivery and evaluation.

Program learning Outcomes

PLO 1: Apply public health concepts as a broad and complex domain of professional practice and inquiry, with specific reference to the local context

PLO2: Analyse local and international public health problems with inferences from history and milestone in the evolution of the public health field

PLO3: Examine ethical issues relevant to public health practice, especially as they apply to local specificities, and justify proposed courses of action

PLO4: Apply research skills to generate well-formed questions and approaches to answering them – including research questions, data sources, and appropriate methodologies

PLO5: Assess evidence used to implement and evaluate Public Health interventions

PLO6: Communicate effectively about public health issues

PLO7 HE: Design health education strategies and interventions

PLO8 HE: Assess the appropriateness and impact of health education strategies and interventions

PLO9 HE: Demonstrate leadership skills in public health

PLO10 HM: Apply management theories and concepts to public health issues

PLO 11 HM: Demonstrate knowledge of effective management of public health programs and interventions

PLO12 HM: Demonstrate knowledge of effective management of public health services

Admission Criteria for Public Health Program and Health Education Practicum

The admission criteria specific to public Health major:

- Minimum secondary school grade for final year 75%
- Complete 12 CH with minimum GPA of 2
- The 12 CH should include STAT 101 with a minimum grade of C

Prerequisites: Students must finish PUBH 310 (Needs Assessment and Planning for Health Promotion Programs) before registering in Health Education Practicum course.

Study Plan

Bachelor of Science in Public Health

CONCENTRATION IN HEALTH EDUCATION

FIRST YEAR ([32 credit hours])					SECOND YEAR ([29 credit hours])				
Fall Semester					Fall Semester				
Course No.	Course Title	Credit Hours	Prerequisites	Concurrent prerequisite	Course No.	Course Title	Credit Hours	Prerequisites	Concurrent prerequisite
CHEM 101	General Chemistry I	3			PUBH 202	Health, Behavior and Society	3		
CHEM 103	Experimental General Chemistry I	1		CHEM101	BIOM 217	Human Genetics	3	MEDI 103	
PUBH 151	Biostatistics for health Sciences	3			BIOM 243	Introduction to Pathology	2		
MEDI 101	Human Structure and Function -1	3			Core curriculum 4		3		
MEDI 102	Health Professions Education	3			Core curriculum 5		3		
Core curriculum 1	English 202- English Language I Post Foundation	3							
Total Credit Hours in Semester				16	Total Credit Hours in Semester				14
Spring Semester					Spring Semester				
Course No.	Course Title	Credit Hours	Prerequisites	Concurrent prerequisite	Course No.	Course Title	Credit Hours	Prerequisites	Concurrent prerequisite
MEDI 103	Human Structure and Function -2	3	MEDI 101		PHAR 250	Microbiology for Health Sciences	3	MEDI 101	
PUBH 101	PHS: Principles and Practice	3			PUBH 201	Environmental Health and Disease	3		
BIOM 201	Medical Biochemistry	4	CHEM 101		PUBH 205	Research Methods for Public Health	3		
Core curriculum 2	English 203- English Language II Post Foundation	3	ENGL 202		Core curriculum 6		3		
Core curriculum 3		3			Core curriculum 7		3		
Total Credit Hours in Semester				16	Total Credit Hours in Semester				15

THIRD YEAR ([32] credit hours)					FOURTH YEAR ([27] credit hours)				
Fall Semester					Fall Semester				
Course No.	Course Title	Credit Hours	Pre-requisites	Concurrent pre-requisite	Course No.	Course Title	Credit Hours	Pre-requisites	Concurrent pre-requisite
PUBH 300	Public Health Professional Practice	1			PUBH 314	Health Education Practicum	4	PUBH 300 & 310	
PUBH 301	Public Health Ethics	3	PUBH 101		PUBH 420	Design of Program Evaluation Systems	3	PUBH 101 & 205	
PUBH 303	Epidemiology	3	PUBH 101 & 151		PUBH 421	Health Promotion and Disease Prevention for Women	2		
Core curriculum 8		3			PUBH 426	Disease-specific Health Ed and Promotion	3	PUBH 222 or MEDI 103	
Core curriculum 9		3			Major Elective		3		
Core curriculum 10		3							
Total Credit Hours in Semester				16	Total Credit Hours in Semester				15
Spring Semester					Spring Semester				
Course No.	Course Title	Credit Hours	Pre-requisites	Concurrent pre-requisite	Course No.	Course Title	Credit Hours	Pre-requisites	Concurrent pre-requisite
PUBH 222	Foundation of Health education	3			PUBH 341	Public Health Data Analyses	3	PUBH 151 or 205 or 303	
PUBH 306	Public Health Systems, Mgt, and Policy	3	PUBH 101		PUBH 499	Capstone	3	(90CH, PUBH 205, PUBH 303 and department approval)	
PUBH 310	Needs assessment and Planning for Health Promotion	4	PUBH 205		Free Elective 1		3		
PUBH 320	Health Communication	3	PUBH 101		Free Elective 2		3		
Core curriculum 11		3							
Total Credit Hours in Semester				16	Total Credit Hours in Semester				12

