

Distribution Agreement

In presenting this thesis or dissertation as a partial fulfillment of the requirements for an advanced degree from Emory University, I hereby grant to Emory University and its agents the non-exclusive license to archive, make accessible, and display my thesis or dissertation in whole or in part in all forms of media, now or hereafter known, including display on the world wide web. I understand that I may select some access restrictions as part of the online submission of this thesis or dissertation. I retain all ownership rights to the copyright of the thesis or dissertation. I also retain the right to use in future works (such as articles or books) all or part of this thesis or dissertation.

Signature:

Jeffrey David Freeman

Date

Improving Content, Analysis, Dissemination, Use, and Evaluation of the SFE Survey and its
Related Products

By

Jeffrey David Freeman
Degree to be awarded: Master of Public Health

Hubert Department of Global Health

Roger Rochat, M.D.
Committee Chair

Improving Content, Analysis, Dissemination, Use, and Evaluation of the SFE Survey and its
Related Products

By

Jeffrey David Freeman

B.S., West Virginia University, 2009

Thesis Chair: Roger Rochat, M.D.

An abstract of
A thesis submitted to the Faculty of the
Rollins School of Public Health of Emory University
in partial fulfillment of the requirements for the degree of
Master of Public Health
in the Hubert Department of Global Health
2013

Abstract

Improving Content, Analysis, Dissemination, Use, and Evaluation of the SFE Survey and its Related Products

By Jeffrey David Freeman

Background: Students pursuing a Master of Public Health degree at Rollins School of Public Health (RSPH) often complete a summer field experience (SFE) between the first and second years of their respective programs. In order to track, evaluate and improve the quality of SFEs, the Summer Field Experience Survey was created in 2004. Efforts related to the 2012 SFE Survey indicated a need to standardize SFE Survey processes.

Methods: A mixed method design was used in the study. The project was conducted between May and August of 2013. Three components were included in the mixed-methods design: (1) a comprehensive literature review of the past 9 years of SFE reports; (2) an online survey of 49 potential end-user preferences grouped into 10 initial categories; and (3) one focus group session on end-user preferences.

Analysis: Literature review helped identify potential end-users and indicated that annual SFE Survey methods varied slightly. The online survey respondents and the focus group reported that survey content had been useful. Most end-users preferred a summary report with some discussion, analysis and interpretation. They preferred to disseminate the report before the Practicum Opportunities Fair, which is held around the first week of November. Specific content desired by end-users varied by group (i.e. student, faculty, IRB, etc.)

Discussion: Information obtained through the literature review indicated a potential need for some standardization of processes related to the SFE Survey. The online survey and focus group helped inform the creation of revised SFE Surveys, a new template for the SFE Full Report, and comprehensive standard operating procedures (SOP) for conducting, analyzing, disseminating, and evaluating the SFE Survey and its related products. The SFE SOP includes the SFE Full Report and a new system of targeted reports based on content, timing and format preferences of end users.

Future Recommendations: Additional recommendations not included in the revised surveys, full report template or SOP, but gathered from feedback arising from the online survey and/or focus group, include making the SFE Survey a requirement for spring registration, a pre-departure survey, and SFE data availability through an open-sources data management tool for independent queries and analysis.

Improving Content, Analysis, Dissemination, Use, and Evaluation of the SFE Survey and its
Related Products

By

Jeffrey David Freeman

B.S., West Virginia University, 2009

Thesis Committee Chair: Roger Rochat, M.D.

A thesis submitted to the Faculty of the
Rollins School of Public Health of Emory University
in partial fulfillment of the requirements for the degree of
Master of Public Health
in the Hubert Department of Global Health
2013

Acknowledgements

While the expressed objective of this project is to obtain information from key informants to improve the timing, content and presentation of the Summer Field Experience (SFE) Survey, improvement to the survey has been a continual effort by those who conducted the survey since its inception in 2004. Previous students who have conducted the SFE Survey made steady improvements, but had not yet systematically surveyed key informants (potential end-users) to determine the best timing and format for presentations. In all of my efforts, I remain mindful of the many contributions of the students before me and of Dr. Rochat's persistence and passion in delivering useful information in a timely manner that serves to improve the quality of SFEs for RSPH students. This project could not have been conceived without the work of my predecessors and the commitment of Dr. Rochat. I remain forever indebted to Roger for everything he has done to guide my work and life at Rollins. A special thanks is warranted for Ha Phuong Nguyen who conducted the first trend analysis of SFE data from 2004-2009. Nguyen's report played an integral part in the decision making process for this project. I would also like to thank fellow MPH student, Evelyn Howatt, who contributed enormously to this effort. I could not have completed this project without her help. I am also extremely thankful to the academic advisors for the Global Health department, Theresa Nash and Angela Rozo, who have provided extensive support and guidance in completing this effort. I would also like to thank Dr.'s Deborah McFarland and Stanley Foster, both whom helped develop this project and provided additional support along the way. I am very thankful all to all of the survey and focus group

participants that took the time provide their feedback to the project. Lastly, I owe a debt of gratitude to all RSPH students, current and alumnae, who have taken time out of the past 10 years to complete the SFE Survey. Their time and consideration in completing the survey has provided a wealth of data and information for student advisement, RSPH promotion and recruitment, and quality improvement just to name a few. On behalf of Roger and myself, I offer them all a deep and sincere thank you!

Table of Contents

| | |
|--------------------------------------------------------------------------------|-----|
| Background | 2 |
| Project Objective & Specific Aims | 4 |
| Important Terms..... | 4 |
| Methods..... | 5 |
| Analysis..... | 9 |
| I. Literature Review Notes | 9 |
| II. Online Survey Response Rate & Focus Group Participation | 11 |
| III. Online Survey Notes..... | 11 |
| IV. Focus Group Session Notes..... | 16 |
| Discussion..... | 18 |
| Aim 1 Discussion – Identification of End-Users | 20 |
| Aim 2 Discussion – Revised Survey Template..... | 21 |
| Aim 3 Discussion – Revised US and Non US-based SFE Surveys | 22 |
| Aim 4 Discussion – SFE Survey Standard Operating Procedures | 24 |
| Future Recommendations | 27 |
| References | 30 |
| Appendices..... | 32 |
| Appendix A – Evaluating Use of the SFE Survey..... | 32 |
| Appendix B – Summer Field Experience Survey Standard Operating Procedures..... | 45 |
| Appendix C – Non US-Based SFE Survey for 2013 | 73 |
| Appendix D – US-Based SFE Survey for 2013 | 99 |
| Appendix E – Summer Field Experience Survey Full Report for 2012 | 120 |
| Appendix F – Revision Report | 219 |

Background

As part of the required curriculum at Emory University Rollins School of Public Health (RSPH), Master of Public Health (MPH) students in the Global Health (GH), Global Epidemiology (GLEPI) and Global Environmental Health (GEH) programs are required to complete a public health related practicum. This requirement is often completed over the summer months between the first and second years of their respective programs.

Prior to 2004, summer practicum experiences and other public health related summer field experiences were not formally evaluated. As a result of informal student feedback regarding potentially inadequate student preparation for summer practicum, a small faculty committee within the Hubert Department of Global Health (HDGH) sought to restructure course sequencing to better prepare students for field-based practicum.

In order to evaluate this effort, in the fall of 2004 under the direction of Dr. Roger Rochat, Director of Graduate Studies (DGS) for HDGH, a baseline descriptive assessment of student practicums was conducted. Since 2004, with Dr. Rochat's guidance, annual surveys have been conducted to evaluate what would eventually be termed Summer Field Experiences (SFE) and would encompass not only required practicum, but also all other public health related summer field experiences completed by MPH students.

These annual surveys, which originally had only GH student respondents and evaluated student practicum, now attempt to survey all GH, GLEPI and GEH students that

complete some form of a public health related SFE as well as all RSPH students funded through the Emory Global Field Experience (GFE) and Emory Global Health Institute (GHI). Surveys conducted over the past several years have collected information across several general topic areas, including: student demographics, SFE preparation for the field, SFE locations, host agencies, and activities, student life in the field, financial information, health and safety, and information relevant to the Emory Institutional Review Board (IRB). The most recent iteration of the survey completed in 2013 by an MPH student in the GH department and the author of this document, Jeffrey Freeman, hereafter referred to as, “the author,” recommended standardization of SFE content, analysis and dissemination.

In the summer of 2013 the author, in cooperation with Dr. Rochat and the Hubert Department of Global Health, and with the support of incoming MPH student Evelyn Howatt, launched a mixed-method study of potential end-users of SFE data. This project aimed to inform the development of a standard operating procedure for conducting the SFE survey, analyzing the data collected, and disseminating its findings. Products originating from this effort include a standard operating procedure for conducting the SFE Survey, a revised 2012 SFE Full Report with corresponding template for future surveys, and revised SFE Surveys for collecting data on SFE’s conducted in the summer of 2013.

Project Objective & Specific Aims

The project objective is to improve content, analysis, dissemination, use, and evaluation of the SFE Survey and its related products. The specific aims of the project are the following:

1. To identify potential end-users of SFE related data along with the specific content they can use, when they need to receive it, and in what format is most conducive towards use.
2. To develop a template for the annual SFE Survey Full Report.
3. To revise the US (formerly called the Domestic SFE Survey) and non US-based (formerly called the International SFE Survey) versions of the SFE Survey for use in collecting data on summer field experiences conducted during the summer of 2013.
4. To develop a standard operating procedure for the SFE Survey.

Important Terms

US-Based SFE: a summer field experience conducted inside of the United States by either a US or non-US resident completing an MPH degree program at RSPH.

Non US-Based SFE: a summer field experience conducted outside of the United States by either a US or non-US resident completing an MPH degree program at RSPH.

Summer Field Experience (SFE): an SFE is any public health related work conducted by an MPH student during the summer months; the SFE survey collects information on all SFEs conducted by GH, GLEPI and GEH students as well as all GFE and GHI funding recipients, some of which may come from other non-global academic programs at RSPH.

Practicum: a public health related work experience completed as a requirement of earning an MPH degree; we lack direct documentation of relationship of practicums and Summer Field Experiences, but about 80% of Global Health students report doing their practicums in the summer semester (personal communication, Reetha Krishnan, Career Services, July 29, 2013).

Global Field Experience (GFE): a GFE is a public health research project or practical experience in low-resource or high-disparity global settings completed by an MPH student and funded by RSPH; 85% of GFE practicum hours occur during the summer semester (Reetha Krishnan, personal communication, July 29, 2013) and thus most GFE experiences are included in the SFE survey.

Methods

A mixed method design was used in achieving the project objective and specific aims. The study was conducted between May and August of 2013. Three components were included in the mixed-methods design and were completed in the following order: (1) a comprehensive literature review of the past 9 years of SFE reports; (2) an online survey

of potential end-users of SFE related data; and (3) a focus group session with potential end-users of SFE related data (Cunningham, 2010; Freeman, 2013; Hendy, 2005; Moslin, 2007; Muller, 2009; Nguyen, 2010; Patel, 2012; Unites, 2008; Wright, 2006). These three components were the primary mechanisms used in achieving the project objective and specific aims. The guiding principle or question behind all three methods in the mixed-methods design is WHO, WHAT, WHEN, and HOW and are explained in the following four points:

- I. WHO are the potential end-users of SFE related data?
- II. WHAT sort of SFE related products could end-users potentially use?
- III. WHEN would end-users require products to ensure effective use?
- IV. HOW would end-users like the data to be formatted?

During completion of the literature review a preliminary list of potential end-users was formulated and the SFE data from the 2012 surveys was divided into 7 categories (see Analysis). The preliminary list of potential end-users was used in designing a sample frame for the online survey titled, "Evaluating Use of the SFE Survey" (see Appendix A). The online survey content was designed to assess the guiding principle of the project. The sample frame consisted of the 3 DGSs for GH, GEH, and GLEPI programs; the ADAPs for the GH, GEH, and GLEPI programs; 5 RSPH faculty members with the highest number of SFE's supervised in 2012; 3 members of the GFE committee; two members of the GHI board of directors; 2 members of RSPH Career Services; 3 members from Emory IRB; a

convenience sample of at least 5 incoming MPH students, 5 rising 2nd year students, and 5 alumni from the 2013 graduated cohort; and a general query to be sent to the Emory Travel Clinic for participation in the survey. Survey questions addressed each of the 7 identified categories of SFE data. The online survey was sent to all identified persons in the sample frame on June 12, 2013 via Survey Monkey online survey software program, and was closed for analysis on June 29, 2013. Analysis of the survey was conducted via statistical analysis software provided within the Survey Monkey software.

All online survey participants were sent a request for their participation in a focus group session held on June 26, 2013. The participation goal for the focus group was to have at least one member present from each of the defined categories of potential end-users. The focus group session was centered on a primary question, “What do you want to know about MPH student summer field experiences?” and was directed with an emphasis on the guiding principle for the project. The author led the focus group and Evelyn Howatt recorded and compiled the session notes.

Notes from the literature review, analysis from the online survey, and session notes from the focus group were all considered in achieving the project objective and specific aims. There were no formal cutoffs or specific methods for arriving at content decisions for the revised SFE Survey Full Report, standard operating procedures, revised US and non US-based SFE Surveys, and other products originating from this effort. All decisions were made on a case-by-case basis with primary consideration given for the literature

review, online survey, and focus group in combination with the personal experience of the author in conducting the previous year's SFE Survey and Roger Rochat's 9 years experience supervising the SFE Survey. Outlines for content in the SFE Full Report, SFE Surveys, and SFE SOP were developed and 2 meetings were held the week after the focus group between the author and Roger Rochat. The purpose of the meetings were to discuss the author's conclusions from his mixed methods study and to achieve agreement on the content of the outlines of the revised SFE Full Report, standard operating procedures, and revised US and non US-based SFE Surveys.

Decisions regarding content of the outlines involved looked for consensus in the online survey and focus group among end-user groups on what they want, when they want it, and in what format they prefer to receive it. If consensus was found among end-user groups, then the feasibility of their preferences was considered. Feasibility considerations were based on the author's experience conducting, analyzing, and reporting data for the 2012 SFE Survey. Content feasibility was based on whether data was currently collected in the SFE Survey, and if not, could it be added to the collection process without making the survey too long. "Too long" was not a clearly defined term in this study and was instead based on the author's desire to keep the survey around 100 questions. Timing feasibility was based on end-user preferences in combination with the author's experience in conducting the previous year's SFE Survey. If end-user preferences indicated the most current SFE data was preferred, and the author's past experience conducting the survey indicated that data could be made available in the

time frame under which they requested it, then the decision was made to provide the most recent data. However, if data could not be made available in the required time frame, then the author reviewed the SFE trend report from 2010 to see if the specific content requested was stable. If the data was stable, then the previous year's data would be submitted to end-users in the time frame they requested. Finally, formatting feasibility was based on whether the request was not too difficult to accommodate. "Too difficult" was not a clearly defined term in this study and was based on the author's personal experience conducting the previous year's SFE Survey.

Analysis

I. Literature Review Notes

9 SFE reports from previous years were used in conducting the literature (Cunningham, 2010; Freeman, 2013; Hendy, 2005; Moslin, 2007; Muller, 2009; Nguyen, 2010; Patel, 2012; Unites, 2008; Wright, 2006). Trends in the data were reviewed through the 2010 SFE report, which examined trends in SFE data from 2004 – 2009 (Nguyen, 2010).

During completion of the literature review, a preliminary list of potential end-users was formulated (see Table 1).

Table 1. Preliminary List of Potential End-Users of SFE Related Data.

| <u>POTENTIAL END-USER</u> |
|------------------------------------------|
| Incoming MPH Students |
| Rising 2 nd Year MPH Students |

| |
|---------------------------------------------------------------------------------|
| Directors of Graduate Studies for GH, GEH and GLEPI |
| RSPH Faculty and Staff with subcategories for faculty, ADAPs, and general staff |
| GFE Committee |
| GHI |
| RSPH Career Services |
| Emory IRB |
| Emory Travel Clinic |
| RSPH Alumni |

Based on the literature SFE Survey data was divided into 7 general categories (see Table 2).

Table 2. 7 General Categories of SFE Survey Data.

| <u>CATEGORY OF SFE DATA</u> |
|----------------------------------------------------------|
| Demographic and Identifying Information |
| Preparation for the Field |
| SFE Information (i.e. location, host agency, activities) |
| Financial |
| Living in the Field |
| Health and Safety |
| IRB |

II. Online Survey Response Rate & Focus Group Participation

The overall response rate for the online survey was 96% (n=49). The only non-respondents were the DGS for GLEPI and the Emory Travel Clinic; however, the DGS for GLEPI chose instead to personally attend the focus group session and instructed the ADAPs for the GLEPI program to complete the online survey. Focus group participation had participants from all end-user categories with the exception of the Emory Travel Clinic, Career Services and Rising Second Year MPH Students. Follow-up one-on-one interviews were held with a staff member from the Emory Travel Clinic; while Career Services and Rising Second Year MPH feedback via the online survey was deemed appropriate for the purposes of achieving the objective and specific aims of the project.

III. Online Survey Notes

Not including incoming MPH students, 50% (n=17) of respondents indicated they had either viewed or used information obtained by past SFE Surveys. 10 respondents provided qualitative responses on how they used the data in the past. Respondents cited using information obtained by the SFE Survey in the following ways:

- Advisement
- Assessment of health and safety risks
- Budget creation for GFE proposal
- Evaluation of Emory IRB
- Evaluation of GFE program
- Identification of funding sources

- Preparation for work in the field
- RSPH promotion
- RSPH recruitment
- SFE quality improvement
- Summary data for GFE Website

90% (n=44) of respondents provided qualitative feedback on the most important things they would like to know about summer field experiences. Type and frequency of responses are included in Table 3.

Table 3. Type and frequency of information end-users reported wanting to know about summer field experiences.

| Type of Information | Frequency |
|----------------------------------------------------------------------------------|-----------|
| Geographic location & name host agency/organization | 18 |
| Topic, work, and activities | 18 |
| Evaluation of experience & host agency/organization | 15 |
| Costs & funding sources | 11 |
| Skills used, learned and needed | 11 |
| Preparation for the field | 9 |
| Relevance of RSPH 1 st year courses & activities | 9 |
| Recommendations and tips for future students | 8 |
| How SFE was found | 7 |
| Challenges | 6 |
| Outcomes (thesis, publication or other deliverable) | 5 |
| IRB information (dates of submission, timelines, challenges, satisfaction, etc.) | 5 |
| Brief student summaries of SFE projects | 4 |
| Health and safety statistics | 4 |
| Points of contact for student, faculty and host agency/organization | 4 |

| | |
|------------------------------------------------------------|---|
| Support received from RSPH | 4 |
| SFE objectives | 3 |
| Differences in planned vs. actual work | 2 |
| Faculty advisor to student ratio | 2 |
| Highlights and other interesting experiences | 2 |
| Job offers resulting from SFE | 2 |
| Living arrangements | 2 |
| Project timelines | 2 |
| Evaluation | 1 |
| Hours completed towards practicum requirements | 1 |
| Languages used | 1 |
| Outside resources used (i.e. not from RSPH or host agency) | 1 |
| Qualitative data on cultural experiences | 1 |
| Race/Ethnicity of student | |
| Required qualifications | 1 |
| Work conducted outside of host agency and SFE project | 1 |

At least 3 quarters of respondents indicated it was important to continue to collect information in all 7 categories of data in the SFE Survey. On average, 72% of respondents indicated a desire to receive information gathered by specific data points

associated with individual questions in the 2012 survey; and at least 20% of respondents wanted findings from each question currently collected.

There was general consensus in responses provided by the various end-user groups indicating a desire to receive SFE data in a summary document containing only the information they expressed a desire to receive and with some interpretation, discussion and recommendations. The exceptions to this finding included the DGSs, ADAPs, and Career Services. The DGS and Career Services respondents both indicated a desire to receive an SFE Full Report along with access to the raw data, while the ADAPs indicated a desire to receive a summary report containing only the specific data they requested with no interpretation, discussion or recommendations.

Respondents reported desires regarding their preferences for when they would like to receive SFE data varied across and within end-user groups; however, the most common response was before the Practicum Opportunities Fair though this was difficult to analyze. For example, there were 7 defined categories of SFE data, and respondents in the online survey were asked their timing preferences for each category. There were 8 specific dates or events provided as options in the online survey and 1 option where respondents could indicate a different date than the options provided. 3 of the 8 specified dates were before the Practicum Opportunities Fair and 48% (n=132) of responses across all 8 options as well as “other” accounted for the remaining responses. Online survey respondent preferences mirrored focus group feedback regarding timing.

Respondent preferences for the most recent or previous year's SFE data varied by between and within end-user groups as did formatting preferences.

IV. Focus Group Session Notes

Topic Key:

- 1 – What to collect
- 2 – How to analyze data
- 3 – To whom data should be reported
- 4 – When data should be reported
- 6 – Would a searchable database be useful
- 7 - Other

| <u>Participant</u> | <u>Response</u> | <u>Topic</u> |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Ariadne ADAP | It would be useful to have a live time database with information about where students are during the summer, contact info for all students regardless of program and funding. Access to an at-a-glance, readily available database that can be searched for advising students would be desirable. | 6 |
| Rochat | Including topic of SFE in the survey would be useful. | 1 |
| Incoming 1st yrEpi | A searchable database that is available to students would be useful. | 6 |
| Incoming 1st yrGH | A searchable database that includes contact information of students and agencies, including name and email address of student would afford incoming students ability to be proactive in searching for SFEs. | 1, 5 |
| Suzanne GHI | There is a need to further inform preparation for SFEs. | 7 |
| Theresa ADAP | The first of November would be a good target date to have survey data available. | 4 |
| Nicole ADAP | A searchable database would be useful for recruitment of prospective students. | 6 |
| Ariadne ADAP | A brochure including information about SFEs would be useful to give to incoming and prospective students. | 7 |
| Angela ADAP | The name GFE is confusing; there is a need to rename survey or GFE funding. | 7 |
| Nicole ADAP | It would be useful to collect data on whether SFE counted towards a student's practicum in the survey. | 1 |

| | | |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Angela ADAP | Should practicums that are not conducted during the summer be included? | 1 |
| R. Rochat | Should the survey be tied in with practicum web client? | 2 |
| Ariadne ADAP | Combining items that students have to complete for graduation, and making the survey a requirement to complete would increase response rate. | 7 |
| Kristin | Stratified data and summary information would be most useful. | 5 |
| Ariadne ADAP | Data about students who weren't funded by GFE/traditional funding sources is desirable. | 1 |
| Incoming 1st yrEpi | What are post-dissemination procedures specifically related to health and safety issues? | 7 |
| Kristin | Data would be helpful in recruiting for preparatory event before students leave for SFEs. March would be an ideal time to get this information, as well as November before info session about GFEs. It would be useful to have qualitative data before GFE training in April. | 1, 4 |
| Suzanne | Unique situations as case studies for training | |
| Mike IRB | IRB would use data collected about IRB in order to give instructions or coaching about how to go through IRB process. Expedited vs. exempt studies data is important to know for IRB. More data would be useful including asking what students already know about IRB. | 1 |
| Kristin | Students have lots of questions about IRB so more information might be valuable. | 1 |
| Mike IRB | Add data point: when do students need their IRB approval by? How many times did they need to follow up with IRB to get the information they needed? | 1 |
| Theresa ADAP | Case examples and examples of which studies required full board review would be useful. | 1 |
| Ariadne ADAP | Searchable database is a good idea. | 6 |
| Robin Epi | Searchable database is a good idea. | 6 |
| Incoming 1st yrEpi | Nodding heads, approval of interface idea. | 6 |
| Incoming 1st yrGH | Nodding heads, approval of interface idea, comment yeah (agreement), online database with search tool would be useful for students and ADAPs. | 6 |
| Suzanne GHI | A link to thesis in the searchable database would be useful. | 1, 6 |
| Kristin | Concept of searchable database is fabulous - would this create logistical problems using IT department? | 6 |
| Angela ADAP | Searchable database is a great idea, what will be the role of the practicum web client? | 6 |

| | | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Kristin | Connecting to other information that needs improvement through the development team would be a good next step. It would be useful to couple data together; especially qualitative data for GFE funded SFEs. | 1, 7 |
| Kristin | General information about no- GFE GFEs funding is useful for students to have. | 1 |
| Suzanne GHI | Could a searchable database also be hosted by GHI? | 6 |
| R. Rochat | There are feasibility concerns with regard to creating a searchable database. | 6 |
| Ariadne ADAP | Definition of international students vs. domestic students in data reporting is confusing. It would be useful to try to get GFE funding to change their name. | 7 |
| Incoming 1st yr GH | More information about student use of their SFE for their thesis would be desirable. | 1 |
| Mike IRB | Data points to add to survey: whether students intended to publish in a journal before or after SFE, more information about use of IRB website - did they get information that they needed from website, what would make using website earlier, ease of using eIRB, CITI certification - was it helpful & how long did it take them, did students have prior research experience, what courses were helpful for their research. | 1 |
| Kristin | Kristin could disseminate the survey to students in order to increase response rate. | 7 |

Discussion

Having been conducted for 9 years, the SFE Survey has proved to be a valuable resource for RSPH faculty, staff, and students; however, a combination of personal experience in conducting the 2012 SFE Surveys, informal feedback from faculty, staff and students, a literature, an online survey of potential end-users, and focus group session has demonstrated that SFE products originating from the SFE Survey data were not being used as broadly as they might be. Furthermore, a review of past SFE survey reports demonstrated that methods for conducting the annual surveys as well as their content varied year-by-year causing some inconsistencies in data collected, thereby

complicating trend analysis. Some of these “inconsistencies” included different sampling frames across years (i.e. RSPH GHI Funded students were not always included, GLEPI’s were not originally concluded, etc.), questions being added or removed, new challenges in IRB evaluation led to new questions, attempts to shorten the survey led to removal of important questions, and changes in the online software used to conduct the survey to name a few. Dissemination of findings also varied year-to-year both in timing and in recipients. Given the increased number of students completing an SFE and the detail of the SFE Survey, a need for standardization in the process has emerged.

Experiences conducting the 2012 SFE Surveys found that far more people would like to receive and utilize SFE data than were currently receiving it. In order to address this problem a project objective was established to improve content, analysis, dissemination, use, and evaluation of the SFE Survey and its related products. This objective is achieved through four specific aims:

1. Identification of potential end-users of SFE related data along with the specific content they can use, when they need to receive it, and in what format is most conducive towards use (see SFE Standard Operating Procedures in Appendix B).
2. Development of a template for the annual SFE Survey Full Report (see SFE Standard Operating Procedures in Appendix B).
3. Revision of the US (for 2012, called the Domestic SFE Survey) and non US-based (for 2012, called the International SFE Survey) versions of the SFE Survey for use

in collecting data on summer field experiences conducted during the summer of 2013 (see Appendices C & D).

4. Development of a standard operating procedure for the SFE Survey (see SFE Standard Operating Procedures in Appendix B).

Due to the broad mandate of the objective, the large number and diversity of potential end-users of SFE related data, and the variety of potential uses of said data, a mixed-method study design was the preferred method for achieving the project objective and specific aims. While the literature review helped to identify broad categories of potential end-users as well as the general categories of information collected in the 2012 SFE Surveys, it also revealed that little information was available on *who* wants to receive SFE data, *what* kind of SFE data they would like, *when* they want to receive it, and *how* they would like it formatted. Answers to these questions were triangulated through the mixed-method design.

Aim 1 Discussion – Identification of End-Users

A preliminary list of potential end-users was formulated based on the literature review in combination with the past experiences of the author and Roger Rochat (see Table 1). After conducting the online survey and focus group and considering the ease with which different groups could potentially be reached in mass as well as each groups expressed preferences in content, timing and format, the preliminary list was consolidated into 7 groups: (1) Global DGSs, (2) Students (current and alum), (3) Global ADAPs, (4) General

RSPH Faculty & Staff (including GHI), (5) GFE Committee, (6) Emory IRB, (7) Emory Travel Clinic. Each of these 7 groups share similar content, timing, and formatting preferences and can be reached in mass via email.

For a detailed list of end-users, primary use of SFE data, content provided, timing of reporting, and preferred format, please refer to Tables 1 and 2 in the Standard Operating Procedures provided in Appendix B.

Aim 2 Discussion – Revised Survey Template

The revised SFE Survey Full Report Template was formulated based on findings from all aspects of the mixed-method design. The full report follows a thesis-styled format (see Appendix B). The original 7 categories of information, which were defined through the literature review, were further subdivided and additional categories added for content that was recommended in the online survey, suggested in the focus group, based on prior experience and were approved for addition by the DGS. Each of these categories was then inserted as separate portions in the results section of the SFE Survey Full Report template. New categories included were Skills Used, Learned, and Needed in the Field; Challenges, Highlights, and Unique Experiences; and Outcomes. The Skills Used, Learned, and Needed in the Field section was added primarily to address ADAP concerns regarding advisement and student concerns regarding expectations and preparation before arriving in the field. The Challenges, Highlights, and Unique Experiences section was added primarily due to ADAP requests for advising and promotional materials and

the GFE committee's request for specific events to include in their required health and safety training course for GFE recipients. Lastly, the Outcomes section was added primarily based on faculty requests to monitor deliverables resulting from an SFE that go beyond theses and might include publication or intention to publish.

Specific formatting of the results section, to include formatting of tables and figures, is based on best practices established in the previous 10 years of reporting on the SFE Survey. The revised template was also applied to the 2012 SFE data and a newly revised 2012 SFE Full Report was drafted.

For a revised SFE Full Report template please refer to Appendix B.

For the revised 2012 SFE Full Report based on the SFE Full Report template in the SFE SOP, please refer to Appendix E.

Aim 3 Discussion – Revised US and Non US-based SFE Surveys

The revised US and non US-based SFE Surveys were formulated based on findings from all aspects of the mixed-method design. There were five components to the revision process for the US and non US-based SFE Surveys: question removal, question addition, question revision, question sequencing, and consistency in US vs. non US-based versions. If less than 40% of online survey respondents indicated a desire to receive data associated with a specific question, no focus group members expressed an interest

in that data, and it was also not considered useful in stratification of data during analysis then the associated question was proposed for removal with the DGS for HDGH. If the DGS did not express a need for the question, then it was removed. Questions proposed for addition were based on my own experience conducting the previous survey, the prior survey reports, online survey recommendations, and focus group suggestions. All possible question additions were discussed with the DGS and approved before being added.

Revisions to questions were based on complications experienced during analysis for the 2012 SFE Full Report and special consideration was given to any modifications that might capture some of the recommended data that was not being collected without the need for addition of another separate question. Question sequencing was based on lower response rates for questions appearing at the end of the survey (see Appendices C & D of the SFE Survey Full Report, which is Appendix E of this document). To address this issue, a list of 'essential' questions such as identifying information, financial data, and SFE summaries to name a few were moved to the beginning of the survey. All remaining questions were sequenced placed into one of the 7 categories identified by the literature review and put in the logical order of when a student might engage in that activity. Lastly, a consistency check was conducted between the US and non US-based versions of the SFE Survey to ensure that similar questions were asked in a similar format.

For a Revision Report with detailed information on questions added, removed, revised, and changes in sequencing, please refer to Appendix F.

For the revised US and non US-based SFE Surveys please refer to Appendices C and D.

Aim 4 Discussion – SFE Survey Standard Operating Procedures

The SFE standard operating procedures were formulated based on findings from all aspects of the mixed-method design. Past experience in conducting the SFE Survey was used to determine the major activities involved in conducting the SFE Survey and specific tasks were based on an expansion of these major activities informed by the literature review, online survey, and focus group findings (see SFE SOP). Similarities were looked for in conclusions with regard to the type of SFE information, timing, and format of related SFE products reached through the experience of conducting the 2012 SFE Survey, literature review, analysis of the online survey, and review of the focus group sessions notes. Assumptions made about potential end-user preferences were initially based on past experience conducting the 2012 SFE Survey and literature review of the previous 10 years of conducting the survey. These assumptions were then compared to findings in the online survey and focus group.

Assumptions verified through consistencies within the mixed-methods design were combined with additional recommendations from the online survey and focus group and were used in the revision process for the revised SFE Survey Full Report and the

revised US and non US-based SFE Surveys. Upon completion of the revised SFE Full Report as well as the revised US and non US-based SFE Surveys, a comprehensive standard operating procedure was formulated with the aim of providing the necessary tools for future students to conduct, analyze, disseminate, and evaluate the SFE Survey and its related products.

In some instances, decisions regarding potential end-user preferences as included in the SFE SOP did not always reflect the expressed preferences of online survey respondents or focus group participants. For instance, most respondents in the online survey reported a desire to receive the most recent SFE data; however, an examination of trend analysis covering 2004-2009 found that nearly all SFE data was stable on a year-to-year basis, with the exception of SFE locations, host agencies, topics, work and activities. Given this finding and considering that the most common time preference for receiving SFE related products was before the Practicum Opportunities Fair (1st week of November), it was neither advisable nor plausible for the most recent year's SFE Survey to have been completed, analyzed and disseminated to potential end-users. Instead, the SOP recommends the previous year's reports be disseminated to potential end-users rather than the most recent year's data. This decision allows for useful data to be collected in a timely fashion, analyzed, prepared and reported under the preferred time frame of end-users.

Other decisions in the SOP that did not correspond exactly to online survey respondent and focus group participant preferences were the contents of the reporting packages sent to end-users and the timing of dissemination. All online survey respondents and focus group participants reported a desire to receive summary report with some discussion, with the exception of the DGSs and Career Services, which wanted a full report, and the ADAPs, which wanted summary reports with no discussion. The decision was made to meet those demands by creating targeted reports matching the specified preferences of the various end-user groups, but to include a separate document in the reporting package that included the most recent SFE Survey Full Report for reference. In some instances, depending upon end-user preference or expressed use of the data, the inclusion of raw data from the SFE Survey is also indicated for inclusion as a separate document in the reporting package.

With regard to timing, while some respondents indicated a desire to receive the SFE data as soon as it was ready, in an effort to increase use of the disseminated reports the decision was made to report relevant data approximately 1-2 weeks prior to potential use. For instance, most of the targeted reports are disseminated 1-2 weeks prior to RSPH New Student Orientation or 1-2 week prior to the Practicum Opportunities Fair.

Of all the contents disseminated in the full and targeted reports, the only current SFE data that the SOP recommends disseminating in the same academic year it is collected is the SFE Information Table (see Task 12 in the SFE SOP found in Appendix B). This

table contains project locations, titles, descriptions, topics, work, activities, recommendations, and points of contact for the student, faculty advisor and mentor in the field. The purpose of this recommendation in the SOP is based on the expressed usage of data contained in the table. Faculty and staff expressed a desire to have the most recent data related to the SFE Information Table in order to advise students in researching, securing, and preparing for an SFE. Students expressed a similar desire in receiving the relevant data. Given that many of the SFEs in the previous year's data may no longer be an option for students to pursue an SFE, the decision was made to report the most recent SFE information relevant to securing an SFE in the upcoming summer.

For the complete contents of the SFE Standard Operating Procedures, please refer to Appendix B.

Future Recommendations

The expressed past and desired uses of SFE data are as diverse as they are integral to the work of RSPH faculty, staff, and students. More than 130 RSPH students either from the global programs or funded through GFE or GHI funding went into the field in 2012 alone, 100 of which were sent abroad. Therefore, annual quality data on summer field experiences benefits many. This requires a good response rate in combination with timely and thoughtful completion of the SFE Survey. Given the importance of this survey to faculty, staff, and students, this author recommends that the SFE Survey be made a requirement for spring registration. Such a requirement would not interfere with graduation as it would need to be resolved in the fall prior to spring registration,

but would ensure that students finish the SFE Survey in a timely and more complete manner.

Another important recommendation for consideration, which came about through analysis of the online survey and feedback from the focus group, is the possibility of a required pre-departure survey for all GH, GLEPI and GEH students. The contents of the pre-departure survey would be limited to basic identifying information along with student, faculty and host agency points of contact, necessary safety precautions (i.e. embassy registration), and information on SFE location, title, and topic. This recommendation is based on faculty desires for their students to be adequately prepared for their fieldwork, and on ADAP requests for 'live' data on the SFE placements. Additionally, contact information for SFE students made readily available to faculty and staff is important to have in the event of an emergency.

While conducting the online survey of potential end-users, a recommendation was made for a Web GUI to be used in disseminating the SFE data. A Web GUI is an open-source software program that enables data to be uploaded and accessed through a basic online template and with simple queries. For example, if the SFE data was accessible through a Web GUI, it would be possible for a person to make a personalized inquiry into the data by selecting their variables of interest. If the person wanted to know about all GFE funded infectious disease related SFEs conducted in Sub-Saharan Africa over the last 10 years, the person could simply select Sub-Saharan Africa under

region, infectious diseases under topic, and GFE under funding. Theoretically, this query could be accomplished in less than 10 seconds and would yield a spreadsheet of all GFE funded SFEs conducted in Sub-Saharan Africa over the last 10 years under the topic heading of infectious diseases.

Additionally, a Web GUI can generate a variety of spreadsheets, pie/bar/line charts, and could even populate a report template if programmed to do so. Another advantage of a Web GUI is that analysis of data is no longer limited to the analysis of those preparing a formal report. In other words, potential novel analysis and uses of the SFE data that have not been identified over the previous 10 years nor in this project could still evolve through user interactions with the Web GUI. These uses can be monitored by RSPH through the Web GUI software and incorporated into new reporting structures and recommendations to other end-users.

The concept of a Web GUI was discussed during the focus group session as well as in one-on-one interviews and received unanimous support from all the global DGSs, all global ADAPs as well as all respondents from the GFE committee, GHI, Emory IRB, and RSPH students and alum. Nearly all respondents indicated a desire to have quick and easy access to SFE data for reference in advisement, recruitment and promotion, and other purposes, and that it be made available to end-users behind an Emory login. Therefore, this author recommends that a Web GUI specific for SFE data be formerly researched for cost and feasibility and presented to the global DGSs for consideration.

References

- Cunningham, M. (2010). 2009 Global Health Department Student Summer Experience Survey Graphs and Tables. Retrieved from Global Health Department, Rollins School of Public Health.
- Freeman, J., Rochat, R. & Howatt, E. (2013). 2012 Summer Field Experience Survey, Full Report. Retrieved from Global Health Department, Rollins School of Public Health.
- Hendy, L. (2005). 2004 Global Health Department Student Summer Experience Survey Report. Retrieved from Global Health Department, Rollins School of Public Health.
- Moslin, T. (2007). 2006 Global Health Department Student Summer Experience Survey Report. Retrieved from Global Health Department, Rollins School of Public Health.
- Muller, L. (2009). 2008 Global Health Department Student Summer Experience Survey Report. Retrieved from Global Health Department, Rollins School of Public Health.
- Nguyen, H. (2010). 2009 Global Health Department Student Summer Experience Survey Report. Retrieved from Global Health Department, Rollins School of Public Health.
- Patel, A. (2012). 2011 Survey Results for Summer Field Experiences during Summer 2011. Retrieved from Global Health Department, Rollins School of Public Health.
- Unites, C. (2008). 2007 Global Health Department Student Summer Experience Survey

Report. Retrieved from Global Health Department, Rollins School of Public Health.

Wright, S. (2006). 2005 Global Health Department Student Summer Experience Survey Report. Retrieved from Global Health Department, Rollins School of Public Health.

Appendices

Appendix A – Evaluating Use of the SFE Survey

Evaluating Use of the SFE Survey

You have been identified as a potential end user of information gathered by the Annual MPH Student Summer Field Experience (SFE) Survey. Since 2004, the SFE Survey has collected information on public health related MPH student summer field experiences, including required practicum, funded Global Field Experiences (GFE), and other public health related research and practical experiences conducted over the summer months. This information has been put to use in a variety of ways, including tracking student research, evaluating site placements, providing feedback for Emory IRB, identifying health and safety risks, and informing the continued development of the MPH curriculum among others.

In order to improve the collection, analysis and dissemination of information gathered in the annual survey, we would like you to complete the following questionnaire. Your feedback will be used to ensure the most relevant information is collected, analyzed, and disseminated to the most appropriate people in a timely manner and useful format. We thank you in advance for your participation in this effort.

If you have any questions or concerns, please contact Jeff Freeman at: jeffrey.freeman@emory.edu or (404) 877-2390

Thank you again for your help!

