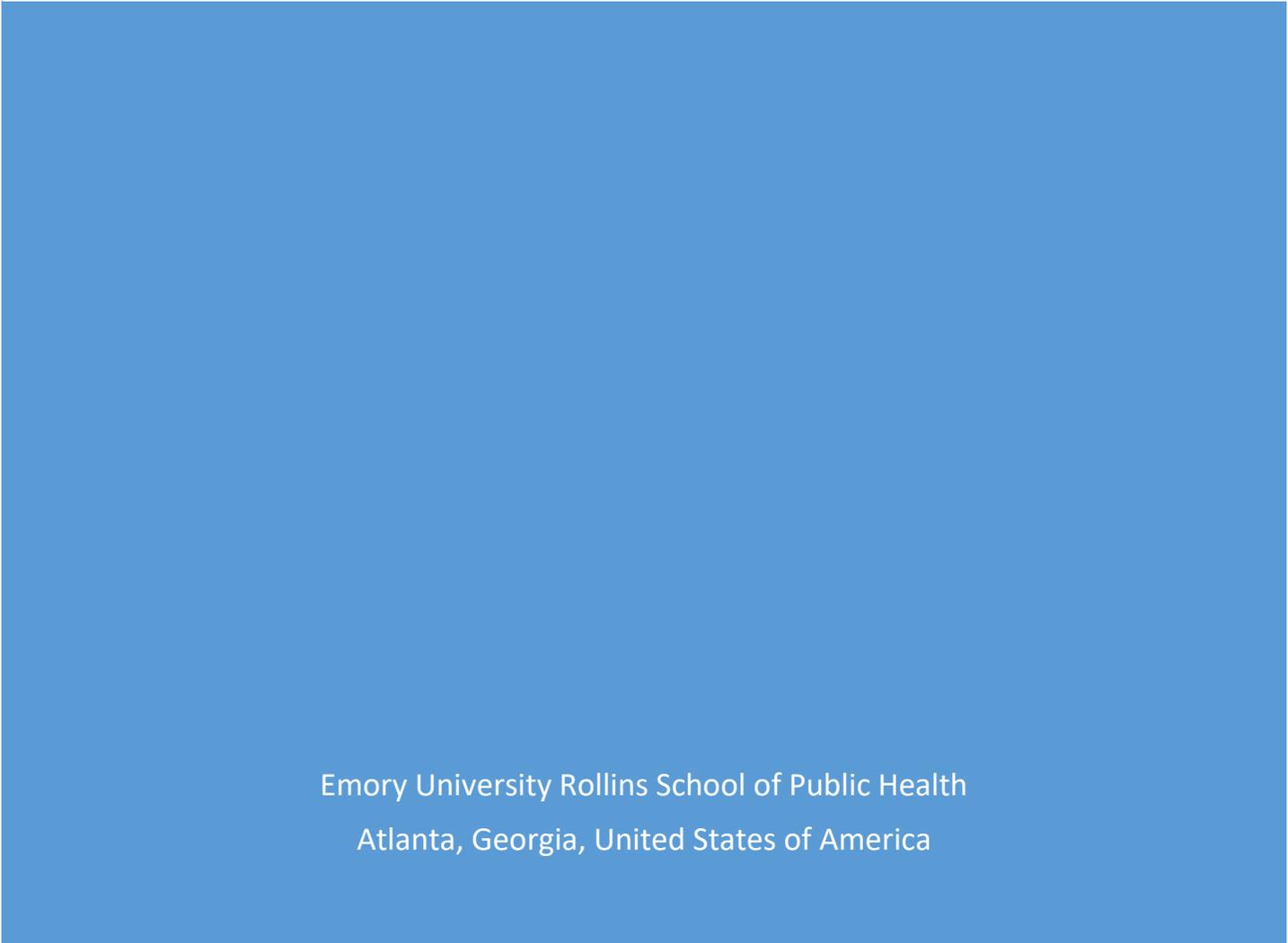




2019-2020 GLOBAL FIELD EXPERIENCE PARTNER ORGANIZATION GUIDEBOOK



Emory University Rollins School of Public Health
Atlanta, Georgia, United States of America

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2019-2020 Global Field Experience Partner Organization Guidebook

Introduction

Dear partner:

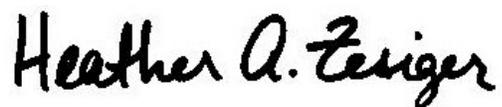
Thank you for exploring a partnership with Rollins School of Public Health (RSPH) students as they search for opportunities to apply their public health skills in the field.

A student's proposed global field experience project must be of measurable value to the host organization/community; well-defined, rational and feasible; integral to the student's public health training; and based in a clearly articulated, mutually beneficial partnership. In addition to enhancing students' skills and experiences, a successful global field experience can increase the capacity of host organizations, strengthen faculty/Emory ties with host organizations, contribute to faculty research and attract outstanding students to RSPH.

This guide provides more information on what our students are seeking and outlines steps to become a partner site/organization if that meets your needs.

This guidebook is a new initiative. If you have suggestions on other topics to include in the future, please let me know. If you have any questions, please reach out to me at heather.zesiger@emory.edu or WhatsApp: +1-404-664-9167.

Sincerely,



Heather A. Zesiger, PhD, MPH, MCHES
Senior Director, Student Engagement
Office of Admission and Student Services
Emory University Rollins School of Public Health

Timeline

Students will begin reaching out to prospective partners in Fall 2019. This is also when partners should post opportunities in order to reach the largest pool of applicants. See more on posting a position description later in this guide.