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Health Education Core Competencies

Responsibility 1. Assessing individual and community needs for health education

Competency A: Obtain health-related data about social and cultural environments, growth and development factors, needs and interests.

Competency B: Distinguish between behaviour that fosters and that which hinders well-being.

Competency C: Infer needs for health education on the basis of obtained data.

Responsibility 2. Planning effective health education programmes

Competency A: Recruit community organizations, resource people and potential participants for support and assistance in programme planning.

Competency B: Develop a logical scope and sequence plan for a health education programme.

Competency C: Formulate appropriate and measurable programme objectives.

Competency D: Design educational programmes consistent with specified programme objectives.

Responsibility 3. Implementing health education programmes

Competency A: Exhibit competence in carrying out planned educational programmes.

Competency B: Infer enabling objectives as needed to implement instructional programmes in specified settings.

Competency C: Select methods and media best suited to implement programme plans for specific learners.

Competency D: Monitor educational programmes, adjusting objectives and activities as necessary.

Responsibility 4. Evaluating effectiveness of health education programmes

Competency A: Develop plans to assess achievement of programme objectives.

Competency B: Carry out evaluation plans.

Competency C: Interpret results of programme evaluation.

Competency D: Infer implications from findings for future programme planning

Responsibility 5. Coordinating provision of health education services

Competency A: Develop a plan for coordinating health education services.

Competency B Facilitate cooperation between and among levels of programme personnel.

Competency C: Formulate practical modes of collaboration among health agencies and organizations.

Competency D: Organize in-service training programmes for teachers, volunteers and other interested personnel.

Responsibility 6. Acting as a resource person in health education

Competency A: Use computerized health information retrieval systems effectively.

Competency B: Establish effective consultative relationships with those requesting assistance in solving health-related problems.

Competency C: Interpret and respond to requests for health information.

Competency D: Select effective educational resources materials for dissemination.

Responsibility 7. Communicating health and health education needs, concerns and resources

Competency A: Interpret concepts, purposes and theories of health education.

Competency B: Predict the impact of societal value systems on health education programmes.

Competency C: Select a range of communication methods and techniques in providing health information.

Competency D: Foster communication between health care providers and consumers.

References:

“Health Education- Theoretical Concepts, Effective Strategies and Core Competencies ”
(WHO, 2012)

http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf

The 2020 update of the eight areas of responsibility are detailed at

<https://www.sophe.org/careerhub/health-education-profession/seven-areas-responsibility-health-education-specialists/>

Health Education Code of Ethics

Health educators’ work is directly concerned with communities and individuals. It is crucial that the rights and privacy of individuals and communities are respected, and that programmes are developed on an equitable basis, addressing the needs of the most vulnerable population groups and embracing the following principles:

- Respect for human dignity and rights
- Respect for individual and family independence
- Client full consent
- Confidentiality
- Nondiscrimination or stigmatization
- Equity in access, coverage and service delivery
- Respect for cultural values and cultural diversity
- Refraining from conflict of interest, particularly commercial interest
- Integrity and good personal conduct.

Course Description: Health Education Practicum (PUBH 314)

Health Education Practicum course provides students the opportunity to conduct guided practical work and to implement the results of needs assessment and health education planning.

Course Objectives

1. Help students apply theories, ethics, and principles of the public health field to work situations.
2. Work on a public health project that utilizes/builds upon their competencies and skills in assessment and health education.
3. Enable students to conduct needs assessment to define the health problem using appropriate data-collection methods.
4. Demonstrate basic skills in planning for health education programs.
5. Enable students to implement a health education method and ensure high-quality delivery of the planned intervention.
6. Teach students to conduct effective evaluations using a range of evaluation designs and both quantitative and qualitative research methods.
7. Help students communicate orally and in writing, and critically reflect on their public health skills and development.