1. Please indicate your affiliations. SELECT ALL that apply.

Answer Options

ADAP: GH
 ADAP: GEH
 ADAP: GLEPI
 Graduate Director: GH
 Graduate Director: GEH
 Graduate Director: GLEPI
 GFE Committee Member
 Faculty Member
 Emory IRB
 Global Health Institute
 Emory Travel Clinic
 Career Services

Incoming 1st Year MPH student
 Rising 2nd Year MPH student
 Rollins Alum (2013 graduating cohort)
 Parent of MPH student
 Other (please specify)

2. Please provide identifying information below.

Answer Options

Last Name
 First Name
 Position:
 Email Address:
 Phone Number:

3. To your best knowledge, please select the most appropriate answer from the following choices regarding your past experience with information provided by the SFE survey.

Answer Options

I have viewed and used information provided by past SFE surveys
 I have viewed, but have not used information provided by past SFE surveys
 I have neither viewed nor used information provided by past SFE surveys
 Not sure

4. You indicated that you have viewed and used information from past SFE surveys. Please briefly describe what you used and how you used it in the space provided below.

Answer Options

5. You indicated that you have viewed information from past SFE surveys. Please list what you information you viewed in the space provided below.

Answer Options

6. The annual MPH Student Summer Field Experience Survey collects information on public health related summer field experiences. Please take a moment to consider what information could potentially be collected in this survey and of use to you in your work, activities, mentor-ship and/or other public health related capacities. In the space provided below, please list 2-3 of the most important things you would like to know about student summer field experiences.

Answer Options

7. The SFE survey collects demographic and other identifying information from students completing an SFE. Some of the demographic information collected includes name, email, department, concentration, and country of citizenship among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it
 Some of this information is important to collect, I would like to receive it, but am not sure how I will use it
 Some of this information is important to collect, however, I would not like to receive it
 This information is not important to collect
 Not sure

8. Specific categories for demographic and identifying information collected in the SFE survey are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional demographic or identifying information you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

Name
 Department
 Concentration
 Email
 US or International Student
 Type of Practicum (i.e. US student working abroad, international student working in home country, international student working in other non-US country, etc.)
 Other (please specify)

9. Please select the most appropriate answer from the choices below regarding when you would like to receive demographic and identifying data from SFE surveys.

Answer Options

Before New Student Orientation (~mid August)
 Before Fall Break (~mid October)
 Before Practicum Opportunities Fair (~1st week of November)
 Before End of Fall Semester (~mid December)
 Before Start of Spring Semester (~mid January)
 Before GFE Proposal Submission (~1st week of March)
 Before Thesis Symposium (end of April/start of May)
 Before End of Spring Semester (mid May)
 Before a specific event and/or date not listed above (please specify the event and/or date)

10. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic

year (2013/14), would the previous year's SFE demographic and identifying data (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

11. In what format would you like to receive demographic and identifying data from the SFE survey? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion and limitations
 Other (please specify)

12. The SFE survey collects information on student preparation prior to beginning an SFE. Some of the information collected includes how they identified their SFE opportunity, relevant coursework, additional skills and knowledge that would have been useful, as well as evaluation of travel consults and GFE Health & Safety Training among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it
 Some of this information is important to collect, I would like to receive it, but am not sure how I will use it
 Some of this information is important to collect, however, I would not like to receive it
 This information is not important to collect
 Not sure

13. Specific categories for SFE data collected on student preparation prior to beginning an SFE are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional student preparation information you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

How they identified their SFE
 Did they create their own SFE
 Courses taken prior to departure that were relevant in the field
 How prepared they felt for their SFE
 What % of preparedness was due to coursework at Rollins

What % of preparedness was due to prior international work
 What % of preparedness was due to prior research work
 Other skills, knowledge or preparation that would have been beneficial in the field
 Did they have contact with a faculty adviser during preparation and was it helpful
 Did they attend GFE health & safety training, was it helpful, and suggestions for improvement
 Did they have a travel medicine consult and where
 Evaluation of travel consult regarding ease of scheduling, helpfulness of staff, quality of information provided, availability of immunizations and medications, cost and overall experience with comments
 Did they register with an embassy or consulate in-country
 Other (please specify)

14. Please select the most appropriate answer from the choices below regarding when you would like to receive SFE data on student preparations.

Answer Options

Before New Student Orientation (~mid August)
 Before Fall Break (~mid October)
 Before Practicum Opportunities Fair (~1st week of November)
 Before End of Fall Semester (~mid December)
 Before Start of Spring Semester (~mid January)
 Before GFE Proposal Submission (~1st week of March)
 Before Thesis Symposium (end of April/start of May)
 Before End of Spring Semester (mid May)
 Before a specific event and/or date not listed above (please specify the event and/or date)

15. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic year (2013/14), would the previous year's data on student preparations (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

16. In what format would you like to receive data on student preparations prior to arriving at an SFE? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion and limitations

Other (please specify)

17. The SFE survey collects practicum-specific information. Some of the information collected includes host agency/organization, region, country, city/town/village, research/work topics and activities, languages used and satisfaction levels among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it

Some of this information is important to collect, I would like to receive it, but am not sure how I will use it

Some of this information is important to collect, however, I would not like to receive it

This information is not important to collect

Not sure

18. Categories for SFE practicum-specific data collected in the SFE survey are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional practicum-specific information you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

Region

Country

City/town/village

Host agency/organization

Date of departure

Weeks in the field

Title of SFE

Topic (i.e. infectious diseases, environmental health, nutrition, etc.)

Work (i.e. qualitative research, evaluation research, training, program management, etc.)

Specific activities (i.e. advocacy, grant writing, data cleaning/analysis, focus groups, etc.)

Technical skills used (i.e. Access, SAS, PPT, SPSS, etc.)

Satisfaction with SFE

Feelings of over, under or appropriate utilization

Value of SFE as part of public health education

Would they recommend site placement to future students

Would they be willing to be contacted for further discussion/evaluation on their SFE

Other (please specify)

19. Please select the most appropriate answer from the choices below regarding when you would like to receive SFE practicum-specific data.

Answer Options

Before New Student Orientation (~mid August)

Before Fall Break (~mid October)

Before Practicum Opportunities Fair (~1st week of November)

Before End of Fall Semester (~mid December)

Before Start of Spring Semester (~mid January)

Before GFE Proposal Submission (~1st week of March)
 Before Thesis Symposium (end of April/start of May)
 Before End of Spring Semester (mid May)
 Before a specific event and/or date not listed above (please specify the event and/or date)

20. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic year (2013/14), would the previous year's practicum-specific data (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

21. In what format would you like to receive practicum-specific data from the SFE survey? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion and limitations
 Other (please specify)

22. The SFE survey collects information on living in-country. Some of the information collected includes local transportation, languages used, support received from Rollins, housing, cell phone, computer, and internet use among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it
 Some of this information is important to collect, I would like to receive it, but am not sure how I will use it
 Some of this information is important to collect, however, I would not like to receive it
 This information is not important to collect
 Not sure

23. Specific categories for SFE data collected on living in-country are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional information on living in-country that you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

Primary transportation in-country
 Acquisition of cell phone & use in-country
 Acquisition of computer & use in-country
 Internet access while in-country by method and frequency of use
 Feelings of academic support from RSPH while in-country
 Feelings of psychological support from RSPH while in-country
 If felt supported by RSPH while in-country, by whom and how
 Did they travel to country with another Emory or US student
 Languages used and solutions to language barriers for work and life in the community
 Other (please specify)

24. Please select the most appropriate answer from the choices below regarding when you would like to receive SFE data on living in-country.

Answer Options

Before New Student Orientation (~mid August)
 Before Fall Break (~mid October)
 Before Practicum Opportunities Fair (~1st week of November)
 Before End of Fall Semester (~mid December)
 Before Start of Spring Semester (~mid January)
 Before GFE Proposal Submission (~1st week of March)
 Before Thesis Symposium (end of April/start of May)
 Before End of Spring Semester (mid May)
 Before a specific event and/or date not listed above (please specify the event and/or date)

25. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic year (2013/14), would the previous year's SFE data on living in-country (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

26. In what format would you like to receive data on living in-country from the SFE survey? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion

and limitations
Other (please specify)

27. The SFE survey collects financial information. Some of the financial information collected includes itemized costs for flights, immunizations, visas, living expenses, as well as sources of funding and gaps in funding among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it
Some of this information is important to collect, I would like to receive it, but am not sure how I will use it
Some of this information is important to collect, however, I would not like to receive it
This information is not important to collect
Not sure

28. Categories for SFE financial data collected in the SFE survey are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional financial information you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

Itemized cost estimates for travel to/from site placement, housing, food, utilities, incidentals, internet & phone, transportation in-country
Any additional costs (i.e. medical expenses, field work expenses, translator, supplies, personal travel/leisure, etc.)
Sources of funding
% of SFE costs NOT covered by funding
Feelings of financial support by RSPH
Did they apply for GFE funding and did they receive it
Feelings on how GFE funding should be allocated
If they did not apply for GFE funding, why
Other (please specify)

29. Please select the most appropriate answer from the choices below regarding when you would like to receive SFE financial data.

Answer Options

Before New Student Orientation (~mid August)
Before Fall Break (~mid October)
Before Practicum Opportunities Fair (~1st week of November)
Before End of Fall Semester (~mid December)
Before Start of Spring Semester (~mid January)
Before GFE Proposal Submission (~1st week of March)
Before Thesis Symposium (end of April/start of May)
Before End of Spring Semester (mid May)
Before a specific event and/or date not listed above (please specify the event and/or date)

30. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic year (2013/14), would the previous year's financial data (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

31. In what format would you like to receive financial data from the SFE survey? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion and limitations
 Other (please specify)

32. The SFE survey collects health and safety information. Some of the health and safety information collected includes illnesses, medical treatment received, hospitalization, crime, harassment, and feelings of safety among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it
 Some of this information is important to collect, I would like to receive it, but am not sure how I will use it
 Some of this information is important to collect, however, I would not like to receive it
 This information is not important to collect
 Not sure

33. Categories for SFE health and safety data collected in the SFE survey are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional health and safety information you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

Did they experience any health problems while in the field
 Types and frequency of illnesses and health related issues encountered
 Description of mental health issues if reported

Did they miss any work and how long as a consequence of health related issues
 Did they seek medical care in-country
 Did they require hospitalization, if so how many days
 Were they medically evacuated
 Did they experience security problems (i.e. pick pocketing, robbery, natural event such as a flood or storm, harassment, assault, traffic accidents, etc.)
 Description of security events experiences
 Student response to security event (i.e. contacted police, sought medical attention, etc.)
 Did they experience harassment specifically
 If applicable, type of harassment (i.e. verbal, physical, sexual, etc.)
 If applicable, location of harassment (i.e. work, community, residence, etc.)
 Feelings of safety in work place
 Other (please specify)

34. Please select the most appropriate answer from the choices below regarding when you would like to receive SFE health and safety data.

Answer Options

Before New Student Orientation (~mid August)
 Before Fall Break (~mid October)
 Before Practicum Opportunities Fair (~1st week of November)
 Before End of Fall Semester (~mid December)
 Before Start of Spring Semester (~mid January)
 Before GFE Proposal Submission (~1st week of March)
 Before Thesis Symposium (end of April/start of May)
 Before End of Spring Semester (mid May)
 Before a specific event and/or date not listed above (please specify the event and/or date)

35. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic year (2013/14), would the previous year's health and safety data (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

36. In what format would you like to receive health and safety data from the SFE survey? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion

and limitations
Other (please specify)

37. The SFE survey collects IRB related information. Some of the IRB information collected includes whether the student conducted research, IRB considerations in selecting an SFE, challenges in IRB submission, type of research conducted, recommendations for improvement, and satisfaction with the IRB process among others. Please select the most appropriate answer from the choices below regarding your feelings about the collection of this information in the SFE survey.

Answer Options

Some of this information is important to collect, I would like to received it, and I plan to use it
Some of this information is important to collect, I would like to receive it, but am not sure how I will use it
Some of this information is important to collect, however, I would not like to receive it
This information is not important to collect
Not sure

38. Categories for SFE IRB data collected in the SFE survey are listed below. Please SELECT ALL categories for which you would like to receive analysis. If there is any additional IRB information you would like to receive that is not listed below, please specify what you would like to receive in the "other" category.

Answer Options

Did they conduct research
Did their work require IRB submission
Did they have questions about whether to apply to IRB
From whom and from what did they receive IRB related answers
Did they conduct human subjects research
Feelings about the helpfulness of the IRB website
Feelings of getting needed support from IRB
Date of IRB first submission
Did they receive approval from another non-Emory IRB
To what extent did concern over the IRB process determined their choice of SFE activities
Did they work with faculty adviser in developing IRB protocol
Overall satisfaction with IRB process
Recommendations for IRB improvement
As part of their SFE, did they provide any training on ethics, privacy, confidentiality or informed consent to project staff or study participants in the field
Other (please specify)

39. Please select the most appropriate answer from the choices below regarding when you would like to receive SFE IRB data.

Answer Options

Before New Student Orientation (~mid August)
Before Fall Break (~mid October)
Before Practicum Opportunities Fair (~1st week of November)
Before End of Fall Semester (~mid December)

Before Start of Spring Semester (~mid January)
 Before GFE Proposal Submission (~1st week of March)
 Before Thesis Symposium (end of April/start of May)
 Before End of Spring Semester (mid May)
 Before a specific event and/or date not listed above (please specify the event and/or date)

40. The SFE survey is conducted in the fall semester immediately following the summer. Therefore, SFE data for the most current year (i.e. Summer 2013) is not readily available until the spring semester (i.e. Spring 2014). For your purposes in the upcoming academic year (2013/14), would the previous year's IRB data (i.e. Summer 2012 and before) be sufficient in meeting your needs or would you require the most recent survey data (i.e. Summer 2013)?

Answer Options

Yes, the previous year's SFE data would be sufficient for my needs
 No, I require the most recent SFE data for my needs
 Not sure
 Other (please specify)

41. In what format would you like to receive IRB data from the SFE survey? Please SELECT ALL that apply.

Answer Options

I would like a summary document including only the specific data, tables and figures I indicated a desire to receive
 I would like a summary document with the data, tables and figures I indicated a desire to receive in combination with some interpretation, discussion and conclusions
 I would like a full SFE Survey report including introduction, methods, results, discussion and limitations
 Other (please specify)

Appendix B – Summer Field Experience Survey Standard Operating Procedures

SUMMER FIELD EXPERIENCE SURVEY
STANDARD OPERATING PROCEDURES

Authors

Jeffrey Freeman

Roger Rochat

Evelyn Howatt

Revised
August 2013

Rollins School of Public Health | Emory University

OVERVIEW

As part of the required curriculum at Emory University Rollins School of Public Health (RSPH), Master of Public Health (MPH) students in the Global Health (GH), Global Epidemiology (GLEPI) and Global Environmental Health (GEH) programs are required to complete a public health related practicum. This requirement is often completed over the summer months between the first and second years of their respective programs.

Prior to 2004, summer practicum experiences and other public health related summer field experiences were not formerly evaluated. As a result of informal student feedback regarding potentially inadequate student preparation for summer practicum, a small faculty committee within the Hubert Department of Global Health (HDGH) sought to restructure course sequencing to better prepare students for field-based practicum.

In order to evaluate this effort, in the fall of 2004 under the direction of Dr. Roger Rochat, Director of Graduate Studies (DGS) for HDGH, a baseline, descriptive assessment of student practicums was conducted. Since 2004, with Dr. Rochat's guidance, annual surveys have been conducted to evaluate what would eventually be termed Summer Field Experiences (SFE) and would encompass not only required practicum, but also all other public health related summer field experiences completed by MPH students.

These annual surveys, which originally had only GH student respondents and evaluated student practicum, now attempt to survey all GH, GLEPI and GEH students that complete some form of a public health related SFE as well as all RSPH students funded through the Emory Global Field Experience (GFE) and Emory Global Health Institute (GHI). Surveys conducted over the past several years have collected information across several general topic areas, including: student demographics, SFE preparation for the field, SFE locations, host agencies, and activities, student life in the field, financial information, health and safety, and information relevant to the Emory Institutional Review Board (IRB). The most recent iteration of the survey completed in 2013 by Jeff Freeman, an MPH student in the GH department, Mr. Freeman recommended standardization of SFE content, analysis and dissemination.

The purpose of this document is to provide the RSPH faculty member in charge of the SFE Survey, presently the DGS for HDGH, and their selected Graduate Research Assistant (GRA) with formal instructions for conducting, analyzing, reporting, and evaluating the SFE Survey. The following standard operating procedures are based on a mixed methods study conducted in the summer of 2013 by HDGH graduate students Jeff Freeman and Evelyn Howatt, and supervised by HDGH DGS Dr. Roger Rochat. The aim of the study was to improve the quality and dissemination of the SFE Survey through standardization of survey content, collection, analysis, reporting, and evaluation procedures. ***This document should be read before conducting the SFE Survey as part of the GRA's required literature review.***

TABLE OF CONTENTS

| | |
|----------------------------------------------------------------------------------------------|----|
| TERMS..... | 48 |
| STANDARD OPERATING PROCEDURES | 49 |
| Selecting GRA | 49 |
| Survey Preparation | 49 |
| Conducting Survey..... | 51 |
| Analyzing Survey..... | 52 |
| Issue Specific Follow-up Email Communication | 53 |
| Preparation of SFE-Related Content | 54 |
| Disseminating Findings..... | 61 |
| Revising Survey..... | 62 |
| Evaluation & Special Analysis (5 year trend report, due again in Fall 2014/Spring 2015) | 62 |
| APPENDICES..... | 64 |
| Appendix A: Project Timeline | 64 |

| | |
|------------------------------------------------------|----|
| Appendix B: Acronyms | 66 |
| Appendix C: Commence Survey, Email Template | 67 |
| Appendix D: Survey Follow-up by GRA..... | 68 |
| Appendix E: SFE Full Report Template | 69 |
| Appendix F: SFE Visit Emory Handout | 70 |
| Appendix G: End-User Evaluation of SFE Template..... | 71 |

TERMS

US-Based SFE: a summer field experience conducted inside of the United States by either a US or non-US resident completing an MPH degree program at RSPH.

Non US-Based SFE: a summer field experience conducted outside of the United States by either a US or non-US resident completing an MPH degree program at RSPH.

Summer Field Experience (SFE): an SFE is any public health related work conducted by an MPH student during the summer months; the SFE survey collects information on all SFEs conducted by GH, GLEPI and GEH students as well as all GFE and GHI funding recipients, some of which may come from other non-global academic programs at RSPH.

Practicum: a public health related work experience completed as a requirement of earning an MPH degree; we lack direct documentation of relationship of practicums and Summer Field Experiences, but about 80% of Global Health students report doing their practicums in the summer semester (personal communication, Reetha Krishnan, Career Services, July 29, 2013).

Global Field Experience (GFE): a GFE is a public health research project or practical experience in low-resource or high-disparity global settings completed by an MPH student and funded by RSPH; 85% of GFE practicum hours occur during the summer semester (Reetha Krishnan, personal communication, July 29, 2013) and thus most GFE experiences are included in the SFE survey.

STANDARD OPERATING PROCEDURES

**Please refer to Appendix A for a detailed timeline of all SFE related tasks, and to Appendix B for acronyms used in the SOP.*

V. Selecting GRA

Task 1 – GRA Selection

What: A GRA should be selected to conduct the SFE Survey from either the incoming 1st year or rising 2nd year MPH cohorts.

Who: The DGS is responsible for selection of the GRA.

When: A GRA should be selected no later than the 2nd week of August.

VI. Survey Preparation

Task 2 – Running Log

What: A running log or diary should be kept throughout the full process of the SFE Survey. The running log should be made in Google Drive as a shared Document and must be shared by the person conducting the survey with the person supervising the survey. The content of the running log should focus on problems, solutions, and recommendations related to the process of conducting, analyzing and disseminating the SFE Survey and its subsequent reports. The person supervising the survey is responsible for monitoring the log and providing comments and guidance in the log as is necessary.

Who: The GRA is responsible for keeping a running log through their involvement with the SFE Survey. The DGS is responsible for monitoring the log.

When: The running log should be started by the GRA in the 2nd week of August and should be maintained through the 4th week of May or the completion the GRA involvement in the SFE Survey. The DGS should monitor and provide comment and guidance for as long as the log is active and should do so on a weekly basis.

Task 3 – Literature Review

What: A literature consisting of the previous year’s SFE full report, the most recent SFE trend analysis, the SFE standard operating procedures, the current versions of the US and non US-based SFE surveys, the Revision Report (see Task 23), a Survey Monkey tutorial, and any recommendations made by the survey’s current supervisor.

Who: The GRA is responsible for conducting the literature review; The DGS is responsible for providing all content to be read during the review.

When: The literature review should be conducted beginning in the 2nd week of August through the first week of September.

Task 4 – Assign Dates

What: The SFE SOP timeline (See Appendix A) provides all deadlines by week and month only. Specific dates will vary year to year; therefore, it is important for the person conducting and supervising the SFE Survey to discuss and agreed upon specific dates (i.e. day & month) for each task in the SOP timeline. Once these days have been agreed upon, the GRA is responsible for building a Gantt Chart¹ for reference throughout the project.

Who: The GRA in consultation with the DGS are responsible for assigning specific dates and deadlines.

When: A revised timeline with specific dates based on the SFE SOP timeline should be agreed upon before the first week of September.

Task 5 – Develop Sample Frame

¹ For background information on Gantt Charts please click [HERE](#). For recommended free software for generating Gantt Charts please click [HERE](#).

What: A sample frame consisting of names and emails for all GH, GLEPI, and GEH students as well as all GFE recipients and any RSPH GHI recipients for the current summer must be developed.

Who: The DGS is responsible for developing the sample frame.

When: The sample frame should be developed by the DGS and provided to the GRA before the 1st week of September.

VII. Conducting Survey

Task 6 – Commence Survey

What: In order to commence the SFE Survey, an initial email must be sent to all persons in the sample frame. A draft template for the first email is provided in Appendix C. The email should be self-addressed; the DGS should be cc'd; and all email recipients in the sample frame should be bcc'd.

Who: GRA will send the initial email. **Note: the DGS should be cc'd on this and all other email communication necessary for conducting the online survey.**

When: The initial email for commencing the survey should be sent before the 2nd week of September.

Task 7 – Survey Follow-up by GRA

What: Weekly follow-up emails should be sent to any students in the sample frame who have yet to complete the survey; this include students who began, but did not finish the survey. Before sending out a follow-up email all students who have completed the survey should be removed from the email list. Each reminder email should be numbered in the Subject Heading for the Email (i.e. 1st Reminder, 2nd Reminder, etc.). A template for GRA reminder emails is provided in Appendix D.

Who: The GRA is responsible for sending out weekly follow-up email reminders.

When: Reminders should be sent on a weekly basis starting one week after the initial survey email has been sent with the final GRA reminder being sent out during the 2nd week of October. The GRA should rotate the day on which the email is sent each week (i.e. sent on Sunday in first week following initial email, then sent on Monday the following week and Tuesday the week after that).

Task 8 – Survey Follow-up by ADAP

What: Students in the sample frame who do not respond to GRA email requests to complete the SFE Survey should receive email requests from their ADAP.

Who: The DGS should contact the appropriate ADAPs of all students who have not yet completed the SFE Survey and directly request that the ADAPs send out an email request/reminder to complete the survey.

When: The first ADAP requests for completion of the SFE Survey should be sent during the 3rd week of October and the last ADAP request should be sent in the 4th week of October.

Task 9 – Survey Follow-up by Academic Advisor

What: Students in the sample frame who do not respond to GRA and ADAP email requests to complete the SFE Survey should receive email an requests from their Academic Advisor.

Who: The DGS should contact the appropriate Academic Advisor of all students who have not yet complete the SFE Survey and directly request that the advisors send out an email request/reminder to complete the survey.

When: The academic advisor requests for completion of the SFE Survey should be sent during the 1st week of November.

Task 10 – Survey Follow-up by DGS

What: Students in the sample frame who do not respond to GRA, ADAP and Academic Advisor email requests to complete the SFE Survey should receive email an requests from the DGS.

Who: The DGS should email all remaining students.

When: The DGS requests for completion of the SFE Survey should be sent during the 2nd week of November.

Task 11 – Closing Survey

What: The SFE Survey must be closed and reminder emails ceased before formal analysis and report writing can begin.

Who: The GRA will make the decision to close the survey assuming certain conditions (see When) are met, ***though a 100% response rate is always the goal.***

When: The SFE Survey is closed when either a >90% response rate has been achieved and there is a reasonable suspicion to believe that the remaining outstanding students will not respond in a timely manner, or when >85% response rate has been achieved and the 4th week of November has been reached. Closing the survey under any other circumstances must be the decision of the DGS.

VIII. Analyzing Survey

Task 12 – Preliminary Analysis

What: In order to increase the speed with which time sensitive SFE Survey data can be reported to the appropriate persons, certain data points should be cleaned and inserted into an Excel or Google spreadsheet as the data is received.

Preliminary data in the spreadsheet, which will be titled the SFE Information Table (see Task 17), should include the following data points in columns

ordered by their provided numbers (i.e. column 1 should be last name of student, column 2 should be first name of student): Student Last (1) and First Name (2), Academic Program (i.e. GH, GLEPI, etc.) (3), Host Agency/Organization (4), Region (state for US-based) (5), Country (6), City/Town/Village (7), SFE Title (8), Project Summary (9), Topic (10), Work (11), Activities (12), Source of SFE (i.e. Practicum Fair, RSPH Faculty, etc.) (13), List of Funders (i.e. GFE, GEMMA, Paid Salary/Stipend, etc.) (14), Recommendation of Placement to Future Students (15), and Faculty and Host Agency/Organization Point of Contact (POC) (Name=16, Email=17). **Note: it may be advisable to begin cleaning other data that requires substantial cleaning such as financial data or qualitative data.**

Who: The GRA is responsible for compiling the preliminary data.

When: Preliminary data should be compiled as it is received starting in the 2nd week of September and ending with the close of the survey when the formal tables can be completed and finalized for dissemination.

Task 13 – Formal Analysis

What: Formal analysis of the SFE Survey data involves all analysis being conducted after the close of the survey and should be guided by the report template provided in Appendix E. In other words, the aim of formal analysis is to generate results that can be included in the full and targeted SFE reports in a similar format as to previous reports. Please refer to the 2012 Full Report for appropriate formatting.

Who: The GRA is responsible for conducting all formal analysis.

When: Formal analysis should begin either at the close of the SFE Survey or by the 3rd week of November at the latest. Formal analysis should be concluded no later than the end of January.

IX. Issue Specific Follow-up Email Communication

Task 14 – Follow-up Email Lists

What: Two separate follow-up lists should be compiled. The first list should include the names and emails of all host agencies and organizations. The second list should include all students reporting mental health, harassment, or other extraordinary event and should be formatted to include student last and first name, email, and type of event reported (i.e. depression, sexual harassment, earthquake, military coup, etc.).

Who: The GRA should compile both lists.

When: The follow-up email lists should be compiled before the 1st week of February.

Task 15 – Follow-up Email Communication by DGS and/or ADAP

What: Individual follow-up emails should be sent to all students reporting a mental health, harassment, or other extraordinary event. The purpose of this email is to inquire whether the issue was resolved, to ensure the student has resolved the issues, and to gain a better understanding of the issues themselves.

Who: The DGS or the appropriate ADAP should send the follow-up email. Any information gathered by the DGS and/or ADAPs should be collected and reported only in a manner as is agreed upon by the respective students as the DGS and ADAPs deem responsible.

When: Follow-up emails pertaining to mental health, harassment and other extraordinary events should be sent between the 1st and the 4th week of February.

Task 16 – Follow-up Email Communication by GRA

What: Individual follow-up emails should be sent to all host agency/organization POCs to inquire as to whether the agency/organization is interested in receiving another RSPH student in the future. A simple spreadsheet should be generated to include names and emails of those persons contacted and their response (i.e. yes, no, other).

Who: The GRA is responsible for sending follow-up emails to host agency/organization POCs; however, the content of these emails should be discussed with and approved by the DGS.

When: Follow-up emails to host agency/organization POCs should be sent between the 1st and the 4th week of February.

X. Preparation of SFE-Related Content

Task 17 – SFE Information Table

What: The SFE Information Table is a reference tool for students seeking to secure an SFE, ADAPs seeking to advise their students, and faculty interested in the type of work RSPH students are conducting. The is based on the preliminary analysis conducted in Task 12 should include the following data points in an Excel Spreadsheet and in the numbered order provided here: Student Last (1) and First Name (2), Academic Program (i.e. GH, GLEPI, etc.) (3), Host Agency/Organization (4), Region (state for US-based) (5), Country (6), City/Town/Village (7), SFE Title (8), Project Summary (9), Topic (10), Work (11), Activities (12), Source of SFE (i.e. Practicum Fair, RSPH Faculty, etc.) (13), List of Funders (i.e. GFE, GEMMA, Paid Salary/Stipend, etc.) (14), Recommendation of Placement to Future Students (15), and Faculty and Host Agency/Organization Point of Contact (POC) (Name=16, Email=17).

Who: The GRA is responsible for creating the SFE Information table. ***This is the only content generated from the SFE Survey that can be disseminated to end users without prior approval by the DGS.***

When: The SFE Information Table is the first formal analysis that should be finalized. The table should be completed no more than 2 weeks after the close of the SFE Survey.

Task 18 – Host Agency/Organization POC Request for Students

What: A table should be completed based on the follow-up emails to host agency/organization POCs in Task 16. The table should include the name of the host agency/organization, POC name & email, and whether they indicated a desire to host RSPH students in the future.

Who: The GRA is responsible for created the table.

When: The Host Agency/Organization POC Request for Students table should be completed as responses are received between the 1st week of February and the 4th week of March.

Task 19 – SFE Visit Emory Handout

What: A 1-2 page handout with essential promotional information pertaining to the most recent SFE experiences will be drafted and distributed during Visit Emory. An example of the type of content that should be included in the handout is provided in Appendix F.

Who: The GRA is responsible for drafting the SFE VE Handout.

When: The SFE VE Handout should be drafted between the 3rd week November and the 4th week February.

Task 20 – SFE Full Report

What: The SFE Full Report should follow the template provided in Appendix E. Specific content and formatting for the results section should be informed by the SFE Full Report for 2012.

Who: The GRA will draft the SFE Full Report and the DGS will provide comment for revisions and will have final approval over the content of the report.

When: A first draft of the SFE Full Report should be submitted to the DGS by the 1st week of March; the DGS should provide comment for revision by the 3rd week of March; the GRA should complete revisions and submit another draft to the DGS by the 2nd week of April; the DGS should provide any final comment for revisions by the 3rd week of April; the GRA should revise and submit a final draft for approval to the DGS by 4th week of April; the DGS should approve the final draft at least one week before the thesis submission deadline.

Task 21 – SFE Targeted Reports

What: A series of reporting packages based on the expressed needs of identified end users of SFE-related data must be drafted. Targeted reporting packages include the previous year's SFE Full Report along with a separate user-specific report based on end user preferences. Some of the targeted reporting packages

may also include a separate Excel attachment with SFE raw data. ***Please see Table 1 for the type of reporting package, end user(s), primary use, content of package, and format of the user-specific report if applicable.***

Who: The GRA is responsible for creating the targeted reports and the DGS must revise and approve all content before reports can be disseminated.

When: Since targeted reports are based primarily on content in the SFE Full Report, targeted reports should thus be drafted after the final version of the SFE Full Report has been approved; specifically, between the 4th week of April and the 2nd week of May.

Table 1. SFE targeted reporting types, users, primary use, content, and format.

| <u>Type of Report</u> | <u>End User(s)</u> | <u>Primary Use</u> | <u>Content²</u> | <u>User-Specific Report Format</u> |
|-----------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. DGS Report | GH, GLEPI & GEH DGSs | Monitoring and evaluation with emphasis on quality improvement | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • VE 1-Pager • Raw Data | Not applicable |
| 2. Student Report | All RSPH Students | Finding, funding and preparing for SFEs with emphasis on skills and resources required, managing life in the field, and common challenges and solutions | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • SFE Information Table • User-Specific Report: <ol style="list-style-type: none"> I. Student Prep II. Financial Summary & Tables III. Living in-country IV. IRB V. Challenges, Solutions & Recommendations | Summary report with some interpretation, discussion and recommendations |
| 3. ADAP Report ³ | GH, GLEPI & GEH ADAPs | Recruitment and advisement | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • SFE Information Table • User-Specific Report: <ol style="list-style-type: none"> I. Financial Summary & Tables II. Skills Used, | Requested content only, no interpretation, discussion or recommendations with data stratified by |

² All targeted reports will be sent along with the SFE Full Report for reference.

³ All global ADAPs (GH, GLEPI & GEH) will receive a separate report with data pertaining only to their respective students.

| | | | | |
|---------------------------|---------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>Learned, and Needed in the Field</p> <p>III. Challenges, Solutions & Recommendations</p> <p>IV. Highlights</p> | academic program |
| 4. Career Services Report | Emory Career Services | Evaluation of SFE with emphasis on training and preparation | <ul style="list-style-type: none"> • Previous Year's Full Report with student evaluation of SFE, field mentorship and RSPH support highlighted in Table of Contents for quick reference | Not applicable |
| 5. Faculty & Staff Report | RSPH Faculty, Staff, GHI Board of Directors | Evaluation of SFE with training and advisement for future students | <ul style="list-style-type: none"> • Previous Year's Full Report • SFE Information Table • User-Specific Report <ul style="list-style-type: none"> I. Financial Summary Data II. Health & Safety Summary Data III. Living In-Country Summary Data IV. IRB Summary Data V. Highlights VI. Student Evaluation of SFE, RSPH Support and Mentorship in the | Section-specific (Financial, Health & Safety, Living In-Country, IRB, Evaluation of SFE/RSPH/Host Agency) summary reports with some interpretation, discussion and recommendations |

| | | | Field | |
|-------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 6. Emory IRB Report | Emory IRB | Evaluation of Emory IRB and general knowledge regarding research activities of RSPH students | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • SFE Raw Data for IRB related questions • SFE Information Table • User-Specific Report: <ol style="list-style-type: none"> I. IRB Summary Data | Section-specific (IRB) summary report with some interpretation, discussion and recommendations |
| 7. Emory Travel Clinic Report | Emory Travel Clinic Directors & Staff | Evaluation of Emory Travel Clinic services with assessment of student health and safety risks for the purposes of student consults | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • SFE Raw Data for Travel Clinic Evaluation and for Health and Safety related questions • SFE Information Table • User-Specific Report <ol style="list-style-type: none"> I. Emory Travel Clinic Evaluation Summary Data II. Health & Safety Summary Data | Section-specific (Travel Clinic Evaluation, Health & Safety) summary reports with some interpretation, discussion and recommendations |
| 8. Health & Safety Report | GFE Committee | Health and safety training for GFE recipients | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • SFE Raw Data for Health & Safety Related Questions • User-Specific Report <ol style="list-style-type: none"> I. Health & Safety | Section-specific (Health & Safety) summary report with some interpretation, discussion and recommendations |

| | | | Summary Data | |
|----------------------|------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. Highlights Report | Global ADAPs & GFE Committee | Promotion and advisement with emphasis on student awareness of interesting events and also potential risks | <ul style="list-style-type: none"> • Previous Year's SFE Full Report • User-Specific Report <ol style="list-style-type: none"> I. Reported Highlights | List of all interesting or extraordinary events reports by SFE students organized by topic as much as possible with some interpretation, discussion and recommendations |

XI. Disseminating Findings

Task 22 – Dissemination of SFE Findings

What: The SFE Full Report, Information Table, Host Agency/Organization POC Request for Students, Visit Emory Handout, and Targeted Reports are all important documents that must be disseminated to potential end users at the most appropriate time.

Who: The GRA, DGS and various global ADAPs are most responsible for disseminating SFE findings. *Please refer to Table 2 to determine who is responsible for dissemination of all SFE-related products.*

When: SFE-related products are released throughout the academic year. *Please refer to Table 2 for a complete list of the SFE reporting structure.*

Table 2. SFE Reporting Structure.

| NON-TARGETED REPORTS | | | |
|-----------------------------------------------------------------------------|--------------------------|---------------|------------------------------------|
| <u>Type of Report</u> | <u>Release Date</u> | <u>Sender</u> | <u>Recipient(s)</u> |
| 1. <i>Previous Year's</i> SFE Full Report | 1 st week AUG | DGS + ADAPs | RSPH Students, Faculty & Staff |
| 2. SFE Information Table ⁴ | 1 st week NOV | GRA | RSPH Students, Faculty & Staff |
| 3. <i>Previous Year's</i> Host Agency/Organization POC Request for Students | 1 st week NOV | GRA | RSPH Students, Faculty & Staff |
| 4. SFE Visit Emory Handout | 1 st week MAR | GRA | GH, EPI & EH ADAPs |
| TARGETED REPORTS | | | |
| <u>Type of Report</u> | <u>Release Date</u> | <u>Sender</u> | <u>Recipient(s)</u> |
| 5. <i>Previous Year's</i> DGS Report | 2 nd week AUG | DGS | GH, GLEPI & GEH DGSs |
| 6. <i>Previous Year's</i> Student SFE Report | 2 nd week AUG | DGS | RSPH Students |
| 7. <i>Previous Year's</i> ADAP SFE Reports (1 per global program) | 2 nd week AUG | DGS | GH, EPI & EH ADAPs |
| 8. <i>Previous Year's</i> Career Services Report | 2 nd week AUG | DGS | RSPH Career Services |
| 9. <i>Previous Year's</i> Faculty & Staff Report | 4 th week AUG | DGS | RSPH Faculty & Staff, GHI Board of |

⁴ The SFE Information Table is scheduled for release by the 1st week of November in order to be available before the Practicum Opportunities Fair. This is the only time-sensitive content that must be submitted based on the current and not the previous year's data. It is possible that the survey may still be in the process of being conducted and that the resultant SFE Information Table may be incomplete; however, the SFE Information Table should still be submitted to end users by the release date so that it may be of use to the appropriate users in a timely manner.

| | | | |
|----------------------------------------------------------------|--------------------------|-----|------------------------------------------|
| | | | Directors |
| 10. <i>Previous Year's</i> Emory IRB Report | 3 rd week JAN | DGS | Emory IRB |
| 11. <i>Previous Year's</i> Emory Travel Clinic | 3 rd week JAN | DGS | Emory Travel Clinic Directors & Staff |
| 12. <i>Previous Year's</i> Health, Safety, & Highlights Report | 3 rd week JAN | GRA | GFE Committee |

XII. Revising Survey

Task 23 – Revision of SFE Surveys

What: After careful discussion of the running log with special consideration given to problems in analysis and potential gaps in SFE data, the US and non US-based versions of the SFE Survey should be revised.

Who: The GRA in consultation with the DGS are responsible for revising the SFE Surveys.

When: The revision process for the SFE Surveys should begin only after the 1st draft of the SFE Full Report has been submitted to the DGS for review. Revision of the SFE Surveys thus should begin in the 1st week of March be concluded by the 2nd week of May.

Task 24 – Revision Report

What: A revision report should include four brief sections including the following: (1) SFE questions that have been revised, (2) SFE questions that have been added, (3) SFE questions that have been removed, and (4) a brief description of any changes in the sequencing or order of questions. Brief explanations (1-2 sentences) should be provided for changes made to the SFE Surveys.

Who: The GRA is responsible for drafting the revision report and submitting it to the DGS for consideration.

When: The revision report should be drafted at the same time as the revisions are made to both surveys: 1st week of March through the 2nd week of May.

Task 25 – Debrief & Wrap-up

What: Upon completion of the all SFE related activities, the persons who conducted and supervised the SFE Survey process should meet to debrief and wrap-up any remaining tasks or issues.

Who: The GRA and DGS will conduct the debrief and wrap-up meeting.

When: The debrief and wrap-up should be conducted at the conclusion of the year's SFE-related activities, tentatively scheduled as the 2nd week of May.

XIII. Evaluation & Special Analysis (5 year trend report, due again in Fall 2014/Spring 2015)

Task S1 – End-User Evaluation of SFE Products

What: An evaluation of end-user satisfaction with SFE products originating from use of the SFE SOP must be conducted. Evaluation will be conducted via a brief online survey. Please refer to Appendix G for a possible set of evaluation questions.

Who: The GRA in consultation with the DGS will conduct the evaluation.

When: The first end-user evaluation of products originating from the SFE SOP will be conducted during March 2015 through April 2015 and should be conducted every 3 years thereafter.