Important Dates 2019-2020

November 2019	Partners post opportunities online and students begin searching for projects
December 2019	Applications for funding will be available to students online Partners begin screening applications and interviewing students
January 2019	Partners should be finalizing their selection of students and providing host site documentation in support of the student's application for funding
February 20, 2020	Applications for funding due
March 6, 2020	First round acceptance letters sent to students
March 20, 2020	Revise and resubmit applications due
March 27, 2020	Final notification letters sent to students
Mid-May through Mid-August, 2020	Students are collaborating with partners in the field

Tips for Success: Partner Organizations

- Communicate your expectations to the student regarding project goals, what needs or assets of the community are to be addressed, what materials and supplies will be needed, language-skills necessary and translation options, how you define success in the project. (See also components of host letter later in this guide)
- Advise the student on local IRB processes if necessary for your project
- If your organization requires a *Memorandum of Understanding* or an *Educational Agreement* please contact heather.zesiger@emory as soon as possible.
- Respond to messages from student and RSPH personnel in a timely manner
- Provide regular supervision and mentorship for the RSPH student on-site in-country at least weekly for the time they are there. This supervision can be in-person or via phone/WhatsApp/etc.
- Discuss local norms about safety, hours of operation, dress-code, holidays, attendance, and transportation and respond to questions from the student about how they can best prepare for success in the field.
- Adhere to [Emory's Non Discrimination Policy](#)
- Communicate any concerns with performance or behavior to the student and to the GFEFA program administrator: heather.zesiger@emory.edu
- If there are any safety, security, natural disaster or health-related concerns, please contact Heather Zesiger AND our security vendor International SOS, toll-free, at +1 215 942 8226.

Components of a Global Field Experience Position Description

Please include the following information in your position description. A Sample is provided in Appendix A.

- Position Title: include [2020 Global Opportunity] and then add the specific title for your project
- Host organization:
- Mission of the Host Organization:
- Goals of the position/outcomes to be achieved by the student:
- Duration of field experience (at least 6 weeks, no more than 12):
- Setting for the field experience (such as clinic, health department, local organization, national organization, research site, multiple locations for data collection, etc.):
- Exact dates of field experience (if known):
- Community needs and assets that inform the project:
- Expected impact of the project:
- Student activities:
 - Pre-field
 - In the field
 - Post-field
- Preferred Qualifications of Student Applicants:
 - Knowledge/Expertise
 - Education/Experiences
 - Language fluency
 - Other skills and abilities

- Contact information to receive applications:
 - Email, skype or WhatsApp, phone, and preferred contact language

Posting a Position Description

1. You may either post your position directly to [Handshake](#), the RSPH student opportunity posting site (please put “Summer Global Opportunities” in the job title). In this system you will be the “employer” but you can post unpaid positions;

Or

2. Send heather.zesiger@emory.edu your position description and we will post it for you.

Selecting a Student

- Be sure to check your email (the address you provided in the position description) regularly for applications from students.
- Check with your organization's Human Resources office for their guidance. Be sure to follow all applicable laws and policies as well as Emory's Equal Opportunity and Discriminatory Harassment Policy.
- Determine your priorities in advance regarding student skills, experience, schedule availability and apply consistent screening considerations when reviewing resumes and interviewing candidates. Use the same rubric, same interview questions and same interview method (phone, Skype) for each candidate.
- Because students apply to and accept positions on a rolling basis throughout the fall and early winter, you may want to review applications and interview candidates on a rolling basis.
- Please expire your job posting on Handshake (or notify Heather) once you have an accepted offer. Otherwise, students will continue to apply to your position in vain.
- You do not have to interview all applicants, but please have a rationale for what criteria a student must meet to advance in the process.
- Past performance often predicts future success. Students may need on-the-job training in specific software or skills they have not learned yet in the curriculum. But, if there are behaviors or experiences that you feel they must demonstrate to be successful, be sure to ask about those, including examples. If your HR policy permits, you can ask for and check references, especially if you have finalists who are both highly qualified.

Global Field Experience Financial Awards (GFEFA)

Nearly all global field experiences are unpaid. However, if a student finds and is selected for an opportunity early enough in the cycle, they may apply for funding from RSPH. These funds are referred to as the Global Field Experience Financial Awards. The funding process is competitive and not all students will receive an award.

The funding application is the responsibility of the student. However, they should consult with you to make their application as strong as possible and you will need to provide a host/site letter.

We are including the full application in Appendix B as a reference for you. You do not need to complete it. But, your selected student may ask you questions to assist them in filling it out.

GFEFA Student, Project and Site Eligibility and Exclusion Criteria

Student

- The GFEFA applications are open to RSPH MPH and MPSH students pursuing summer fieldwork, usually between their first and second years.
- The field experience must be a minimum of six weeks but average field experiences are between 10--12 weeks.
- Students must be enrolled at RSPH or Emory for the semester following their field experience to qualify for a financial award (and to meet award requirements).

Project

- For the purposes of GFEFA, a field experience is defined as applying public health knowledge and skills in partnership with a community to advance the wellbeing of a population(s); this includes but is not limited to research projects.
- Funding is not provided for student travel that can be categorized as medical- or public health-"tourism;" short term mission opportunities; or shadowing clinicians in settings abroad. Students are also warned not to fall prey to third-party companies that "sell" experiences in LMIC and call these APE even though they do not offer public health supervision nor a specific

implementation/research partner. Such organizations often charge for a service such as tuition, enrollment or registration. If you are not sure if your site is eligible, please contact [Dr. McFarland](#) or [Dr. Zesiger](#).

- If a project will consist *only* of data analysis or lab-based work, the applicant will need to justify why those activities require a student to be in-country.

