

Global Health Established Field Placements Interview Guide – Faculty Interview of Students for GHEFP

Background

The Center for Global Health (CGH) supports students through the Global Health Established Field Placement. This program matches students to faculty and their international global health sites, and provides the students with \$3,500 to defray travel costs. Faculty and students both submit preferences which determine the matches. The CGH strongly recommends faculty interview students during the application review period (in the 2016 cycle, from 2/16/2016 – 3/9/2016). In 2014, nearly 80% of those students who received awards were initially interviewed. While interviews can not only give the faculty member insight into the maturity and skillset of the students, both crucial aspects when placing students in professional settings abroad, the CGH also finds interviews provide the following benefits:

- Establishes rapport between student and faculty member, which services as a strong foundation for the communication and mentorship to come
- Reassures the students that they are being carefully considered for the position. This ultimately can have an impact on how the students rank the placements they applied to, which is weighed more heavily by the CGH during the matching process than faculty preference.
- Further prepares students for interviews throughout their careers
- Keeps faculty members aware of the expectations, goals and skills of students
- Produce more compatible matches

Finally, the CGH expects faculty members to consider all that applicants to their sites. **The GHEFP is primarily intended for students who have not previously developed relationships with faculty mentors.** Thus interviews enables faculty mentors to better consider the applicants who they have not previously met through classes or advising.

Ask a GHEFP candidate:

1. What are your expectations of a mentor-mentee relationship?
2. What is your communication style and what level of support makes you comfortable in an international professional setting?
3. What skills, knowledge and experiences do you hope to acquire and develop while at my site?
4. What skills, knowledge and experiences would you bring to the team at my site?
5. What in particular appeals to you about my site?
6. How will the GHEFP at my site build your career?
7. What situation has forced you out of your comfort zone? Why did it? What have you learned from it?
8. What, if anything, are you most nervous about at the prospect of working overseas for at least 6 weeks in a low-to middle-income country?

Interview Guide

1. Establishing and Agreeing Upon Expectations

- a. *REFLECT & SHARE*: What are your (the faculty mentor's) expectations of your mentee? What have you found successful in your past mentorship experiences as either the mentor or mentee? How can you implement the strengths? What could have been improved or avoided from your past experiences?
- b. *ASK*: What are the student's expectations of:
 - i. A mentor-mentee relationship?
 - ii. Support on the ground?
- c. *DETERMINE*: What expectations can be agreed upon by both parties in order to consider this student for your site?

2. Communication Styles

- a. *REFLECT & SHARE*: What is your communication style?
- b. *ASK*: What's the student's communication style? Do they prefer hands-on (e.g. weekly emails) or only emails when you have a question or problem?
- c. *DETERMINE*: Based on your work load and the expectations of the student, how would your two communication styles work together? Are they complimentary?

3. Skills & Growth

- a. *REFLECT & SHARE*: What tasks and jobs does your project need completed by a student who joins the team? What skills and expertise are required to complete them? What training will be available? What skills would a student be able to develop and learn while at your placement?
- b. *ASK*: What skills does the student already have? What skills does the student hope to acquire and develop?
- c. *DETERMINE*: Does the student's skillset differ or compliment the skills your placement will cultivate or needs from a student? Are your and the student's expectations aligned?

4. Maturity

- a. *ASK*: Can the student describe a time they chose or were forced out of their comfort zone? Describe it, how they handled it, what they've learned from it, and how they would use those skills moving forward.
- b. *ASK*: What is the student most nervous about at the prospect of working overseas in an LMIC for 6+ weeks?

5. Site Specific Information

- a. *REFLECT & SHARE*
 - i. What is particularly unique about your site/project/country location that a student should know in order to make an informed decision about living there for 6+ weeks?
 1. Transportation to and from a remote rural area
 2. High altitude
 3. Extreme weather
 4. Access to health care based on student's health
 5. Access to religious services
 6. Local cost of living

7. Colleagues and community at the site
 - ii. In addition to the \$3,500 provided by the CGH to the selected student, can your site provide any support, such as housing...etc.?
 - iii. Will you/your team/local collaborators provide additional site specific training?
 - iv. Any other questions your local collaborators have.

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