Task S2 – Trend Analysis

What: A trend analysis of the previous 5-years of SFE data should be conducted on a scheduled basis. Content of the trend analysis will follow the general template of the SFE Full Report, but will include data points for each year with additional graphs as necessary. Please refer to the most recent trend report provided by the DGS for the literature for reference as to content and formatting for the results section of the SFE Full Report for a trend analysis.

Who: The trend analysis will be conducted by the GRA in consultation with the DGS and should follow all standard operating procedures provided in this document.

When: The trend analysis should be conducted every 5 years with the next trend analysis to be conducted following the summer of 2014.

APPENDICES

XIV. Appendix A: Project Timeline

| REGULAR TASKS (i.e. conducted on annual basis) | | |
|-------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Task</u> | <u>Responsible</u> | <u>Timeline</u> |
| Task 1 – GRA Selection | DGS | Before 2 nd week AUG |
| Task 2 – Running Log | GRA + DGS | 2 nd week AUG – 4 th week MAY |
| Task 3 – Literature Review | GRA + DGS | 2 nd week AUG – 1 st Week SEPT |
| Task 4 – Assign Dates | GRA + DGS | Before 1 st week SEPT |
| Task 5 – Develop Sample Frame | DGS | Before 1 st week SEPT |
| Task 6 – Commence Survey | GRA | Before 2 nd week SEPT |
| Task 7 – Survey Follow-up by GRA | GRA | Weekly: 3 rd week SEPT – 2 nd week OCT |
| Task 8 – Survey Follow-up by ADAP | DGS + ADAP | Weekly: 3 rd week OCT – 4 th week OCT |
| Task 9 – Survey Follow-up by Academic Advisor | DGS + Academic Advisor | 1 st week NOV |
| Task 10 – Survey Follow-up by DGS | DGS | 2 nd week NOV |
| Task 11 – Closing Survey | GRA | Tentatively Before 4 th week NOV |
| Task 12 – Preliminary Analysis | GRA | 2 nd week SEPT – Close of Survey |
| Task 13 – Formal Analysis | GRA | 3 rd week NOV – 4 th week JAN |
| Task 14 – Follow-up Email List | GRA | Before 1 st week FEB |
| Task 15 – Follow-up Email Communication by DGS | DGS | 1 st week FEB – 4 th week FEB |
| Task 16 – Follow-up Email Communication by GRA | GRA | 1 st week FEB – 4 th week FEB |
| Task 17 – SFE Information Table | GRA | Within 2 weeks of Close of Survey |
| Task 18 – Host Agency/Organization POC Request for Students | GRA | 1 st week FEB – 4 th week MAR |
| Task 19 – SFE Visit Emory Handout | GRA | 3 rd week NOV – 4 th week FEB |
| Task 20 – SFE Full Report | GRA + DGS | First Draft: Before 1 st week MAR DGS Comments: Before 3 rd week MAR Second Draft: Before 2 nd week APR DGS Comments: Before 3 rd week APR Final Draft: Before 4 th week APR DGS Approval: Before Thesis Submission Deadline |

| | | |
|--------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------|
| Task 21 – Targeted Reports | GRA +DGS | 4 th week APR – 2 nd week MAY |
| Task 22 – Dissemination of SFE Findings | DGS | 1 st week AUG |
| Task 23 – Revision of SFE Surveys | GRA + DGS | 1 st week MAR – 2 nd week MAY |
| Task 24 – Revision Report | GRA | 1 st week MAR – 2 nd week MAY |
| Task 25 – Debrief & Wrap-Up | GRA + DGS | 2 nd week MAY |
| SPECIAL TASKS (i.e. not conducted on an annual basis) | | |
| Task S1 – End-User Evaluation of SFE Products | GRA | To be conducted MAR 2015 through APR 2015, and should be repeated every 3 years thereafter |
| Task S2 – Trend Analysis | GRA + DGS | To be conducted every 5 years ⁵ |
| | | |

⁵ The next trend analysis should be conducted following the summer of 2014

XV. Appendix B: Acronyms

| <u>Abbreviation</u> | <u>Meaning</u> |
|---------------------|------------------------------------|
| DGS | Director of Graduate Studies |
| GEH | Global Environmental Health |
| GH | Global Health |
| GLEPI | Global Epidemiology |
| GRA | Graduate Research Assistant |
| HDGH | Hubert Department of Global Health |
| MPH | Master of Public Health |
| POC | Point of Contact |
| RSPH | Rollins School of Public Health |
| SFE | Summer Field Experience |
| SOP | Standard Operating Procedures |

XVI. Appendix C: Commence Survey, Email Template

****Please remember to cc the DGS when sending this email***

EMAIL SUBJECT:

SUMMER FIELD EXPERIENCE SURVEY – RESPONSE REQUIRED

EMAIL TEXT:

Dear Fellow Students,

You have been identified as having completed either a non-US (international) or US (domestic) based public health related summer field experience. As part of your requirements as an MPH student, please complete the appropriate US or Non US-based Summer Field Experience (SFE) Survey with the links below. Your timely response is greatly appreciated and is essential to the ability of Rollins to evaluate and improve summer field experiences, and enables the school to prepare the next cohort of students for their summer field experiences. If you completed a non US-based (international) SFE you may access the survey with the first link below. If you completed a US-based (domestic) SFE you may access the survey with the second link below. If you have any questions or need assistance of any kind, please reply directly to this email.

Please be advised, completion of the survey will require certain financial costs to be reported. ***Please be prepared to provide accurate costs estimates for any of the following cost categories that apply: flight, housing, food, utilities, incidentals, Internet & Phone, in-country transportation, field work expenses, work supplies, visa costs, immunizations, leisure and fun.***

Non US-Based (International) SFE Survey Link:

[LINK TO Non US-Based SFE SURVEY](#)

US-Based (Domestic) SFE Survey Link:

[LINK TO US based SFE SURVEY](#)

Sincerest Regards,
GRA Name

XVII. Appendix D: Survey Follow-up by GRA

****Please remember to cc the DGS when sending this email***

EMAIL SUBJECT:

1st REMINDER – PLEASE COMPLETE THE SFE SURVEY SOONEST

EMAIL TEXT:

Dear Fellow Student,

If you are receiving this email it is because you have not yet completed your Summer Field Experience (SFE) Survey. Your timely completion of this survey is absolutely essential to monitoring and evaluation processes here at Rollins. If you have completed the survey and are receiving this reminder in error, please let me know by replying to this email.

INSTRUCTIONS

Please complete the Summer Field Experience Survey with the appropriate link below. If you completed a non US-based (international) SFE then you should use the first link below. If you completed US-based (domestic) then you should use the second link. Your timely response is greatly appreciated and is essential to the ability of Rollins to evaluate and improve summer field experiences, and enables the school to prepare the next cohort of students for their practicum experiences.

Please be advised, completion of the survey will require certain financial costs to be reported. ***Please be prepared to provide accurate costs estimates for any of the following cost categories that apply: flight, housing, food, utilities, incidentals, Internet & Phone, in-country transportation, field work expenses, work supplies, visa costs, immunizations, leisure and fun.***

Non US-Based (International) SFE Survey Link:

[LINK TO SURVEY](#)

US-Based (Domestic) SFE Survey Link:

[LINK TO SURVEY](#)

Sincerest Regards,
GRA Name

XVIII. Appendix E: SFE Full Report Template

****Please refer to the 2012 Full Report for specific content and formatting of the Results section***

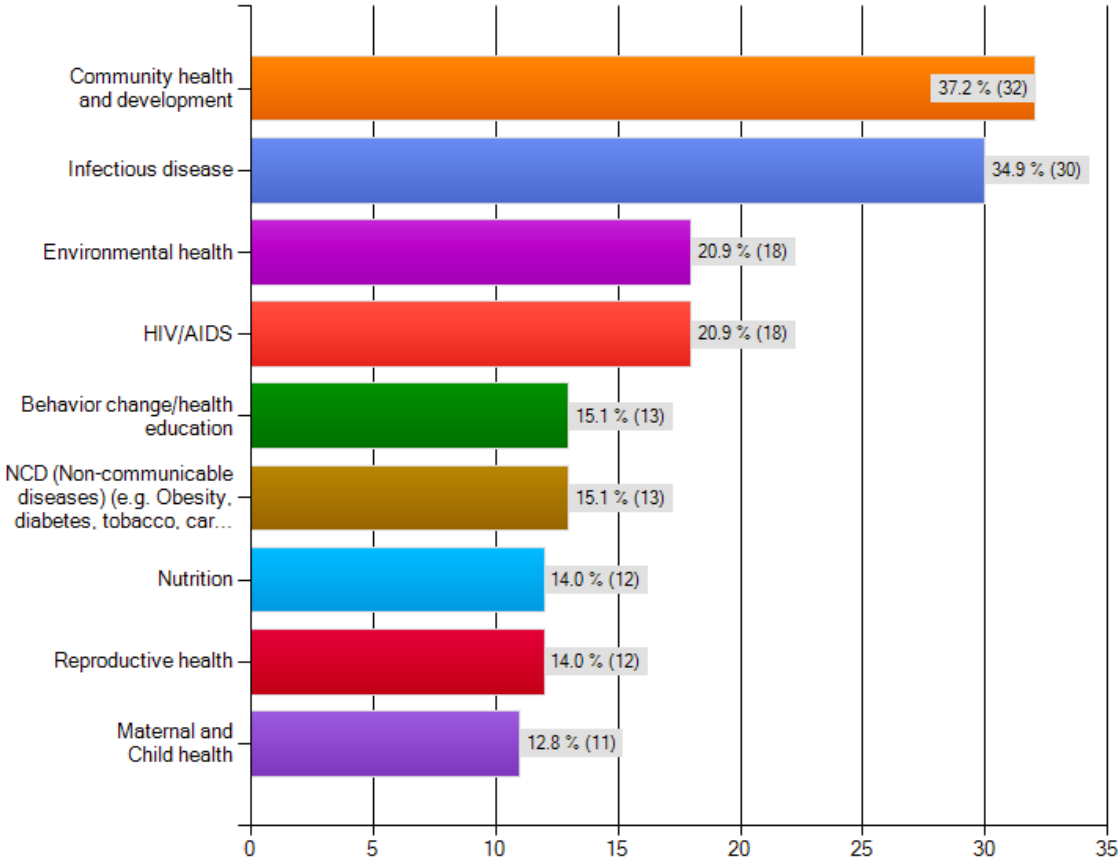
1. Title Page
2. Abstract: containing background, methods, results, and interpretation
3. Table of Contents: hyperlinked for ease of use
4. Background
5. Important Terms
6. Methods
7. Results
 - I. Response Rates
 - II. Type of Practicum
 - III. Academic Home of Survey Respondents
 - IV. Length of Summer Field Experience
 - V. Geographic Breakdown of Summer Field Experiences
 - VI. Topic, Work, and Activities
 - VII. Skills Used, Learned, and Needed in the Field
 - VIII. RSPH Preparation and Support
 - IX. Financial
 - X. Health & Safety
 - XI. Living in the Field
 - XII. Challenges, Highlights, and Unique Experiences
 - XIII. Satisfaction, Value Ratings, and Recommendations
 - XIV. Outcomes
 - XV. Research and IRB
8. Discussion
9. Appendices

XIX. Appendix F: SFE Visit Emory Handout

Practicum/Thesis Opportunity at the HDGH

The HDGH places a high priority on field experiences as part of the public health training. As a result, students in global programs at Rollins are highly engaged in programmatic and research activities abroad during the summer between year 1 and year 2. To support these efforts, the RSPH Global Field Experience Award provides financial assistance to students seeking public health research or practical experiences in low-resource or high-disparity global settings.

In 2012 alone, 100 global students travelled abroad and spent an average of 10 weeks working at 80 different organizations and agencies in 33 countries. Sub-Saharan Africa was the most common placement with more than 40% of students, followed by South Asia (18%), Central American and the Caribbean (11%), Middle East and North Africa (11%), East Asia and the Pacific (10%), South America (5%), and Europe and Central Asia (4%). CDC, Carter Center, CARE and The Center for Global Safe Water were among the most common organizations with which students worked. The topic areas of work cited by Global students are shown in the graph below.



**Source: 10th Annual Survey of MPH Student Summer Field Experiences (2012)*

XX. Appendix G: End-User Evaluation of SFE Template

1. Please indicate your overall level of satisfaction with the SFE Survey products you have received.
 - a. Very satisfied
 - b. Somewhat satisfied
 - c. Somewhat dissatisfied
 - d. Very dissatisfied

2. Please indicate your satisfaction level with the content provided in the SFE products you have received.
 - a. Very satisfied
 - b. Somewhat satisfied
 - c. Somewhat dissatisfied
 - d. Very dissatisfied

3. You indicated that you were dissatisfied with the content of SFE Survey products you received. Could you please briefly describe why?

4. Please indicate your satisfaction level with the timing in which you received SFE products.
 - a. Very satisfied
 - b. Somewhat satisfied
 - c. Somewhat dissatisfied
 - d. Very dissatisfied

5. You indicated that you were dissatisfied with the timing of the SFE Survey products you received. Could you please briefly describe why?

6. Please indicate your satisfaction level with the format in which SFE products were provided to you.
 - a. Very satisfied
 - b. Somewhat satisfied
 - c. Somewhat dissatisfied
 - d. Very dissatisfied

7. You indicated that you were dissatisfied with the format of the SFE Survey products you received. Could you please briefly describe why?

8. Please provide any additional comments or recommendations you might have with regard to how we could improve SFE products to make them more useful or informational to you in your capacities at RSPH.

Appendix C – Non US-Based SFE Survey for 2013

Non U.S.-Based SFE Survey - 2013

Welcome to the Non U.S.-based Summer Field Experience Survey

Dear Student,

Please complete the following survey about your Summer Experience. This survey is being sent to all students who identified their Summer Experience as non U.S.-based and will be used to evaluate student experiences during the summer of 2013. Findings from the survey will be shared with you in the spring semester and disseminated to future students to help them plan their summer experiences.

Your responses from the survey are confidential and will not be shared with the organization you worked for; and all comments and feedback will be de-identified before any results are distributed/circulated. Please note that this survey is for ALL Global Health, Global Environmental Health, and Global Epidemiology students, not only Global Field Experience (GFE) participants/awardees.

We know that you are extremely busy, but your response and feedback are invaluable to the Rollins School of Public Health, as well as future students in this program. Please take 30-40 minutes to complete the following survey.

Should you have any comments/questions, feel free to email: [email here](#)

Thanks in advance for your participation!

Best,
Name Here

1. Identifying & Demographic Information

Answer Options

Last Name
First Name
Preferred Email Address

Nationality
Languages Spoken

answered question
skipped question

2. Please provide your age.

Answer Options

Age

answered question
skipped question

3. Which of the following statements best characterizes your summer experience?

Answer Options

I am a U.S. citizen or green card holder, and I was abroad this summer
I am not a U.S. citizen or green card holder, and I visited my home country this summer
I am not a U.S. citizen or green card holder, and I worked in my home country this summer
I am not a U.S. citizen or green card holder, and I worked in a different country than my home country this summer
Other (please specify)

answered question
skipped question

4. Please indicate your department/degree program.

Answer Options

Department/degree program

answered question
skipped question

5. Please indicate your concentration area.

Answer Options

Concentration area

answered question
skipped question

6. Please select any certifications you are completing as a part of your degree.

Answer Options

Global Complex Humanitarian Emergencies
Maternal and Child Health
Mental Health
Public Health Informatics
Socio-Contextual Determinants of Health
N/A-I am not completing any certifications

answered question
skipped question

7. Please provide the following points of contact.

Answer Options

Please list the names and emails of the Emory (or other institution) faculty most responsible for your SFE.
Please list the names and emails of your mentor/supervisor(s) at your host agency/organization(s) most responsible for your SFE.

answered question
skipped question

8. Please provide a description of your SFE.

Answer Options

Please provide a title for your SFE
Please provide a 2 - 3 sentence summary of your SFE

answered question
skipped question

9. What organization(s) did you work with?

Answer Options

answered question
skipped question

10. Please provide a cost estimate for the following expenses related to your summer field experience. Please provide a dollar amount (i.e. \$400) for each category below.

Answer Options

- Travel to/from SFE location
- Housing
- Food
- Utilities (i.e. gas, electric, water)
- Incidentals (i.e. shampoo, soap, etc.)
- Internet & phone
- Transportation in country
- Field work expenses
- Work supplies
- Visa costs
- Immunizations
- Leisure & fun activities

answered question
skipped question

11. Please list and provide a cost estimate for any additional expenses not covered in the previous question. (If there were no additional expenses, please put N/A)

Answer Options

answered question
skipped question

12. Please enter a dollar amount for the funding contributed to your summer experience by each of the following sources. If no funding was received from a source, please put \$0.0. Please provide a dollar amount (i.e. \$500) for each category that applies below. Please consider all costs associated with the work experience (such as transport, housing etc).

Answer Options

- GFE Funding
- Faculty sponsored research
- GEMMA
- GHI
- BoozerNoether Funding
- Financial support from partner organization
- In kind support from partner organization
- Personal work/savings
- Paid salary/stipend

GSIP (Graduate Student Internship Program)
Other, please specify

answered question
skipped question

13. How did you identify your source(s) of funding? (If you did not have any funding please put N/A)

Answer Options

answered question
skipped question

14. Approximately what percent of your SFE expenses were NOT covered by funding (i.e. what percent of your total expenses did you pay out of pocket).

Answer Options

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

answered question
skipped question

15. Did you apply for GFE Funding?

Answer Options

Yes
No

answered question
skipped question

16. Did you receive GFE funding?

Answer Options

Yes
No
Applied but did not receive

I prefer not to answer
Other, please specify

answered question
skipped question

17. If you received GFE funding, how do you think it should be allocated?

Answer Options

Everyone should get the same amount
The funds should be proportional to travel expenses
The funds should be proportional to living expenses
The funds should be proportional to the proposed budget
I'll leave it up to the GFE committee to decide
Other, please specify

answered question
skipped question

18. Why didn't you apply for GFE? Select all that apply.

Answer Options

I did not work on a project that was eligible for GFE funds
I did not have a project before the GFE deadline
I did not have time to get the application done before the deadline
The application process was too complicated
The money did not seem to be worth the effort
I thought that the fund did not cover projects in the location I was going to
I had applied for/received funding from another source
Other, please specify

answered question
skipped question

19. Will your summer field experience fill the required practicum component of your degree?

Answer Options

Yes
No
Not sure

answered question
skipped question

20. Before beginning your summer experience, did you plan to use the data based on your summer work/practicum for your thesis?

Answer Options

Yes
No
N/A

answered question
skipped question

21. Are you now planning to use the data for your thesis? If "No" or "Not Sure" please use the comment box to explain.

Answer Options

Yes
No
Not sure
If "No" or "Not Sure" please use this comment box to explain

answered question
skipped question

22. Do you currently plan to submit any of your SFE work for publication?

Answer Options

Yes
No
Not sure

answered question
skipped question

23. Did your summer field experience result in a job offer?

Answer Options

Yes
No
Other (please specify)

answered question
skipped question

24. Please provide a brief list of any outcomes or deliverables other than thesis that was associated with your summer field experience. (If there were no additional outcomes or deliverables, please put N/A)

Answer Options

answered question
skipped question

25. Is there any additional information that you would like to provide about finances, thesis and publication considerations, or additional outcomes that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

answered question

skipped question

26. In what region was your PRIMARY summer experience?

Answer Options

Central America (including Mexico and the Caribbean)

South America

Europe and Central Asia

Middle East and North Africa

SubSaharan Africa

South Asia

East Asia and the Pacific

Australia, New Zealand and the South Pacific

answered question

skipped question

28. How did you identify your primary summer experience opportunity?

Answer Options

Practicum Fair

A prior contact though a job

A contact in Public Health

An internship that I created

A Professor at Rollins

A Professor at Emory (SoM, or other department)

Other, please specify

answered question

skipped question

29. Did you create your own project for the summer?

Answer Options

Yes

No

answered question

skipped question

30. Did the topic and region of your summer field experience match your preferred topic and region?

Answer Options

- Yes, the topic and region of my SFE matched my preferred topic and region
- The topic of my SFE matched my preferred topic, but the region did not match my preferred region
- The region of my SFE matched my preferred region, but the topic did not match my preferred topic
- Neither the topic nor the region of my SFE matched my preferred topic and region
- Other (please specify)

answered question
skipped question

31. How prepared did you feel for the work you were involved in this summer? Please explain your answer in the space provided.

Answer Options

- Very prepared
- Prepared
- Undecided
- Not really prepared
- Not at all prepared
- Please explain

answered question
skipped question

32. Please order the following items according to how much they contributed to your preparedness for your summer experience.

Answer Options

- Coursework at Rollins
- Prior international work experience (regardless of location)
- Prior research experience

answered question
skipped question

33. As you reflect on your summer, please list any other skills and/or knowledge you would have liked to have had instruction/preparation on prior to your summer experience. (If there were no additional skills and/or knowledge you would liked to have had instruction on, please put N/A)

Answer Options

answered question
skipped question

34. Prior to the summer, did you have contact with a faculty adviser in regards to your summer experience?

Answer Options

Yes

No

answered question

skipped question

35. If you had contact with a faculty adviser, was it helpful?

Answer Options

Yes

No

answered question

skipped question

36. If you did not have contact prior to your summer experience, would you have liked to have contact with an adviser during your summer?

Answer Options

Yes

No

answered question

skipped question

37. Did you travel with another student to your SFE?

Answer Options

Yes, I traveled with another Emory student to my SFE location

Yes, I traveled with another U.S. student from a different school to my SFE location

No, I traveled alone to my SFE location

Other, please specify

answered question

skipped question

38. Is there any additional information that you would like to provide about identification of your SFE or preparation for the field that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

answered question

skipped question

39. During your summer work, did you conduct research?

Answer Options

Yes
No
Not sure

answered question
skipped question

40. Did you have research experience prior to your summer field experience?

Answer Options

Yes
No

answered question
skipped question

41. Did/will you debrief your sponsoring organization(s) on your research findings?

Answer Options

Yes
No

answered question
skipped question

42. Did your research require IRB application?

Answer Options

Yes
No
It was already taken care of for me

answered question
skipped question

43. If your research required IRB submission, please indicate the status of your IRB application.

Answer Options

Exempt
Expedited Review
Full Board Review
Other (please specify)

answered question
skipped question

44. Did you have questions about whether you needed to apply to IRB?

Answer Options

Yes
No

answered question
skipped question

45. Who helped/where did you find the answers to your questions?

Answer Options

IRB Website
Faculty
IRB staff
Other, please specify

answered question
skipped question

46. Did you conduct human subjects research over the summer? For more information and a decision chart on human subjects research, please visit: <http://www.irb.emory.edu/members/nhsr.cfm>.

Answer Options

Yes
No

answered question
skipped question

47. Please indicate your feelings about the IRB website and explain your answer in the space provided.

Answer Options

The website was not at all helpful
The website was somewhat helpful
Neutral
The website was helpful
The website was extremely helpful
N/A-I never looked at the website
Please explain

answered question
skipped question

48. Do you feel that you received the support you needed from the IRB?

Answer Options

- Yes
- No
- Somewhat
- Other, please specify

answered question
skipped question

49. Did you have any local IRB issues in country? If yes please use the comment box to briefly describe them.

Answer Options

- Yes
- No
- N/A
- If yes please use the comment box to briefly describe them.

answered question
skipped question

50. On what date did you first submit your protocol to the Emory IRB? (This is the date you clicked the 'submit' button, not the date you opened the protocol.)

Answer Options

Date of submission

answered question
skipped question

51. Did you receive approval from another IRB in addition to Emory IRB?

Answer Options

- Yes
- No
- My study investigator already cleared all of the IRBs, so I was not involved in this process
- Other, please specify

answered question
skipped question

52. To what extent did concern of the IRB process determine what you did this summer?

Answer Options

Not at all, it wasn't even a consideration

Somewhat
Definitely
I didn't participate in the project
that I would have liked to, due to concern regarding the IRB approval process

answered question
skipped question

53. Did you work with your faculty adviser in developing your IRB protocol?

Answer Options

Yes
No
Other, please specify

answered question
skipped question

54. Overall, how satisfied were you with the Emory IRB process? Please explain your answer in the space provided.

Answer Options

Very satisfied
Unsatisfied
Neutral
Satisfied
Very satisfied
Please explain

answered question
skipped question

55. Please provide 2-3 suggestions for how the Emory IRB might improve its policies and procedures to ensure a better experience for individuals such as yourself. (If you don't have any suggestions, please put N/A)

Answer Options

answered question
skipped question

56. As part of your summer field experience, did you provide training on ethics, privacy, confidentiality, or informed consent to project staff that were involved in interactions with study participants?

Answer Options

Yes
No
N/A
Other, please specify

answered question
skipped question

57. Is there any additional information that you would like to provide about the IRB process that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

answered question
skipped question

58. What topic headings do you believe best categorized your summer experience? Please select all relevant responses.

Answer Options

Community health and development
Environmental health
Infectious disease
Nutrition
Reproductive health
Maternal and Child health
HIV/AIDS
Behavior change/health education
Humanitarian Emergency
Faith/Health
NCD (Noncommunicable diseases) (e.g. Obesity, diabetes, tobacco, cardiovascular)
Other, please specify

answered question
skipped question

59. What kind of work did you do during your summer experience? (Check all that apply)

Answer Options

Qualitative research
Quantitative research
Evaluation research
Training
Program management/implementation
Created deliverable (manuscripts, reports, documents, articles etc)
Exposure assessment
Computer modeling
Environmental sampling
Policy research
Monitoring and Evaluation
Health Systems Research
Epidemiology
Other, please specify

answered question
skipped question

60. In more detail, tell us about what activities you were involved in during your summer experience? (Select all that apply)

Answer Options

- Accounting/budgeting
- Advocacy
- Analysis of lab specimens
- Capacity building
- Collection of lab specimens
- Community needs assessment
- Conducting surveys
- Coordinating a local study team
- Curriculum development
- Data checking/cleaning /verifying
- Dealing with local/government officials
- Economic analysis
- Focus groups
- Grant writing
- Interviews with interpreters
- Interviews without interpreters
- Literature review
- Mapping surveys
- Observational data collection
- Operational evaluation
- Proposal development
- Questionnaire development
- Sampling
- Secondary data analysis
- Surveillance
- Training
- Other, please specify

answered question
skipped question

61. What course skills did you use your during your summer experience? (Please select "N/A" for courses that you did not take prior to summer practicum)

Answer Options

- GH 500-Critical Issues in Global Health
- EPI 530 or 504
- EPI 534 or 538
- BIOS 500
- BIOS 501
- GH 591Q-Epi Info
- GH 555-Proposal Development
- EH 500-Perspectives in Environmental Health
- BSHE 500-Behavioral Sciences in Public Health

EPI 515-Introduction to Public Health Surveillance
GH 563-AIDS: Public Health Implications
GH 511-International Infectious Disease
GH 522-Qualitative Methods
Survey Methods
GH 560-Monitoring and Evaluation
GH 546-Maternal and Child Nutrition
Epi and Public Health Practice
GH 590R-Nutrition Seminar
GH 508-Health and Human Rights
GH 512-Health in Complex Emergencies
GH 542-Evidence-Based Strategic Planning

answered question

skipped question

62. Please provide by course number (i.e. BIOS 500, BSHE 500) any additional courses that were helpful in preparing you for your SFE. (If there were no additional courses, please put N/A)

Answer Options

answered question

skipped question

63. What computer skills, if any, did you use during your summer experience? Please select all that apply

Answer Options

Access
ATLAS TI
Endnote or Reference Manager
Epi Info
Excel
Max QDA
Network Administration
NVivo
Powerpoint
SAS
Stat
SPSS
Web design
Other, please specify

answered question

skipped question

64. Is there any additional practicum-specific information that you would like to provide that was not covered in the questions above?

Answer Options

answered question
skipped question

65. How many weeks did you spend in the field working on your summer field experience?

Answer Options

answered question
skipped question

66. Do you have any suggestions for future students about how to secure housing? (If you do not have any suggestions, please put N/A)

Answer Options

answered question
skipped question

67. What was your PRIMARY transportation in country?

Answer Options

- Public Transportation
- Rental Vehicle
- Purchased Vehicle
- Walking
- Other, please specify

answered question
skipped question

68. How did you manage a cell phone in country?

Answer Options

- Brought cell phone from US
- Purchased cell phone incountry
- Did not use a cell phone incountry
- Other, please specify

answered question
skipped question

69. Did you have internet access while in country?

Answer Options

- Yes, I had regular Internet access
- Yes, I had occasional Internet access
- Yes, I had very limited Internet access
- No, I did not have Internet access while in country
- Other, please specify

answered question
skipped question

70. In regards to your overall summer experience, how ACADEMICALLY supported by RSPH did you feel?

Answer Options

- No support at all
- Not really supported
- Undecided
- Supported
- Very supported

answered question
skipped question

71. In regards to your overall summer experience, how PSYCHOLOGICALLY supported by RSPH did you feel?

Answer Options

- No support at all
- Not really supported
- Undecided
- Supported
- Very supported

answered question
skipped question

72. Please rate the level of support you received from your on-site mentors/supervisors.

Answer Options

- Very supportive
- Somewhat supportive
- Not very supportive
- Not supportive at all
- Comments

answered question
skipped question

73. How often did you have access to the Internet during your summer field experience?

Answer Options

- Daily
- A few times a week
- Once a week
- A few times a month
- Only once or twice during the entire summer
- Never

answered question
skipped question

74. If you were in an area that used a language other than English, how did you communicate?

Answer Options

- N/A -My work was in English
- Spoke primarily in a foreign language.
- Used English and another language about equally.
- Used a translator to communicate in other language
- Other, please specify

answered question
skipped question

75. Please briefly describe any extracurricular activities that you participated in during your summer experience that you would recommend to future students. (If you did not participate in any extracurricular activities, please put N/A)

Answer Options

answered question
skipped question

76. Is there any additional information that you would like to provide about living in country that was not covered in the questions above? (If there is no additional information that you would like to provide, please put N/A)

Answer Options

answered question
skipped question

77. Did you attend the health and safety training conducted by Student Health Services in the spring semester?

Answer Options

Yes
No

answered question
skipped question

78. How useful did you find this Health and Safety Training?

Answer Options

Very useful
Somewhat useful
Neutral
Not very useful
Not at all useful
N/A-I did not attend

answered question
skipped question

79. Do you have any suggestions for improving the session? (If you do not have any suggestions, please put N/A)

Answer Options

answered question
skipped question

80. Did you have a travel medicine consult prior to departure?

Answer Options

Yes
No

answered question
skipped question

81. If you had a travel medicine consult, where did you have it?

Answer Options

Emory Student Health Travel Clinic
TravelWell at Emory Crawford Long Hospital
Other, please specify

answered question
skipped question

82. If you had a travel consult, please rate the following:

Answer Options

- Ease of scheduling appointment
- Friendliness/helpfulness of staff
- Quality and completeness of information provided
- Availability of needed vaccinations and medications
- Cost
- Overall experience

answered question

skipped question

83. Please add any comments about travel consults here. (If you do not have any comments about travel consults, please put N/A)

Answer Options

answered question

skipped question

84. Did you experience any health problems while you were abroad?

Answer Options

- Yes
- No

answered question

skipped question

85. If yes, please check all health problems that you encountered while being abroad.

Answer Options

- Depression
- Anxiety
- Feelings of loneliness
- Homesickness
- Culture shock upon arrival in country
- Culture shock upon return to U.S.
- Upper respiratory infection (URI)
- Urinary tract infection (UTI)
- Malaria
- Bronchitis
- Pneumonia
- Cold
- Dengue
- Diarrhea

Hepatitis A
Typhoid
Cholera
Sexually transmitted disease/infection
Skin infection (including scabies and bedbugs)
Yeast infection
Injuries (please specify)
Digestive issues
Allergies
Asthma
N/A I did not experience any adverse health events.I chose not to answer
Other, please specify

answered question

skipped question

86. Were you unable to work because of the health incidents you experienced? If yes, please use the comment box to tell us how many days you were unable to work and the type of illness.

Answer Options

Yes

No

I choose not to answer

If yes, please use the comment box to tell us how many days you were unable to work and the type of illness

answered question

skipped question

87. Did you seek medical care in country?

Answer Options

Yes

No

answered question

skipped question

88. If you sought medical care in country, please rate the effectiveness of the care that you received.

Answer Options

Excellent

Good

Acceptable

Poor

Unacceptable

answered question

skipped question

89. Did you require hospitalization? If yes, please use the comment box to indicate the number of days you were in the hospital.

Answer Options

Yes

No

I choose not to answer

If yes, please use the comment box to indicate the number of days you were in the hospital.

answered question

skipped question

90. Were you medically evacuated from the country?

Answer Options

Yes

No

I choose not to answer

answered question

skipped question

91. Did you register with an embassy or consulate in country?

Answer Options

I am a U.S. citizen or green card holder and I registered with an embassy/consulate

I am a U.S. citizen or green card holder and I did not register with the U.S. embassy

I am not a U.S. citizen or green card holder and I registered with the embassy/consulate

I am not a U.S. citizen or green card holder and I did not register with an embassy/consulate

answered question

skipped question

92. Did you experience any security problems during your summer experience? (Check all that apply)

Answer Options

Burglary (theft of items from a place)

Felt targeted or unsafe as a result of identity (ie. race, gender, religion or nationality)

Felt threatened by an animal (domestic animals or wildlife)

Felt threatened or unsafe

Felt unsafe or threatened by political instability

Involved in a road traffic accident

Involved in other transportation accident

Natural events (flooding, earthquakes, etc.)

Non-sexual verbal harrassment by a colleague or acquaintance

Non-sexual verbal harrassment by an unknown person
Physically assaulted
Pick pocketing
Robbery (forced theft of items from a person)
Sexually assaulted
Sexually harassed by colleague or acquaintance
Sexually harassed by unknown person
N/A-Did not experience any problems
Other, please specify

answered question
skipped question

93. What did you do in response to the incident(s)? Please select all that apply.

Answer Options

Contacted police
Sought medical attention
Informed host organization/mentor
Informed RSPH faculty or staff member
Informed family or friends
Reported the incident to International SOS
Took days off from work
Reported incident to the Embassy
Nothing
N/A I did not have an incident
Other, please specify

answered question
skipped question

94. Please rate how safe you felt while working at your site.

Answer Options

Unsafe all the time
Unsafe sometimes
Safe sometimes
Safe all the time

answered question
skipped question

95. Please list any places or areas in your summer experience location that future students may want to avoid for health and safety reasons. (If there are no areas future students should avoid, please put N/A)

Answer Options

answered question
skipped question

96. Is there any additional information that you would like to provide about health and safety that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

answered question
skipped question

97. Please describe any additional challenges to living and working in your respective country and any solutions or resolutions that occurred in response to these challenges. (If there were no additional challenges, please put N/A)

Answer Options

answered question
skipped question

98. Please list any skills you gained while working on your summer field experience. (If there were no additional skills, please put N/A)

Answer Options

answered question
skipped question

99. Did you feel over, under or appropriately utilized during your SFE?

Answer Options

Over Utilized
Under Utilized
Appropriately Utilized

answered question
skipped question

100. How satisfied were you with your summer experience? Please explain your answer in the area provided below.

Answer Options

Extremely satisfied
Satisfied
Neutral
Unsatisfied
Extremely unsatisfied

Please explain

answered question
skipped question

101. How valuable was your summer experience as part of your public health education?

Answer Options

Very valuable
Valuable
Neutral
Not really valuable
Useless

answered question
skipped question

102. Would you recommend your site/placement to future students?

Answer Options

Yes
No
Unsure

answered question
skipped question

103. Please briefly describe why you did not recommend your site/placement to future students.

Answer Options

answered question
skipped question

U.S.-Based SFE Survey - 2013

Welcome to the U.S.-Based Summer Field Experience Survey 2013

Dear Student,

Please complete the following survey about your Summer Experience. This survey is being sent to all students who identified their Summer Experience as U.S.-based and will be used to evaluate student experiences during the summer of 2013. Findings from the survey will be shared with you in the spring semester and disseminated to future students to help them plan their summer experiences.

Your responses from the survey are confidential and will not be shared with the organization you worked for; and all comments and feedback will be de-identified before any results are distributed/circulated. Please note that this survey is for ALL Global Health, Global Environmental Health, and Global Epidemiology students.

We know that you are extremely busy, but your response and feedback are invaluable to the Rollins School of Public Health, as well as future students in this program. Please take 20-30 minutes to complete the following survey.

Should you have any comments/questions, feel free to email:

email here

Thanks in advance for your participation!

Best,
Name Here

1. Identifying & Demographic Information

Answer Options

Last Name
First Name
Preferred Email Address
Nationality
Languages Spoken

answered question

skipped question

2. Please provide your age.

Answer Options

Age

answered question

skipped question

3. Are you a U.S. citizen or green card holder?

Answer Options

Yes, I am a U.S. citizen or green card holder

No, I am not a U.S. citizen or green card holder

answered question

skipped question

4. Which of the following statements best characterizes your summer experience?

Answer Options

Continued a regular employment position in Atlanta or elsewhere in the U.S.

Participated in an internship/research/volunteer work in the U.S.

Other, please specify

answered question

skipped question

5. Please indicate your department/degree program.

Answer Options

Department/degree program

answered question

skipped question

6. Please indicate your concentration area.

Answer Options

Concentration area

answered question
skipped question

7. Please select any certifications you are completing as a part of your degree.

Answer Options

Global Complex Humanitarian Emergencies
Maternal and Child Health
Mental Health
Public Health Informatics
Socio-Contextual Determinants of Health
N/A- I am not completing any certifications

answered question
skipped question

8. Please provide the following points of contact.

Answer Options

Please list the names and emails of the RSPH faculty most responsible for your SFE
Please list the names and emails of your mentors/supervisors at your host agency/organization

answered question
skipped question

9. Please provide a description of your SFE.

Answer Options

Please provide a title for your SFE
Please provide a 2-3 sentence summary of your SFE

answered question
skipped question

10. Why did you choose a U.S.-based summer field experience (SFE) rather than a non U.S.-based SFE?

Answer Options

I wanted to pursue an international SFE, but could not find a suitable option
I wanted to pursue an international SFE, but was concerned about funding
I preferred to pursue a domestic SFE over an international SFE
Other, please specify

answered question
skipped question

11. What organization(s) did you work with?

Answer Options

answered question
skipped question

12. Please provide a cost estimate for the following expenses related to your summer field experience. Please use the following format: \$XXXX.XX

Answer Options

Travel to/from SFE location
Housing
Food
Utilities (i.e. gas, electric,water)
Incidentals (i.e. shampoo,soap, etc.)
Internet & phone
Transportation
Field work expenses
Work supplies
Leisure & fun activities

answered question
skipped question

13. Please list and provide a cost estimate for any additional expenses not covered in the previous question. (If there were no additional expenses, please put N/A)

Answer Options

answered question
skipped question

14. Please enter a dollar amount for the funding contributed to your summer experience by each of the following sources. If no funding was received from a source, please put \$0.0. Use the following format: \$XXXX.XX Please consider all costs associated with the work experience (such as transport, housing etc).

Answer Options

- GFE Funding
- Faculty sponsored research
- GEMMA
- GHI
- BoozerNoether Funding
- Financial support from partner organization
- In kind support from partner organization
- Personal work/savings
- Paid salary/stipend
- GSIP (Graduate Student Internship Program)
- Other, please specify

answered question
skipped question

15. How did you identify your source of funding? (If you did not have any funding please put N/A)

Answer Options

answered question
skipped question

16. Approximately what percent of your SFE expenses were NOT covered by funding (i.e. what percent of your total expenses did you pay out of pocket).

Answer Options

- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

answered question
skipped question

17. Will your summer field experience fill the required practicum component of your degree?

Answer Options

- Yes
- No
- Not sure

answered question
skipped question

18. Before beginning your summer experience, did you plan to use the data based on your summer work/practicum for your thesis?

Answer Options

Yes
No
N/A

answered question
skipped question

19. Are you now planning to use the data for your thesis? If "No" or "Not Sure" please use the comment box to explain.

Answer Options

Yes
No
Not sure
If "No" or "Not Sure" please use this comment box to explain

answered question
skipped question

20. Do you currently plan to submit any of your SFE work for publication?

Answer Options

Yes
No
Not sure

answered question
skipped question

21. Did your summer field experience result in a job offer?

Answer Options

Yes
No

answered question
skipped question

22. Please provide a brief list of any additional outcomes or deliverables associated with your summer field experience. (If there were no additional outcomes or deliverables, please put N/A)

Answer Options

*answered question
skipped question*

23. Is there any additional information that you would like to provide about finances, thesis and publication considerations, or additional outcomes that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

*answered question
skipped question*

24. What was the specific location of your summer project? Please select the state from the drop down list and type the specific city/town in the comment box.