Site

- The review committee gives priority consideration to eligible fieldwork that takes place in low- and middle-income (LMIC) nations as defined by the [World Bank](#) or within indigenous regions, e.g. tribal designated statistical areas (TDSAs), land base or reservations.
- Consideration will be given to projects in the United States and other high-income countries for specific projects related to underserved or marginal populations, e.g. refugee populations in Belgium, post-hurricane environmental data collection in Puerto Rico or Zika virus education and surveillance in the U.S. Virgin Islands.
- The review committee will not consider applications to countries with a [U.S. State Department](#) Level 4 warning at the time of application. Should the risk of a project site escalate after funds are awarded, additional criteria may apply and there is a chance the trip may not occur at all. In addition, travel to all [countries under trade or economic embargoes by the United States government \(OFAC\)](#) and Afghanistan require a specific endorsement by Emory's international insurance carrier.

Host/Partner Letter

- Once you have selected a student to work with you, please provide a letter of invitation with the following components:
 - Name and position of supervisor and/or mentor in the organization and the individual's contact details. (NOTE: The letter must be signed by an official representative of the organization but if there is another representative who will serve as your main contact in the field, that information must also be included.)
 - Statement that the organization knows about and approves of the student's project and the timing of the student's visit.
 - Statement of value that the student's project will have for the organization/community and any agreement of expectations for what the student will provide as deliverables for their project or during their stay.
 - Support or resources the organization may be able to provide or that they are able to help identify (i.e. local transport, office space, translators, assistance finding housing) NOTE: This letter is intended to appropriately communicate expectations and available resources and does not serve as a guarantee that any support or materials will be provided upon arrival.
 - Statement of whether local IRB/ethics committee approval is required and if so, whose responsibility it is to complete this and when it will be submitted.
 - A description of the student's specific role in the project and how it complements other collaborators.

Applied Practice Experience (APE, aka Practicum)

As a requirement for graduation, RSPH students must complete an Applied Practice Experience. Some students will ask their department to approve their field experience as an APE. In this case, the student should have your permission and you will be asked to serve as their field advisor. The student will initiate this process.

More information can be found online:

<https://www.sph.emory.edu/rollins-life/community-engaged-learning/ape/index.html>

<https://www.sph.emory.edu/careers/documents/APE-Supervisor-Handbook.pdf>

Appendices

SAMPLE 2020 Global Opportunities Posting

Position Title

2020 Global Opportunities: Stakeholder Mapping and Analysis in the Kenya CHAMPS site in Kisumu County and Siaya County, Departments of Health

Mission and Goals

Child Health Mortality Prevention Surveillance (CHAMPS) is a 20-year project that seeks to determine the causes of death among children aged less than five years through Minimally Invasive Tissue Sampling (MITS). The Kenya CHAMPS site, situated in western Kenya, is a collaboration between CDC Kenya, KEMRI and Kisumu County Department of Health. The goal of the project is to generate high quality data that can be used by ministries of health and other implementing partners engaged in child health activities to formulate child survival interventions. Kisumu County desires to map out its implementing partners who are working on Child Survival interventions and develop a framework for engaging them to ensure CHAMPS data is used for public health action.

Preliminary work on stakeholder mapping was done by a GFE student in Summer 2018. The GFE student gathered information on organizations working in Kisumu and compiled a list of contacts that can be expanded upon, as well as conducted interviews with 16 of these organizations. As there are an extensive amount of international and local organizations working in child health activities within Kisumu, this list is not exhaustive and will need to be updated and modified. The groundwork for partner mapping activities has been laid in Kisumu County, however in CHAMPS Kenya's other site Siaya, partner mapping is still in the beginning stages.

Background

Kisumu CDH lacks a formal structure for stakeholder mapping and analysis. Stakeholder mapping and analysis is necessary to ensure optimal use of available resources, avoid duplication of activities and provide a platform for stakeholder engagement in important public health initiatives such as CHAMPS. The reasons for stakeholder analysis and mapping include:

1. Provide a forum for joint planning, coordination and monitoring of specific investments in child survival
2. Bring all key sub-sector partners together for joint planning, oversight and decision making
3. Enable partners to become jointly responsible for planning, monitoring, reviews and reporting
4. Hold all sector partners jointly accountable for achieving results
5. Reduce the number of separate meetings with individual partners
6. Provide easy access to coordinated Technical Assistance and support for priority actions
7. Assess the progress, identify issues and challenges with implementation of agreed health sector priorities.
8. Identify strategies and agree on priority actions to address challenges hindering achievement of health sector priorities in child health
9. Develop a platform for sharing regional and national best practices and innovations on improving Child survival

Expected impact of the project

A GFE student-produced final report will give CDH a better understanding of existing interventions in child survival that are currently operating in Kisumu and Siaya. The stakeholder mapping exercise is also expected to provide CDH with information that can help create a platform for long term collaboration in implementing recommendations emanating from CHAMPS data.

Opportunities for the student

- Will offer great real-world exposure to student contributing to real-life programmatic outcomes
- On-going project: could allow a student the opportunity to continue to engage after returning from the field
- Opportunity to work directly with partners operating in Kenya and develop competency in working in a multi-disciplinary setting

Student Activities and timelines:

Main Objective;

The intern will detail all the stakeholders project activities, partnerships and precise geographical locations of interventions from each partner organization involved in Child Survival interventions.