Course Learning outcomes

1. Apply the principles and ethics of health education to the work situation in program planning and evaluation.
2. Exhibit professional skills and competencies essential to Health Education and Promotion.
3. Define the health problem by conducting a needs assessment and using appropriate data-collection methods.
4. Develop goals and objectives for health education programs.
5. Apply the logic model in program planning.
6. Implement health education method/ campaign.
7. Monitor the implementation process.
8. Evaluate the health outcome (s) by using different evaluation designs and both quantitative and qualitative research methods.

9. Reflect critically on the public health skills and development by submitting and discussing weekly reports with the instructor for this course.

Student Learning Outcomes of the Course (e.g. Primary Healthcare center: Exhibit skills and competencies of public health educator:

- Assess and analyze patient's needs and concerns and identify appropriate educational strategies
- Participate in planning, developing, and implementing individual and group health education for patients and their families/caregivers.
- Raise awareness of lifestyle choices and decisions the individual can make to maintain and promote health.
- Work with special populations, such as patients with chronic illnesses and disabilities, educate, and empower them with the skills needed to manage the health issue.
- Act as a resource person for other healthcare workers and participate in providing educational activities as required.
- Coordinate the implementation and evaluation of the health education activities.
- Collect data to evaluate educational activities for performance improvement and quality assurance
- Consult with other healthcare workers in regards to patients' health issue and educational needs, and participate in multidisciplinary care teams for the benefit of the patient. (patient-centred and interprofessional care).

The 2020 update of the eight areas of responsibility are detailed at

<https://www.sophe.org/careerhub/health-education-profession/seven-areas-responsibility-health-education-specialists/>

Training Sites and Rotations

- Ministry of Public Health- Department of Health Education
- Ministry of Public Health- Department of Communicable Disease and Health Protection
- Ministry of Public Health- Department of non-communicable Disease and Health Promotion
- Ministry of Public Health- Department of Health care quality and patient safety.
- Primary Healthcare Corporation- Health centers
- Primary Healthcare Corporation-Headquarters
- Hamad Medical Corporation, Hamad General Hospital-Department of Diabetes Education
- Hamad Medical Corporation, Alwakra Hospital-Department of Diabetes Education
- Hamad Medical Corporation, Women's Hospital, Department of Breastfeeding
- Kulluna Health Promotion Initiative-Hamad International Training Center (HITC)
- Qatar Cancer Society
- Qatar Fund for Development.

Student's Responsibilities at the Training Site and On QU Campus

1. Ask the training site supervisor to sign the attendance sheet each day upon arrival and departure from the site.
2. Inform the course instructor if you will be late/or absent.
3. Wear your lab coat with the college/department logo at the site.
4. Turn off your mobile phones and DO NOT use any other electronic devices during the training unless you are on break time.
5. Observe, learn (and apply if allowed by the supervisor) from the different processes and procedures related to health education and public health management at the site.
6. Ask for assistance, supervision, or any inquiry you may have from the supervisor/professionals at the site.
7. Attend a weekly class meeting with the course instructor to reflect on the training experience from the past week.
8. Submit a weekly report to the course instructor reflecting/giving feedback on your experience for the past week; lessons learned, challenges faced, and the role of a public health specialist.
9. Submit a final report reflecting on the training experience at PHCC - Qatar University Health Center and deliver a PowerPoint presentation in the classroom for the course instructor and other classmates.
10. Fill the student exit survey after finishing the training.