Answer Options

State

City/town

*answered question
skipped question*

25. How did you identify your primary summer experience opportunity?

Answer Options

- Practicum Fair
- A prior contact through a job
- A contact in Public Health
- An internship that I created
- A Professor at Rollins
- A Professor at Emory (SoM, or other department)
- Other, please specify

*answered question
skipped question*

26. Did you create your own project for the summer?

Answer Options

- Yes
- No

*answered question
skipped question*

27. Did the topic and location of your summer field experience match your preferred topic and location?

Answer Options

- Yes, the topic and location of my SFE matched my preferred topic and location
- The topic of my SFE matched my preferred topic, but the location did not match my preferred location
- The region of my SFE matched my preferred location, but the topic did not match my preferred location
- Neither the topic nor the location of my SFE matched my preferred topic and location

*answered question
skipped question*

28. How prepared did you feel for the work you were involved in this summer? Please explain your answer in the space provided.

Answer Options

- Very prepared
- Prepared
- Undecided
- Not really prepared
- Not at all prepared
- Please explain

*answered question
skipped question*

29. Please order the following items according to how much they contributed to your preparedness for your summer experience.

Answer Options

- Coursework at Rollins
- Prior international work experience (regardless of location)
- Prior research experience

*answered question
skipped question*

30. As you reflect on your summer, please list any other skills and/or knowledge you would have liked to have had instruction/preparation on prior to your summer experience. (If there were no additional skills and/or knowledge you would liked to have had instruction on, please put N/A)

Answer Options

*answered question
skipped question*

31. Prior to the summer, did you have contact with a faculty adviser in regards to your summer experience?

Answer Options

Yes
No

*answered question
skipped question*

32. If you had contact with a faculty adviser, was it helpful?

Answer Options

Yes
No

*answered question
skipped question*

33. If you did not have contact prior to your summer experience, would you have liked to have contact with an adviser during your summer?

Answer Options

Yes
No

*answered question
skipped question*

34. Did you travel with another student to your SFE?

Answer Options

Yes, I traveled with another Emory student to my SFE location
Yes, I traveled with another student from a different school to my SFE location
No, I traveled alone to my SFE location
N/A-I did not travel for my SFE

*answered question
skipped question*

35. Is there any additional information that you would like to provide about identification of your SFE or preparation for the field that was not covered in the questions above? (If

there is no additional information you would like to provide, please put N/A)

Answer Options

answered question
skipped question

36. During your summer work, did you do research?

Answer Options

Yes
No
Not sure

answered question
skipped question

37. Did you have research experience prior to your summer field experience?

Answer Options

Yes
No

answered question
skipped question

38. Did/will you debrief your sponsoring organization(s) on your research findings?

Answer Options

Yes
No

answered question
skipped question

39. Did your research require IRB application?

Answer Options

Yes
No
It was already taken care of for me

answered question
skipped question

40. If your research required IRB submission, please indicate the status of your IRB application. (If your research did not require IRB submission, please put N/A)

Answer Options

answered question
skipped question

41. Did you have questions about whether you needed to apply to IRB?

Answer Options

Yes
No

answered question
skipped question

42. Who helped/where did you find the answers to your questions?

Answer Options

IRB Website
Faculty
IRB staff
Other, please specify

answered question
skipped question

43. Did you conduct human subjects research over the summer? For more information and a decision chart on human subjects research, please visit:
<http://www.irb.emory.edu/members/nhsr.cfm>.

Answer Options

Yes
No

answered question
skipped question

44. Please indicate your feelings about the IRB website and explain your answer in the space provided.

Answer Options

The website was not at all helpful
The website was somewhat helpful
Neutral
The website was helpful
The website was extremely helpful

N/A-I never looked at the website
Please explain

answered question
skipped question

45. Do you feel that you received the support you needed from the IRB?

Answer Options

Yes
No
Somewhat
Other, please specify

answered question
skipped question

46. Do you feel that you received the support you needed from the IRB?

Answer Options

Yes
No
Somewhat
Other, please specify

answered question
skipped question

47. Do you feel that you received the support you needed from the IRB?

Answer Options

Yes
No
Somewhat
Other, please specify

answered question
skipped question

48. Do you feel that you received the support you needed from the IRB?

Answer Options

Yes
No
Somewhat
Other, please specify

answered question

skipped question

49. On what date did you first submit your protocol to the Emory IRB? (This is the date you clicked the 'submit' button, not the date you opened the protocol.)

Answer Options

Date of submission

answered question

skipped question

50. Did you receive approval from another IRB in addition to Emory IRB?

Answer Options

Yes

No

My study investigator already cleared all of the IRBs, so I was not involved in this process

Other, please specify

answered question

skipped question

51. To what extent did concern of the IRB process determine what you did this summer?

Answer Options

Not at all, it wasn't even a consideration

Somewhat

Definitely

I didn't participate in the project

that I would have liked to, due to concern regarding the IRB approval process

answered question

skipped question

52. Did you work with your faculty adviser in developing your IRB protocol?

Answer Options

Yes

No

Other, please specify

answered question

skipped question

53. Overall, how satisfied were you with the Emory IRB process? Please explain your answer in the space provided.

Answer Options

Very satisfied
Unsatisfied
Neutral
Satisfied
Very satisfied
Please explain

answered question
skipped question

54. Please provide 2-3 suggestions for how the Emory IRB might improve its policies and procedures to ensure a better experience for individuals such as yourself. (If you don't have any suggestions, please put N/A)

Answer Options

answered question
skipped question

55. As part of your summer field experience, did you provide training on ethics, privacy, confidentiality, or informed consent to project staff that were involved in interactions with study participants?

Answer Options

Yes
No
N/A
Other, please specify

answered question
skipped question

56. Is there any additional information that you would like to provide about the IRB process that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

answered question
skipped question

57. What topic headings do you believe best categorized your summer experience? Please select all relevant responses.

Answer Options

Community health and development
Environmental health

Infectious disease
Nutrition
Reproductive health
Maternal and Child health
HIV/AIDS
Behavior change/health education
Humanitarian Emergency
Faith/Health
NCD (Noncommunicable diseases) (e.g. Obesity, diabetes, tobacco, cardiovascular)
Other, please specify

answered question
skipped question

58. What kind of work did you do during your summer experience? (Check all that apply)

Answer Options

Qualitative research
Quantitative research
Evaluation research
Training
Program management/implementation
Created deliverable (manuscripts, reports, documents, articles etc)
Exposure assessment
Computer modeling
Environmental sampling
Policy research
Monitoring and Evaluation
Health Systems Research
Epidemiology
Other (please specify)

answered question
skipped question

59. In more detail, tell us about what activities you were involved in during your summer experience? (Select all that apply)

Answer Options

Accounting/budgeting
Advocacy
Analysis of lab specimens
Capacity building
Collection of lab specimens
Community needs assessment
Conducting surveys
Coordinating a local study team
Curriculum development
Data checking/cleaning /verifying
Dealing with local/government officials
Economic analysis

Focus groups
Grant writing
Interviews with interpreters
Interviews without interpreters
Literature review
Mapping surveys
Observational data collection
Operational evaluation
Proposal development
Questionnaire development
Sampling
Secondary data analysis
Surveillance
Training
Other, please specify

answered question
skipped question

60. What course skills did you use your during your summer experience? (Please select "N/A" for courses that you did not take prior to summer practicum)

Answer Options

GH 500-Critical Issues in Global Health
EPI 530 or 504
EPI 534 or 538
BIOS 500
BIOS 501
GH 591Q-Epi Info
GH 555-Proposal Development
EH 500-Perspectives in Environmental Health
BSHE 500-Behavioral Sciences in Public Health
EPI 515-Introduction to Public Health Surveillance
GH 563-AIDS: Public Health Implications
GH 511-International Infectious Disease
GH 522-Qualitative Methods
Survey Methods
GH 560-Monitoring and Evaluation
GH 546-Maternal and Child Nutrition
Epi and Public Health Practice
GH 590R-Nutrition Seminar
GH 508-Health and Human Rights
GH 512-Health in Complex Emergencies
GH 542-Evidence-Based Strategic Planning

answered question
skipped question

61. Please provide by course number (i.e. BIOS 500, BSHE 500) any additional courses that were helpful in preparing you for your SFE. (If there were no additional courses, please put N/A)

Answer Options

answered question
skipped question

62. What computer skills, if any, did you use during your summer experience? Please select all that apply

Answer Options

Access
ATLAS TI
Endnote or Reference Manager
Epi Info
Excel
Max QDA
Network Administration
NVivo
Powerpoint
SAS
Stat
SPSS
Web design
Other, please specify

answered question
skipped question

63. Is there any additional practicum-specific information that you would like to provide that was not covered in the questions above?

Answer Options

answered question
skipped question

64. How many weeks did you spend in the field working on your summer field experience?

Answer Options

answered question
skipped question

65. In regards to your overall summer experience, how ACADEMICALLY supported by RSPH did you feel?

Answer Options

No support at all
Not really supported

Undecided
Supported
Very supported

answered question
skipped question

66. In regards to your overall summer experience, how PSYCHOLOGICALLY supported by RSPH did you feel?

Answer Options

No support at all
Not really supported
Undecided
Supported
Very supported

answered question
skipped question

67. Please rate the level of support you received from your on-site mentors/supervisors.

Answer Options

Very supportive
Somewhat supportive
Not very supportive
Not supportive at all
Other, please specify

answered question
skipped question

68. Please briefly describe any extracurricular activities that you participated in during your summer experience that you would recommend to future students. (If you did not participate in any extracurricular activities, please put N/A)

Answer Options

answered question
skipped question

69. Is there any additional information that you would like to provide about living at your SFE location that was not covered in the questions above? (If there is no additional information that you would like to provide, please put N/A)

Answer Options

answered question
skipped question

70. Did you experience any security problems during your summer experience? (Check all that apply)

Answer Options

- Burglary (theft of items from a place)
- Felt targeted or unsafe as a result of identity (ie. race, gender, religion or nationality)
- Felt threatened by an animal (domestic animals or wildlife)
- Felt threatened or unsafe
- Felt unsafe or threatened by political instability
- Involved in a road traffic accident
- Involved in other transportation accident
- Natural events (flooding, earthquakes, etc.)
- Non-sexual verbal harrassment by a colleague or acquaintance
- Non-sexual verbal harrassment by an unknown person
- Physically assaulted
- Pick pocketing
- Robbery (forced theft of items from a person)
- Sexually assaulted
- Sexually harassed by colleague or acquaintance
- Sexually harassed by unknown person
- N/A-Did not experience any problems
- Other, please specify

answered question

skipped question

71. What did you do in response to the incident(s)? Please select all that apply.

Answer Options

- Contacted police
- Sought medical attention
- Informed host organization/mentor
- Informed RSPH faculty or staff member
- Informed family or friends
- Took days off from work
- Nothing
- Other, please specify

answered question

skipped question

72. Please rate how safe you felt while working at your site.

Answer Options

- Unsafe all the time
- Unsafe sometimes
- Safe sometimes
- Safe all the time

answered question

skipped question

73. Please list any places or areas in your summer experience location that future students may want to avoid for health and safety reasons. (If there are no areas future students should avoid, please put N/A)

Answer Options

answered question
skipped question

74. Is there any additional information that you would like to provide about health and safety that was not covered in the questions above? (If there is no additional information you would like to provide, please put N/A)

Answer Options

answered question
skipped question

75. Please describe any additional challenges to living and working in your SFE location and any solutions or resolutions that occurred in response to these challenges. (If there were no additional challenges, please put N/A)

Answer Options

answered question
skipped question

76. Please list any skills you gained while working on your summer field experience. (If there were no additional skills, please put N/A)

Answer Options

answered question
skipped question

77. Did you feel over, under or appropriately utilized during your SFE?

Answer Options

- Over Utilized
- Under Utilized
- Appropriately Utilized

answered question
skipped question

78. How satisfied were you with your summer experience? Please explain your answer in the area provided below.

Answer Options

Extremely satisfied
Satisfied
Neutral
Unsatisfied
Extremely unsatisfied
Please explain

answered question

skipped question

79. How valuable was your summer experience as part of your public health education?

Answer Options

Very valuable
Valuable
Neutral
Not really valuable
Useless

answered question

skipped question

80. Would you recommend your site/placement to future students?

Answer Options

Yes
No
Unsure

answered question

skipped question

81. Please briefly describe why you did not recommend your site/placement to future students.

Answer Options

Appendix E – Summer Field Experience Survey Full Report for 2012

SUMMER FIELD EXPERIENCE SURVEY
FULL REPORT | 2012

Authors

Jeffrey Freeman
Roger Rochat
Evelyn Howatt

Revised

August 2013

Rollins School of Public Health | Emory University

Abstract

Background: Students pursuing a Master of Public Health degree at Rollins School of Public Health (RSPH) often complete a summer field experience (SFE) between the first and second years of their respective programs. Many of these experiences are completed abroad, though close to a third of them are completed in the US. In order to track, evaluate

and improve SFEs, the Summer Field Experience Survey was created and launched in 2004 and has been carried out in each of the following years. Survey data seeks to inform RSPH students, faculty and staff about MPH student SFEs with the aim of improving the MPH degree programs and related field experiences.

Methods: A sampling frame for the annual SFE survey was designed in 2012 to include all MPH students from global academic programs at RSPH completing an SFE as well as all RSPH students funded through the Emory Global Field Experience and Global Health Institute. An online survey was sent in August of 2012 via Survey Monkey to all respondents in the sampling frame. Survey data was analyzed beginning in December 2012 via Epi Info and online statistical analysis software within Survey Monkey itself. A full SFE report as well as smaller summary reports were prepared through the Spring and Summer months of 2013 and will be disseminated to potential end-users during the Fall.

Results: 133 RSPH students from the various global programs and funded by GFE and GHI funding secured 133 summer field experiences for 2012; 100 at non US-based locations and 33 in the US. SFE students worked in 34 countries at 81 agencies and organizations abroad and 23 agencies and organizations in the US. A majority of students identified their SFE through an Emory faculty member. US and non US-based SFEs had a variety of funding sources, though GFE funding was the most common source for non US-based SFEs. SFE topics varied with students working in all major research areas. Conducting surveys was the most common work conducted abroad while data cleaning/verifying was the most common work conducted in the US. SFE students cited a variety of courses as helpful in preparation for their SFEs and many of these courses are currently required or highly recommended to students. 35% of non-US and 18% of US-based SFE respondents reported health concerns. Most of these were fairly minor, the most common of which was diarrhea, and none of them resulted in a student’s medical evacuation from a host country. Overall, satisfaction levels were high for both US and non US-based SFEs and 83% (n=63) of non US based and 89% (n=25) of US-based SFE students recommended their placement to future students.

Interpretation: With RSPH students working across a variety of topics in 34 different countries at 81 agencies and organizations abroad and 23 in the US, combined with strong feelings of being prepared, and high satisfaction levels in the field, it is reasonable to conclude that summer field experiences are a successful and important part of the MPH degree program at Rollins. The SFE survey has allowed for monitoring and evaluation of the past 10 years of summer field experiences and will continue to help improve the quality of education at the Rollins School of Public Health.

Table of Contents

| | |
|------------------|-----|
| Background | 123 |
|------------------|-----|

| | |
|----------------------------------------------------------------------------------|-----|
| Important Terms | 124 |
| Methods | 125 |
| Results | 125 |
| I. RESPONSE RATES | 126 |
| II. TYPE OF SFE..... | 126 |
| III. ACADEMIC HOME OF SURVEY RESPONDENTS..... | 127 |
| IV. LENGTH OF SUMMER FIELD EXPERIENCES | 128 |
| V. GEOGRAPHIC BREAK DOWN OF SUMMER FIELD EXPERIENCES | 129 |
| VI. TOPIC, WORK, AND ACTIVITIES DURING SUMMER FIELD EXPERIENCES | 137 |
| VII. SKILLS USED, LEARNED, AND NEEDED FOR SUMMER FIELD EXPERIENCES | 141 |
| VIII. RSPH PREPARATION AND SUPPORT | 144 |
| IX. FINANCIAL | 150 |
| X. HEALTH AND SAFETY..... | 155 |
| XI. LIVING IN COUNTRY | 160 |
| XII. CHALLENGES, HIGHLIGHTS, AND UNIQUE EXPERIENCES..... | 163 |
| XIII. SATISFACTION, VALUE RATINGS, AND RECOMMENDATIONS | 163 |
| XIV. OUTCOMES | 168 |
| XV. RESEARCH AND IRB..... | 169 |
| Discussion | 173 |
| Appendices | 180 |
| Appendix B: US-Based Summer Field Experience Survey for 2012..... | 200 |
| Appendix C: Response rates for non US-bases summer field experience survey | 216 |
| Appendix D: Response rates for U.S.-based summer field experience survey | 218 |

Background

As part of the required curriculum at Emory University Rollins School of Public Health (RSPH), Master of Public Health (MPH) students in the Global Health (HDGH), Global

Epidemiology (GLEPI) and Global Environmental Health (GEH) academic programs are required to complete a public health related practicum. This requirement is often completed over the summer months between the first and second years of their respective programs.

Prior to 2004, summer practicum experiences and other public health related summer field experiences were not formerly evaluated. As a result of informal student feedback regarding potentially inadequate student preparation for summer practicum, a small faculty committee within the Hubert Department of Global Health (HDGH) sought to restructure course sequencing to better prepare students for field-based practicum.

In order to evaluate this effort, in the fall of 2004 under the direction of Dr. Roger Rochat, Director of Graduate Studies (DGS) for HDGH, a baseline, descriptive assessment of student practicums was conducted. Since 2004, with Dr. Rochat's guidance, annual surveys have been conducted to evaluate what would eventually be termed Summer Field Experiences (SFE) and would encompass not only required practicum, but also all other public health related summer field experiences completed by MPH students.

These annual surveys, which originally had only GH student respondents and evaluated student practicum, now attempt to survey all GH, GLEPI and GEH students that complete some form of a public health related SFE as well as all RSPH students funded through the Emory Global Field Experience (GFE) and Emory Global Health Institute (GHI). Surveys conducted over the past several years have collected information across several general topic areas, including: student demographics, SFE preparation for the field, SFE locations, host agencies, and activities, student life in the field, financial information, health and safety, and information relevant to the Emory Institutional Review Board (IRB). The most recent iteration of the survey completed in 2013 by Jeff Freeman, an MPH student in the GH department, Mr. Freeman recommended standardization of SFE content, analysis and dissemination.

In the summer of 2013 Mr. Freeman in cooperation with Dr. Rochat and the Hubert Department of Global Health, launched a study of potential end-users of SFE data. This study informed the development of a standard operation procedure for conducting the SFE survey, analyzing the data collected, and disseminating the findings. The 2012 SFE Full Report is based on data from the 10th Annual Survey of MPH Student Summer Field Experiences (see Appendices A & B) and has been analyzed and prepared for this report as directed in the newly designed SFE Survey Standard Operating Procedures (SOP). The full SFE Survey report along with smaller summary reports will be disseminated based on the SFE Survey SOP.

Important Terms

US-Based SFE: a summer field experience conducted inside of the United States by either a US or non-US resident completing an MPH degree program at RSPH.

Non US-Based SFE: a summer field experience conducted outside of the United States by either a US or non-US resident completing an MPH degree program at RSPH.

Summer Field Experience (SFE): an SFE is any public health related work conducted by an MPH student during the summer months; the SFE survey collects information on all SFEs conducted by GH, GLEPI and GEH students as well as all GFE and GHI funding recipients, some of which may come from other non-global academic programs at RSPH.

Practicum: a public health related work experience completed as a requirement of earning an MPH degree; we lack direct documentation of relationship of practicums and Summer Field Experiences, but about 80% of Global Health students report doing their practicums in the summer semester (personal communication, Reetha Krishnan, Career Services, July 29, 2013).

Global Field Experience (GFE): a GFE is a public health research project or practical experience in low-resource or high-disparity global settings completed by an MPH student and funded by RSPH; 85% of GFE practicum hours occur during the summer semester (Reetha Krishnan, personal communication, July 29, 2013) and thus most GFE experiences are included in the SFE survey.

Methods

The 9th Annual Survey of MPH Student Summer Field Experiences was revised and prepared for the 10th annual survey. The revised survey was sent to second-year students in the 2013 graduating cohort in the Global Health (GH), Global Environmental Health (GEH) and Global Epidemiology (GLEPI) programs at the Rollins School of Public Health. The survey was also sent to all GFE and GHI funded RSPH students. Based on location of SFE (i.e. US vs. non-US based placements), respondents were given a US based or non-US based SFE version of the survey. Software program Survey Monkey was used to conduct the survey online. Data collection began in August of 2012 and was completed in December of the same year. Data analysis was conducted during the spring and summer of 2013 and was analyzed with EPI Info as well as internal statistical analysis software provided by Survey Monkey. Results were prepared and included in a template for the 2012 SFE Full Report as based on the new SFE Survey Standard Operating Procedures. Dissemination of the full report as well as smaller summary reports is also based on the SFE Survey SOP.

Results

I. RESPONSE RATES

*Note: *Stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

Response rates for the 10th annual SFE survey were the highest in the survey's 10-year history, achieving higher than 99% with 132 respondents out of a possible 133 students (see Table 1). The one non-respondent was a global epidemiology student. Response rates for individual questions in the US and non US-based versions of the survey can be found in Appendices C and D.

Table 1: Survey response rates

| Response rate category | Percent |
|----------------------------------|--------------------|
| Overall response rate | 99% (n=132, N=133) |
| Non U.S.-based SFE response rate | 99% (n=99, N=100) |
| U.S.-based SFE response rate | 100% (n=33, N=100) |

II. TYPE OF SFE

The most common type of SFE was conducted by US residents in non US-based locations (60%, n=79) (see Table 2). The second most common type of SFE was US-based (25%, n=33). Non-US residents conducting a non US-based SFE were more likely to return to their home country for work as 76% (n=13) of non US residents working outside of the US returned to their home country compared with only 24% (n=4) of non US residents who worked in a country that was not their home. 46% (n=15) of US-based SFE respondents reported their reason for conducting a US-based SFE over a non US-based SFE as their preferred option; however, 27% (n=9), report concerns about funding as their main reason for not going abroad (see Figure 1).

Table 2: Type of SFE in which students participated

| Type of practicum | Percent |
|----------------------------------------------------------------------------|----------------|
| US residents who participated in a non U.S.-based field experience | 60% (n=79) |
| Non-US residents who visited their home country | 3% (n=4) |
| Non-US residents who worked in their home country | 10% (n=13) |
| Non-US residents who worked in a different country from their home country | 2% (n=2) |
| US and non-US residents who participated in a U.S.-based field experience | 25% (n=33) |

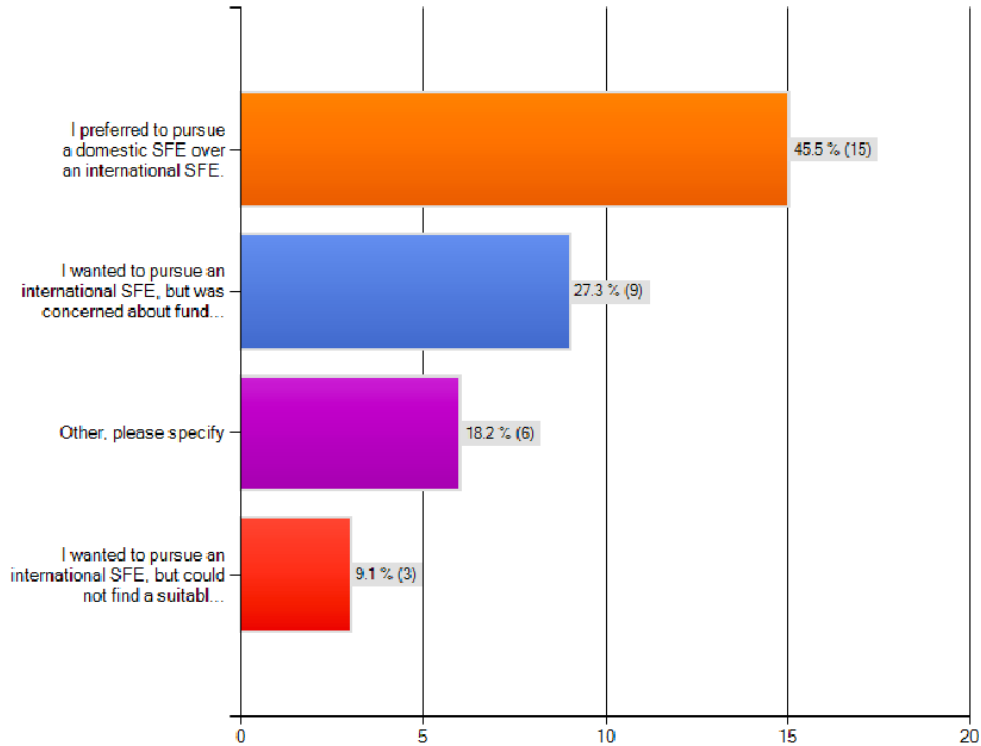


Figure 1. Reason for conducting a US-based SFE over a non US-based SFE.

III. ACADEMIC HOME OF SURVEY RESPONDENTS

*Note: *Stratification by concentration within academic program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

The number of GH, GEH, and GLEPI respondents roughly approximated the total number of GH, GEH, and GLEPI students in the 2013 graduating cohort (see Table 3). The 11 EPI, 4 BSHE, and 2 HPM respondents all received either GFE or GHI funding, which is the only reason they were included in the sample frame and able to be identified for completion of the SFE Survey. Of the three global programs, GEH students were more likely than any other to conduct a non US-based SFE.

Table 3: Academic home of survey respondents

| Department | Non U.S.-based field | U.S.-based field |
|------------|----------------------|------------------|
|------------|----------------------|------------------|

| | experience (N=97) | experience (N=31) |
|-------|--------------------------|--------------------------|
| GH | 58% (n=56) | 71% (n=22) |
| GEH | 13% (n=13) | 6% (n=2) |
| GLEPI | 11% (n=11) | 16% (n=5) |
| EPI | 11% (n=11) | 6% (n=2) |
| BSHE | 4% (n=4) | 0% (n=0) |
| HPM | 2% (n=2) | 0% (n=0) |

IV. LENGTH OF SUMMER FIELD EXPERIENCES

*Note: *Stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

The average length of a non U.S.-based SFE was 10 weeks (N=95), while the average length of a U.S.-based SFE was 11 weeks (N=24).

V. GEOGRAPHIC BREAK DOWN OF SUMMER FIELD EXPERIENCES

*Note: *Stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

2012 respondents conducted SFEs in a wide variety of global locations. Including the US, respondents conducted SFEs in 34 nations in 2012 (see Figure 2).

World Map

Summer Field Experience Placements

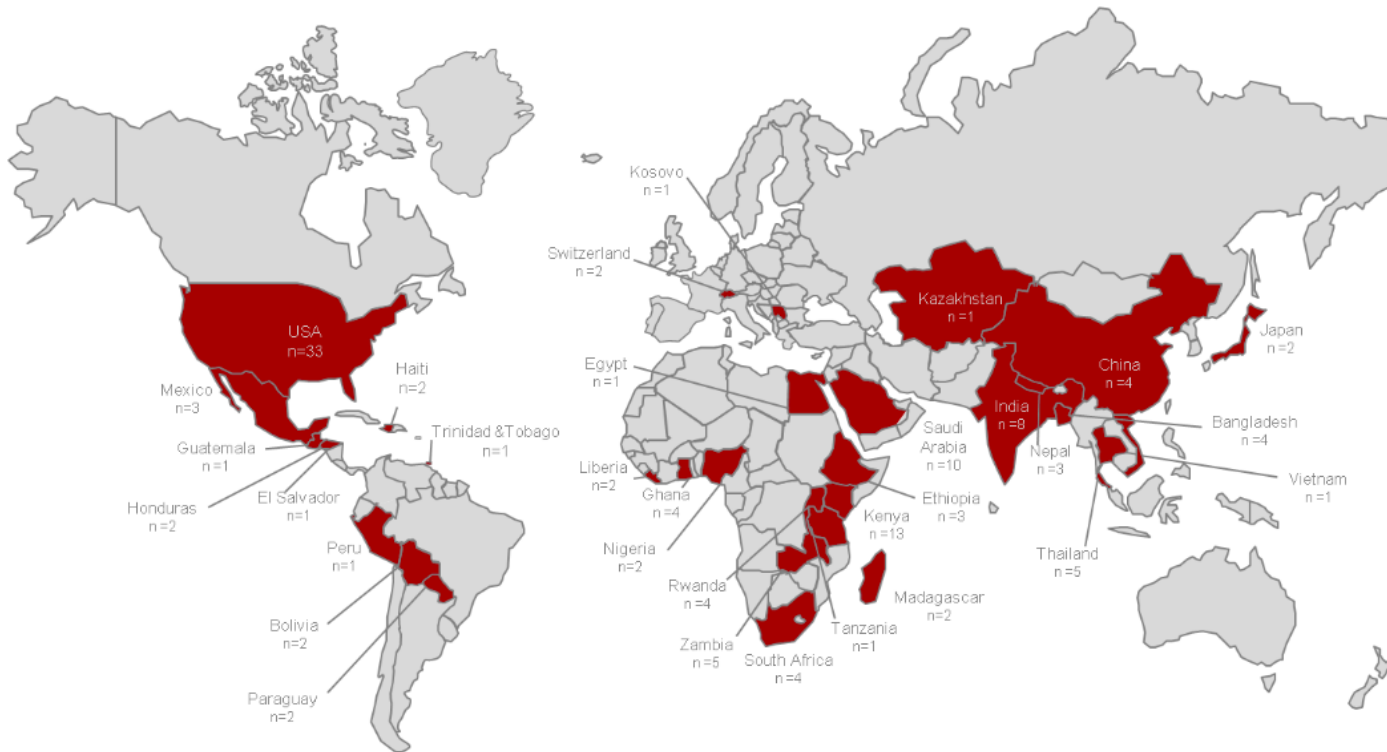


Figure 2: SFE geographic location and frequency for 2012 respondents

NON U.S. BASED SFE: REGIONAL BREAK DOWN OF SUMMER FIELD EXPERIENCES

2012 respondents reporting working in a variety of geographic regions outside of the US; the common of which were Sub-Saharan Africa (40%, n=40), South Asia (18%, n=18), and Central American including the Caribbean (11%, n=11) (see Figure 3). Respondents worked in 33 nations outside of the US; the most common country placements were Kenya (13%, n=13), Saudi Arabia (10%, n=10) and India (8%, n=8) (see Table 4).

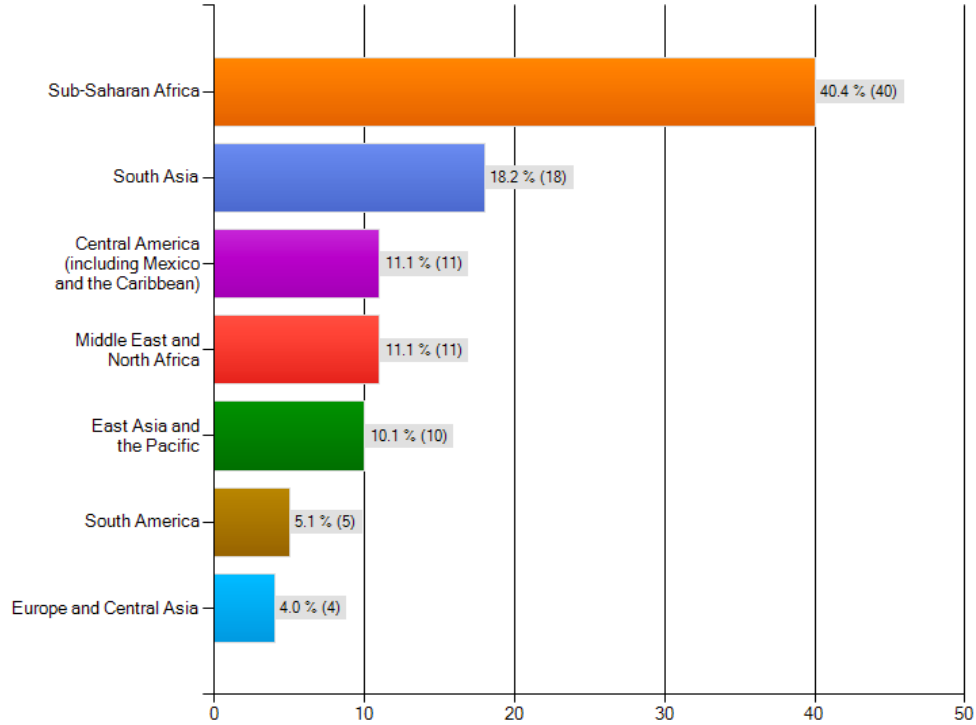


Figure 3: Non U.S.-based SFE student placements by region

Table 4: Region and country locations of non U.S.-based SFEs

| Region | Country | Number of Students |
|----------------------------------------|------------------------------------|---------------------------|
| Central America & Caribbean | Mexico | 3 |
| | Haiti | 2 |
| | Honduras | 2 |
| | El Salvador | 1 |
| | Guatemala | 1 |
| | Trinidad & Tobago | 1 |
| | Total in region | 10 |
| South America | Bolivia | 2 |
| | Paraguay | 2 |
| | Peru | 1 |
| | Total in region | 5 |
| Europe & Central Asia | Switzerland | 2 |
| | Kazakhstan | 1 |
| | Kosovo | 1 |
| | Total in region | 4 |
| Middle East & North Africa | Saudi Arabia | 10 |
| | Egypt | 1 |
| | Total in region | 11 |
| East Asia & the Pacific | Thailand | 5 |
| | China | 4 |
| | Japan | 2 |
| | Vietnam | 1 |
| | Total in region | 12 |
| | South Asia | India |
| Bangladesh | | 4 |
| Nepal | | 3 |
| UNAVAILABLE | | 3 |
| Total in region | | 18 |
| Sub-Saharan Africa | Kenya | 13 |
| | Zambia | 5 |
| | Ghana | 4 |
| | Rwanda | 4 |
| | South Africa | 4 |
| | Ethiopia | 3 |
| | Liberia | 2 |
| | Madagascar | 2 |
| | Nigeria | 2 |
| | Tanzania | 1 |
| | Total in region | 40 |
| | Globally (not including US) | TOTAL |

Non U.S.-based SFE organizations and agencies

Students who participated in a non U.S.-based SFE worked with a total of 81 different organizations worldwide (see Table 5). Most frequently students worked for the Center for Global Safe Water (n=9), the Centers for Disease Control and Prevention (n=9), and the Saudi Arabian Ministry of Health (n=6).

Table 5: Organizations and agencies that students participating in non U.S.-based SFEs worked with

| Organization/Agency | Number of students |
|-----------------------------------------------------------------------------------|---------------------------|
| Center for Global Safe Water | 9 |
| Centers for Disease Control and Prevention | 9 |
| Saudi Arabian Ministry of Health | 6 |
| CARE Non U.S.-based | 5 |
| Rwanda-Zambia HIV Research Group | 4 |
| Carter Center, The | 3 |
| United Nations Children's Fund (UNICEF) | 3 |
| Centre ValBio | 2 |
| Instituto Nacional de Salud Publica | 2 |
| International Center for Diarrheal Disease Research - Bangladesh (ICDDR/B) | 2 |
| Ipas, Nepal | 2 |
| Lea Toto | 2 |
| Madras Diabetes Research Foundation | 2 |
| Medical Emergency Relief Non U.S.-based (MERLIN), Kenya | 2 |
| Thailand Ministry of Public Health, CDC Collaboration Center | 2 |
| Addis Ababa University | 1 |
| Afluentes | 1 |
| Asociacion Salvadorena para la Prevencion del Cancer | 1 |
| Bihar Technical Assistance and Support Team | 1 |
| BJ Medical Institute, Pune | 1 |
| Centro Universitario Regional del Nordeste | 1 |
| China Tobacco Control Partnership at Emory University | 1 |
| Chulabhorn Research Institute | 1 |

| | |
|------------------------------------------------------------------------------------------------|---|
| Community Academic Consortium for Research on Alternative Sexualities | 1 |
| Consejo de Ministros de Salud de Centroamérica y República Dominicana | 1 |
| County Medical Office of Health - Tobago | 1 |
| Deep Springs Non U.S.-based | 1 |
| Development Pathways for Health Research Unit at the University of Witwatersrand, Johannesburg | 1 |
| Diana Fossey Gorilla Fund Non U.S.-based | 1 |
| Emory Global Health Institute | 1 |
| Environmental and Population Research Center in Bangladesh | 1 |
| Ethiopia Kale Heywet Church | 1 |
| Flour Fortification Initiative | 1 |
| General Electric Foundation | 1 |
| Hopital Albert Schweitzer | 1 |
| Hospital Regional San Vicente de Paul | 1 |
| Human Sciences Research Council | 1 |
| Instituto Mexicano de Investigación de Familia y Población | 1 |
| Institute for Developing Nations | 1 |
| Interfaith Health Alliance | 1 |
| Interfaith Health Program | 1 |
| IPA (CDC?) | 1 |
| Jazan Ministry of Health | 1 |
| Jazan University Medical School | 1 |
| Jimma University | 1 |
| Johns Hopkins | 1 |
| Karen Hospital | 1 |
| Kenya Health Workforce Informatics Project | 1 |
| Kenya Medical Research Institute | 1 |
| Kenyatta National Hospital | 1 |
| Kiambu District Hospital | 1 |
| Kikei Group Clinic | 1 |
| Kongwa Trachoma Project, CDC, Johns Hopkins University | 1 |
| Living Water Non U.S.-based | 1 |
| Mexfam | 1 |
| Mil Solidarios (youth organization) | 1 |
| Millenium Water Program - Ethiopia | 1 |
| Mukuru on the Move | 1 |
| National Guard | 1 |
| National Institute of Public Health | 1 |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Naval Medical Research Unit 6 | 1 |
| Navy Medical Research Unit 3 | 1 |
| Paraguayan National Institute of Health | 1 |
| Pricewaterhouse Coopers | 1 |
| Proyecto de Identificación de oportunidades de Modernización de la Administración del Estado mediante el uso de Sistemas y Tecnologías de la Información (PRISMA) | 1 |
| PRTM Management Consulting | 1 |
| Shanghai CDC | 1 |
| Sistema de Proteção da Amazônia | 1 |
| Suicide Prevention and Research Center, Shanghai Mental Health Center | 1 |
| TARA Project, The | 1 |
| Training Programs in Epidemiology and Public Health Interventions Network | 1 |
| Transcultural Psychosocial Organization, Nepal | 1 |
| United Nations Office on Drugs and Crime | 1 |
| United States Davis Entomology Lab | 1 |
| United States Embassy in Cairo | 1 |
| Universidad Autonoma de Santo Domingo | 1 |
| University of Ibadan, Oyo Nigeria | 1 |
| University of Witwatersrand | 1 |
| WaterforLife: Nigeria | 1 |
| World AIDS Campaign | 1 |
| World Health Organization - Department of Immunization, Vaccines and Biologicals | 1 |

U.S.-Based: Regional Break Down of Summer Field Experiences

US-based SFEs were conducted in 10 cities (see Table 6), including the District of Columbia, and 5 states (See Figure 4), but most were conducted in Atlanta (72%, n=24). Students who participated in a U.S.-based SFE worked with a total of 23 different organizations across the nation (see Table 7). Most worked for the Centers for Disease Control and Prevention (n=5), Emory University (n=4), and the Rollins School of Public Health (n=4).