Pre-field activities:

1.5 months before field work

- Become familiar with the work done in summer 2018 by GFE student (methods, results, outcome)
- Debrief with CHAMPS Program Office Social Behavioral Science Team
- Partner research: background info, goals and objectives of local potential partners
- Points of contact list Kisumu: Building on work done by GFE student summer 2018, work with Kisumu CDH leadership to identify additional contacts at potential partner orgs and reaching out to establish connections before arrival to expedite entry into local orgs
- Points of contact list Siaya: Work with Siaya CDH leadership to create a list of contacts at potential partner organizations and reaching out to establish connections before arrival to expedite entry into local organizations
- Read over CHAMPS protocols

Field activities:

10 weeks in field

- Identify key civil society, non- governmental organizations and private sector stakeholders that impact Child Survival within the Kenya CHAMPS project areas

Gathering information about:

- background of partners
- the goals and objectives of their project/s
- the location (to be presented in maps/other formats), nature or type of project (e.g. training/capacity building, resource management, service delivery, research and monitoring, livelihood, advocacy) that was/is being implemented inclusive of components
- the source of financial support
- the size of investment and duration for its utilization
- potential partners' opinions on how their organization would benefit from CHAMPS data

- Educate partners on the mission and scope of work of CHAMPS and why partner mapping is being done
- Re-establish point of contact with stakeholders interviewed by GFE student in Summer 2018 and update on progress
- Clarify and categorize the stakeholders based on their interests/goals/objectives
- Explore the relationship between the different stakeholders
- Update stakeholder map analysis template
- Work collaboratively with and informing CHAMPS site staff of project progress to increase staff knowledge of current and potential partners
- Participate in ministry of health led stakeholders' workshop and document the discussions during the workshop
- Provide support in disseminating the workshop follow up information to all partners
- Attend bi-weekly CHAMPS Kenya meetings
- Debrief CHAMPS Kenya team before departure and establish procedures for partner mapping to be continued

Post-field activities:

3 months after field work

- Workshop follow up: support in disseminating the workshop notes and presentations to all partners
- Reporting to CHAMPS partnerships team lessons learned in stakeholder mapping
- Update stakeholder mapping plan for other CHAMPS sites in collaboration with CHAMPS partnerships team:
 - a. Develop the stakeholders' engagement guidelines for future stakeholder mapping projects
 - b. Develop map creation recommendations and guidelines for future stakeholder mapping projects
 - c. Update stakeholder map analysis template to evaluate future mapping projects

Preferred Qualifications:

Knowledge/Expertise –

- Knowledge and understanding of the International Non-governmental Organization (INGO), Non-governmental Organization (NGO) and Public Private Partnership (PPP) dynamics in developing countries
- Good understanding of stakeholders mapping, analysis and engagement
- Solid understanding of the dynamics, issues and trends in Health associated sectors (education and agriculture) and public finance, as well as issues of transparency and governance

Education/Experiences –

- Currently pursuing a relevant Master's degree
- Willingness to work in Kenya during the summer months to complete necessary on-the-ground mapping work (for 8-10 weeks)
- Experience of working in multi-cultural and NGO environments

- Experience in a similar research capacity, and in synthesis, and preparation of strategic information for decision-makers is preferred

Skills and Abilities –

- Excellent written, verbal, organizational, analytical and interpersonal skills
- Fluency in written and spoken English
- Skills in writing reports and reviews, delivering presentations and defending recommendations
- Ability to organize a workshop among different sectors of stakeholders (civil society, government, private)
- Familiarity with mapping software e.g., GIS
- Self-motivated and self-directed: must be able to work independently with limited oversight, and on a regular basis, connect with a broader team to update on progress
- Comfort in approaching new potential partners and cold-calling new organizations

Contact information (who will receive application packages by email from Handshake?)

ROLLINS SCHOOL OF PUBLIC HEALTH
GLOBAL FIELD EXPERIENCE FINANCIAL AWARD
SUMMER 2020 INFORMATION AND APPLICATION INSTRUCTIONS

PART I - FUNDING APPLICATION SUBMISSION PROCESS

- 1)** The deadline is **9:00 pm on February 20, 2020**.
- 2)** Gather the information outlined on this preview version of the application (this is NOT the application, this just tells you what information to collect to submit online).
- 3)** Have your faculty guide complete the **Faculty Guide Confirmation Form** before the deadline. This means you must share a final (Word) version of your application for funding with your faculty member *well before* the deadline.
- 4)** Complete the **GFEFA Application for Funding** online. **Review the rest of this document to understand the full breadth of information you will need to prepare in advance.**

PART II - AWARD INFORMATION

Please read this information thoroughly. It includes eligibility requirements and conditions for accepting a financial award.

Purpose of Global Field Experience Financial Awards

The Rollins School of Public Health values applied public health learning experiences. The purpose of the Global Field Experience Financial Award (GFEFA) is to provide supplemental funding to RSPH students participating in public health fieldwork in low- and middle-income countries (see eligibility criteria section below). To qualify for an award, a student's proposed global field experience project must be well-defined, rational and feasible; integral to the student's public health training; of measurable value to the host organization/community; and based in a clearly articulated, mutually beneficial partnership. In addition to enhancing students' skills and experiences, a successful global field experience can increase the capacity of host organizations, strengthen faculty/Emory ties with host organizations, contribute to faculty research and attract outstanding students to RSPH.

Faculty Responsibilities

Students must have an RSPH faculty member read, review and advise each application; the person selected may be the student's assigned advisor or mentor but at the least should be a faculty member with interest in the project or expertise in the proposed region, topic, or methodology. For the sake of the application, this faculty person is referred to as a "guide". GFEFA applicants are encouraged to develop fieldwork funding applications

and seek a faculty member early in the academic year to allow ample time for faculty consultations, site selection, and securing appropriate support letters. The RSPH faculty member must read and sign off on the final financial award application submitted to the committee to verify that it meets the expectations for a GFEFA (an example of this form appears at the end of the PDF). The faculty member may also assist in partner development of the fieldwork host/site contact which may include facilitating a Memorandum of Understanding (MOU) between the site and the RSPH (in collaboration with Student Services).

Note: Your application is not complete until your faculty guide has submitted the Faculty Guide Confirmation Form

Fieldwork Host/Site Contact

Students must also work closely with the host agency and local contacts to identify a specific role to play in support of the project goals and objectives in the field. The host letter serves to verify this information. This approach allows students to gain valuable practical experience while making important and tangible contributions to their host organization's success.