Course Instructor's (Training Coordinator's) Roles and Responsibilities

1. Divide students into groups, and direct each group to a training site based on the trainee's focus —health education or public health management —and on-site capacity to host trainees.
2. Communicate with site managers and supervisors to construct student rotation schedules.
3. Prepare a file for each student that includes an attendance sheet, a manual, supervisors' evaluation forms, and students' evaluation forms.
4. Introduce the training manual for students, which outlines the fieldwork objectives and the learning outcomes expected from this training. It also includes a supervisor's evaluation form and a student's exit survey to evaluate their experience. Each student will be asked to read the guidelines file, understand, and sign.
5. Provide students with a range of academic materials. These will mainly be made available through Blackboard and may include: e-books and documents; weekly required reading chapters; articles and chapters for further reading; websites to explore; videos; and handouts.
6. Meet with students weekly for 1 hour to discuss/reflect on their experience from the previous week, and have them submit a weekly report. In these weekly reports, students will reflect critically on the public health skills and development by focusing on a specific topic suggested by the coordinator, address lessons learned, and challenges faced during the training. During these meetings, the coordinator will assist students in resolving any training-related issues.
7. Have routine meetings with all supervisors to monitor the progress of all students. The coordinator needs to be aware of the students' weaknesses and strengths. Typically, there will be about 2 meetings per week with the supervisors and trainers.
8. Perform random spot checks at sites to ensure students are in their places, monitor student performance, and follow up with supervisors.
9. Communicate the objectives and student learning outcomes of the field experience training course clearly and frequently to the clinical/ training site coordinators, managers, supervisors, and students.
10. Collect weekly evaluations and keep track of and read all student reports completed during their rotations.
11. Keep track of students' casual and sick days and document them.
12. Correspond daily with supervisors and students to resolve any issues that may arise. This is normally done via email or phone.

13. Update the training manual to accommodate any changes that occur during the semester, including assignments, evaluations, or other pertinent happenings.
14. Assert disciplinary action on students who do not abide by the policies of the program or who show a lack of effort.
15. Update the assignments, experiences, and evaluations for every rotation based on supervisors' and students' feedback, as well as any advances in the field.
16. Collect and grade final reports, final presentations, and supervisors' evaluation forms to evaluate the student performance in the field experience course and practicum.
17. Send the exit survey (student evaluation form) to all students to gather feedback on the field experience training.

Site Supervisor/Professional's Role and Responsibilities

1. Discuss the site's policies and regulations that students must follow during the training period.
2. Sign the student attendance sheet on each training day at arrival and departure from the site.
3. Direct the student to the training site.
4. Help the student plan, organize, and implement the duties assigned to her. Monitoring students conduct and performance during their training.
5. Inform the course instructor of students' weaknesses and strengths.
6. Complete supervisor evaluation forms .
7. Maintain communication with the course instructor (clinical coordinator) through available meetings, correspondence, telephone contacts, and on-site visits.

Forms and Templates

- Student's weekly report template
- Student's final report outline
- Supervisor's evaluation form (1&2)
- Student's exit survey

Student's Weekly Report Template

Student Name:

Site:

Week Number:

Hours Worked:

Activities: Describe the nature of the work you have been doing/Describe weekly experience

- 1.
- 2.
- 3.

Observations

- 1.
- 2.
- 3.

Planning for Next Week

- 1.
- 2.

Challenges /concerns you may have

Recommendations and suggestions

Conclusion

Student's Final Report Outline

The final report should reflect on the student's experience at (site name). In this report, a student should describe:

- Work/activities and responsibilities assigned to the student during the training.
- Skills and competencies developed through this training and how they will shape students' future profession as public health specialists.
- Challenges/problems a student faced during training.
- Recommendations and suggestions for improving the field experience course.

Supervisor's Evaluation Form-1

Students Name:
 Supervisor Name:
 Training Site:
 Days Absent:
 Days Late:

ID:
 Title:
 Phone No:
 Reason:
 Reason:

Note: The purpose of this evaluation is to make students aware of areas that needs improvement and enable the course instructor evaluate student's performance for academic credit.

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

1) Affective Behavior

Personal Interactive Skills	Excellent	Good	Fair	Poor	N/A
Effectively communicate and cooperates with peers					
Establishes or strive toward effective rapport with peers					
Effectively and accurately submits hand written documents					
Cordially communicate and interact with peers, supervisors and instructors					
Effectively communicate with instructors					
Professional Demeanor					
Strives to have a pleasant manner					
Demonstrates interest in learning					
Demonstrates perseverance					
Demonstrates promptness and dependable attendance					

2) Performance Tasks

	Excellent	Good	Fair	Poor	N/A
Apply theories from health education field learned in classroom.					
Abide with ethics and principles of health education.					
Exhibit professional skills and competencies essential to these skills in research, education, management, and assessment.					
Exhibit creativity in suggesting new ideas and problem-solving skills					
Reflect critically on the public health skills and development					
Other Comments:					

Signature _____

Date _____

Supervisor's Evaluation Form-2

Students Name:
 Supervisor Name:
 Training Site:
 Days Absent:
 Days Late:

ID:
 Title:
 Phone No:
 Reason:
 Reason:

Note: The purpose of this evaluation is to make students aware of areas that needs improvement and enable the course instructor evaluate student's performance for academic credit.