Table 6: State and city locations of U.S.-based summer field experiences

| State | City | Number of students |
|----------|----------------|--------------------|
| Georgia | Atlanta | 24 |
| Colorado | Denver | 1 |
| Colorado | UNAVAILABLE | 1 |
| DC | DC | 1 |
| Georgia | Clarkston | 1 |
| Georgia | Stone Mountain | 1 |
| Michigan | Ann Arbor | 1 |
| New York | Kingston | 1 |
| New York | New York City | 1 |
| Texas | El Paso | 1 |

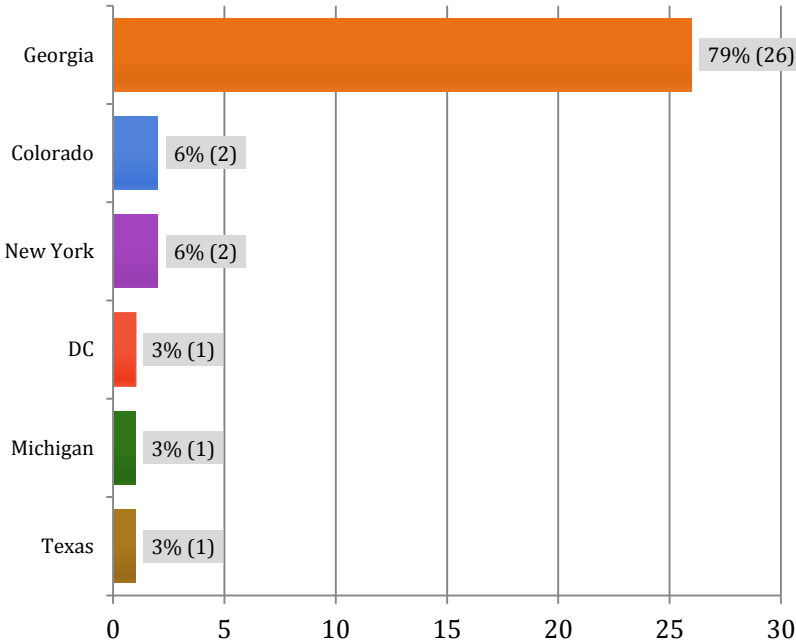


Figure 4: Non U.S.-based SFE student placements by state

Table 7: U.S.-based SFE organizations and agencies

| Organization/Agency | Number of students |
|----------------------------------------------------------|---------------------------|
| CDC | 5 |
| Emory University, non-Rollins | 4 |
| Rollins School of Public Health | 4 |
| Georgia State Department of Public Health | 2 |
| CGSW | 1 |
| CHOA | 1 |
| Clarkston Community Center, Global Growers Network | 1 |
| Delta Air Lines | 1 |
| Emory Center for Injury Control | 1 |
| Emory Children's Center | 1 |
| Emory Clinical Cardiovascular Research Institute | 1 |
| Emory University School of Nursing | 1 |
| Girl Scouts of Colorado | 1 |
| Leon Research Group | 1 |
| Maternal and Child Health Information Resource Center | 1 |
| New York University | 1 |
| Pan American Health Organization | 1 |
| Project Hope - Grady Hospital | 1 |
| Side by Side Brain Injury Clubhouse | 1 |
| Truven Health Analytics (formerly Thomson Reuters) | 1 |
| Ulster County Healthy Start, Institute for Family Health | 1 |
| US Mexico Border Health Commission | 1 |
| World Water Relief | 1 |

VI. TOPIC, WORK, AND ACTIVITIES DURING SUMMER FIELD EXPERIENCES

*Note: *Stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

Non US-based respondents reported a variety of topics, work and related activities. The most common topics for non US-based SFEs were community health and development (37%, n=32), infectious disease (35%, n=30), and environmental health (21%, n=18) (see Figure 5).

The most common work cited was quantitative research (57%, n=49), qualitative research (52%, n=44), and training (45%, n=38) (see Figure 6).

The most common types of activities cited were conducting surveys (43%, n=37), data checking/cleaning/verifying (37%, n=32), and dealing with local/governmental officials (36%, n=31) (see Figure 7).

Non U.S.-Based: Topic, Work, and Activities During Summer Field Experiences (multiple choices)

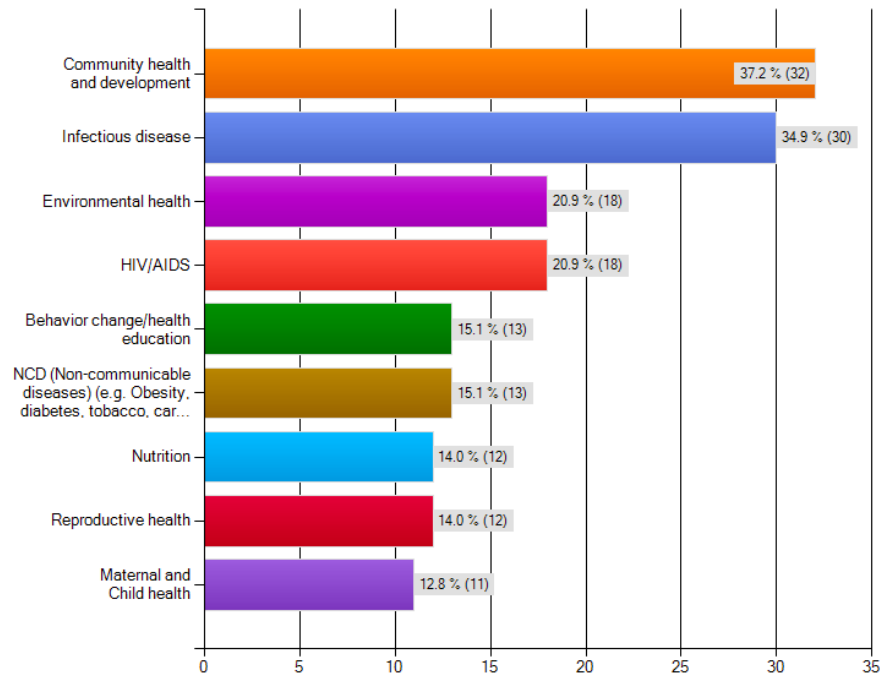


Figure 5: Topic areas of work cited by students participating in a non U.S.-Based SFE (multiple choices)

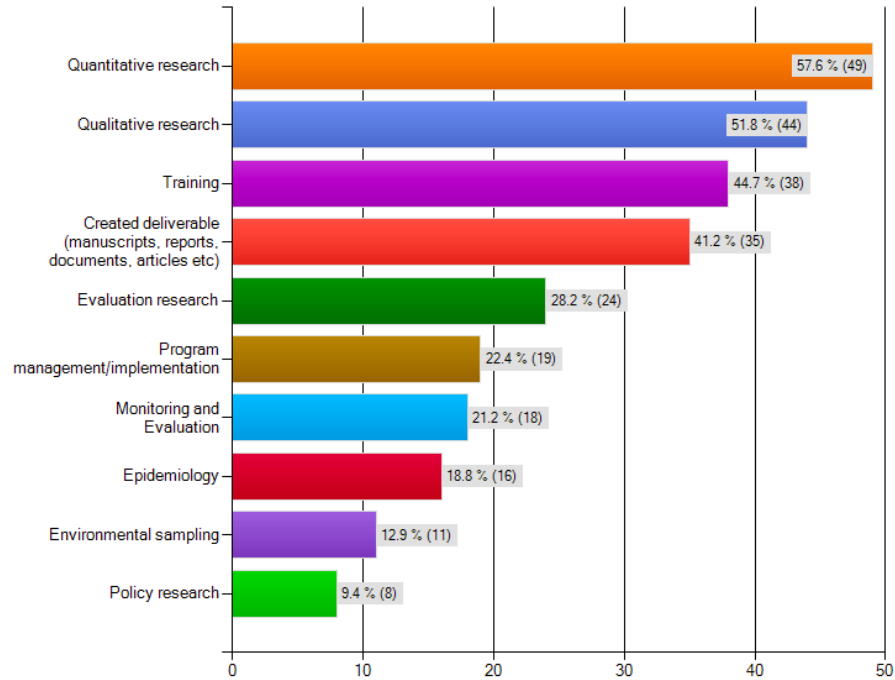


Figure 6: Type of work cited by students participating in a non U.S.-based SFE

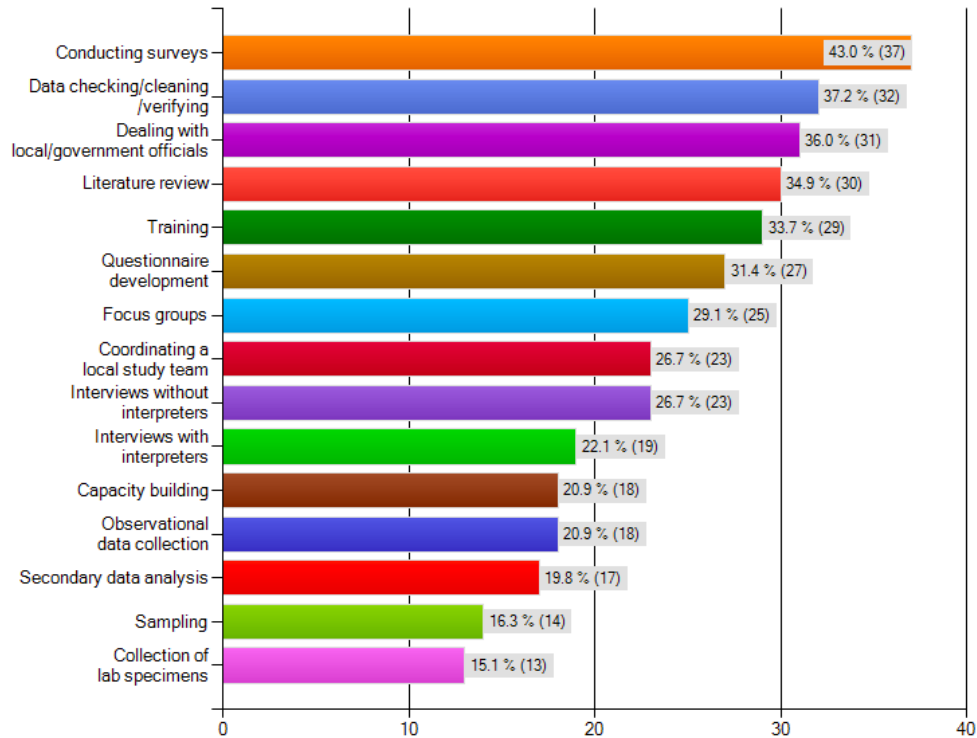


Figure 7: Type of activities cited by students participating in a non U.S.-based SFE

U.S.-Based: Topic, Work, and Activities During Summer Field Experiences

US-based SFE students reported a variety of topics, work and activities. The most common topics cited for US-based respondents were infectious disease (31%, n=10), epidemiology (28%, n=9), and community health and development (25%, n=8) (see Figure 8). Of the 9 students in Figure X who responded their topic as “Other, please specify”, one student indicated each of the following responses: clinical trial, women’s mental health, orthopedic surgery, family health and development, public health surveillance, sexually transmitted infections and child and maternal health, violence, health claims analysis and consulting, and N/A.

The most common work cited by US-based SFE respondents was quantitative research (41%, n=13), created deliverables including manuscripts, reports, articles and other documents (41%, n=13), and qualitative research (19%, n=6) (see Figure 9).

The most common activities cited for US-based SFE respondents was data checking/cleaning/verifying (47%, n=15), literature review (41%, n=13), and secondary data analysis (38%, n=12) (see Figure 10).

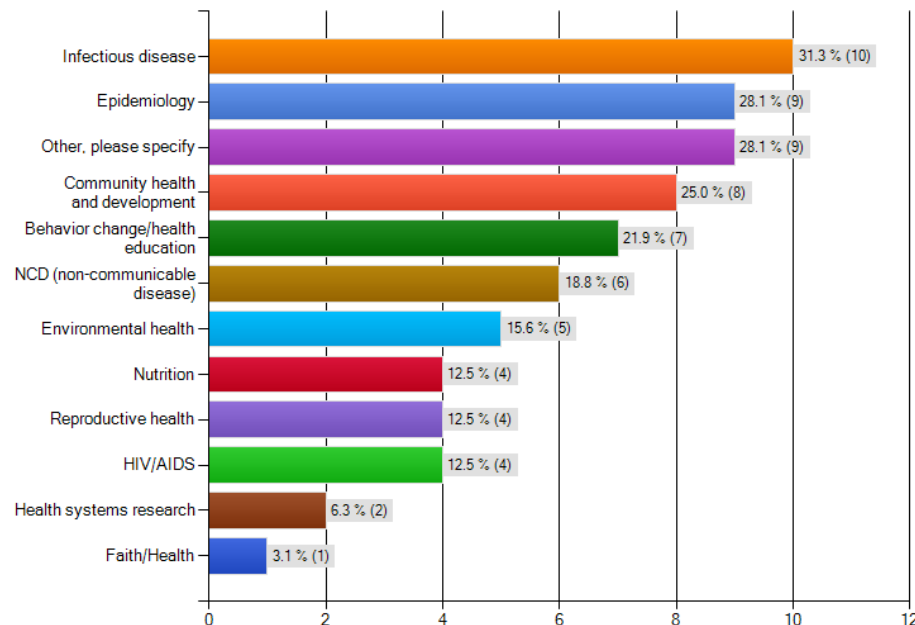


Figure 8: Topic areas of work cited by students participating in a U.S. based SFE

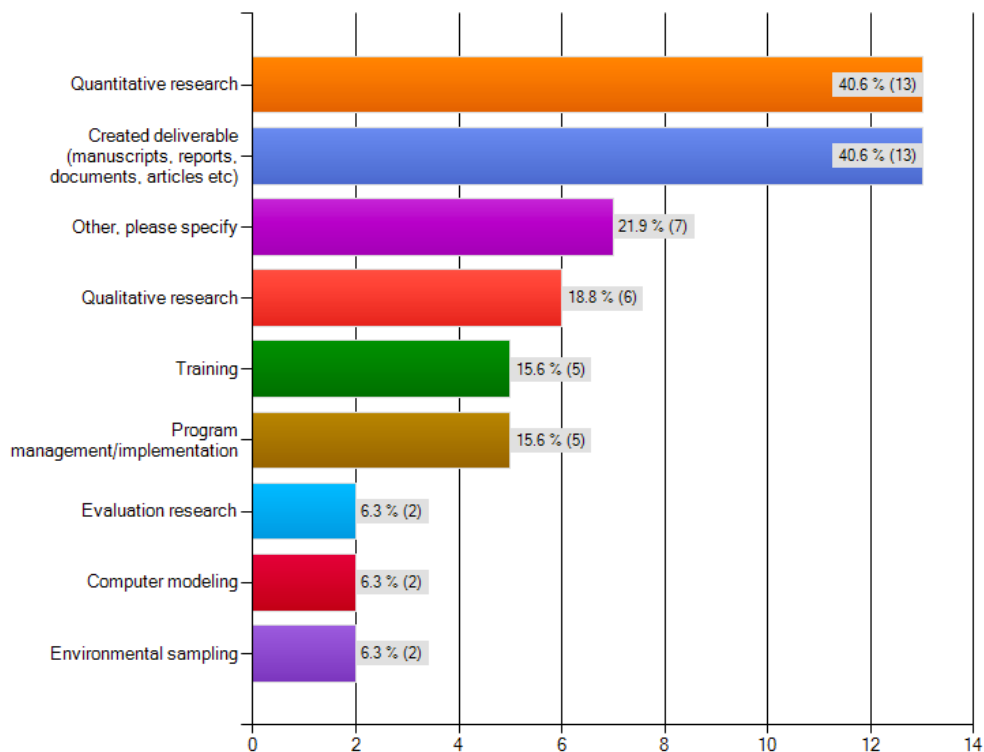


Figure 9: Type of work cited by students participating in a U.S.-based SFE

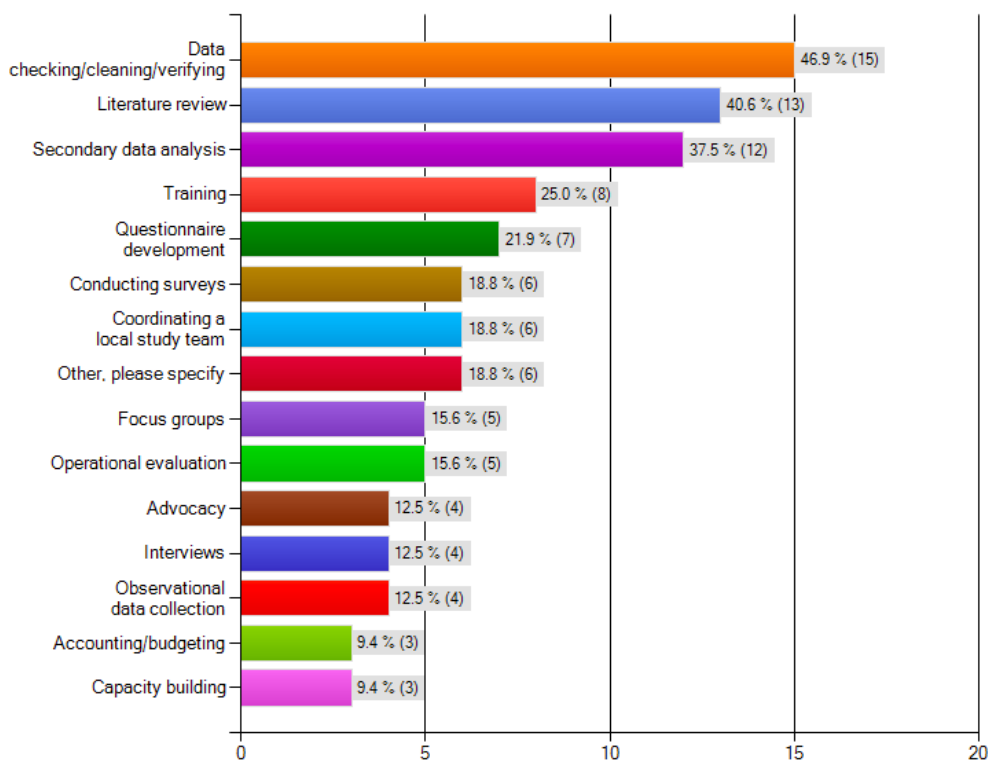


Figure 10: Type of activities cited by students participating in a U.S.-based SFE

VII. SKILLS USED, LEARNED, AND NEEDED FOR SUMMER FIELD EXPERIENCES

*Note: *Skills used will be expanded beyond IT and technical skills, a table of skills learned while in the field, and stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

Non U.S.-Based: Skills Used, Learned, and Needed for Summer Field Experiences

Non US-based respondents used a variety of IT skills in the field. The most common IT skills used were Excel (83%, n=64), PowerPoint (48%, n=37), and Endnote or other Reference Manager (30%, n=23) (see Figure 11). The most common statistical analysis software used was SAS (27%, n=21), Epi Info (17%, n=13), and Microsoft Access (12%, n=9) (see Figure 11). Beyond IT skills, non US-based respondents cited several additional skills needed that they had not learned or developed prior to arriving at their placements; the most common of which were communication and leadership (n=12), language skills (n=6), and survey methods (n=6) (see Table 8).

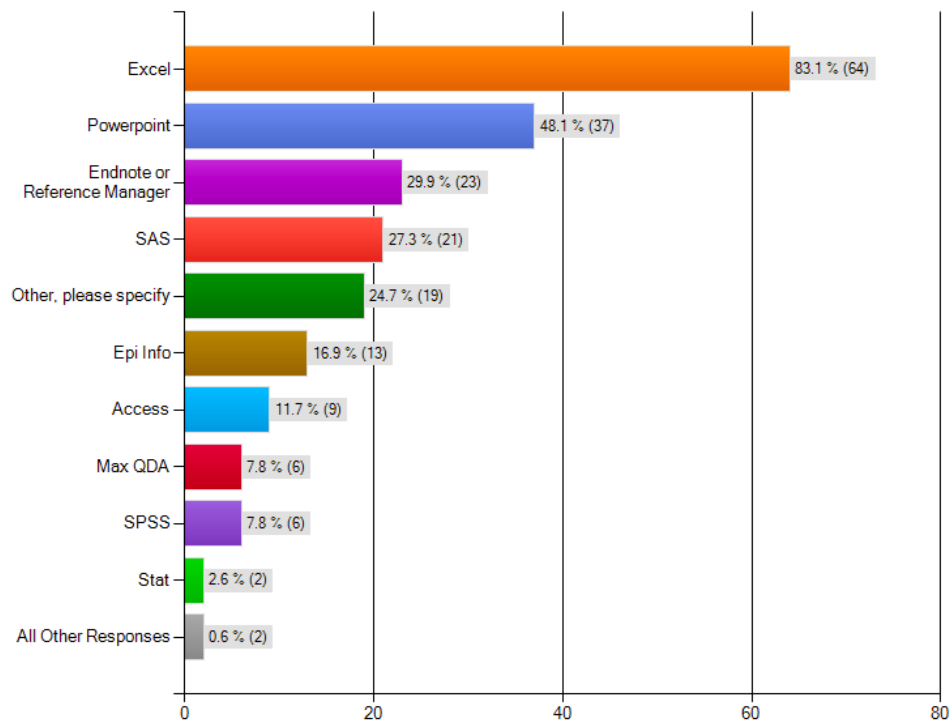


Figure 11: IT skills used in the field by students participating in a non U.S.-based SFE

Table 8: Skills needed in non U.S.-based SFEs

| Skill | Students reporting |
|---------------------------------------------------------------------|---------------------------|
| Communication and leadership | 12 |
| Language skills | 6 |
| Survey methods | 6 |
| Dealing with government and organization bureaucracies | 5 |
| Sampling methods | 4 |
| Cultural awareness and an understanding of situation in host region | 4 |
| Monitoring and evaluation | 3 |
| Spatial analysis and demography | 2 |
| IRB process in country | 2 |
| EPI Info | 2 |
| GIS | 2 |
| Community needs assessment | 2 |
| Data analysis | 2 |
| Qualitative methods | 2 |
| Water and sanitation | 1 |
| Research ethics | 1 |
| UCINET/RDSTAT | 1 |
| Basic economics and accounting knowledge | 1 |
| Policy development | 1 |

U.S.-Based: Skills Used, Learned, and Needed for Summer Field Experiences

US-based respondents used a variety of IT skills in the field. The most common IT skills used were Excel (66%, n=19), PowerPoint (28%, n=8), and SAS (24%, n=7) (see Figure 12). The most common statistical analysis software used was SAS (24%, n=7), Microsoft Access (14%, n=4), and Stata (7%, n=2) (see Figure 12). Beyond IT skills, US-based respondents cited several additional skills needed that they had not learned or developed prior to arriving at their placements; the most common of which was conducting literature reviews, while all other responses were only cited once (see Table 9).

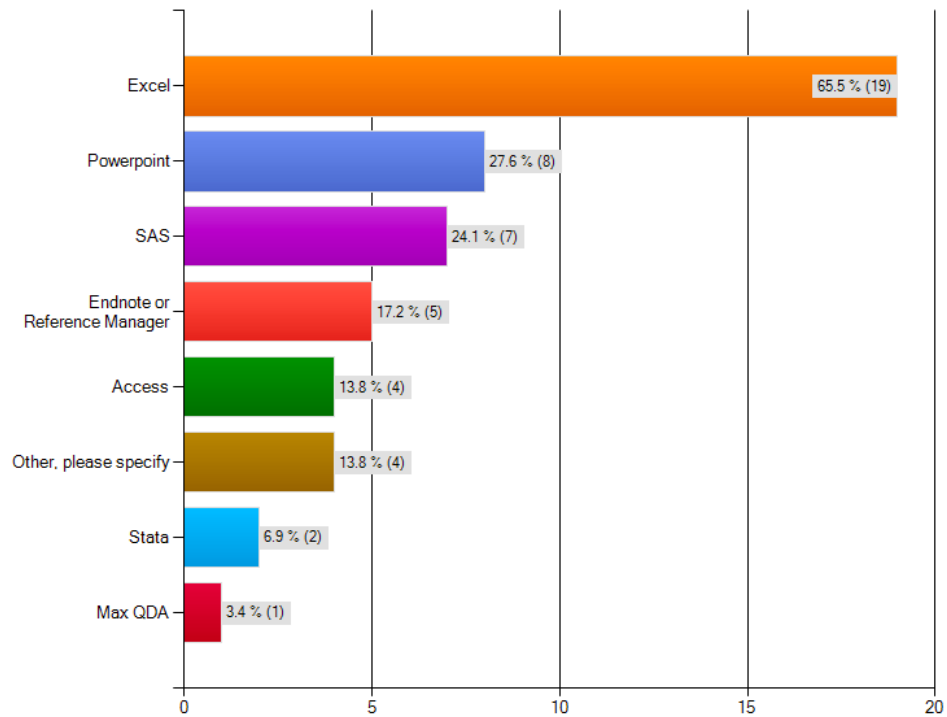


Figure 12: IT skills used in the field by students participating in a U.S.-based SFE

Table 9: Skills needed in U.S.-based SFES

| Skill | Students reporting |
|---------------------------------------|--------------------|
| Conducting a literature review | 2 |
| Medical terminology | 1 |
| HIPPA | 1 |
| Survey methods | 1 |
| Sampling methods | 1 |
| IRB process | 1 |
| Thesis expectations | 1 |
| Using an interpreter | 1 |
| Community involvement and recruitment | 1 |
| Technical writing | 1 |
| EndNote | 1 |
| InDesign and web design | 1 |
| Food borne illness training | 1 |

VIII. RSPH PREPARATION AND SUPPORT

*Note: *Stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

71% (n=35) of respondents that participated in a non U.S.-based SFE and 53% (n=8) of respondents participating in a U.S. based SFE listed one or more Rollins professors as a source of additional support during their experience (see Table 10). Among those professors listed most frequently by students as providing support were Roger Rochat (n=6), Scott McNabb (n=6), and Mohamed Ali (n=5). Students participating in a non U.S.-based SFE also listed their thesis advisor (20% (n=7)), and a contact from their host organization (23% (n = 8)) as providing support during their SFE.

Of the 23 students that selected “other” and specified a response in Table X, 13% (n=3) indicated they identified their primary summer experience through the Center for Global Safe Water, 9% (n=2) indicated they identified their summer experience through the GFE brownbag presentations, and 9% (n=2) indicated that they identified their summer experience through another Rollins student. All other responses varied and were only cited once.

Respondents who participated in a US-based SFE cited a professor at Rollins (39%, n=12), a contact in public health (23%, n=7), and a non RSPH Emory professor (19%, n=6) as the most common sources for identifying their SFE (see Table 11). A higher percentage of non US-based SFE respondents reported either creating their own project (36%, n=35) or joining an existing project and modifying to their own needs (28%, n=27) as compared to US-based respondents (22%, n=7 and 22%, n=7 respectively) (see Table 12).

Both US-based and non US-based SFE respondents felt generally supported by RSPH financially, academically and psychologically with more than 50% of respondents reporting feeling either ‘very supported’ or ‘supported’ in all three categories with the exception of US-based SFEs and their reported feelings of financial support from RSPH as 76% (n=24) of US-based SFE respondents reported feeling either ‘not supported at all’ (63%, n=20) or ‘not really supported’ (13%, n=4) (see Table 13). Of the 20 U.S.-based SFE respondents who reported feeling “no support at all” financially by RSPH in Table 13, 20% (n=4) reported receiving paid salary or stipend and 20% (n=4) reported receiving funding support from a graduate student internship program.

US and non US-based SFE respondents cited a number of courses completed as having provided skills that were either very or somewhat useful. The most common courses cited as very or somewhat useful for non US-based SFE respondents were BIOS 500 (n=53) and EPI 530 (n=53) (see Table 14). The most common courses cited as very or somewhat useful for US-based SFE respondents were BIOS 500 (n=20) and EPI 530 (n=18) (see Table 15).

74% (n=63) of US based SFE respondents reported feeling either ‘prepared’ or ‘very prepared’ for their SFE (see Table 16). A slightly larger percentage (81%, n=26) of US respondents reported feeling either ‘prepared’ or ‘very prepared’ for their SFE (see Table 17).

Table 10: How students participating in non U.S.-based SFEs identified their primary summer experience opportunity

| Event/contact | Percent |
|-------------------------------------------------|----------------|
| Practicum fair | 14% (n=14) |
| A prior contact through a job | 17% (n=17) |
| A contact in Public Health | 6% (n=6) |
| An internship that they created | 4% (n=4) |
| A professor at Rollins | 31% (n=30) |
| A professor at Emory (SoM, or other department) | 4% (n=4) |
| Other, please specify a response | 23% (n=23) |

Table 11: How students participating in U.S.-based SFEs identified their primary summer experience opportunity

| Event/contact | Percent |
|-------------------------------------------------|----------------|
| Practicum fair | 13% (n=4) |
| A prior contact through a job | 16% (n=5) |
| A contact in Public Health | 23% (n=7) |
| An internship that they created | 16% (n=5) |
| A professor at Rollins | 39% (n=12) |
| A professor at Emory (SoM, or other department) | 19% (n=6) |

Table 12: Whether students created their own summer field experience projects

| Response | Non U.S.-based SFEs | U.S.-based SFEs |
|--------------------------------------------------------------------------------------------|----------------------------|------------------------|
| Yes | 36% (n=35) | 22% (n=7) |
| No | 35% (n=34) | 56% (n=18) |
| Were able to join an existing project, but tailored the project to better suit their needs | 28% (n=27) | 22% (n=7) |

Table 13: Student perceptions of RSPH supportiveness

| Question | Response choices | Non U.S.-based SFEs | U.S.-based SFEs |
|-----------------------------------------------------|-------------------------|----------------------------|------------------------|
| How FINANCIALLY supported by RSPH students felt | Not support at all | 19% (n=16) | 63% (n=20) |
| | Not really supported | 9% (n=8) | 13% (n=4) |
| | Undecided | 18% (n=15) | 3% (n=1) |
| | Supported | 44% (n=37) | 16% (n=5) |
| | Very supported | 11% (n=9) | 6% (n=2) |
| How ACADEMICALLY supported by RSPH students felt | Not support at all | 0% (n=0) | 6% (n=2) |
| | Not really supported | 15% (n=13) | 6% (n=2) |
| | Undecided | 15% (n=13) | 16% (n=5) |
| | Supported | 57% (n=49) | 59% (n=19) |
| | Very supported | 15% (n=13) | 13% (n=4) |
| How PSYCHOLOGICALLY supported by RSPH students felt | Not support at all | 4% (n=3) | 16% (n=5) |
| | Not really supported | 14% (n=12) | 22% (n=7) |
| | Undecided | 35% (n=30) | 16% (n=5) |
| | Supported | 38% (n=33) | 41% (n=13) |
| | Very supported | 9% (n=8) | 6% (n=2) |

Table 14: Percent of non US-based SFE respondents who completed a course and indicated course skills as somewhat or very useful to their SFE

| Class name | Skills somewhat useful | Skills VERY useful |
|------------------------------------------------------|------------------------|--------------------|
| GH 500 - Critical Issues in Global Health | 55% (n=32) | 2% (n=1) |
| EPI 530 or 504 | 45% (n=34) | 25% (n=19) |
| EPI 534 or 538 | 41% (n=13) | 25% (n=8) |
| BIOS 500 | 35% (n=28) | 32% (n=25) |
| BIOS 501 | 24% (n=13) | 36% (n=20) |
| GH 591Q - Epi Info | 13% (n=6) | 21% (n=10) |
| GH 555 - Proposal Development | 14% (n=3) | 57% (n=12) |
| EH 500 - Perspectives in Environmental Health | 37% (n=7) | 5% (n=1) |
| BSHE 500 - Behavioral Sciences in Public Health | 50% (n=8) | 6% (n=1) |
| EPI 515 - Introduction to Public Health Surveillance | 75% (n=6) | 0% (n=0) |
| GH 563 - AIDS: Public Health Implications | 17% (n=1) | 17% (n=1) |
| GH 511 - Non U.S.-based Infectious Disease | 27% (n=3) | 9% (n=1) |
| GH 522 - Qualitative Methods | 30% (n=8) | 70% (n=19) |
| Survey Methods | 33% (n=3) | 44% (n=4) |
| GH 560 - Monitoring and Evaluation | 50% (n=12) | 29% (n=7) |
| GH 546 - Maternal and Child Nutrition | 0% (n=0) | 100% (n=1) |
| Epi and Public Health Practice | 0% (n=0) | 0% (n=0) |
| GH 590R - Nutrition Seminar | 0% (n=0) | 0% (n=0) |
| GH 508 - Health and Human Rights | 0% (n=0) | 25% (n=1) |
| GH 512 - Health in Complex Emergencies | 42% (n=5) | 8% (n=1) |
| GH 542 - Evidence-Based Strategic Planning | 45% (n=18) | 30% (n=12) |

Table 15: Percent of US-based SFE respondents who completed a course and indicated course skills as somewhat or very useful to their SFE

| Class name | Skills somewhat useful | Skills VERY useful |
|------------------------------------------------------|-------------------------------|---------------------------|
| GH 500 - Critical Issues in Global Health | 32% (n=9) | 0% (n=0) |
| EPI 530 or 504 | 28% (n=9) | 28% (n=9) |
| EPI 534 or 538 | 31% (n=4) | 23% (n=3) |
| BIOS 500 | 25% (n=8) | 38% (n=12) |
| BIOS 501 | 32% (n=7) | 32% (n=7) |
| GH 591Q - Epi Info | 15% (n=3) | 5% (n=1) |
| GH 555 - Proposal Development | 50% (n=5) | 10% (n=1) |
| EH 500 - Perspectives in Environmental Health | 17% (n=2) | 0% (n=0) |
| BSHE 500 - Behavioral Sciences in Public Health | 25% (n=2) | 0% (n=0) |
| EPI 515 - Introduction to Public Health Surveillance | 20% (n=1) | 0% (n=0) |
| GH 563 - AIDS: Public Health Implications | 0% (n=0) | 0% (n=0) |
| GH 511 - Non U.S.-based Infectious Disease | 25% (n=2) | 25% (n=2) |
| GH 522 - Qualitative Methods | 15% (n=2) | 31% (n=4) |
| Survey Methods | 29% (n=2) | 29% (n=2) |
| GH 560 - Monitoring and Evaluation | 40% (n=4) | 10% (n=1) |
| GH 546 - Maternal and Child Nutrition | 0% (n=0) | 0% (n=0) |
| Epi and Public Health Practice | 0% (n=0) | 0% (n=0) |
| GH 590R - Nutrition Seminar | 25% (n=1) | 0% (n=0) |
| GH 508 - Health and Human Rights | 50% (n=1) | 0% (n=0) |
| GH 512 - Health in Complex Emergencies | 0% (n=0) | 0% (n=0) |
| GH 542 - Evidence-Based Strategic Planning | 17% (n=1) | 33% (n=2) |

Table 16: Student perceptions of preparedness for non U.S.-based SFEs

| Question | Response choices | Percent |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------|
| How prepared did you feel for the work you were involved in this summer? | Very prepared | 21% (n=18) |
| | Prepared | 53% (n=45) |
| | Undecided | 15% (n=13) |
| | Not really prepared | 8% (n=7) |
| | Not prepared at all | 2% (n=2) |
| How much of this preparedness was due to coursework at Rollins? | >90% | 7% (n=6) |
| | 50-89% | 43% (n=37) |
| | 20-49% | 30% (n=26) |
| | <20% | 20% (n=17) |
| How much of this preparedness was due to prior non U.S.-based work experience? (Regardless of location) | >90% | 13% (n=11) |
| | 50-89% | 29% (n=25) |
| | 20-49% | 24% (n=20) |
| | <20% | 17% (n=14) |
| | N/A: Did not have prior non U.S.-based experience | 18% (n=15) |
| How much of this preparedness was due to prior research experience? | >90% | 5% (n=4) |
| | 50-89% | 19% (n=16) |
| | 20-49% | 27% (n=23) |
| | <20% | 32% (n=27) |
| | N/A: Did not have prior research experience | 17% (n=14) |

Table 17: Student perceptions of preparedness for U.S.-based SFEs

| Question | Response choices | Percent |
|------------------------------------------------------------------------------------------|---------------------|------------|
| How prepared did you feel for the work you were involved in this summer? | Very prepared | 28% (n=9) |
| | Prepared | 53% (n=17) |
| | Undecided | 16% (n=5) |
| | Not really prepared | 3% (n=1) |
| | Not prepared at all | 0% (n=0) |
| How much of this preparedness was due to coursework at Rollins? | >90% | 3% (n=1) |
| | 50-89% | 47% (n=15) |
| | 20-49% | 28% (n=9) |
| | <20% | 22% (n=7) |
| How much of this preparedness was due to prior work experience? (Regardless of location) | >90% | 31% (n=10) |
| | 50-89% | 21% (n=10) |
| | 20-49% | 28% (n=9) |
| | <20% | 9% (n=3) |

IX. FINANCIAL

*Note: *How funding sources were identified, dollar amounts for funding, and stratification by program will be available in the 11th annual Summer Field Experience Report.*

Non U.S.-Based: Financial

The most common sources of funding came from GFE funding (49%, n=42) and personal work/savings (47%, n=40) (see Figure 13); however, 24.7% (n=21) of respondents participating in a non U.S.-based SFE cited “Other, please specify” as a source of SFE funding (see Figure 13). Of those respondents citing ‘other’ 4 students cited MOH funding, 3 students cited Interfaith Health Program Grant, 2 students cited donations from friends and family; all other responses were only cited once.

While 54% of non US-based SFE respondents reported having applied for GFE funding, 95% (n=42) of respondents who applied for GFE funding reported having received it (see Table 18). Of the respondents who did not apply for GFE funding, the main reason cited for having not applied was ‘other’ (60%, n=26) (see Table 18). Of those 26, 18 specified a response as to why and 15 of those responses indicated that they applied or received funding from another source as the reason for why they did not apply for GFE funding.

The average total cost of an SFE reported by non US-based SFE respondents was \$4,823 (USD), however, since most students did not report costs across all major financial categories, the average cost paid by students was only \$3,650 (USD) (see Table 19). The most expensive region was Europe and Central Asia with an average total cost per SFE of \$6,656 (USD), while the least expensive region was South America with an average total cost per SFE of \$3,222 (USD) (see Table 20). While 21% (n=17) of respondents reporting no gap in the amount of funding needed and received for their non US-based SFE, 16% (n=13) reporting receiving no funding support at all (see Figure 14).