Student Eligibility

The GFEFA applications are open to RSPH MPH and MPSH students pursuing summer fieldwork, usually between their first and second years. **The field experience must be a minimum of six weeks** but average field experiences are between 10--12 weeks. **Students must be enrolled at RSPH or Emory for the semester following their field experience** to qualify for a financial award (and to meet award requirements).

Project and Site Eligibility and Exclusion Criteria

Project

For the purposes of GFEFA, a field experience is defined as applying public health knowledge and skills in partnership with a community to advance the wellbeing of a population(s); this includes but is not limited to research projects.

Funding is not provided for student travel that can be categorized as medical- or public health-"tourism;" short term mission opportunities; or shadowing clinicians in settings abroad. Students are also warned not to fall prey to third-party companies that "sell" experience in LMIC and call these APE even though they do not offer public health supervision nor a specific implementation/research partner. Such organizations often charge for a service such as tuition, enrollment or registration. If you are not sure if your site is eligible, please contact [Dr. McFarland](#) or [Dr. Zesiger](#).

If a project will consist *only* of data analysis or lab-based work, the applicant will need to justify why those activities require a student to be in-country.

Site

The review committee gives priority consideration to eligible fieldwork that takes place in low- and middle-income (LMIC) nations as defined by the [World Bank](#) or within indigenous regions, e.g. tribal designated statistical areas (TDSAs), land base or reservations.

Consideration will be given to projects in the United States and other high-income countries for specific projects related to underserved or marginal populations, e.g. refugee populations in Belgium, post-hurricane environmental data collection in Puerto Rico or Zika virus education and surveillance in the U.S. Virgin Islands.

The review committee will not consider applications to countries with a [U.S. State Department](#) Level 4 warning at the time of application. Should the risk of a project site escalate after funds are awarded, additional criteria may apply and there is a chance the trip may not occur at all. In addition, travel to all [countries under trade or economic embargoes by the United States government \(OFAC\)](#) and Afghanistan require a specific endorsement by Emory's international insurance carrier.

IRB and Fieldwork Ethics

Consult with your faculty guide about current IRB requirements. If indicated, student must provide proof of IRB determination before funds will be dispersed. Request a determination here: <http://www.irb.emory.edu/forms/review/request.html>

For further information on necessary procedures, contact the Emory IRB website or office. <http://www.irb.emory.edu/forms/international.html>

GFEFA applications must also include ethical considerations above and beyond IRB considerations.

Additional Information about Award Funding

Funding Source and Amount of Awards: GFEFAs are made possible through the generous support of endowment funds established to give RSPH students the opportunity to obtain supervised field training and to enable the transfer of classroom knowledge into practical experiences. The money provided is a grant that students do not have to repay. The total amount of funding awarded will be based on availability of funds in a given year and the number of students who apply and the quality of the applications.

Appropriate Uses of the Award:

- Travel to and from the field site
- Visa and passport fees
- Immunizations
- Room and board while at the field site
- Direct project costs (transportation and incentives for participants, translators, equipment, lab supplies, etc.)

Conditions of Accepting a Funding Award:

If a student accepts funding from the GFEFA committee, the student must complete the following by 4/4/2020:

- Pre-register for classes or be a Graduate in Residence at Emory University in the fall semester after the global field experience.
- Register online with International SOS *and* create a profile including your itinerary; provide screen-shots demonstrating this has been done.

User guide for registering in My Trips:

https://www.internationalsos.com/MasterPortal/images/ClientAssets/assets/docs_173/MyTrips_User_Guide.pdf

Provide a screen shot showing you have completed these video tutorials:

<https://www.internationalsos.com/elearning/comprehensive/>

- Participate in pre-departure training. Sessions will be online and in-person. More information will be available in the spring semester.
- Complete a travel waiver/release. *Relevant forms will be included with the award letter.*
- Complete all necessary forms required by Emory to facilitate transfer of funds. *Relevant forms will be included with the award letter.*
- Comply with Emory's Policy on Student International Travel.
- Follow the Emory Honor and Conduct Code as well as applicable standards of conduct of the host organization.
- Abide by the laws of the host-country.
- Provide proof of IRB submission or justification for the project being deemed exempt by IRB or faculty guide.
- Obtain health insurance that will cover the student in the destination country.
- Complete the deliverables described in your application for funding and provide them to the host site. (Adjustments to deliverables may occur in consultation with the site supervisor, provide documentation in writing.) ***Failure to complete and share deliverables may result in the student paying back the amount of the GFEFA. The host site will confirm receipt of deliverables.***

PART III APPLICATION FOR FUNDING

The following information will be necessary to complete the **application**—please collect all necessary information in advance to only submit one accurate online form.

******Save all of these components in a word processing document so that if your initial application is not accepted, and you are given the opportunity to revise and resubmit, you can revise first in the word processing document before re-submitting online.******

Section I - Applicant and Project Information

Student Contact Information

- First Name
- Last Name
- Student ID
- Net ID
- Department
- Concentration (if applicable)
- Cell phone number (U.S.)
- Mobile number (international, if known)
- Emory email address
- Non-Emory email address
- Emergency contact – a friend or family member who will not be traveling with you who can be reached in the event someone needs to make decisions about your welfare if you are incapacitated abroad. Name, relationship, phone number
- Skype contact info (if applicable)
- WhatsApp contact info (if applicable)