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

1) Supervised Student was prepared	Excellent	Good	Fair	Poor	N/A
Comes ready to work daily					
Reports to work on time and does not leave until designated time					
Takes initiative to do more than what is expected					
Accepts responsibility for her actions					

2) Utilizes Effective Verbal and Written Communication Skills

A. Verbal Communication	Excellent	Good	Fair	Poor	N/A
Effective communication with colleagues and supervisors					
Speaks in a clear, professional manner to convey accurate information					
Actively participates in health care team interactions					
Listens actively and effectively					
B. Written Communication					
Writes clearly, concisely, and logically					

Uses appropriate terms and abbreviations					
Uses correct grammar and spelling					
Understands professional, ethical and legal aspects of documentation					

3) Demonstrates Effective Personal Management and Problem-Solving Skills

	Excellent	Good	Fair	Poor	N/A
Demonstrates Initiative					
Follows Directions					
Demonstrates logical Problem-Solving Approach					
Seeks out necessary resources					
Uses resources efficiently and effectively					
Asks appropriate questions					
Proposes relevant solutions to problems					

4) Promotes Effective Professional Relationships

	Excellent	Good	Fair	Poor	N/A
Interacts well with peers, supervisors, and other staff members					
Works as an effective team member with peers, supervisors, and other staff members					
Communicates with respect					
Displays positive attitude for learning					
Demonstrates effective decision making					
Processes all necessary information using appropriate resources					

Reaches appropriate decisions					
Makes appropriate professional judgments within limits of current expertise/education					
Demonstrates critical thinking in decision making					
Demonstrates leadership potential					
Uses good judgment concerning when to seek help					
Maintains confidentiality of information					
Conducts self with integrity and fairness and high standards of professional ethics					
Displays professional appearance and behavior					
Completes educational objectives specific to rotation					

Strengths to be emphasized:

Areas to be improved or developed:

Signature _____

Date _____

Health Education Practicum Survey (Student exit survey)

Students Name:

Program:

Training Site:

ID:

Department:

Semester:

A) Please evaluate your performance by placing a check mark in the appropriate boxes, reflecting on what you have accomplished instead of what you may be able to do.

1) Knowledge:

	Excellent	Good	Fair	Poor	N/A
Of scientific basis for public health					
Of methods to assess & analyze health needs of the community target population					
Of appropriate theories/models of behavior change					
Of individual, small and/or large group public health strategies					
Of relevant public health policies and practices at the state, federal and local level					
Of community resources					
Of models for designing and implementing Public health programs					
Of effective management practices such as planning, budgeting, marketing, staffing					
Of effective methods of program evaluation					

2) Skills

	Excellent	Good	Fair	Poor	N/A
Able to identify problem/assess client interest and need					
Formulates educational/service goals and objectives					
Selects educational or service strategies to the situation					

Delivers service or educational program effectively to clients					
Makes Optimum use of available service/resources					
Develops measures to evaluate program effectively					
Prepares appropriate reports/maintenance records					
Plans and organizes time effectively					
Accomplishes assigned tasks with a minimum of supervision					
Makes sound decisions by using good judgment and common sense					
Produces accurate, thorough work					
Expresses self well in oral and written work					
Follows policies and procedures					

3) Relationship with Staff/Clients

	Excellent	Good	Fair	Poor	N/A
Works harmoniously with colleagues					
Works harmoniously with support staff					
Works harmoniously with representatives of other agencies					
Participates effectively with group situations					
Communicates effectively with clients					
Communicates effectively with staff					

4) Personal Traits and Attitudes

	Excellent	Good	Fair	Poor	N/A
Possesses emotional stability and maturity					
Is mentally active and attentive					
Shows leadership qualities					
Shows interest & enthusiasm for assigned activities					
Recognizes own strengths and weaknesses					
Responds positively to supervision					

5) Potentials

	Excellent	Good	Fair	Poor	N/A
Shows potentialities of becoming an effective site employee					
Has potential for contributing to profession					
Has potential for supervisory & administrative work					
Comments:					

B) Please answer the following open-ended questions to evaluate your experience at the training site.

1. Describe tasks assigned to you during your training.
2. Describe the learning experience at this site?
 - A. What experience(s) were most helpful? Why?
 - B. What experience(s) were least helpful? Why?