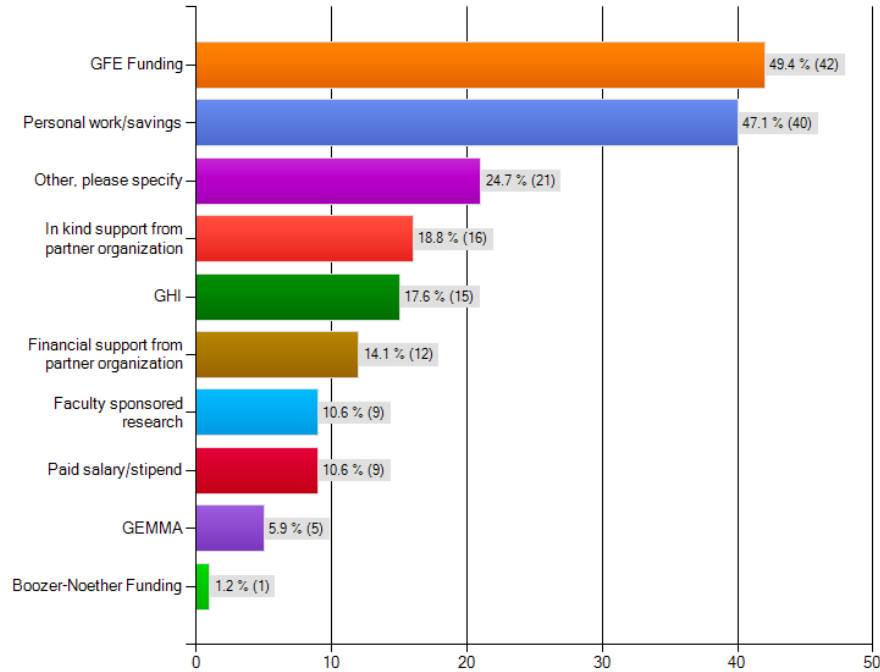


Figure 13: Reported sources of SFE funding by students participating in a non U.S.-based SFE

Table 18: Whether students participating in non U.S.-based SFEs applied for and received GFE funding

| Question | Response choices | Percent |
|--------------------------------------------|-------------------------------------------------------------------|------------|
| Did students apply for GFE funding? | Yes | 54% (n=44) |
| | No | 46% (n=38) |
| Did students receive GFE funding? | Yes | 95% (n=42) |
| | No | 25 (n=1) |
| | Applied but did not receive | 2% (n=1) |
| | I prefer not to answer | 0% (n=0) |
| | Other, please specify | 2% (n=1) |
| Why didn't students apply for GFE funding? | Did not work on a project that was eligible for GFE funds | 26% (n=11) |
| | Did not have a project before the GFE deadline | 9% (n=4) |
| | Did not have time to get the application done before the deadline | 0% (n=0) |
| | Application process was too complicated | 0% (n=0) |
| | Money did not seem worth the effort | 2% (n=1) |

| | |
|----------------------------------------------------------------------------|------------|
| Thought the fund did not cover the projects in the location I was going to | 7% (n=3) |
| Other | 60% (n=26) |

Table 19: Average costs for non U.S.-based SFEs

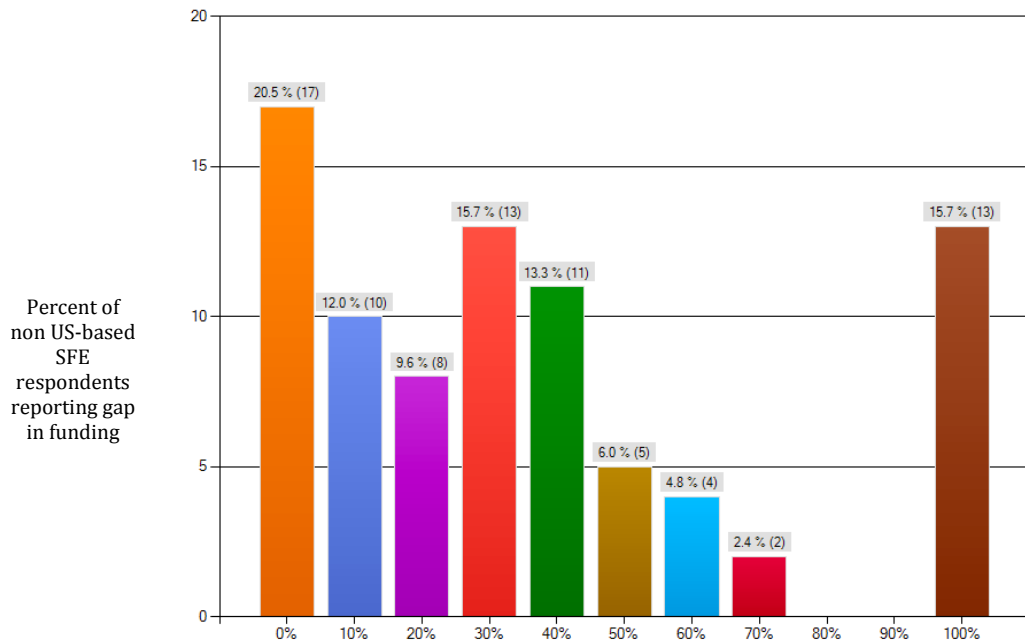
| Category | Cost (Average) |
|----------------------------|----------------|
| Non U.S.-based Flight | \$1668 (n=81) |
| Housing | \$1007 (n=55) |
| Food | \$596 (n=75) |
| Utilities | \$173 (n=23) |
| Incidentals | \$117 (n=65) |
| Internet & Phone | \$111 (n=65) |
| In-Country Transportation | \$225 (n=63) |
| Visa & Immunizations | \$304 (n=40) |
| Work Related Expenses | \$622 (n=18) |
| TOTAL | \$4,823 |
| <i>Personal Fun/Travel</i> | \$527 (n=12) |

*Note: * Most students did not report costs in all financial categories, resulting in an average cost to students of \$3650*

Table 20: Average costs for non U.S.-based SFEs by region

| Category | Central America and Caribbean (n=9) | East Asia and the Pacific (n=9) | Europe and Central Asia (n=4) | Middle East and North Africa (n=9) | South America (n=4) | South Asia (n=13) | Sub-Saharan Africa (n=35) |
|---------------------------|-------------------------------------|---------------------------------|-------------------------------|------------------------------------|---------------------|-------------------|---------------------------|
| Non U.S.-based Flight | \$658 | \$2,163 | \$1,900 | \$1,834 | \$1,311 | \$1,579 | \$1,829 |
| Housing | \$900 | \$1,600 | \$1,950 | \$1,360 | \$190 | \$513 | \$874 |
| Food | \$747 | \$394 | \$1,250 | \$604 | \$700 | \$556 | \$539 |
| Utilities | \$112 | \$167 | \$250 | \$600 | \$100 | \$233 | \$142 |
| Incidentals | \$96 | \$46 | \$205 | \$91 | \$64 | \$128 | \$133 |
| Internet & Phone | \$99 | \$80 | \$50 | \$194 | \$79 | \$62 | \$125 |
| In-Country Transportation | \$154 | \$223 | \$176 | \$384 | \$180 | \$256 | \$126 |
| Visa & Immunizations | \$250 | \$365 | \$250 | \$255 | \$228 | \$416 | \$213 |
| Work Related Expenses | \$460 | \$500 | \$625 | \$0 | \$370 | \$269 | \$269 |

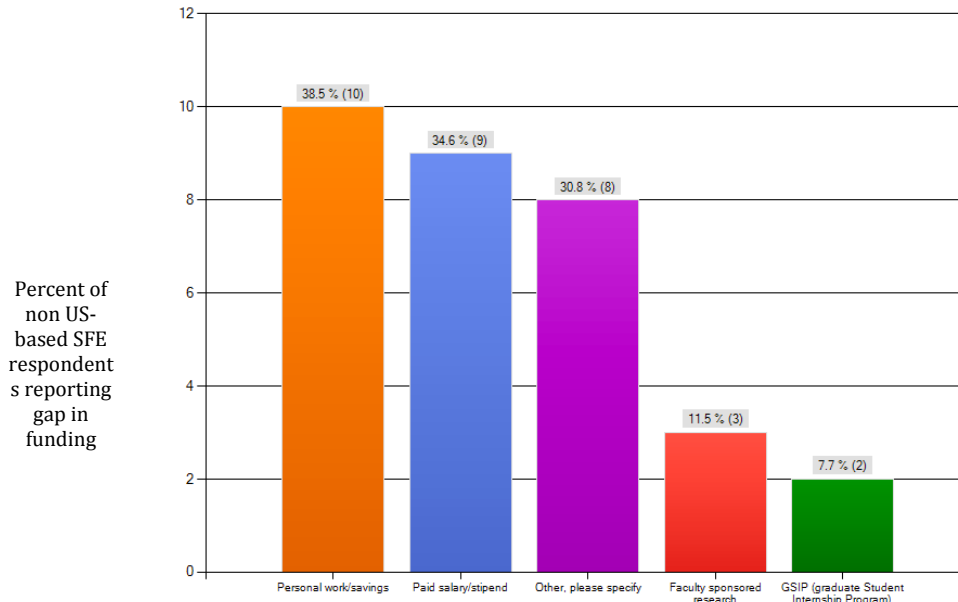
| | | | | | | | |
|------------|---------|---------|---------|---------|---------|---------|---------|
| TOTAL | \$3,476 | \$5,538 | \$6,656 | \$5,322 | \$3,222 | \$4,012 | \$4,753 |
| *Personal | \$398 | \$0 | \$0 | \$30 | \$0 | \$300 | \$629 |
| Fun/Travel | | | | | | | |



Percent of SFE costs NOT covered by funding as reported by non US-based SFE respondents reporting
Figure 14: Percent of non-U.S.-based SFE costs not covered by funding (i.e. costs paid out-of-pocket by students (can you label the axes?))

U.S.-Based: Financial

The most common source of funding for US-based SFE respondents was personal work/saving (39%, n=10), and paid salary/stipend (35%, n=9) (see Figure 16). 30.8% (n=8) of U.S.-based student respondents reported sources of income as “Other, please specify” (see Figure 16). The 8 answers provided by respondents for other sources of funding included: ‘worked other paid job’ (n=2), Emory Public Health Training Center (n=2), ORISE, spouse, Center for Ethics at Emory, none. The average reported total cost of a US-based SFE was \$3,619 (USD), however, since most students did not report costs across all categories, the average cost paid by respondents was only \$1,753 (USD) (see Table 21). While 40% (n=12) of US-based SFE respondents indicated there was no gap in funding, 33% (n=10) reporting receiving no funding at all (see Figure 16).



Percent of SFE costs NOT covered by funding as reported by non US-based SFE respondents reporting
Figure 15: Reported sources of SFE funding by students participating in a U.S.-based SFE

Table 21: Average costs for U.S.-based SFEs

| Category | Cost (Average) |
|--------------------------|----------------|
| Travel to Practicum Site | \$307 (n=12) |
| Housing | \$1676 (n=15) |
| Food | \$543 (n=19) |
| Utilities | \$266 (n=9) |
| Incidentals | \$92 (n=13) |
| Internet & Phone | \$155 (n=10) |
| Transportation | \$146 (n=12) |
| Work Related Expenses | \$433 (n=3) |
| TOTAL | \$3,619 |

*Note: * Few U.S.-based SFE students reported costs in all financial categories, resulting in an average cost to students of \$1753*

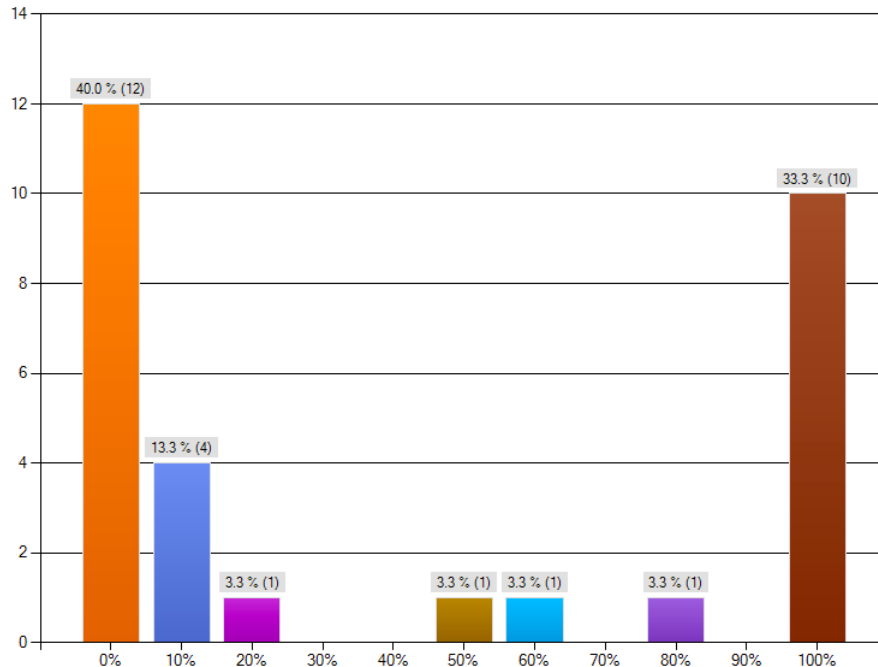


Figure 16: Percent of U.S.-based SFE costs not covered by funding (i.e. costs paid out-of-pocket by students)

X. HEALTH AND SAFETY

Emory Travel Clinic Ratings

65% (n=54) of non US-based SFE respondents reporting having a travel medicine consult, 66% (n=35) of which had their consult at the Emory Student Health Travel Clinic (see Table 22) There were 18 respondents who had a consult prior to departure, but indicated 'Other' as the source. 17 of those respondents indicated the source of their consult. 41% (n=7) indicated that they went to a private physician or travel clinic in the Atlanta area, 35% (n=6) indicated that they went specifically to the DeKalb County Health Department, and 29% (n=5) indicated that they saw a private physician in their hometown or in a U.S. city other than Atlanta.

Table 23 below provides a rating for the most common complaint about travel medicine consults was difficulty scheduling a consult in time for their departure (n=4). One student who did not receive their travel consult from the Emory Student Health Travel Clinic recommended going to the DeKalb County Health Department for vaccinations, another suggested that incoming students be made aware that Emory health insurance covers most travel vaccinations.

Table 22: Travel medicine consults for students participating in non U.S.-based SFEs

| Question | Response choices | Percent |
|-----------------------------------------------------------------|------------------------------------|---------------|
| Did students have a travel medicine consult prior to departure? | Yes | 65% (n=54) |
| | No | 35% (n=29) |
| If they had a travel medicine consult, where did they have it? | Emory Student Health Travel Clinic | 66% (n=35) |
| | TravelWell at Emory | |
| | Crawford Long Hospital | 0% (n=0) |
| | Other | 34% (n=18) |

Table 23: Student experiences during travel medicine consults

| Rating | Poor | Needs improvement | Good | Very Good |
|-----------------------------------------------------|----------|-------------------|------------|---------------|
| Ease of scheduling appointment | 0% (n=0) | 8% (n=4) | 52% (n=27) | 40% (n=21) |
| Friendliness/helpfulness of staff | 0% (n=0) | 6% (n=3) | 35% (n=18) | 60% (n=31) |
| Quality and completeness of information provided | 0% (n=0) | 13% (n=7) | 37% (n=19) | 50% (n=26) |
| Availability of needed vaccinations and medications | 0% (n=0) | 10% (n=5) | 31% (n=16) | 60% (n=31) |
| Cost | 0% (n=0) | 27% (n=14) | 29% (n=15) | 40% (n=21) |
| Overall experience | 0% (n=0) | 13% (n=7) | 44% (n=23) | 42% (n=22) |

GFE Health & Safety Training

64% (n=53) of non US-based SFE students reported attending the health and safety training conducted by professors Stan Foster and Deb McFarland. 5% (n=3) of attendees rated the training as 'very useful'; 51% (n=28) rated the training as 'somewhat useful'; 18% (n=10) were neutral; 18% (n=10)

reported the training was not very useful, and 7% (n=4) reported the training was 'not at all useful'. Common criticisms/recommendations as it pertained to the training included: providing country or region-specific training, more interaction and feedback from 2nd students, inclusion of process for contacting Emory in the event of problems, funding for health and safety related items, small-group meetings, and an exemption for returned Peace Corps volunteers.

Health Issues and Harassment

Health and safety concerns were not a major issue for domestic SFE students. Only 18% (n=6) of students reported any health problems, and none would be considered out of the ordinary. There was 1 case of food poisoning, 1 cold reported, 1 case of an upper respiratory infection, and 1 case of allergies reported. In terms of mental and psychological issues, 1 student reported feelings of loneliness and 1 student reported homesickness. In terms of security concerns, 2 students were involved in car accidents, 1 student reported a minor burglary, 1 student reported a fire in their apartment complex, and 1 student reported feeling threatened or unsafe. There was no explanation provided as to why the student felt threatened or unsafe. Only 1 student reported feeling unsafe at work. There was only one report of harassment at the work site and was due to being starred at. There were no other health or safety related concerns for domestic SFE students.

Approximately 35% (n=29) of international SFE students reported experiencing health problems while abroad. The percentage of students experiencing health problems varied by region (see Table 24). The highest regional illness rates reported were in Central America & the Caribbean (45%, n=5, N=11), South Asia (39%, n=7, N=18), and Sub-Saharan Africa (35%, n=14, N=40). The next highest reported illness rate was in South America with 20% (n=1, N=5) of respondents reporting some kind of illness diarrhea accounted for 86% of all reported illnesses cited by non-US SFE respondents (see Figure 17). The next most common illnesses reported were digestive issues at 34% (n=10) and a cold at 31% (n=9). Five respondents reported 'other' under illnesses (see Figure 17). Of the five students who specified 'other' in Figure 17, one student indicated vomiting, one an eye infection, one an adverse reaction to an antibiotic, one a staph infection, and one being in an automobile accident.

Few students reported mental and/or psychological issues. The most common of which were feelings of loneliness and homesickness. Of the students who provided answers to health related questions, 5% (n=4) experienced feelings of loneliness and 4% (n=3) experienced homesickness. In terms of infectious illnesses, 2 had Pneumonia, 2 had Typhoid, and 1 had Malaria. 5% (n=4) of SFE students reported having to miss work due to illness. The average amount of time missed was 3.4 days and ranged between 2 and 5 days. 8% (n=7) of a students sought medical care while in-

country, only 1 student required hospitalization and none were medical evacuated from the country.

66% (n=55) of students did not report any security concerns. Of those that reported concerns, the most commonly reported security issues were feelings of being targeted (11%, n=9) and sexual harassment by unknown person (8%, n=7) (see Figure 18). Some of the more unique security situations reported by students were an earthquake in Guatemala, heavy flooding in Ethiopia, a terrorist attack in Kenya, and a political coup in Paraguay. In all of these cases the student was not harmed and returned home safely upon completion of their SFE. Of those students who experienced specific security threats, most (62%, n=13) took no action in response, 12% (n=3) informed their host agency and only 1 student informed an RSPH faculty or staff member.

Approximately 17% (n=14) of students reported experiencing harassment. The type of harassment varied; however, verbal harassment was the most common (60%, n=9) (see Figure 18). The most common reported location for harassment was ‘in the community’ (47%, n=7), followed by ‘public transportation’ (40%, n=6), ‘work site’ (13%, n=2), and ‘place of residence’ (7%, n=1). Only 4% (n=3) of students reported feeling unsafe at work, while 89% (n=73) reporting feeling safe all of the time while at working at their respective sites (see Figure 19).

Table 24: Regional illness rates reported by students participating in non U.S.-based SFEs

| Region | Percent Reporting Illness |
|---------------------------------|----------------------------------|
| Central America & the Caribbean | 45% (n=5, N=11) |
| South Asia | 39% (n=7, N=18) |
| Sub-Saharan Africa | 35% (n=14, N=40) |
| South America | 20% (n=1, N=5) |
| East Asia and the Pacific | 10% (n=1, N=10) |
| Middle East & North Africa | 9% (n=1, N=11) |
| Europe & Central Asia | 0% (n=0, N=4) |

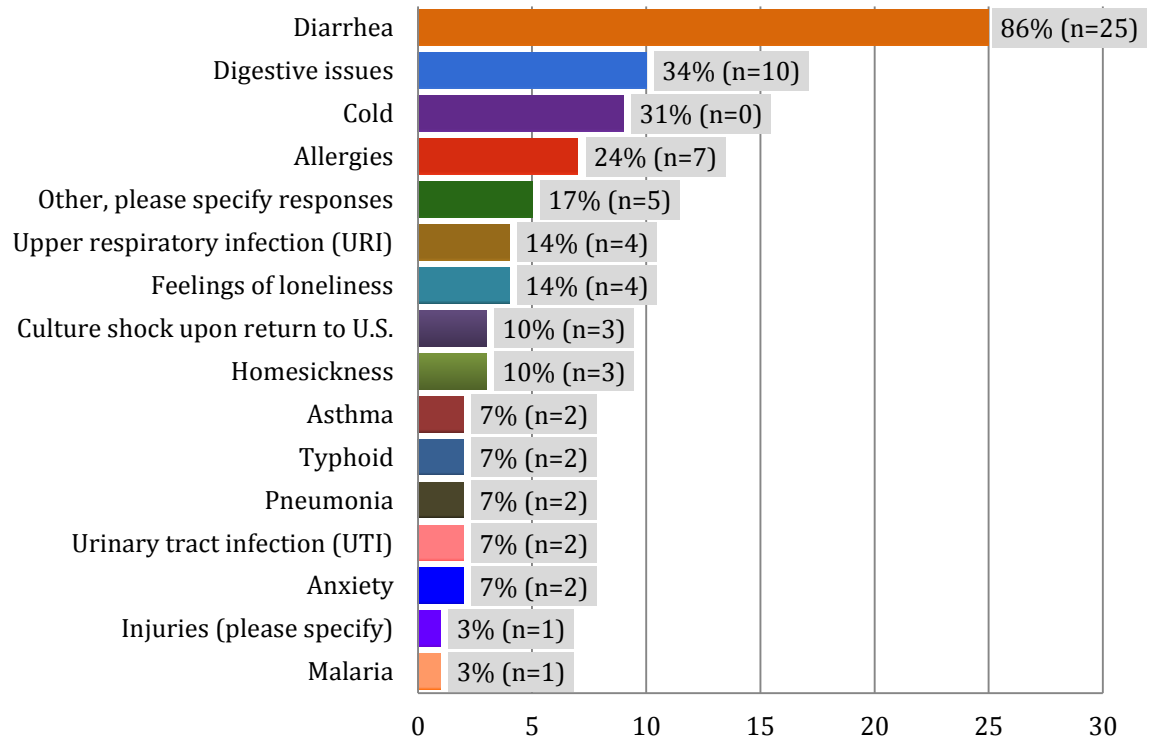


Figure 17: Reported health problems experienced by students participating in non U.S.-based SFEs (N=29)

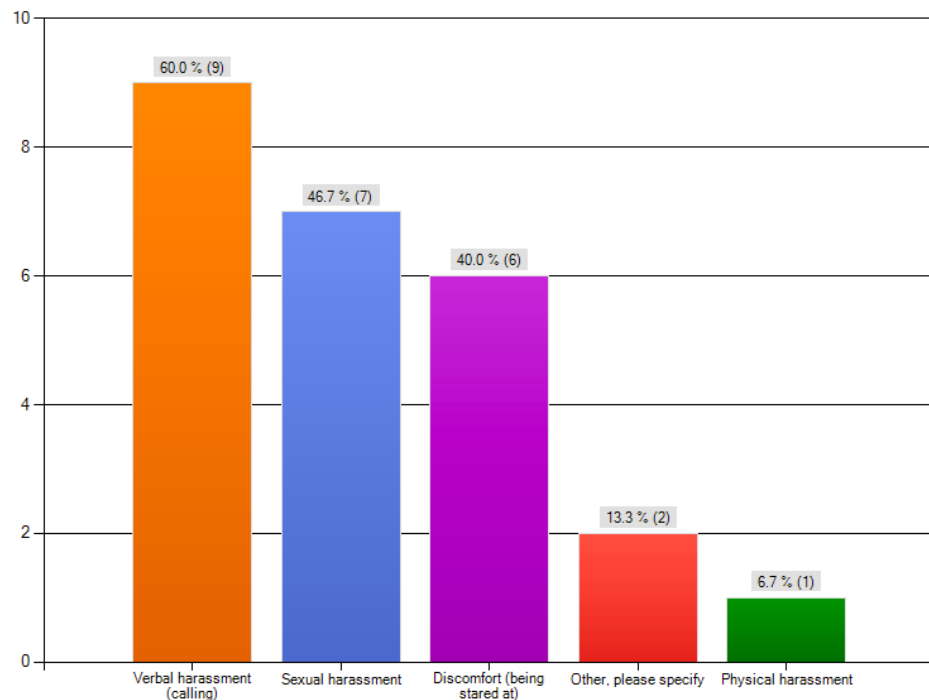


Figure 18: Type of harassment reported by students participating in non U.S.-based SFEs

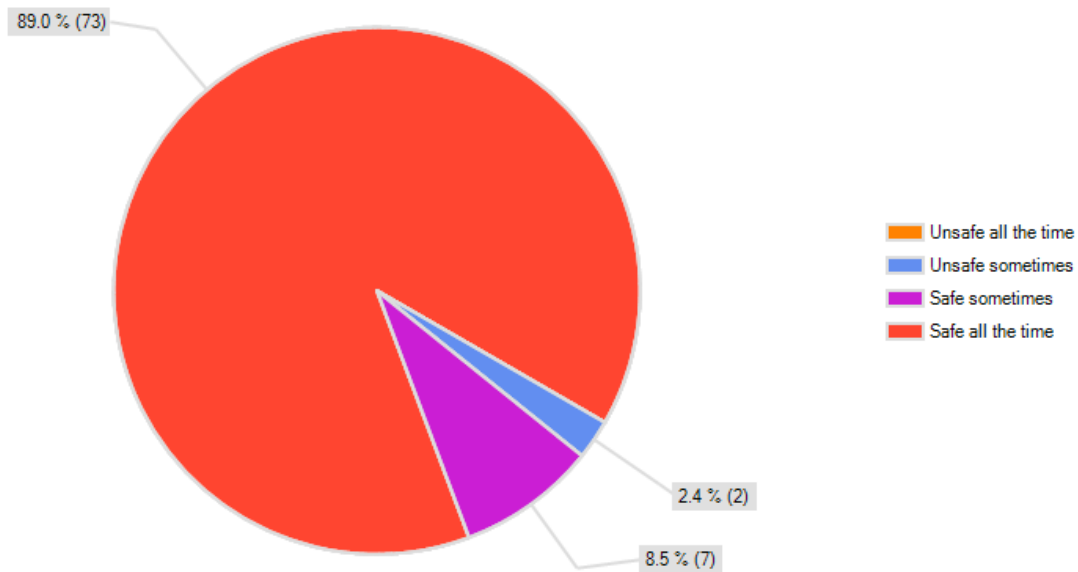


Figure 19: Reported feelings of safety at worksite by non US-based SFE respondents.

XI. LIVING IN COUNTRY

50% (n=41) of respondents reporting traveling to their non US-based SFE with another Emory student (see Figure 20). 70% (n=46) of US citizen respondents who conducted a non US-based SFE reported having registered with a US embassy while 23% (n=3) of non US citizens who conducted a non US-based SFE reported registering with an embassy (see Table 25).

Access to basic resources such as transportation, cell phones, and Internet was common. The most common forms of transportation reported for non US-based SFE respondents were public transportation (42%, n=36), host agency provided transport (16%, n=14), and walking (15%, n=13) (see Table 26). Of the students who responded with 'other' when selecting primary mode of transportation in country (see Table 27), 14 indicated that their host organization provided some kind of transport (a driver, vehicle, or shuttle), while 5 indicated using taxi services.

58% (n=50) of respondents purchased a cell phone in-country while only 12% (n=10) reporting bringing their cell phone from the US. Of the students who responded 'other' (n=23) when selecting type of cell phone use in

country, 10 indicated that they received a cell phone from their host organization (see Table 26). Some of these students indicated that the phone provided by their host organization was for emergency calls only, or that the organization provided the phone while the student paid for the minutes. 66% (n=57) of respondents had regular access to the Internet, 26% (n=22) had occasional access, 6% (n=5), and no respondents reported having no Internet access (see Table X). 78% (n=63) of respondents reporting having daily access to the Internet. 94% (n=77) of respondents reporting bringing their personal computers with them on their SFE.

45% (n=37) of respondents reporting their work was conducted in English, 25% (n=21) reported speaking primarily in a foreign language, and 22% (n=18) reporting having used a translator to communicate (see Table 27).

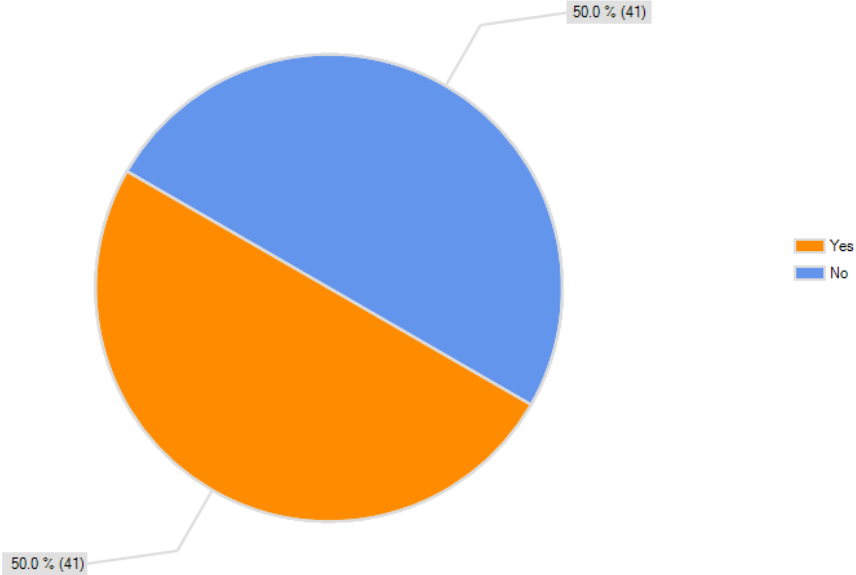


Figure 20: Percent of students who traveled to their non U.S.-based SFE with another Emory student

Table 25: Student registry with U.S. Embassies in non U.S.-based SFEs

| Registering with U.S. Embassy in country | Percent |
|-------------------------------------------------------------------------------------|------------|
| Yes, I am a US citizen and I registered with the US embassy | 56% (n=46) |
| Yes, I am an non U.S.-based student and I registered with an embassy/consulate | 4% (n=3) |
| No, I am a US citizen and I did not register with the US embassy | 24% (n=20) |
| No, I am an non U.S.-based student and I did not register with an embassy/consulate | 16% (n=13) |

Table 26: Student access to resources in non U.S.-based SFEs

| Resource | Response choices | Percent |
|-----------------------------------------------------|----------------------------------------|--------------|
| Primary transportation in country | Public transportation | 42% (n=36) |
| | Rental vehicle | 10% (n=9) |
| | Purchased vehicle | 3% (n=3) |
| | Walking | 15% (n=13) |
| | Other | 29% (n=25)* |
| Use of cell phones in country | Brought cell phone from US | 12% (n=10) |
| | Purchased cell phone in country | 58% (n=50) |
| | Did not use a cell phone in country | 3% (n=3) |
| | Other | 27% (n=23)** |
| Internet access while in country | Had regular internet access | 66% (n=57) |
| | Had occasional internet access | 26% (n=22) |
| | Had limited internet access | 6% (n=5) |
| | Did not have internet access | 0% (n=0) |
| | Other | 2% (n=2) |
| Frequency of access to the internet | Daily | 78% (n=63) |
| | A few times a week | 19% (n=15) |
| | Once a week | 1% (n=1) |
| | A few times a month | 2% (n=2) |
| | Once or twice during the entire summer | 0% (n=0) |
| | Never | 0% (n=0) |
| Did students bring personal computers on their SFE? | Yes | 94% (n=77) |
| | No | 5% (n=4) |
| | Other | 1% (n=1) |

Table 27: Use of languages in non U.S.-based SFEs

| Language use in country | Percent |
|----------------------------------------------------|----------------|
| N/A - My work was in English | 45% (n=37) |
| Spoke primarily in a foreign language. | 25% (n=21) |
| Used English and another language about equally. | 12% (n=10) |
| Used a translator to communicate in other language | 22% (n=18) |
| Other, please specify responses | 8% (n=7) |

XII. CHALLENGES, HIGHLIGHTS, AND UNIQUE EXPERIENCES

*Note: *Common challenges, highlights, and unique experiences will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

XIII. SATISFACTION, VALUE RATINGS, AND RECOMMENDATIONS

*Note: *Student evaluation of host agency, field mentorship with stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

Non U.S.-Based: Satisfaction, Value Ratings, and Recommendations

81% (n=68) of non US-based SFE respondents reporting being either 'extremely satisfied' (32%, n=27) or 'satisfied' (49%, n=41) with their SFE, while only 7% of non US-based SFE respondents indicated being either 'unsatisfied' (5%, n=4) or 'extremely unsatisfied' (2%, n=2) with their SFE (see Figure 21). 88% (n=72) reported their SFE as either 'very valuable' (54%, n=44) or 'valuable' (34%, n=28) to their education, while 12% (n=10) reported being 'neutral' and no student reported their SFE as 'useless' to their education (see Figure 22).

64% (n=52) of respondents reported being 'appropriately utilized' by their host agency, while 28% (n=23) reported being 'under utilized' and 7% (n=6) reported being 'over utilized' (see Figure 23). 83% (n=63) of respondent recommended their placement to future students, while 11% (n=8) were unsure, and 7% (n=5) would not recommend their placement to future students (see Figure 24).

Of the 18 students who reported a complaint about their SFE, the most common complaints were: they did not have enough time to complete their project (17%, n=3), they did not feel challenged or did not have enough to do (17%, n=3), there was a lack of support from RSPH (17%, n=3), their expectations did not match their activities in the field (11%, n=2), their project never materialized (11%, n=2), and their trip was a financial burden (11%, n=2).

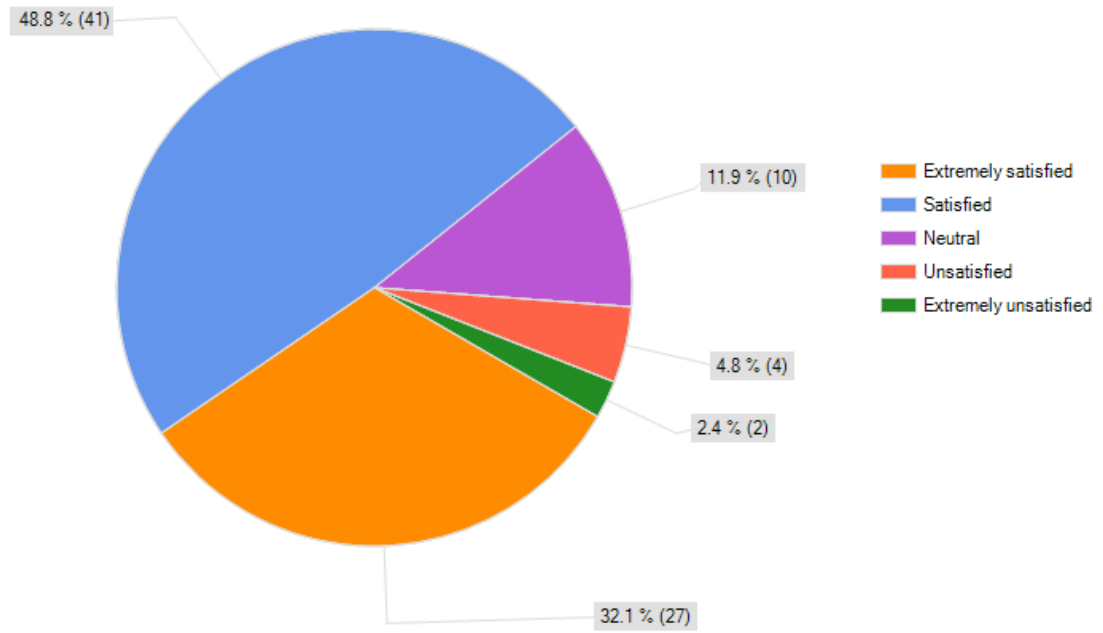


Figure 21: Reported satisfaction levels with summer experience for students participating in a non U.S.-based SFE

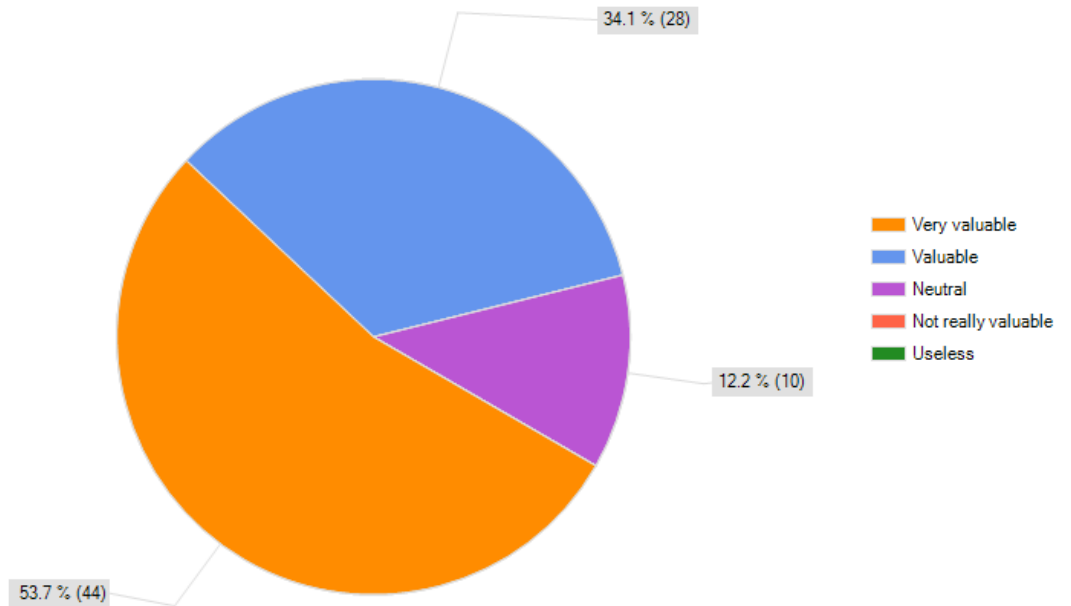


Figure 22: How valuable students participating in a non U.S.-based SFE felt their experience was as a part of their education

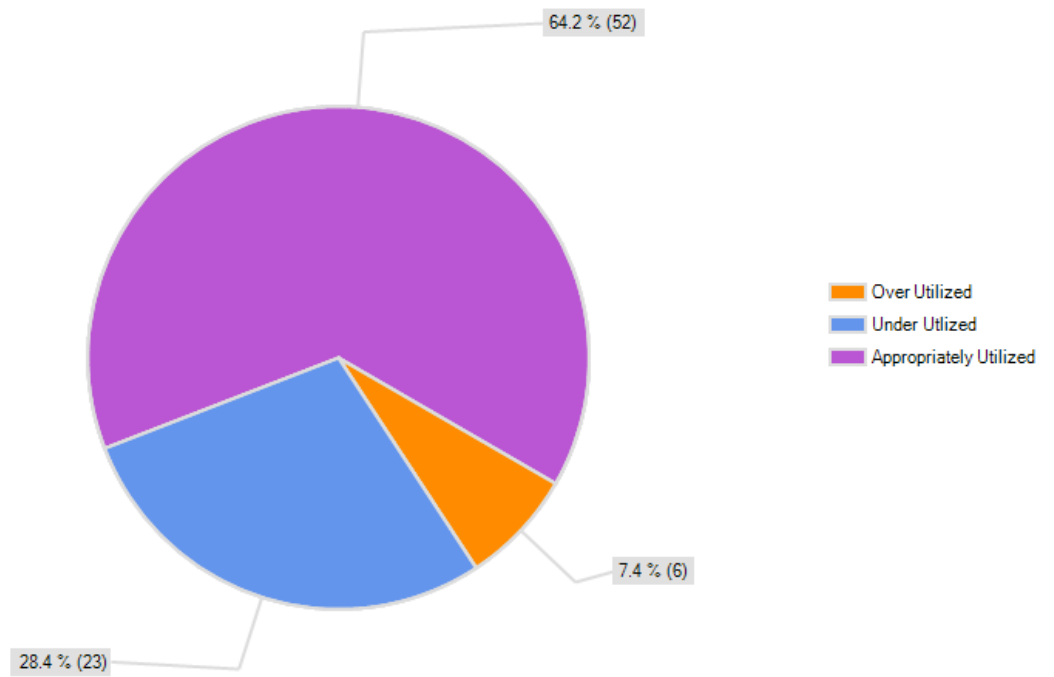


Figure 23: Whether students felt over, over, or appropriately utilized during their non U.S. – based SFEs

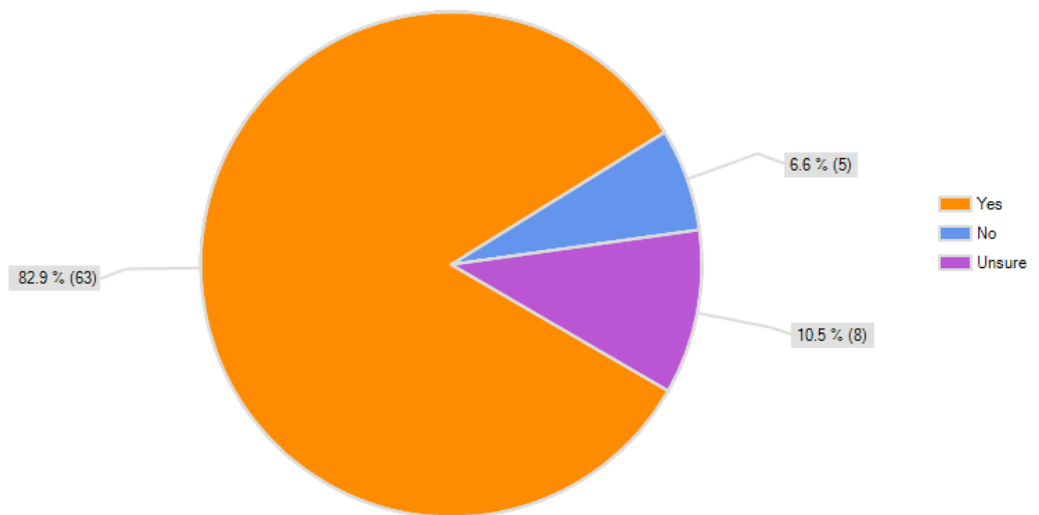


Figure 24: Whether students participating in non U.S.-based SFEs would recommend their project to future students

U.S.-Based: Satisfaction, Value Ratings, and Recommendations

73% (n=24) of US-based SFE respondents reported being either 'extremely satisfied' (24%, n=8) or 'satisfied' (49%, n=16) with their SFE, while 6% (n=2) were 'unsatisfied' and no respondents reported being 'extremely unsatisfied' (see Figure 25). 94% (n=29) of US-based SFE respondents reported their SFE as either 'very valuable' (39%, n=12) or 'valuable' (55%, n=17) to their education, while 7% (n=2) reported their SFE as 'not really valuable' and no respondents reported their SFE as 'useless' to their education (see Figure 26). 89% (n=25) of US-based SFE respondents recommended their placement to future students, while 11% (n=3) did not (see Figure 27).