Project Information

- Title of project
- Country in which field experience will take place
- Length of proposed field experience (minimum of 6 weeks required)
- Name/Department of RSPH Faculty member offering guidance on your GFE financial award application (must be RSPH Faculty or Adjunct Faculty)
- Will your GFE be used for your: thesis, capstone, practicum, unsure
- Prior classes taken, or to be taken before departure, relevant to your topic? Please list:
- Prior classes taken, or to be taken before departure, relevant to your methodology? Please list:
- Prior experiences relevant to your summer field experience?
- How did you find this GFE opportunity?
- **Fieldwork Topic** (select all that apply)

- Behavior change
- Community Health and Development
- Emergency preparedness and Humanitarian relief
- Environmental health
- Gender Based Violence
- Health care systems
- Immunizations/Vaccinations
- Infectious Diseases (Specify)
- Maternal, Newborn and Child health
- Mental Health
- Non-Communicable Diseases (Specify)
- Sexual and Reproductive Health
- Water Hygiene and Sanitation
- Other (Specify)

- **Methods and tools used (Select all that apply)**

- Quantitative

- Survey
- Epidemiologic methods
- Economic/financing
- Other (Specify)

- Qualitative

- Interviews
- Focus Group Discussion
- Other

Case Study

- **Organization Level(s)**

- Domestic (local) Organization
- Domestic (national) Organization
- Faith-based Organization
- Foreign Agency (USAID/UKAID)
- International Organization (WHO, UNAIDS)
- Non-Governmental Organization

- **Fieldwork Purpose** what is the main activity you will be doing during your field experience?

- Community Assessment
- Data Collection
- Education
- Evaluation
- Monitoring and evaluation
- Program Development
- Program Implementation
- Surveillance
- Other (Specify)

Field Site Information

- Host organization
- Name/title of **in-country** contact you will be working with or have been in communication with at the host organization with contact information (MUST include in-country phone and e-mail, Skype if applicable)
- Contact information for any other contact that you are working with (may be US-based)
- What is the English language proficiency of your site contact? None, some, fluent
- What is your site contact's primary language?
- What is the primary language of the area in which you will conduct your GFE?
- What is your proficiency in that language?
- If you are not proficient, what plans have you made for hiring translators or otherwise managing your project?
- What contributions or support is the host organization providing, if any?
- Have Emory students worked with your host organization previously?
- Are other Emory students planning to work there in 2020? If yes, how will their role differ from yours?

If your project is lab-based or consists only of data-analysis, please justify why the experience has to occur in-country? Reasons could include that data or samples are only available in that location. How will your outcomes benefit the people of that location?

This will be a text field with line spacing and it will cap at 250 words.

Section II - Abstract

Provide an abstract of your application, 250 words or less. An abstract should include summary statements about your project's importance, objectives, methods and deliverables.

This will be a text field with line spacing and it will cap at 250 words.

Section III - Detailed narrative

Essential background, context and motivation for the work that you will be doing. (500 words) Please include information on the significance of the proposed work and why it is important to the specific country and community where you will be working and to the field of public health. This section should include a brief literature review. References/Citations should be uploaded as a separate file and do not count toward the word limit.

This will be a text field with line spacing and it will cap at 500 words.

Project objectives. (500 words) Clearly identify your research question or project scope. Describe the objectives of your project. Use SMART objectives, that is, your objectives are Specific, Measurable, Achievable, Realistic and Time-bound. Be sure to clearly define your specific role and responsibility in the project. If these are embedded in a larger project or a team, show the relationship and where your discrete project fits in the larger project.

In addition, please describe what you hope to learn from your supervisor/site/colleagues and the local community.

This will be a text field with line spacing and it will cap at 500 words.

Methods. (350 words) What methods will you use to achieve the objectives of the project? Be specific. All applications are not necessarily research proposals, but you still must have methods to achieve your objectives.

If you are not experienced and prepared in the methods you propose, are there other methods you might use to assist the organization and achieve your goals?

If your project puts you or your beneficiary/target group at increased risk, you must detail how you will mitigate the risk (this includes physical risk but also emotional or stigma-related risk if working with certain topics and/or populations). If you are working with communicable diseases or a population experiencing an outbreak, you must include your Personal Protection in Outbreak (PPO) considerations.

If you intend to conduct data collection, provide a copy of your instrument as an attached file. It may be in draft form. Explain how you will complete the instrument, the data collection process

and the report.

If you will conduct an evaluation, provide the evaluation instrument or plan. If you are going to participate in developing or implementing a training program, provide a draft curriculum.

Include draft tools as attachments, indicating you will revise in-country based on input from your stakeholders.

Committee concerns in the past have most often been in the areas of ethics and research methods. Please review your application carefully with a faculty mentor well in advance. For example, if you plan to conduct focus groups of adolescents in an STI clinic in Uganda – what are the ethical implications and considerations regarding stigma, limits on confidentiality, working with minors, discussing sexuality, etc.

Another area of committee concern has been insufficient details about the methods, please be sure to address these in this section if relevant: sample size should be specified; detail how data entry will occur, what is the plan for analysis?

This will be a text field with line spacing and it will cap at 350 words.

Deliverable/s. (200 words) Provide a detailed description of the deliverables that you will provide to the organization/community and how you plan to share this information with stakeholders. (Examples of deliverables include a final report, a curriculum, a training module, an evaluation, a research study manuscript, draft legislation or policy proposal, etc.

This will be a text field with line spacing and it will cap at 200 words.

Learning objectives and career goals statement. (200 words) What skills, knowledge and experience do you want to gain as a result of the project? How does this project relate to your career goals?

This is also the section where you would describe any previous qualifications (i.e. experience,

language) that justify how you are the appropriate person to complete this project and describe how this experience will utilize your public health practice and any additional perspective. Describe your previous training, coursework or other preparation (mentoring support from faculty experts; online course; etc.) in the specific methods to be utilized (survey research, interviews, focus groups, evaluation, curriculum development, needs assessment, etc.).