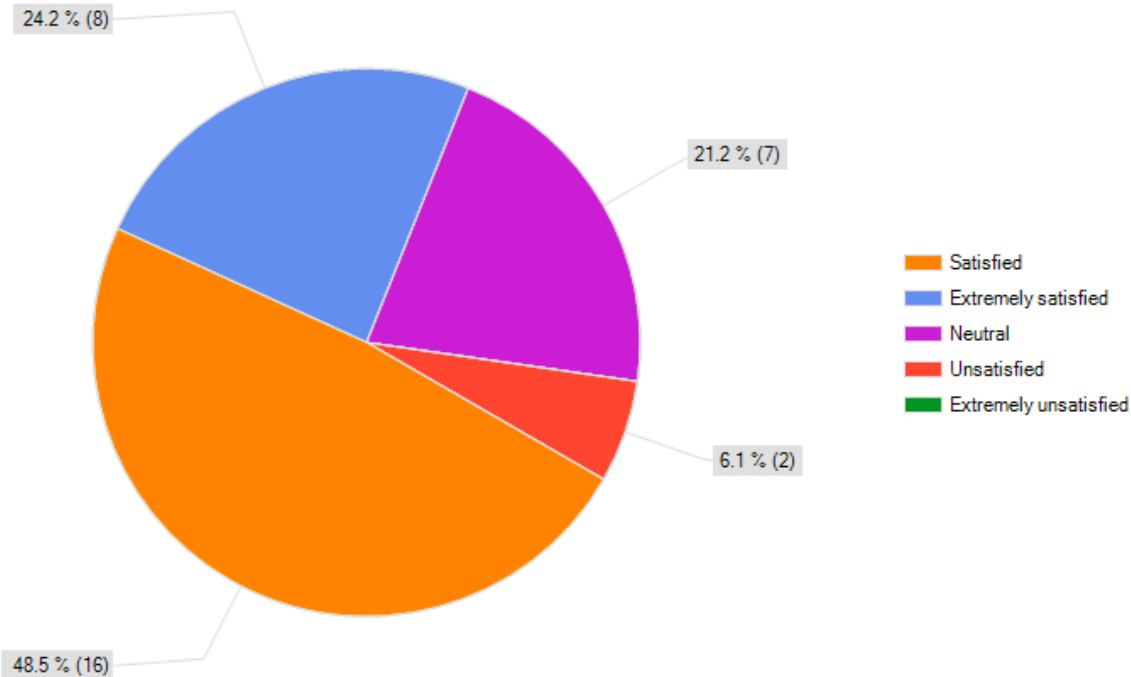


Figure 25: Reported satisfaction levels with summer experience for students participating in a U.S.-based SFE

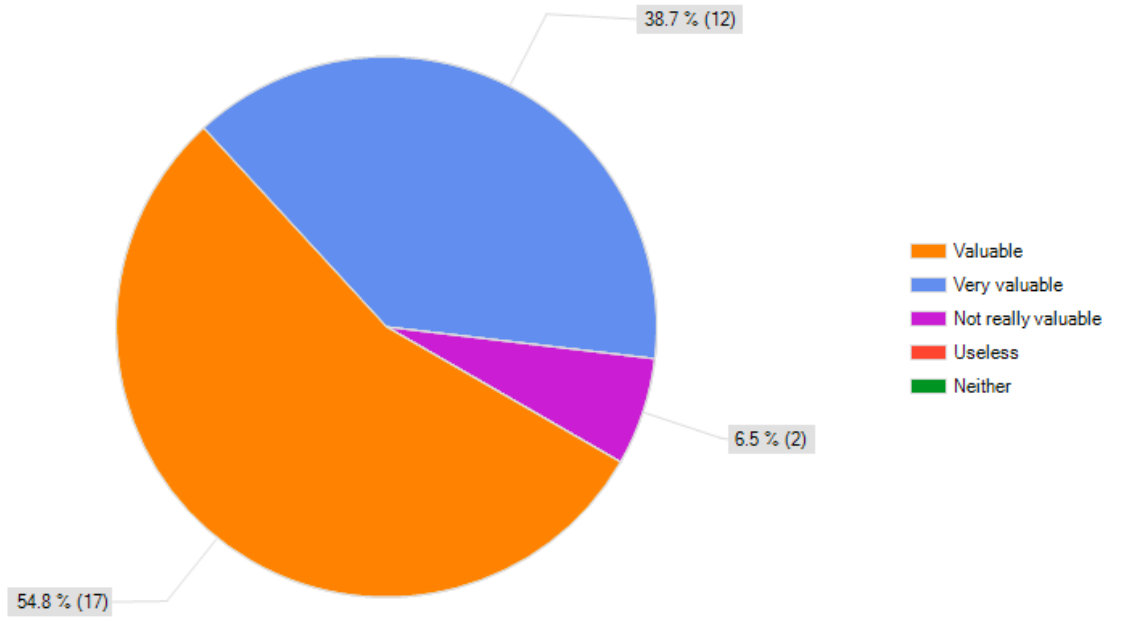


Figure 26: How valuable students participating in a U.S.-based SFE felt their experience was as a part of their education

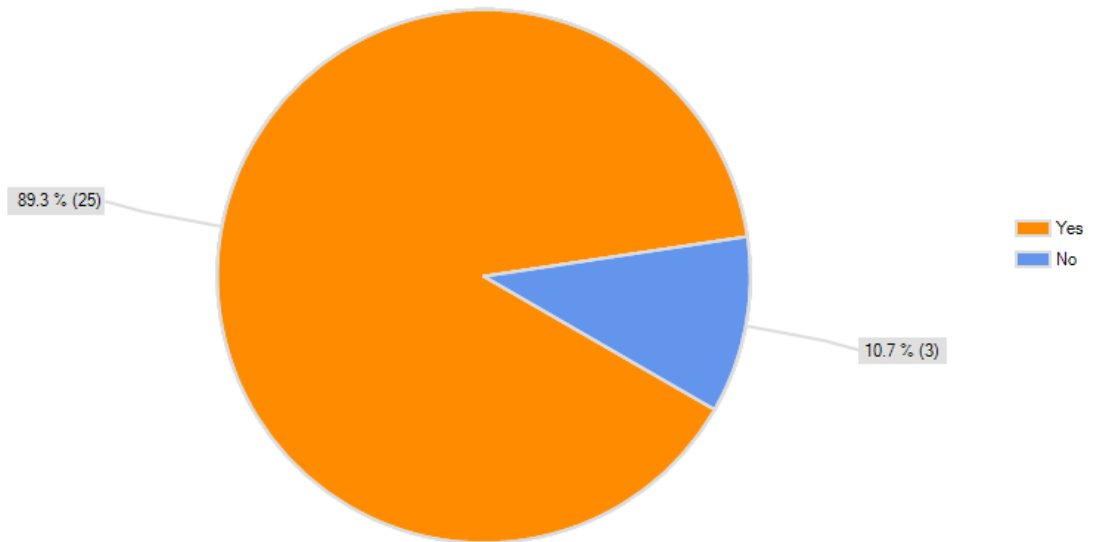


Figure 27: Whether students participating in U.S.-based SFEs would recommend their project to future students

XIV. OUTCOMES

*Note: *Student intentions to publish, other SFE outcomes and deliverables, along with stratification for these variables by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

Non U.S.-Based: Outcomes

56% (n=46) of non US-based SFE respondents reporting an initial intention of using their SFE data for their thesis prior to leaving for their placement; however, upon returning from the field only 46% (n=37) of respondents still reported an intention to use their SFE data for their thesis (see Table 28).

Table 28: Use of SFE for thesis by students participating in a non U.S.-based SFE

| Question | Response | Percent |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------|
| Before beginning their summer experience, did students plan to use the data based on their summer work/practicum for their thesis? | Yes | 56% (n=46) |
| | No | 39% (n=32) |
| | N/A | 5% (n=4) |
| After the summer are students still planning to use data based on their summer work/practicum for their thesis? | Yes | 46% (n=37) |
| | No | 28% (n=23) |
| | Not sure | 6% (n=5) |
| | Other, please specify response | 20% (n=16) |

U.S.-Based: Outcomes

35% (n=11) of US-based SFE respondents reported an initial intention to use their SFE data for their thesis prior to departing for their placements, while 53% (n=9) of respondents indicated an intention to use their SFE data for their thesis after having returned from their SFE (see Table 29).

Table 29: Use of SFE for thesis by students participating in a U.S.-based SFE

| Question | Response | Percent |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------|
| Before beginning their summer experience, did students plan to use the data based on their summer work/practicum for their thesis? | Yes | 35% (n=11) |
| | No | 65% (n=20) |
| | N/A | 0% (n=0) |
| | Other, please specify response | 0% (n=0) |
| After the summer are students still planning to use data based on their summer work/practicum for their thesis? | Yes | 53% (n=9) |
| | No | 24% (n=4) |
| | Not sure | 6% (n=1) |
| | Other, please specify response | 18% (n=3) |

XV. RESEARCH AND IRB

*Note: *Stratification by program will be available in the upcoming 11th annual Summer Field Experience Survey Report.*

Similar proportions of respondents for non US-based and US-based SFEs reported conducting research (71% non US-based, 69% US-based), human subjects research (27% non US-based, 21% US-based), reported submitting to IRB (28% non US-based, 32% US-based), worked with a faculty advisor on their IRB protocol (34% non US-based, 28%, US-based), and received IRB approval from another IRB in addition to Emory (25% non US-based, 21%, US-based) (see Table 30). While 79% of US-based respondents reported feeling they received the supported they needed from Emory IRB, only 51% of non US-based respondents reported the same (see Table 30). However, a similar proportion (82% non US-based, 78% US-based) of respondents for both US and non US-based SFEs reported being either ‘satisfied’ or ‘very satisfied’ overall with Emory IRB.

32% (21) of non US-based SFE respondents reported that concerns over the IRB process either ‘somewhat’ (23%, n=15) or ‘definitely’ (9%, n=6) influenced their decision regarding what they did for their SFE (see Figure 28). 43% (n=9) of US-based SFE respondents reported that concerns over the IRB process either ‘somewhat’ (33%, n=7) or ‘definitely’ (10%, n=2) influenced their decision regarding what they did for their SFE (see Figure 29).

The most commonly reported sources of help for non US-based SFE respondents were IRB staff (61%, n=22), faculty (33%, n=12), and the IRB website (6%, n=2) (see Figure 30). The most commonly reported sources of

help for US-based SFE respondents were faculty (81%, n=13), IRB staff (25%, n=4), and the IRB website (19%, n=3) (see Figure 31).

30% (n=22) of non US-based and 27% (n=7) of US-based SFE respondents reported having provided training to others in the field in the areas of ethics, privacy, confidentiality or informed consent during their SFE (see Tables 31 & 32).

Table 30: Non U.S.-based vs. U.S. based SFE research and IRB considerations

| Category | Non U.S.-based SFE (N=80) | U.S.-based SFE (N=32) |
|-------------------------------------------------------------------|---------------------------|-----------------------|
| Conducted research | 71% | 69% |
| Conducted human subjects research | 27% | 21% |
| Student Reported IRB submission | 28% | 32% |
| Worked with faculty adviser on IRB protocol | 34% | 28% |
| Received approval from another IRB in addition to Emory | 25% | 21% |
| Felt they received support needed from Emory IRB | 51% | 79% |
| Was either 'satisfied' or 'very satisfied' overall with Emory IRB | 82% | 78% |

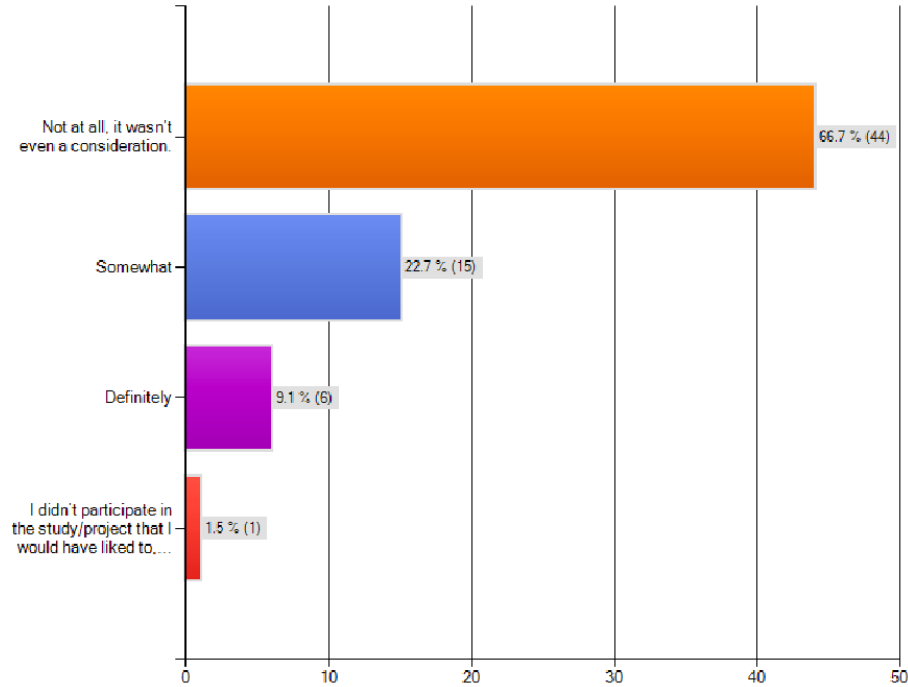


Figure 28: Extent to which students participating in non U.S.-based SFEs reported concerns over IRB process determining what they did for their summer experience

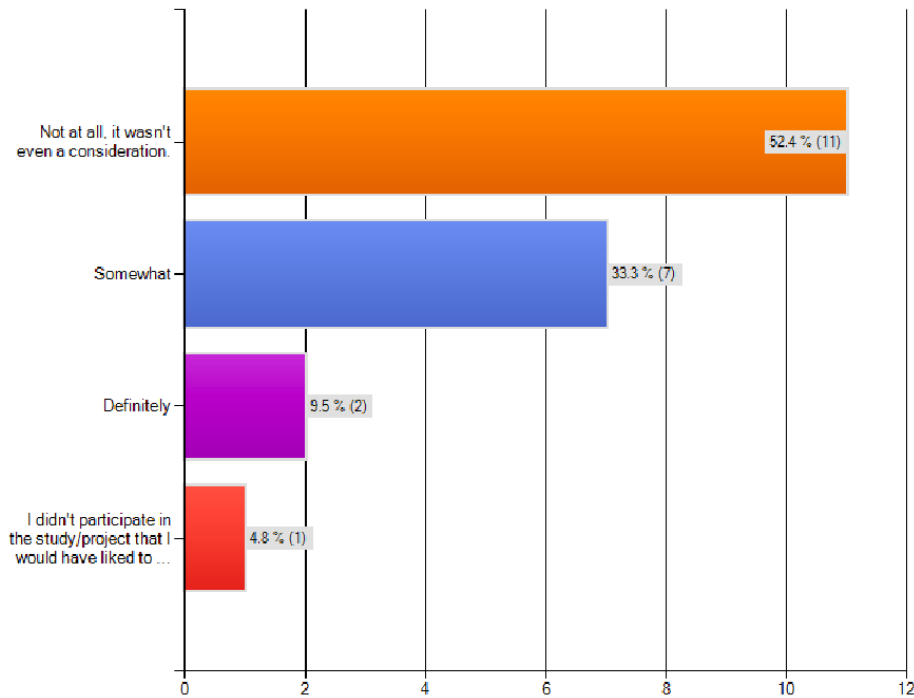


Figure 29: Extent to which U.S.-based SFE students reported concerns over IRB process determining what they did for their summer experience

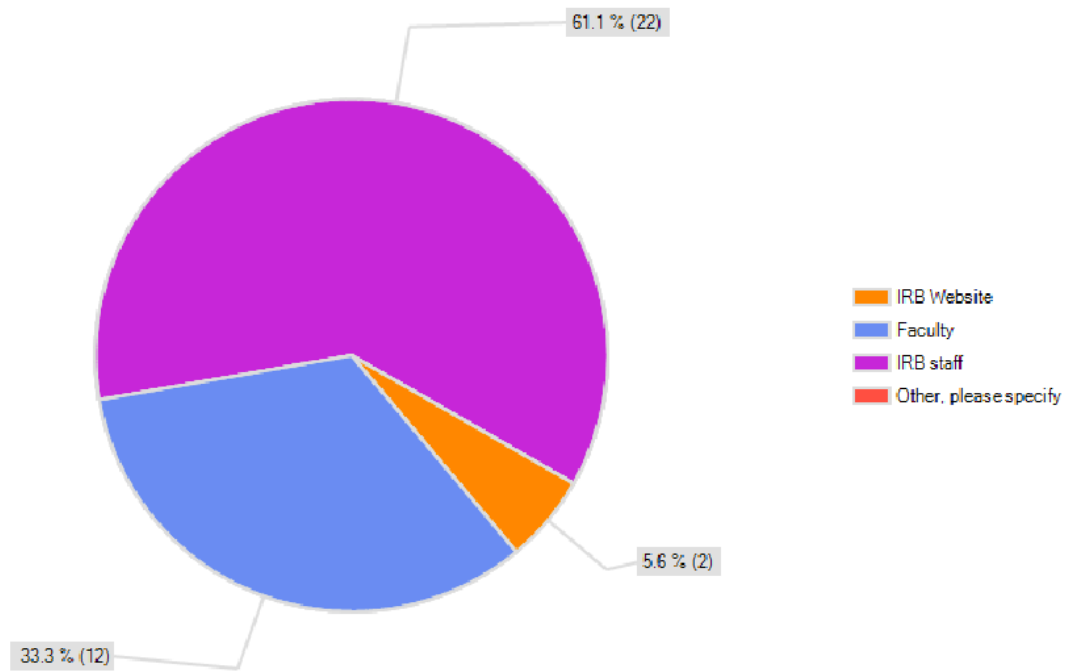


Figure 30: Reporting of sources of help in answering IRB related questions by students participating in a non U.S.-based SFE

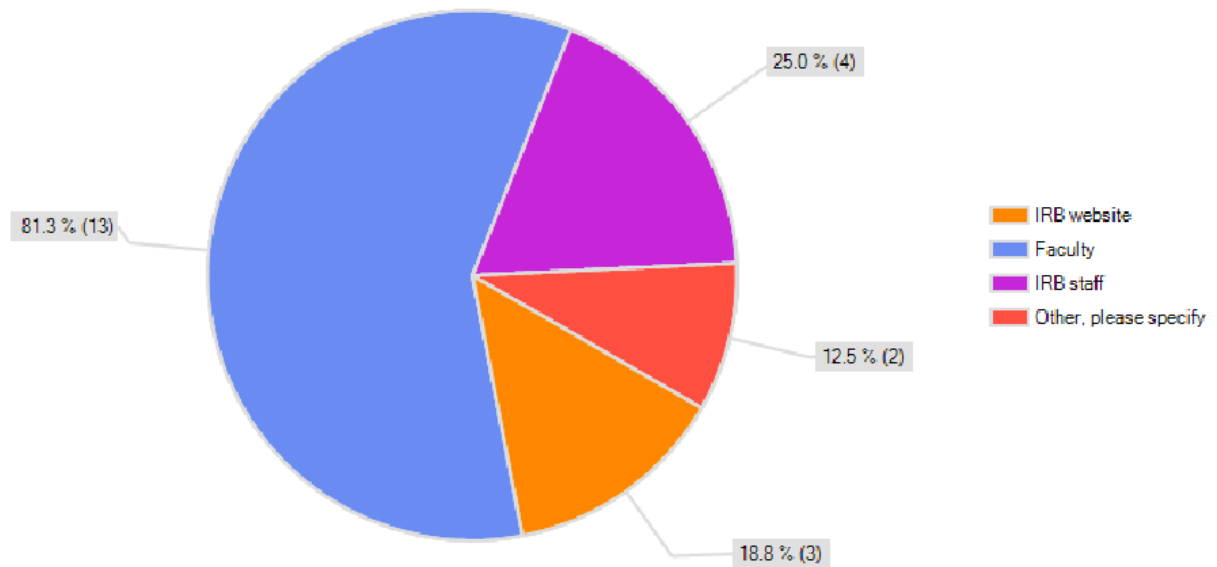


Figure 31: Reporting of sources of help in answering IRB related questions by students participating in a U.S.-based SFE

Table 31: Student training of others in areas of ethics, privacy, confidentiality, or informed consent during non U.S.-based SFES

| Response | Percent |
|---------------------------------|------------|
| Yes | 30% (n=22) |
| No | 32% (n=23) |
| N/A | 34% (n=25) |
| Other, please specify responses | 4% (n=3) |

Table 32: Student training of others in areas of ethics, privacy, confidentiality, or informed consent during U.S.-based SFES

| Response | Percent |
|---------------------------------|------------|
| Yes | 27% (n=7) |
| No | 69% (n=18) |
| Other, please specify responses | 4% (n=1) |

Discussion

Due in large part to its location in the public health capital of the world and its strong relationship with the United States Centers for Disease Control, RSPH promotion and recruitment focuses heavily on the many diverse job, research and educational opportunities afforded to RSPH students while completing an MPH in Atlanta. SFE data from the 2012 report would seem to provide a strong indication that such promotion is well justified. In the summer of 2012 alone, RSPH students from the various global programs at Rollins as well as RSPH students receiving GFE and GHI funding were able to secure 133 public health related field placements in 34 nations at 81 agencies and organizations abroad and 23 agencies in the US. Field placements included 100 non US-based international summer field experiences and 33 US-based domestic summer field experiences. The importance of the RSPH-CDC relationship was also evident in that the most common host agency or organization for both US-based and non US-based summer field experiences was CDC, which accounted for roughly 14% (n=18) of all SFEs.

Response rates for the 2012 SFE survey was the highest in the 10-year history of the survey, achieving higher than a 99% response rate with only 1 student refusing to complete the survey. The most common type of practicum was that of a US resident conducting a non US-based SFE (60%, n=79). This should be expected given that the majority of respondents came from the various global programs at Rollins and more than 80% of RSPH students are US residents. The academic home of survey respondents was as expected and approximated the proportion of registered GH, GLEPI and GEH students with nearly all students reporting to have conducted some form of an SFE. As expected, GH, GLEPI and GEH students were more likely to conduct a non US-based SFE over a US-based SFE.

One interesting finding was that only 11% (n=2) of non US residents who conducted a non US-based SFE actually went to a country other than their home country. This is in large part due to the King Abdullah Fellowship program, which accounted for a majority of the non-US residents who worked outside of the US for their SFE. A majority of other non-US residents reported a preference to conduct a US-based SFE. It should be noted that while the most common reason cited by US-based SFE respondents for not going abroad was their preference to work domestically, 27% (n=9), did report their reason for not going abroad as concerns about funding.

The average length of a US-based SFE was slightly longer (11 weeks) than a non US-based SFE (10 weeks). The reason for this was due to a higher number of US-based SFEs being extended into the fall semester, which is more easily accomplished if a placement is in Atlanta. However, 2 non US-based SFEs were also extended into the fall semester. Sub-Saharan Africa was by far the most common non US-based location for an SFE with 40% (n=40), while South America at 5% (n=5) and Europe and Central Asia at 4% (n=4) were the least common locations. Europe and Central Asia might have been expected to be less common given RSPH emphasis on resource

poor nations in the curriculum, but given the number of faculty members currently conducting research in South America we could reasonably assume that student preference dictated location more so than did faculty opportunities; however, this would need to be confirmed in the next iteration of the survey. Kenya (n=13) and Saudi Arabia (n=10) were the most common country locations; Kenya due to faculty involvement in the country and Saudi Arabia due to the King Abdullah Fellowship program.

Host agencies and organizations were extremely diverse, the most common of which were CDC (n=18) and the Center for Global Safe Water (n=9). Many of the world's leading public health related organizations were represented, including CARE, Carter Center, UNICEF, USAID and WHO among others. As may have been expected, US-based SFEs were not nearly as geographically diverse with 24 of 33 placements in Atlanta and only 1 placement in NYC and 1 in Washington DC. Given the high number of influential public health related agencies and organizations located in New York and DC, it may be advisable for RSPH to seek out US-based SFE opportunities for students or at least assist student in doing so.

Non US-based SFE students were more likely than US-based student to either create their own project (36%, n=35 vs. 22%, n=7) or join an existing project while tailoring it to their needs (28%, n=27 vs. 22%, n=7). Topics varied for this year's non US-based SFE respondents with 37% (n=32) reporting community health and development and 35% (n=30) reporting infectious diseases. The less common topics still accounted for a significant portion of non US-based SFEs as reproductive health accounted for 14% (n=12) and maternal and child health accounted for 13% (n=11) of all non US-based SFE topics. US-based topics were also diverse with the most common being infectious disease (31%, n=10) and epidemiology (28%, n=9) and the least common being health systems research (6%, n=2) and faith related health (3%, n=1).

The type of work conducted for non US-based SFEs was also extremely diverse as the most common work cited, quantitative research, was 58% (n=49), and the least common, policy research, was still 9% (n=8). The type of work conducted by US-based SFE students was similar in that the most common was also quantitative research (41%, n=13), however, this was tied with created deliverables such as manuscripts, reports, documents and articles (41%, n=13). This might have been expected as a leading source of finding an SFE is a faculty member in the global programs. It may be reasonable to assume that said faculty, given their position in a global department might be conducting global research and thus if a student were to work domestically with one a global focused faculty member then their work might be more on the data management and manuscript or report writing side of research. This is further evidenced by the specific activities reported by US-based SFE students as the most common activity cited was data checking/cleaning/verifying (47%, n=15), where as the most common non US-based SFE activity cited was conducting surveys (43%, n=37). It may then be advisable for ADAPs to consider

this difference in specific work activities that students might expect to conduct should they accept a US versus non US-based SFE.

Excel, PowerPoint, and SAS were all common skills used by US and non US-based SFE student. Statistical analysis software use was also similar with SAS and Access both commonly used; however, EPI Info which was the second most cited statistical software analysis program used by non US-based SFE students, it was not in the top 3 most used analysis programs by US-based students. This finding may have also been expected as EPI Info, a free and light by comparison software program may have been more readily accessible in the field than would be SAS or Access, which both come at a cost. Skills that students would have like to have also differed as the most common skill needed by US-based students was literature review (n=2), while the most common skill needed by non US-based students was communication and leadership. This may infer something with regard to the type of work student might expect in the field with US-based students less likely to engage at the highest levels of their host agency or organization. This may also indicate a need for stronger emphasis to be placed on public health related communication skills in the first year of the MPH curriculum.

Given that the SFE survey was originally designed to help evaluation a re-sequencing of courses in the MPH curriculum, some success in this effort can be reported. The most commonly cited courses as useful by both US and non US-based SFE students were either a part of the mandatory or recommended first year curriculum, including: EPI 530, BIOS 500, BIOS 501, BSHE 500, EH 500, GH 500, GH 555 (Proposal Development), GH 560 (M&E), 591Q (Epi Info), and Survey Methods. Course instructors may wish to review this data in combination with skills used, learned, and needed in order to continue to evaluate and improve their current course content.

Most students felt prepared for their SFEs with the most commonly cited source of preparedness being RSPH coursework, though a substantial number of students also reported prior work and research experience as helpful in preparing them for their work. Both US and non US-based students felt generally supported by RSPH; however, the one major exception was US-based students and their feelings of financial support by RSPH. 76% (n=24) of all US-based SFE students reported feeling either 'not supported at all' (63%, n=20) or 'not really supported (13%, n=4). Whether these feelings are justified or warrant action from RSPH is debatable. While person work/savings, which was cited by 39% (10) of US-based SFE respondents, was the number one cited source of funding for US-based SFE students, 47% (n=40) of non US-based SFE students also reported personal work/savings as a source. However, personal work/savings was only the second leading cause for non US-based SFE students as GFE Funding, which is not available to US-based SFE students, was the leading source of funding at 49% (n=42). What's more, while 16% (n=13) of non US-based SFE students reported having no funding support at all, more than double that proportion (33%, n=10) of US-based SFE students reporting having no funding support. This issue is further complicated by

the fact that 35% (n=9) of US-based students reporting receiving a paid salary/stipend while only 11% (n=9) of non US-based students reported the same. It is unclear what exactly to take from this data other than that there is currently no formal RSPH funding source similar to GFE for US-based SFEs and SFE data indicates that US-based students do not feel as supported financially by RSPH than do non US-based SFE students. It may be worth considering a formal RSPH funding program similar to GFE for US-based SFE students.

The average total cost for a non US-based SFE was \$4,823, but since most students did not report costs in all categories, the average total paid by students was only \$3,650. As may have been expected, Europe and Central Asia, being the most developed, was also the most expensive region at an average cost of \$6,656, while South America was the cheapest at an average cost of \$3,222. Though South America may be considered more developed overall than some of the other regions, the lower cost was mostly due to cheaper airfare, which is by far the most expensive single cost category for non US-based SFEs. This was also true for Central America and the Caribbean, which had an average flight cost of roughly a third of that of East Asia and the Pacific. The average total cost for a US-based SFE was \$3,619, but since most students did not report costs in all categories, many of which did not have any additional housing costs while remaining in Atlanta, the average total cost paid was only \$1,753.

Most non US-based SFE students (65%, n=54) reporting having a travel medicine consult, 66% (n=35) of which had their consult at the Emory Student Health Travel Clinic. A strong majority of all respondents rated the Emory Travel Clinic as either 'good' or 'very good' in all evaluation categories including ease of scheduling, friendliness/helpfulness of staff, quality of info provided, availability of immunizations, cost and overall experiences. However, 27% of respondents did cite cost as an area that needs improvement. Qualitative analysis indicated cost as a problem only for those students not carrying the Emory Aetna Student Health Plan. If provision cannot be made to accommodate those students not carrying Emory Aetna, then cost-effective recommendations may need to be provided for students in need of a travel clinic consult.

Health and safety training provided by professors Stan and Deb McFarland was generally well received. For those that did not find the training useful, a common criticism was that the training was unnecessary for the many RPCV students that received GFE funding. The GH department may want to consider an exemption for RPCVs or more advanced training separate from the current program.

As expected, approximately 35% (n=29) of non US-based SFE students reported experiencing health problems while abroad, which is nearly, double the percentage of US-based students reporting a health problem. The percentage of students experiencing health problems varied significantly by region with South Asia having the highest reported proportion at 39% (n=18) and Europe having the lowest with zero illnesses reported. Diarrhea was by far the most common illness reported with

86% (n=25) of all illnesses. At present, Emory Travel Clinic consultations already address concerns over diarrhea and in many cases will provide a prescription for an antibiotic against common bacterial agents. Still, it may be worth providing extra emphasis during GFE Health & Safety Training on how to reduce risk regarding diarrheal disease, though some of these cases may be unavoidable. 17% of non US-based students reported experiencing harassment, 60% of which was verbal. While most harassment occurred either in the community or on public transport, some cases were still reported to have occurred at the work place or at home (n=3). Harassment is perhaps a bigger concern for women than for men conducting an SFE, and additional consideration should be afforded to women during any health and safety training prior to departure for the field.

70% (n=46) of US residents working in a non US-based SFE registered with an embassy compared with only 23% (n=13) of non US residents. This discrepancy in registration is accounted for by the large number of non US residents conducting a non US-based SFE in their home country, which would make registration unnecessary. Nearly all non US-based SFE students (94%, n=77) brought their personal computers into the field with them and Internet access was fairly regular with 78% (n=63) of respondents indicating daily access and another 19% (n=15) indicating Internet access a few times a week. Cell phone use was also common (97%, n=86) though most students (58%, n=50) chose to purchase a cell phone in-country. As may be expected given the short duration of a non US-based SFE (average = 10 weeks), the most common means of transportation was public transport (42%, n=36), while 10% (n=9) used rental vehicle and only 3% (n=3) purchased a vehicle for use while in-country. While 45% (n=37) of non US-based students reported their work was done in English, a substantial amount (25%, n=21) conducted their work primarily in a foreign language with an additional 22% (n=18) using a translator for communication. There were no major reports of language barriers for work, indicating that students had a fairly accurate gauge of what to expect in the field with regard to language skills.

There was a 10% drop from 56% (n=46) to 46% (n=37) in non US-based SFE students who still planned to use their SFE data for their thesis compared to their intention before beginning their SFE. Qualitative analysis found that this was due in large part to complications in the field where data was unable to be collected or yielded useless information. On the other hand, there was an 18% increase from 35% (n=11) to 53% (n=9) in US-based SFE students who still planned to use their SFE data for their thesis compared to their intention before beginning their SFE. This finding is likely confounded by response rate as only 17 students responded to the current thesis plans question compared to 31 who responded to the original intent question.

Three quarters of all non US-based SFE students self-reported conducting research (71%) and 28% reported the need for IRB submission. US-based SFE respondents reported similar proportions with 69% self-reporting to have conducted research and 32% reporting the need to submitted to IRB. In fact, there were very few

differences between IRB related responses between US and non US-based SFEs as it pertained to IRB-related questions. The only two major exceptions were for major sources of help in answering IRB related questions, and for reported feelings of support from IRB in terms of needs being met. On the issue of sources of help in answering IRB related questions, non US-based SFE students reported IRB staff as their primary source of help, while US-based SFE students reported faculty as their major source of help. With regard to feeling supported by IRB, US-based SFE students had a much higher percentage reporting feeling supported (79% compared to 51% of non US-based SFE students), however, this was probably due to differences in the questions between the two versions of the SFE survey. Unlike the non US-based SFE version, there was no option of 'somewhat supported' on the US-based SFE survey. US-based SFE students had to choose either yes or no with regard to feeling they received the support they needed. If responses for 'somewhat supported' were to be added to the 'supported' responses for non US-based SFE students, then feelings of support would be much more comparable to US-based SFE students.

Overall satisfaction with the Emory IRB process was very positive, however, some criticisms were common across both US and non US-based SFEs. Faster response time to student questions and better clarification regarding qualitative research were a common criticism. If there are improvements to be made, response time should be a priority, while an IRB workshop on qualitative research might also be advisable.

Satisfaction levels were high for both US and non US-based SFEs, though slightly higher for non US-based SFE respondents with 80% (n=68) reporting to be either 'satisfied' or 'extremely satisfied' and 73% (n=24) of US-based SFE respondents reporting to be either 'satisfied' or 'extremely satisfied' with their SFE. What's more, while 7% (n=6) of non US-based SFE respondents reporting being either 'unsatisfied' or 'extremely unsatisfied' none of them reported their SFE as either 'not really valuable' or 'useless'. A similar finding was true for US based SFE as 6% (n=2) of respondents reporting being 'unsatisfied', the same two respondents reported their SFE was 'not really valuable', but no US-based SFE respondents reported their SFE as 'useless'. These findings indicate that while a small majority of SFE students might have negative feelings towards their SFE experience, nearly all of them recognize its value towards their education. Assuming a fair amount of repeat opportunities, a good sign for future students is that 83% (n=63) of non US-based SFE respondents recommended their placement to future students, while only 7% (n=5) would not; the remaining 11% (n=8) was neutral. Though US-based SFE respondents had a slightly lower satisfaction level (73% compared to 80% for non US-based), nearly 90% (n=25) of US-based SFE respondents recommended their placement to future students. These findings might infer that while some students were not satisfied with their SFE's fit for their needs and/or expectations, they still recognize the value of their placement to other students and would therefore be willing to recommend it to others; however response rate was slightly lower for the

recommendation question (n=28) compared to satisfaction (n=31), which could account for the difference.

With RSPH students working across a variety of topics in 34 different countries at 81 agencies and organizations abroad and 23 in the US, combined with strong feelings of being prepared, and high satisfaction levels in the field, it is reasonable to conclude that summer field experiences are a successful and important part of the MPH degree program at Rollins. The SFE survey has allowed for monitoring and evaluation of the past 10 years of summer field experiences and will continue to help improve the quality of education at the Rollins School of Public Health.

Appendices

Appendix A: Non US-Based Summer Field Experience Survey for 2012

SFE International Survey - 2012

Welcome to the International Summer Field Experience Survey

Dear Student,

Please complete the following survey about your Summer Experience. This survey is being sent to all students who identified their Summer Experience as international and will be used to evaluate student experiences during the summer of 2012.

Findings from the survey will be shared with you in the spring semester and disseminated to future students to help them plan their summer experiences.

Your responses from the survey are confidential and will not be shared with the organization you worked for; and all comments and feedback will be de-identified before any results are distributed/circulated. Please note that this survey is for ALL Global Health, Global Environmental Health, and Global Epidemiology students, not only Global Field Experience (GFE) participants/awardees.

We know that you are extremely busy, but your response and feedback are invaluable to the Rollins School of Public Health, as well as future students in this program. Please take 30-40 minutes to complete the following survey.

Should you have any comments/questions, feel free to email:

jeffrey.freeman@emory.edu

Thanks in advance for your participation!

Best,

Jeff Freeman

1. Identifying Information

Answer Options

Last Name

First Name

Department

Concentration

Preferred Email Address

2. In what region was your PRIMARY summer experience?

Answer Options

Central America (including Mexico and the Caribbean)

South America
Europe and Central Asia
Middle East and North Africa
Sub-Saharan Africa
South Asia
East Asia and the Pacific
Australia, New Zealand and the South Pacific

3. What was the specific location of your summer project? Please include country and city/town/village.

Answer Options

4. Are you an international student?

Answer Options

Yes
No

5. Which of the following statements best characterizes your summer experience?

Answer Options

I am not an international student, but I was abroad this summer.
I am an international student: Visited home country.
I am an international student: Worked in home country.
I am an international student: Worked in a different country than my home country.

6. How did you identify your primary summer experience opportunity?

Answer Options

Practicum Fair
A prior contact through a job
A contact in Public Health
An internship that I created
A Professor at Rollins
A Professor at Emory (SoM, or other department)
Other, please specify

7. Did you create your own project for the summer?

Answer Options

Yes

No

I was able to jump onto an existing project, but could tailor the project to better suit my needs.

8. What organization(s) did you work with?

Answer Options

9. What was your date of departure?

Answer Options

10. How many weeks did you spend in the field working on your summer field experience?

Answer Options

11. What is the title of your Summer Experience?

Answer Options

12. Please provide a cost estimate for the following expenses related to your summer field experience. Please use the following format: \$XXXX.XX

Answer Options

Travel to/from SFE location

Housing

Food

Utilities (i.e. gas, electric, water)

Incidentals (i.e. shampoo, soap, toiletries)

Internet & Phone

Transportation in-country

13. Please provide any and all additional costs incurred during your SFE (i.e. field work expenses, translator, supplies, personal expenses, insurance, visa costs, immunization costs, etc.)

Answer Options

14. Which of the following sources contributed funding to your summer experience, and how much? Please consider all costs associated with the work experience (such as transport, housing etc)

Answer Options

GFE Funding
Faculty sponsored research
GEMMA
GHI
Boozer-Noether Funding
Financial support from partner organization
In kind support from partner organization
Personal work/savings
Paid salary/stipend
GSIP (graduate Student Internship Program)
Other, please specify

15. Approximately what percent of your SFE expenses were NOT covered by funding (i.e. what percent of your total expenses did you pay out-of-pocket)

Answer Options

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

16. What was your PRIMARY transportation in-country?

Answer Options

Public Transportation
Rental Vehicle
Purchased Vehicle
Walking
Other, please specify

17. How did you manage a cell phone in-country?

Answer Options

- Brought cell phone from US
- Purchased cell phone in-country
- Did not use a cell phone in-country
- Other, please specify

18. Please provide the TOTAL approximate cost (\$XXX.XX) of your cell phone use while on your SFE. (type n/a if a cell phone was not used)

Answer Options

19. Did you have internet access while in-country?

Answer Options

- Yes, I had regular Internet access.
- Yes, I had occasional Internet access.
- Yes, I had very limited Internet access.
- No, I did not have Internet access while in-country.
- Other, please specify

20. Please provide the TOTAL approximate cost (\$XXX.XX) of your Internet usage while on your SFE. (type n/a if Internet was not used)

Answer Options

21. What kind of work did you do during your summer experience? (Check all that apply)

Answer Options

- Qualitative research
- Quantitative research
- Evaluation research
- Training
- Program management/implementation
- Created deliverable (manuscripts, reports, documents, articles etc)
- Exposure assessment
- Computer modeling
- Environmental sampling
- Policy research
- Monitoring and Evaluation
- Health Systems Research
- Epidemiology
- Other, please specify

22. What topic headings do you believe best categorized your summer experience? Please select all relevant responses.

Answer Options

Community health and development
Environmental health
Infectious disease
Nutrition
Reproductive health
Maternal and Child health
HIV/AIDS
Behavior change/health education
Humanitarian Emergency
Faith/Health
NCD (Non-communicable diseases) (e.g. Obesity, diabetes, tobacco, cardiovascular)
Other, please specify

23. In more detail, tell us about what you were involved in during your summer experience? (Select all that apply)

Answer Options

Accounting/budgeting
Advocacy
Analysis of lab specimens
Capacity building
Collection of lab specimens
Community needs assessment
Conducting surveys
Coordinating a local study team
Curriculum development
Data checking/cleaning /verifying
Dealing with local/government officials
Economic analysis
Focus groups
Grant writing
Interviews with interpreters
Interviews without interpreters
Literature review
Mapping surveys
Observational data collection
Operational evaluation
Proposal development
Questionnaire development
Sampling
Secondary data analysis
Surveillance
Training
Other, please specify

24. What course skills did you use your during your summer experience? (Please select "N/A" for courses that you did not take prior to summer practicum).