This will be a text field with line spacing and it will cap at 200 words.

Timeline. Global field experiences must be at least 6 weeks in duration. Describe your specific project plan for the time that you will be in the field as well as any additional preparations before departing and steps that you must complete upon your return. As you prepare your timeline, consider the potential impact of the rainy season in some regions, the potential impact of Ramadan or other holidays or festivals in your host community; how long might it take to build relationships in-country to facilitate access to the populations on which your project depends? Be sure to include plans for sharing your findings while you are in-field and any necessary follow-up.

Create a GANTT chart and provide this along with your application as an uploaded attachment. See <http://asq.org/learn-about-quality/project-planning-tools/overview/gantt-chart.html>

NOTE – *when you upload your GANTT chart, if it is formatted as an excel document, you will need to select “all files” from the drop-down menu by file name to see files formatted in excel.*

Budget. Detail the budget for your project and the expected source of funds for each line item. Consider language requirements and your ability to mitigate any translation and cultural understanding concerns. Budget for a translator or local teams if applicable. Your proposed budget has no bearing on how much money you will be awarded. Rather, it is required in order to indicate whether you have a realistic and feasible expectation of the monies necessary to engage in fieldwork. It is very likely that GFE financial awards will not cover all expenses.

Section IV - Letter of invitation

- You must upload a letter of invitation from the organization with which you will be affiliated during your summer field experience. (NOTE: It is important that a discussion of the following points and any necessary negotiations *happen early during the program development stage* and not merely as a technicality for the GFEFA application submission.)

The letter should include:

- Name and position of supervisor and/or mentor in the organization and the individual's contact details. (NOTE: The letter must be signed by an official representative of the organization but if there is another representative who will serve as your main contact in the field, that information must also be included.)
- Statement that the organization knows about and approves your project and the timing of your visit.
- Statement of value that your project will have for the organization/community and any agreement of expectations for what you will provide as deliverables for your project or during your stay.
- Support or resources the organization may be able to provide or that they are able to help identify (i.e. local transport, office space, translators, assistance finding housing) NOTE: This letter is intended to appropriately communicate expectations and available resources and does not serve as a guarantee that any support or materials will be provided upon arrival.
- Statement of whether local IRB/ethics committee approval is required and if so, whose responsibility it is to complete this and when it will be submitted.

Section V Current curriculum vitae or résumé

Upload your CV or résumé. Be sure that the CV or résumé reflects the experience or qualifications indicated in your career goals section. (Get help in advance from the staff in Career Services or one of the Career Development Ambassadors.)

Uploads:

- DRAFT project documents such as survey, interview guide, etc. (You must merge these into one file before uploading. A PDF is acceptable.)
- Budget
- CV
- GANTT chart
- Host letter
- References/Citations
- Other uploads/appendices

For reference only: 2020 APPLICATION ASSESSMENT

All applications are reviewed by the GFEFA review committee, comprised of personnel in RSPH with significant global health experience and experience supervising students conducting summer field work. Each application is read and evaluated by at least 2 committee members using a standard score sheet. Based on scores, application decisions will be: 1) accept with no revisions; 2) accept with minor revisions to discuss with faculty member; 3) revise and resubmit; or 4) reject.

NOTE: Applications are evaluated against the criteria not against one another. However, applications accepted with no revisions will receive higher funding than those that require revisions and resubmission.

The evaluation criteria are:

Please rate the application using the following scores:

Score = 0 if an item is missing

Score = 1 if few (0-1) of the items are met

Score = 2 if some of the items (2-3) are met, but many are unclear

Score = 3 if most (3-4) of the criterion are met, but are unclear

Score = 4 if most (4-5) of the criterion are met; a few are unclear

Score = 5 if all of the criterion are met clearly

Criteria	Score
1. The application demonstrates the project's implications for public health.	___/5
a) The applicant provides a thorough statement of the significance of the proposed work.	
b) There is ample evidence of organizational support, communication, planning and preparation with host site.	
c) Project goals align with the needs/assets of the host organization.	
d) There is a clear value added by this project for the host organization and the population(s) served.	
e) There is evidence of a brief literature review or other indication that the student can appreciate the impact of their project within a larger context.	
2. The project objectives are achievable.	___/5
a) Research question or project scope is well defined.	
b) Timeline is appropriate for meeting objectives.	
c) Budget is detailed, there is evidence of consultation or research to determine costs, sources for in-country estimates are cited, and estimated costs are congruent with the resource needs of the project or research proposed.	
d) Deliverables are well defined.	
e) Objectives are SMART.	
3. The project methods are appropriate.	___/5
a) Provides a clear explanation of the proposed methods including, if applicable, sample size, a description of how data entry will occur and a data analysis plan.	
b) Risks are identified and risk mitigation is addressed.	

c) There is evidence of consideration of fieldwork ethics and human subjects research protections.	
d) Evidence of a “plan B” should the first tool or methodological approach lack feasibility once in-country input is received.	
e) The proposed methods are congruent with the project goals.	
4. Student demonstrates capacity to meet project objectives.	___/5
a) Student has the necessary training (class work or experience) to execute the work.	
b) There is a specific role for the student to perform in the GFE. The roles of other project personnel are described and the student clearly offers a unique contribution.	
c) There is evidence of self-reflection and humility in planning for one’s GFE.	
d) The proposed experience augments the student’s professional development	
e) Information on the student’s résumé supports their preparation for the GFE.	
TOTAL SCORE	___/20

PREVIEW ONLY

**2020 Global Field Experience Financial Award (GFEFA) Application
Faculty Guide Confirmation Form**

Student's name _____

Student's email _____

Student ID# _____

Faculty name _____

Faculty email _____

I have reviewed this student's application for funding and I am confident sending it to the faculty review committee for consideration. The application for funding contains the following, quality components:

Criteria	Component is present <u>and</u> I deem it to be of high quality
1. The application demonstrates the project's implications for public health.	
The applicant provides a thorough statement of the significance of the proposed work.	
There is ample evidence of organizational support, communication, planning and preparation with host site. Host Letter	
Project goals align with the needs/assets of the host organization.	
There is a clear value added by this project for the host organization and the population(s) served.	
There is evidence of a brief literature review or other indication that the student can appreciate the impact of their project within a larger context.	
2. The project objectives are achievable.	
Research question or project scope is well defined.	
Timeline is appropriate for meeting objectives.	
Budget is detailed, there is evidence of consultation or research to determine costs, sources for in-country estimates are cited, and estimated costs are congruent with the resource needs of the project or research proposed.	
Deliverables are well defined.	
Objectives are SMART.	
3. The project methods are appropriate.	
Provides a clear explanation of the proposed methods, including, if applicable, sample size, a description of how data entry will occur and a data analysis plan.	
Risks are identified and risk mitigation is addressed.	
There is evidence of consideration of fieldwork ethics and human subjects research protections.	

Evidence of a “plan B” should the first tool or methodological approach lack feasibility once in-country input is received.	
The proposed methods are congruent with the project goals.	
4. Student demonstrates capacity to meet project objectives.	
Student has the necessary training (class work or experience) to execute the work.	
There is a specific role for the student to perform in the GFE. The roles of other project personnel are described and the student clearly offers a unique contribution.	
There is evidence of self-reflection and humility in planning for one’s GFE.	
The proposed experience augments the student’s professional development.	
Information on the student’s résumé supports their preparation for the GFE. Review student’s CV.	
Uploads – Confirm items are present and review program documents for quality, if applicable	
Host letter (evaluated under #1 above)	
Budget (evaluated under #2 above)	
DRAFT survey, interview guide, etc. [Optional, only include if referenced in application narrative]	
Student’s CV (evaluated under #4 above)	
GANTT chart (evaluated under #2 above)	

Faculty Signature (Typed name constitutes signature for the purposes of this form.)

Date

IN CASE OF EMERGENCY



EMORY

ROLLINS
SCHOOL OF
PUBLIC
HEALTH

FIELDWORK EMERGENCY CONTACT LIST

Your fieldwork provides an opportunity to integrate and apply skills and knowledge gained through coursework and prior experiences in a professional public health work environment. While applied practice is overwhelmingly a meaningful and formative professional experience, fieldwork can also be challenging. It is impossible to predict the myriad situations you may encounter. Use your best judgment and know that there are colleagues and administrators at RSPH and Emory who are available to assist should you need us.

1

For **MOST SITUATIONS**, your first point of contact will be your field- or other on-site supervisor. In the event of theft or non-violent crime, the location and cultural context may determine the course of action. In some places, it is not safe to go to the authorities. Emory's Police Department may be able to provide guidance: 404-727-8005, 24-7. Depending on the severity and setting of the incident, you may wish to inform your host organization, family, PI or faculty advisor and notify RSPH personnel at RollinsStudentSupport@emory.edu.

2

For **MEDICAL EMERGENCIES**, contact International SOS at +1-215 942-8478 to arrange medical transportation and care. They have multilingual medical staff to assist with your care; can provide medical evacuation; and may assist with medical fees. Collect calls are accepted.

3

In the event of **WORKPLACE DISCRIMINATION**, if you do not feel safe involving your site supervisor, you can also reach out to your PI or faculty advisor for guidance on navigating cultural contexts and to access additional resources and support. Emory personnel are mandated to report incidents that violate Title IX. For confidential* support, you can contact Emory's Respect Program, 24-7 advocacy hotline, 470-270-5360.

4

For **VIOLENCE, SEXUAL ASSAULT, STREET HARASSMENT OR OTHER DISCRIMINATION**, the location and cultural context may determine the course of action. In some places, it is not safe to go to the authorities. Emory's Police Department may be able to provide guidance: 404-727-8005, 24-7.

Depending on the severity and setting of the incident, you may wish to inform your host organization, family, PI or faculty advisor and notify RSPH personnel at RollinsStudentSupport@emory.edu. Emory personnel are mandated to report incidents that violate Title IX. For confidential* support, you can contact Emory's Respect Program 24-7 hotline, 470-270-5360.

5

For **MENTAL AND EMOTIONAL SUPPORT**, you can reach out to Emory's Student Intervention Services (SIS), 24-7, at 404-430-1120.

You may also follow-up with Counseling and Psychological Services (CAPS) at 404-747-7450, when you return to Emory.

* Denotes federal reporting mandates.

My Personal Emergency Contact: _____

In-Country Emergency Contact: _____

ONLINE RESOURCES:

https://travel.state.gov/content/dam/students-abroad/pdfs/911_ABROAD.pdf

<https://www.usembassy.gov/>

Extend your organization's reach: Partner with a master's level public health student in summer 2020!

Are there projects on your to-do list that could be achievable in a 6-12 week summer field placement?

Could a student from the U.S. complement your local talent by providing a mutual, cross-cultural and interdisciplinary experience?

Field projects may include: needs assessment; program development; monitoring and evaluation; data entry and analysis; report writing; qualitative data collection; grant-writing; curriculum development; training; health education; surveillance; environmental toxin measures; protocol development and more!

Rollins School of Public Health at Emory University provides funding for qualifying students' summer fieldwork in low- and middle-income countries.

Partner sites contribute public health mentorship and supervision; adequate worksite resources to complete the project; assistance developing IRB-human subjects research protocols if necessary; and exposure to public health practice in a global setting.

Next steps: email Heather Zesiger, PhD, MPH,
heather.zesiger@emory.edu