Answer Options

GH 500 - Critical Issues in Global Health
EPI 530 or 504
EPI 534 or 538
BIOS 500
BIOS 501
GH 591Q - Epi Info
GH 555 - Proposal Development
EH 500 - Perspectives in Environmental Health
BSHE 500 - Behavioral Sciences in Public Health
EPI 515 - Introduction to Public Health Surveillance
GH 563 - AIDS: Public Health Implications
GH 511 - International Infectious Disease
GH 522 - Qualitative Methods
Survey Methods
GH 560 - Monitoring and Evaluation
GH 546 - Maternal and Child Nutrition
Epi and Public Health Practice
GH 590R - Nutrition Seminar
GH 508 - Health and Human Rights
GH 512 - Health in Complex Emergencies
GH 542 - Evidence-Based Strategic Planning

25. Please provide by course number (i.e. BIOS 500, BSHE 500) any additional courses that were helpful in preparing you for your SFE.

Answer Options

26. What computer skills, if any, did you use during your summer experience? Please select all that apply.

Answer Options

Access
ATLAS TI
Endnote or Reference Manager
Epi Info
Excel
Max QDA
Network Administration
NVivo
Powerpoint
SAS
Stat
SPSS
Web design

Other, please specify

27. How prepared did you feel for the work you were involved in this summer? Please explain your answer in the space provided.

Answer Options

Very prepared
Prepared
Undecided
Not really prepared
Not at all prepared
Please explain

28. How much of this preparedness was due to coursework at Rollins?

Answer Options

>90%
50-89%
20-49%
<20%

29. How much of this preparedness was due to prior international work experience? (Regardless of location)

Answer Options

>90%
50-89%
20-49%
<20%
N/A: I didn't have prior international experience.

30. How much of this preparedness was due to prior research experience?

Answer Options

>90%
50-89%
20-49%
<20%
N/A: I didn't have prior research experience.

31. As you reflect on your summer, please list any other skills and/or knowledge you would have liked to have had instruction/preparation on prior to your summer experience.

Answer Options

32. In regards to your overall summer experience, how FINANCIALLY supported by RSPH did you feel?

Answer Options

- No support at all
- Not really supported
- Undecided
- Supported
- Very supported

33. In regards to your overall summer experience, how ACADEMICALLY supported by RSPH did you feel?

Answer Options

- No support at all
- Not really supported
- Undecided
- Supported
- Very supported

34. In regards to your overall summer experience, how PSYCHOLOGICALLY supported by RSPH did you feel?

Answer Options

- No support at all
- Not really supported
- Undecided
- Supported
- Very supported

35. If you felt supported, by whom and how so? (i.e. Faculty member, ADAP, Organization/sponsor, etc.) Please specify your supporter's name, position, and how they provided you support.

Answer Options

36. Prior to the summer, did you have contact with a faculty adviser in regards to your summer experience?

Answer Options

- Yes
- No

37. If you had contact with a faculty adviser, was it helpful?

Answer Options

Yes
No

38. If you did not have contact prior to your summer experience, would you have liked to have contact with an adviser during your summer?

Answer Options

Yes
No

39. Were there certain aspects of the Summer Experience that you could have used further guidance/instruction on? If yes, please use the "other" field to specify what they were.

Answer Options

Yes
No
Other, please specify

40. How satisfied were you with your summer experience? Please explain your answer in the area provided below.

Answer Options

Extremely satisfied
Satisfied
Neutral
Unsatisfied
Extremely unsatisfied
Please explain

41. Did you feel over, under or appropriately utilized during your SFE?

Answer Options

Over Utilized
Under Utilized
Appropriately Utilized

42. How valuable was your summer experience as part of your public health education?

Answer Options

Very valuable
Valuable
Neutral
Not really valuable
Useless

43. Did you attend the health and safety training conducted by Stan Foster/Deb McFarland and Student Health Services in the spring semester?

Answer Options

Yes
No

44. How useful did you find this Health and Safety Training?

Answer Options

Very useful
Somewhat useful
Neutral
Not very useful
Not at all useful
N/A - I did not attend

45. Do you have any suggestions for improving the session?

Answer Options

46. Did you have a travel medicine consult prior to departure?

Answer Options

Yes
No

47. If you had a travel medicine consult, where did you have it?

Answer Options

Emory Student Health Travel Clinic
TravelWell at Emory Crawford Long Hospital
Other, please specify

48. If you had a travel consult, please rate the following:

Answer Options

Ease of scheduling appointment
Friendliness/helpfulness of staff
Quality and completeness of information provided
Availability of needed vaccinations and medications
Cost
Overall experience

49. Please add any comments about travel consults here.

Answer Options

50. Did you experience any health problems while you were abroad?

Answer Options

Yes
No
I choose not to answer.

51. If yes, please check all health problems that you encountered while being abroad.

Answer Options

Depression
Anxiety
Feelings of loneliness
Homesickness
Culture shock upon arrival in country
Culture shock upon return to U.S.
Upper respiratory infection (URI)
Urinary tract infection (UTI)
Malaria
Bronchitis
Pneumonia
Cold
Traveler's diarrhea
Malaria
Dengue
Diarrhea
Hepatitis A
Typhoid
Cholera

Sexually transmitted disease/infection
Skin infection (including scabies and bedbugs)
Yeast infection
Injuries (please specify)
Digestive issues
Allergies
Asthma
N/A - I did not experience any adverse health events. I chose not to answer.
Other, please specify

52. If you answered yes to mental health issues above, could you please use the space below to describe some of your feelings?

Answer Options

53. Were you unable to work because of the health incidents you experienced? If yes, please use the "other" field to tell us how many days you were unable to work and the illness.

Answer Options

Yes
No
I choose not to answer.
Other, please specify

54. Did you seek medical care in-country?

Answer Options

Yes
No
I choose not to answer

55. Did you require hospitalization? If yes, please use the "other" field to indicate the number of days you were in the hospital.

Answer Options

Yes
No
I choose not to answer.
Other, please specify

56. Were you medically evacuated from the country?

Answer Options

Yes
No
I choose not to answer.

57. Did you register with an embassy or consulate in-country?

Answer Options

Yes, I am a US citizen and I registered with the US embassy
Yes, I am an international student and I registered with an embassy/consulate
No, I am a US citizen and I did not register with the US embassy
No, I am an international student and I did not register with an embassy/consulate

58. Did you experience any security problems during your summer experience? (Check all that apply)

Answer Options

Pick pocketing
Robbery (forced theft of items from a person)
Burglary (theft of items from a place)
Natural events (flooding, earthquakes, etc.)
Felt threatened or unsafe
Sexually harassed by unknown person
Sexually harassed by colleague or acquaintance
Sexually assaulted
Physically assaulted
Involved in a road traffic accident
Involved in other transportation accident
Felt targeted or unsafe as a result of identity (ie. race, gender, religion or nationality)
Felt threatened by an animal (domestic animals or wildlife)
Felt unsafe or threatened by political instability
N/A did not experience any problems
Other, please specify

59. Please describe the event(s) if you feel comfortable doing so.

Answer Options

60. What did you do in response to the incident(s)? Please select all that apply.

Answer Options

Contacted police
Sought medical attention
Informed host organization/mentor

Informed RSPH faculty or staff member
Informed family or friends
Reported the incident to International SOS
Took days off from work
Reported incident to the Embassy
Nothing
N/A - I did not have an incident.
Other, please specify

61. Did you experience harassment of any type during your summer experience?

Answer Options

Yes
No
I prefer not to answer

62. If you were harassed, what kind of harassment did you face?

Answer Options

Verbal harassment (calling)
Physical harassment
Sexual harassment
Discomfort (being stared at)
Other, please specify

63. If you experienced harassment, in what location(s) did your harassment occur?

Answer Options

On public transportation
At the work site
In the community
In my place of residence
Other, please specify

64. Did you feel unsafe at your work site?

Answer Options

Yes
No
Once
More than once
Other, please specify

65. Please rate how safe you felt while working at your site.

Answer Options

Unsafe all the time
Unsafe sometimes
Safe sometimes
Safe all the time

66. How often did you have access to the Internet during your summer field experience?

Answer Options

Daily
A few times a week
Once a week
A few times a month
Only once or twice during the entire summer
Never

67. Did you take your personal computer on your summer field experience?

Answer Options

Yes
No
Other, please specify

68. Did you travel with another student(s) from the US?

Answer Options

Yes
No

69. Did you travel with another student(s) from Emory?

Answer Options

Yes
No

70. If you were in an area that used a language other than English, how did you communicate?

Answer Options

N/A - My work was in English
Spoke primarily in a foreign language.
Used English and another language about equally.
Used a translator to communicate in other language
Other, please specify

71. Did you apply for GFE Funding?

Answer Options

Yes
No

72. Did you receive GFE funding?

Answer Options

Yes
No
Applied but did not receive.
I prefer not to answer.
Other, please specify

73. If you received GFE funding, how do you think it should be allocated?

Answer Options

Everyone should get the same amount
The funds should be proportional to travel expenses
The funds should be proportional to living expenses
The funds should be proportional to the proposed budget
I'll leave it up to the GFE committee to decide
Other, please specify

74. Why didn't you apply for GFE? Select all that apply.

Answer Options

I did not work on a project that was eligible for GFE funds
I did not have a project before the GFE deadline
I did not have time to get the application done before the deadline
The application process was too complicated
The money did not seem to be worth the effort
I thought that the fund did not cover projects in the location I was going to.
Other, please specify

75. Before beginning your summer experience, did you plan to use the data based on your summer work/practicum for your thesis?

Answer Options

Yes
No
N/A

76. Are you now planning to use the data for your thesis? If "No" or "Not Sure" please use the "other" field to explain.

Answer Options

Yes
No
Not Sure
Other, please specify

77. Did/will you debrief your sponsoring organization(s) on your research findings?

Answer Options

Yes, I debriefed them before I left.
Yes, I will be debriefing them from here.
No
N/A

78. During your summer work, did you do research?

Answer Options

Yes
No
Not Sure

79. Did your research require IRB application?

Answer Options

Yes
No
It was already taken care of for me.

80. Did you have questions about whether you needed to apply to IRB?

Answer Options

Yes
No

81. Who helped/where did you find the answers to your questions?

Answer Options

IRB Website
Faculty
IRB staff
Other, please specify

82. Did you conduct human subjects research over the summer? For more information and a decision chart on human subjects research, please visit: <http://www.irb.emory.edu/members/nhsr.cfm>.

Answer Options

Yes
No

83. Please indicate your feelings about the IRB website and explain your answer in the space provided.

Answer Options

The website was not at all helpful.
The website was somewhat helpful.
Neutral
The website was helpful.
The website was extremely helpful.
N/A - I never looked at the website.
Please explain

84. Do you feel that you received the support you needed from the IRB?

Answer Options

Yes
No
Somewhat
Other, please specify

85. On what date did you first submit your protocol to the Emory IRB? (This is the date you clicked the 'submit' button, not the date you opened the protocol.)

Answer Options

86. Did you receive approval from another IRB in addition to Emory IRB?

Answer Options

- Yes
- No
- My study investigator already cleared all of the IRBs, so I was not involved in this process.
- Other, please specify

87. To what extent did concern of the IRB process determine what you did this summer?

Answer Options

- Not at all, it wasn't even a consideration.
- Somewhat
- Definitely
- I didn't participate in the study/project that I would have liked to, due to concern regarding the IRB approval process.

88. Did you work with your faculty adviser in developing your IRB protocol?

Answer Options

- Yes
- No
- Other, please specify

89. Overall, how satisfied were you with the Emory IRB process? Please explain your answer in the space provided.

Answer Options

- Very unsatisfied
- Unsatisfied
- Neutral
- Satisfied
- Very satisfied
- Please Explain

90. Please provide 2-3 suggestions for how the Emory IRB might improve its policies and procedures to ensure a better experience for individuals such as yourself.

Answer Options

91. As part of your summer field experience, did you provide training on ethics, privacy, confidentiality, or informed consent to project staff that were involved in interactions with study participants?

Answer Options

Yes
No
N/A
Other, please specify

92. Would you recommend your site/placement to future students?

Answer Options

Yes
No
Unsure

93. Would you be willing to be contacted for further discussion/evaluation in regards to your experience?

Answer Options

Yes
No

Appendix B: US-Based Summer Field Experience Survey for 2012

Domestic SFE Survey - 2012

Welcome to the Domestic Summer Field Experience Survey

Dear Student,

Please complete the following survey about your Summer Experience. This survey is being sent to all students who identified their Summer Experience as domestic and will be used to evaluate student experiences during the summer of 2012. Findings from the survey will be shared with you in the spring semester and disseminated to future students to help them plan their summer experiences.

Your responses from the survey are confidential and will not be shared with the organization you worked for; and all comments and feedback will be de-identified before any results are distributed/circulated. Please note that this survey is for ALL Global Health, Global Environmental Health, and Global Epidemiology students.

We know that you are extremely busy, but your response and feedback are invaluable to the Rollins School of Public Health, as well as future students in this program. Please take 20-30 minutes to complete the following survey.

Should you have any comments/questions, feel free to email:
jeffrey.freeman@emory.edu

Thanks in advance for your participation!

Best,

Jeff Freema

1. Identifying Information

Answer Options

Last Name
First Name
Department
Concentration
Email Address

2. Why did you choose a domestic summer field experience (SFE) rather than an international SFE?

Answer Options

I wanted to pursue an international SFE, but could not find a suitable option.
I wanted to pursue an international SFE, but was concerned about funding.
I preferred to pursue a domestic SFE over an international SFE.
Other, please specify

3. Please provide the name of organization/sponsor and location including city and state of your summer field experience.

Answer Options

Organization/Sponsor Name
City
State

4. How did you identify your summer experience opportunity?

Answer Options

Practicum fair
A prior contact through a job
A contact in Public Health
An internship that I created
A Professor at Rollins
A Professor at Emory (SoM or other department)

5. Did you create your own project for the summer?

Answer Options

Yes
No
I was able to jump on to an existing project, but could change it to better meet my needs.

6. How many weeks did you spend in the field working on your summer experience?

Answer Options

7. What was the planned/actual length of your practicum? Please use the space below to indicate both.

Answer Options

8. What is the title of your summer experience?

Answer Options

9. Please provide a cost estimate for the following expenses related to your summer field experience. Please use the following format: \$XXXX.XX

Answer Options

Travel to/from SFE location
Housing
Food
Utilities
Incidentals (i.e. shampoo, soap, toiletries)
Internet & Phone
Transportation

10. Please provide any and all additional costs incurred during your SFE (i.e. field work expenses, supplies, personal expenses, insurance, visa costs, medical costs, etc.)

Answer Options

11. Which of the following sources contributed funding to your summer experience, and how much? Please consider all costs associated with the work experience (such as transport, housing etc)

Answer Options

GFE Funding
Faculty sponsored research
GEMMA
GHI
Boozer-Noether Funding
Financial support from partner organization
In kind support from partner organization
Personal work/savings
Paid salary/stipend
GSIP (graduate Student Internship Program)
Other, please specify

12. Approximately what percent of your SFE expenses were NOT covered by funding (i.e. what percent of your total expenses did you pay out-of-pocket)

Answer Options

0%
10%
20%
30%
40%
50%
60%

70%
80%
90%
100%

13. What kind of work did you do during your summer experience? (Select all that apply)

Answer Options

Qualitative research
Quantitative research
Evaluation research
Training
Program management/implementation
Created deliverable (manuscripts, reports, documents, articles etc)
Exposure assessment
Computer modeling
Environmental sampling
Policy research
Other, please specify

14. Which of the following statements best characterizes your summer experience?

Answer Options

Continued a regular employment position in Atlanta or elsewhere in the US.
Participated in an internship/research/volunteer work in the US.
Other, please specify

15. Which topic heading(s) do you believe best categorized your summer experience? (Please select all that apply)

Answer Options

Community health and development
Environmental health
Infectious disease
Nutrition
Reproductive health
HIV/AIDS
Behavior change/health education
Health systems research
Epidemiology
Faith/Health
NCD (non-communicable disease)
Other, please specify

16. In more detail, please tell us about what you were involved in during your summer experience? (Select all that apply)

Answer Options

Accounting/budgeting
Advocacy
Analysis of lab specimens
Capacity building
Collection of lab specimens
Community needs assessment
Conducting surveys
Coordinating a local study team
Curriculum development
Data checking/cleaning/verifying
Dealing with local/government officials
Economic analysis
Focus groups
Grant writing
Interviews
Literature review
Mapping surveys
Observational data collection
Operational evaluation
Proposal development
Questionnaire development
Sampling
Secondary data analysis
Surveillance
Training
Other, please specify

17. What course skills did you use during your summer experience? (Please select "N/A" for courses that you did not take prior to summer practicum)

Answer Options

GH 500 - Critical Issues in Global Health
EPI 530 or 504
EPI 534 or 538
BIOS 500
BIOS 501
GH 591Q - Epi Info
Research design
EH 500 - Environmental health
BSHE 500 - Behavioral Sciences in Public Health
EPI 515 - Public Health Surveillance
GH 563 - AIDS: Public Health Implications.
GH 511 - International Infectious Disease
GH 522 - Qualitative Methods
Survey Methods
GH 560 - Monitoring and Evaluation
GH 546 - Maternal and Child Nutrition
Epi and Public Health Practice
GH 590R - Nutrition Seminar

GH 508 - Health and Human Rights
GH 512 - Health in Complex Emergencies
Other

18. Please provide by course number (i.e. BIOS 500, BSHE 500) any additional courses that were helpful in preparing you for your SFE.

Answer Options

19. What computer skills, if any, did you use during your summer experience?

Answer Options

Access
ATLAS TI
Endnote or Reference Manager
Epi Info
Excel
Max QDA
Network Administration
NVivo
Powerpoint
SAS
Stata
SPSS
Web design
Other, please specify

20. How prepared did you feel for the work you were involved in for the summer? Please explain your answer in the space provided.

Answer Options

Very prepared
Prepared
Undecided
Not really prepared
Not at all prepared
Please Explain

21. How much of this preparedness was due to coursework at Rollins?

Answer Options

>90%
50-89%
20-49%

<20%

22. How much of this preparedness was due to prior work experience? (Regardless of the location)

Answer Options

>90%
50-89%
20-49%
<20%

23. As you reflect on your summer, please list any other skills/knowledge or instruction/preparation you would have liked to have had prior to your summer experience.

Answer Options

24. In regards to your overall summer experience, how FINANCIALLY supported did you feel by RSPH?

Answer Options

No support at all
Not really supported
Undecided
Supported
Very supported

25. In regards to your overall summer experience, how ACADEMICALLY supported did you feel by RSPH?

Answer Options

No support at all
Not really supported
Undecided
Supported
Very supported

26. In regards to your overall summer experience, how PSYCHOLOGICALLY supported did you feel by RSPH?

Answer Options

No support at all
Not really supported
Undecided
Supported

Very supported

27. If you felt supported, by whom and how so? (i.e. Faculty member, ADAP, Organization/sponsor, etc.) Please specify your supporter's name, position, and how they provided you support.

Answer Options

28. Prior to the summer, did you have contact with a faculty adviser in regards to your summer experience?

Answer Options

Yes
No

29. If you had contact with a faculty adviser, was it helpful?

Answer Options

Yes
No

30. If you did not have contact prior to your summer experience, would you have liked to have contact with an adviser during your summer?

Answer Options

Yes
No

31. Were there certain aspects of the Summer Experience that you could have used further guidance/instruction on? If yes, please explain in the space provided.

Answer Options

Yes
No
Please Explain

32. What advice would you offer to future students looking to pursue a field experience similar to your own?

Answer Options

33. How satisfied were you with your summer experience? Please explain your answer in the space provided.

Answer Options

Extremely unsatisfied
Unsatisfied
Neutral
Satisfied
Extremely satisfied
Please explain

34. How valuable was your summer experience as a part of your education?

Answer Options

Useless
Not really valuable
Neither
Valuable
Very valuable

35. Did you experience any health problems this summer?

Answer Options

Yes
No
I prefer not to answer.

36. If yes, please check all of the health problems that you encountered.

Answer Options

Depression
Anxiety
Feelings of loneliness
Homesickness
Upper respiratory infection (URI)
Urinary tract infection (UTI)
Bronchitis
Pneumonia
Cold
Diarrhea
Sexually transmitted infection
Yeast Infection
Injuries
Asthma

Allergies

I did not experience any adverse health events.

Other, please specify

37. If you answered yes to any mental health related issues above, please use the space below to describe some of your feelings.

Answer Options

38. Did you experience any security problems during your summer experience?

Answer Options

Pick pocketing

Robbery (forced theft of items from a person)

Burglary (theft of items from a place)

Natural events (flooding, earthquakes, etc.)

Felt threatened or unsafe

Sexually harassed by unknown person

Sexually harassed by colleague or acquaintance

Sexually assaulted

Physically assaulted

Involved in a road traffic accident

Involved in other transportation accident

Felt targeted or unsafe as a result of identity (ie. race, gender, religion or nationality)

Felt threatened by an animal (domestic animals or wildlife)

Felt unsafe or threatened by political instability

N/A did not experience any problems

Other, please specify

39. If you experienced any security issues, please describe the event if you feel comfortable doing so.

Answer Options

40. If yes, what did you do in response to the incident?

Answer Options

Contacted police

Sought medical attention

Informed host organization/mentor

Informed RSPH faculty or staff member

Informed family or friends

Took days off from work

Nothing
N/A - I did not have an incident.
Other, please specify

41. Did you take your personal computer on your summer experience?

Answer Options

Yes
No

42. Did you feel unsafe at your work site?

Answer Options

Yes
No
More than once
Once
Other, please specify

43. Please rate how safe you felt while working at your site.

Answer Options

Unsafe all the time
Unsafe sometimes
Safe sometimes
Safe all the time

44. Where you harassed in any way at your work site?

Answer Options

Yes
No
I prefer not to answer
Other, please specify

45. If you were harassed, what kind of harassment did you face?

Answer Options

Verbal harassment
Physical harassment
Discomfort (being stared at)

Other, please specify

46. Before beginning your summer experience, did you plan to use the data based on summer work or practicum for your thesis?

Answer Options

Yes
No
N/A
Other, please specify

47. If yes, are you still planning to use the data for your thesis? If no/not sure, please use the "other" field to explain.

Answer Options

Yes
No
Not sure
Other, please specify

48. If you WERE NOT planning on using your summer field experience for your thesis, have you now decided to use it?

Answer Options

Yes
No
Other, please specify

49. Did/will you debrief your sponsoring organization(s) on your research findings?

Answer Options

Yes, I debriefed them before I left.
Yes, I have/will be debriefing them from here.
No
N/A
Other, please specify

50. Did you do research?

Answer Options

Yes
No
Unclear

51. Did your research require IRB application?

Answer Options

Yes
No

52. Did you have questions about whether you needed to apply to IRB?

Answer Options

Yes
No

53. Who helped you answer these questions?

Answer Options

IRB website
Faculty
IRB staff
Other, please specify

54. Did you conduct human subjects research over the summer?

Answer Options

Yes
No
Unsure

55. Please rate your feelings about the IRB website.

Answer Options

The website was not at all helpful.
The website was somewhat helpful.
Neutral
The website was helpful.
The website was extremely helpful.

56. You did not rate the website as "extremely helpful" in the previous question, please explain what you did not like about the site below.

Answer Options

57. Do you feel that you received the support you needed from the IRB?

Answer Options

- Yes
- No
- Other, please specify

58. On what date did you first submit your protocol to the Emory IRB? (This is the date you clicked the 'submit' button, not the date you opened the protocol.)

Answer Options

59. Did you receive approval from another IRB in addition to Emory?

Answer Options

- Yes
- No
- My study investigator already cleared all of the IRBs, so I was not involved in this process.

60. To what extent did concern of the IRB process determine what you did this summer?

Answer Options

- Not at all, it wasn't even a consideration.
- Somewhat
- Definitely
- I didn't participate in the study/project that I would have liked to due to concern of the IRB approval process.

61. Did you work with your faculty adviser in developing the IRB protocol?

Answer Options

- Yes
- No
- Other, please specify

62. Overall, how satisfied were you with the Emory IRB process? Please explain your answer in the space provided.

Answer Options

Very unsatisfied
Unsatisfied
Neutral
Satisfied
Very satisfied
Please Explain

63. Please provide 2-3 suggestions for how the Emory IRB might improve its policies and procedures to ensure a better experience for individuals such as yourself.

64. As part of your summer field experience, did you provide training on ethics, privacy, confidentiality, or informed consent to project staff that were involved in interactions with study participants?

Answer Options

Yes
No
Other, please specify

65. Would you recommend your site/placement to future students?

Answer Options

Yes
No

66. Would you be willing to be contacted for further discussion/evaluation in regards to your experience?

Answer Options

Yes
No

Appendix C: Response rates for non US-bases summer field experience survey

| Response rates for non U.S.-based summer field experience survey | | | | | |
|-------------------------------------------------------------------------|-------------|--------------------|------------|--------------------|------------|
| Question 1 | 98% (n=97) | Question 32 | 86% (n=85) | Question 63 | 15% (n=15) |
| Question 2 | 100% (n=99) | Question 33 | 87% (n=86) | Question 64 | 84% (n=83) |
| Question 3 | 99% (n=98) | Question 34 | 87% (n=86) | Question 65 | 83% (n=82) |
| Question 4 | 100% (n=99) | Question | 61% (n=60) | Question 66 | 82% (n=81) |

| 35 | | | | | |
|-------------|------------|-------------|------------|-------------|------------|
| Question 5 | 99% (n=98) | Question 36 | 89% (n=89) | Question 67 | 83% (n=82) |
| Question 6 | 99% (n=98) | Question 37 | 19% (n=19) | Question 68 | 83% (n=82) |
| Question 7 | 97% (n=96) | Question 38 | 49% (n=49) | Question 69 | 83% (n=82) |
| Question 8 | 97% (n=96) | Question 39 | 76% (n=75) | Question 70 | 84% (n=83) |
| Question 9 | 97% (n=96) | Question 40 | 85% (n=84) | Question 71 | 83% (n=82) |
| Question 10 | 98% (n=97) | Question 41 | 82% (n=81) | Question 72 | 44% (n=44) |
| Question 11 | 91% (n=90) | Question 42 | 83% (n=82) | Question 73 | 43% (n=43) |
| Question 12 | 86% (n=85) | Question 43 | 84% (n=83) | Question 74 | 43% (n=43) |
| Question 13 | 66% (n=65) | Question 44 | 56% (n=55) | Question 75 | 83% (n=82) |
| Question 14 | 86% (n=85) | Question 45 | 18% (n=18) | Question 76 | 82% (n=81) |
| Question 15 | 84% (n=83) | Question 46 | 84% (n=83) | Question 77 | 81% (n=80) |
| Question 16 | 87% (n=86) | Question 47 | 54% (n=53) | Question 78 | 81% (n=80) |
| Question 17 | 87% (n=86) | Question 48 | 53% (n=52) | Question 79 | 80% (n=79) |
| Question 18 | 81% (n=80) | Question 49 | 11% (n=11) | Question 80 | 83% (n=82) |
| Question 19 | 87% (n=86) | Question 50 | 84% (n=83) | Question 81 | 36% (n=36) |
| Question 20 | 83% (n=82) | Question 51 | 29% (n=29) | Question 82 | 79% (n=78) |
| Question 21 | 86% (n=85) | Question 52 | 5% (n=5) | Question 83 | 78% (n=77) |
| Question 22 | 87% (n=86) | Question 53 | 28% (n=28) | Question 84 | 68% (n=67) |
| Question 23 | 87% (n=86) | Question 54 | 29% (n=29) | Question 85 | 35% (n=35) |
| Question 24 | 85% (n=84) | Question 55 | 7% (n=7) | Question 86 | 62% (n=61) |
| Question 25 | 30% (n=30) | Question 56 | 29% (n=29) | Question 87 | 67% (n=66) |
| Question 26 | 78% (n=77) | Question | 83% (n=82) | Question 88 | 63% (n=62) |

| 57 | | | | | |
|--------------------|------------|--------------------|------------|--------------------|------------|
| Question 27 | 86% (n=85) | Question 58 | 84% (n=83) | Question 89 | 83% (n=82) |
| Question 28 | 87% (n=86) | Question 59 | 17% (n=17) | Question 90 | 30% (n=30) |
| Question 29 | 86% (n=85) | Question 60 | 26% (n=26) | Question 91 | 74% (n=73) |
| Question 30 | 85% (n=84) | Question 61 | 84% (n=83) | Question 92 | 77% (n=76) |
| Question 31 | 46% (n=46) | Question 62 | 15% (n=15) | Question 93 | 76% (n=75) |

Appendix D: Response rates for U.S.-based summer field experience survey

| Response rates for U.S.-based summer field experience survey | | | | | |
|--------------------------------------------------------------|-------------|--------------------|-------------|--------------------|------------|
| Question 1 | 97% (n=32) | Question 23 | 45% (n=15) | Question 45 | 6% (n=2) |
| Question 2 | 100% (n=33) | Question 24 | 97% (n=32) | Question 46 | 94% (n=31) |
| Question 3 | 97% (n= 32) | Question 25 | 97% (n=32) | Question 47 | 52% (n=17) |
| Question 4 | 94% (n=31) | Question 26 | 97% (n=32) | Question 48 | 58% (n=19) |
| Question 5 | 97% (n=32) | Question 27 | 58% (n=19) | Question 49 | 82% (n=27) |
| Question 6 | 94% (n=31) | Question 28 | 100% (n=33) | Question 50 | 97% (n=32) |
| Question 7 | 91% (n=30) | Question 29 | 79% (n=26) | Question 51 | 85% (n=28) |

| | | | | | |
|--------------------|-------------|--------------------|-------------|--------------------|-------------|
| Question 8 | 85% (n=28) | Question 30 | 88% (n=29) | Question 52 | 85% (n=28) |
| Question 9 | 82% (n=27) | Question 31 | 88% (n=29) | Question 53 | 48% (n=16) |
| Question 10 | 61% (n=20) | Question 32 | 61% (n=20) | Question 54 | 88% (n=29) |
| Question 11 | 79% (n=26) | Question 33 | 100% (n=33) | Question 55 | 100% (n=33) |
| Question 12 | 91% (n=30) | Question 34 | 94% (n=31) | Question 56 | 24% (n=8) |
| Question 13 | 97% (n=32) | Question 35 | 100% (n=33) | Question 57 | 64% (n=21) |
| Question 14 | 100% (n=33) | Question 36 | 42% (n=14) | Question 58 | 24% (n=8) |
| Question 15 | 97% (n=32) | Question 37 | 9% (n=3) | Question 59 | 58% (n=19) |
| Question 16 | 97% (n=32) | Question 38 | 100% (n=33) | Question 60 | 67% (n=21) |
| Question 17 | 97% (n=32) | Question 39 | 18% (n=6) | Question 61 | 55% (n=18) |
| Question 18 | 52% (n=17) | Question 40 | 58% (n=19) | Question 62 | 100% (n=33) |
| Question 19 | 88% (n=29) | Question 41 | 100% (n=33) | Question 63 | 24% (n=8) |
| Question 20 | 97% (n=32) | Question 42 | 97% (n=32) | Question 64 | 79% (n=26) |
| Question 21 | 97% (n=32) | Question 43 | 94% (n=31) | Question 65 | 85% (n=28) |
| Question 22 | 97% (n=32) | Question 44 | 97% (n=32) | Question 66 | 94% (n=31) |

Appendix F – Revision Report

SFE Survey Revision Report

Instructions

Before reading this report, you will need to acquire a copy of the revised non US-based SFE Survey for use in 2013 as well as the International SFE Survey used in 2012. These documents will need to be referenced in order to better understand the revisions.

****Please reference the revised non US-based SFE Survey while reviewing this document.***

Question numbers in this report refer to the revised Non US-based SFE Survey for 2013.

The same revisions were made to the US-based version of the survey wherever applicable. As the non US-based version of the survey contains all and more information contained in the US-based version, there were no changes made to the US-based survey that were not also changed in the non US-based survey and thus all types of changes made are present in the revision report below.

Quick Stats

- Non US-Based SFE Survey is now **103 questions**
- 25 questions were added
- 7 questions were removed
- 11 questions were modified, some of them combined → leading to a net increase of 10 question from the previous year's survey

General Changes to the Survey

The titles of the surveys were changed from International and Domestic SFE Surveys to non US-based and US-based SFE Surveys. The reason for the change was due to focus group feedback indicating some confusion as to whether a respondent to the

international survey was conducting an SFE outside of the US or were they themselves an international student (i.e. non US resident).

Questions Added (please refer to the 2013 Non US-Based SFE Survey)

2. Please provide your age.

- Added due to IRB requests during focus group.

19. Will your summer field experience fill the required practicum component of your degree?

- Added due to requests from the ADAPs during the focus group.

6. Please select any certifications you are completing as part of your degree.

- This question was added due to focus group feedback from students and ADAPs wanting to know this information.

7. Please provide the following points of contact (faculty & host agency).

- This question was added due to the need for 1st year students to be able to contact faculty and host agencies for potential SFE opportunities.

8. Please provide a description of your SFE (title, 2-3 sentence summary)

- This question was added due to a request from the GFE committee and ADAPs for brief project summaries.

13. How did you identify your source (s) of funding?

- This question was added due to student requests in the online survey and focus group for information on how funding sources are found.

22. Do you currently plan to submit any of your SFE work for publication?

- This question was added in order to learn more about SFE related outcomes as was requested by faculty members in the online survey.

23. Did your summer field experience result in a job offer? & 24. Please provide a brief list of any outcomes or deliverables other than a thesis that was associated with your SFE.

- These questions were added due to informal discussions with the HDGH DGS and GFE committee members and their desire to know more about SFE related outcomes beyond thesis intentions.

25, 38, 57, 64, 76, 96, 97:

- This set of questions are qualitative free response questions at the end of each major section or categories of questions and instruct the respondent to provide any additional information not covered in the previous questions. This was due to faculty feedback in the online survey and during one-on-one interviews in which they wanted the option for students to report information the SFE Survey was not yet collecting.

30. Did the topic and region of your summer field experience match your preferred topic and region?

- This question was added due to student feedback in the online survey and focus group where they reported a desire to know if students were able to find an SFE in their preferred regions and topics.

43. If your research required IRB submission, please indicate the status of your IRB application.

- This question, which had appeared in previous surveys, was not in the 2012 version. By request of IRB and other focus group participants, it has been added back into the survey.

50. On what date did you first submit your protocol to the Emory IRB?

- This question as added to the survey by request of IRB during the focus group.

66. Do you have any suggestions for future students about how to secure housing?

- This question was added due to student feedback in the focus group and online survey as well as informal discussions by the author with other students.

72. Please rate the level of support you received from your on-site mentor(s)/supervisor(s).

- This question was added due to student and faculty desire to evaluate mentorship in the field and was expressed in the online survey and the focus group.

75. Please briefly describe any extracurricular activities that you participated in during your SFE that you would recommend to future students.

- This question as added due to student feedback in online survey and focus group.

88. If you sought medical care in country, please rate the effectiveness of the care that you received.

- This question was added due to student feedback in the online survey and a one-on-one interview with a representative from the Emory Travel Clinic.

95. Please list any places or areas in your summer experience location that future students may want to avoid for health or safety reasons.

- This question was added due to student feedback in the focus group session and a one-on-one interview with a representative from the Emory Travel Clinic.

98. Please list any skills you gained while working on your SFE.

- This question was added due to student and GFE committee feedback in the online survey and focus group.

103. Please briefly describe why you did not recommend your site/placement to future students.

- This question was added in order to better inform future students as to why some SFEs are not recommended.

Question Removed (please refer to the 2012 International SFE Survey)

4. Are you an international student?

- This question was removed as its answer was integrated into another question and was therefore no longer necessary.

9. What was your date of departure?

- This question was removed as it was not reported on in previous SFE reports and was not considered informative.

18. Please provide the total cost of your cell phone use in country.

- This question was removed because it is answered in a previous question.

20. Please provide the total cost of your Internet access while in country.

- This question was removed because it is answered in a previous question.

32. In regards to your overall summer experience, how FINANCIALLY supported by RSPH did you feel?

- This question was removed because it was difficult to interpret and the addition of new questions on dollar amounts of funding received was deemed more informative.

52. If you answered yes to mental health issues above, could you please use the space below to describe some of your feelings?

- The question was removed because it did not yield useful information necessarily and it was believed that students did not want to report on this topic in a survey. To accommodate its removal, the SFE SOP includes follow-up by the DGS and/or ADAPs with all students reporting a mental health or harassment issue.

67. Did you take your personal computer on your SFE?

- This question was removed because nearly all students take their computers and there is no expectation this will change nor need for it to be reported on.

Questions Revised (please refer to the 2013 revised Non US-Based SFE Survey)

1. Identifying & Demographic Information

- Nationality and languages spoken were added to this question due to focus group and online survey requests for this data.

3. Which of the following statements best characterizes your summer experience?

- Answer choices in this question were modified to clarify whether the student was a US citizen or green card holder in order to provide a more precise reporting of the respondent's background.

4. Please indicate your department/degree program.

- This question was previously a part of question one, but was separated from that question in order to insert a dropdown menu for answer choices. This was done in order to improve the accuracy of reporting and make stratification in analysis by department/degree program easier.

5. Please indicate your concentration area.

- This question was previously a part of question one, but was separated from that question in order to insert a dropdown menu for answer choices. This was done in order to improve the accuracy of reporting and make stratification in analysis by department/degree program easier.

10. Please provide a cost estimate for the following expenses related to your summer field experience. Please provide a dollar amount (i.e. \$400) for each category.

- This question was modified to include work supplies, visa costs, immunizations, and leisure and fun activities as these were commonly reported under "other" costs in the previous report.

12. Please enter a dollar amount for the funding contributed to your summer field experience by each of the following sources. If no funding was received from a source, please indicate n/a.

- This question was modified to include dollar amounts received from sources in order to obtain more information on funding as previous surveys only collected source and not amount received from source. At the time of this report, this question is marked for additional revision and will likely change before the 2013 surveys are sent out.

27. What was the specific location of your SFE.

- This question was modified to add a dropdown menu for country in order to improve accuracy of reporting and facilitate analysis.

32. Please order the following items according to how much they contributed to your preparedness for your SFE?

- This question was modified due to difficulty in reporting findings; however, at the time of this report, this question was marked for additional revision and will likely be revised further before the 2013 surveys are sent out.

37. Did you travel with another student to your SFE?

- The answer choices in this question were modified to differentiate whether the student with which the respondent traveled was an Emory or non Emory student.

81. If you had a travel medicine consult, where did you have it?

- This question was modified to include, "TravelWell at Emory Crawford Long Hospital", due to this response being a common response in the previous survey.

91. Did you register with an embassy or consulate in country?

- This question was modified to include citizenship or green card status in order to provide more clarification on the status of respondents.

Question Sequencing (i.e. changes in order)

Financial questions were moved towards the top of the survey in order to improve accuracy and completeness of responses. Basic identifying and demographic information along with project summaries and titles were kept at the start of the survey. All other questions were subdivided into one of the 7 identified categories of SFE data and were then ordered chronologically based on when a student might conduct a related activity. The order of questions were as follows: Identification of and preparation for SFE → IRB → SFE specific (i.e. topic, work, activities) → Living in the field → Health and safety. The purpose of this ordering was to provide a logical train of thought in completing the survey related to how they conducted their SFE.