



SCHOOL OF
PUBLIC HEALTH

PHE 504 FIELD EXPERIENCE GUIDELINES

MPH IN HEALTH PROMOTION

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MPH IN HEALTH PROMOTION

INTRODUCTION

Students in all MPH degree programs must complete a graduate internship,¹ or “Field Experience.” The Health Promotion program (HP) requires a 6-credit, 200 hour Field Experience, with a graded reflective report and evidence of work conducted in the context of the field placement (project deliverables) and a graded presentation of the experience. The Field Experience is an opportunity to demonstrate mastery of competencies acquired during the program.

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¹ Please note that while “graduate internship” is the university term shared by all such activities with this course number, the OHSU-PSU School of Public Health refers to a “Field Experience” or “Organizational Experience” in acknowledgement of the high level of skill brought to the activity by a graduate student at the conclusion of his/her training.

² This page must also be included as the coversheet for (1) Application and (2) the Reflective Report at the end of the Field Experience.

Field Experience Identification Flow Chart

Step 1: Attend a Field Experience Orientation and download Field Experience Guidelines. In addition, consulting with Faculty Advisor about interests and career objectives is recommended.

Recommendation: 1 to 2 full terms prior to planned placement; 2½ terms prior if international placement.

Step 2: Do preliminary research about potential placements.

Step 3: Meet with Faculty Advisor to discuss ideas for field experience placements and career objectives. **[Recommendation: 1½ terms prior to planned placement; 2½ terms prior if international]**

Step 4: Identify and research potential sites for availability of placements, preceptor qualifications, type of work environment, and range of opportunities. Details are found later in these guidelines.

Step 5: Contact Field Experience site(s) of interest, discuss activities and terms of placement, and make any final decisions. Begin draft of the Application and Learning Contract (see Appendices).

Step 6: Solicit Feedback on Draft Application

- Consult with Preceptor about draft Matrix and Position Description
 - At least 1-2 weeks prior to submission of the application, bring a draft of the Application and Learning Contract – minimally this must include a draft Position Description and draft Matrix - to Field Experience Coordinator for discussion and fine-tuning.
 - Consult with Faculty Advisor for feedback.
 - Be prepared to complete international travel, and/or Human Subjects authorization protocols, as necessary.
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Step 7: Signatures and Submission

- Acquire signatures on completed and approved Application and Learning Contract from Faculty Advisor and Field Experience Preceptor.
- Submit an electronic copy of the approved, completed, and signed Application and Learning Contract to the Field Experience Coordinator.
- Provide copies of approved and signed Application and Learning Contract to Field Experience Preceptor.

[Requirement: All documentation is *due no later than* the Monday of the 5th week of term prior to planned placement; 1 full term prior if international placement.]

Step 8: Register for PHE 504, Start Experience

- Print email approval from Field Experience Coordinator and register using goldenrod-colored *Special Registration* form (available in SCH office and online) Have form signed/stamped at the SCH front desk. Submit in Neuberger Hall.
- Register for either 6 credits in one term or 3 credits over two terms. Choose A-F grade option if admitted after Fall 2015 and taking the CPH exam/Culminating Presentation option. Students who plan to complete their field experiences spring and summer terms need to register for 3 credits spring, 2 credits summer, and 1 credit for fall when faculty are on contract to evaluate student work.
- Once registration appears in Banner AND the current term has ended, you may begin FE.

PHE 504: OVERVIEW & DESCRIPTION OF REQUIREMENTS

Students are required to work with their Faculty Advisor (FA) and Field Experience Coordinator (FEC) throughout the Field Experience (FE). The processes, responsibilities, and requirements of the FE are described in the following pages.

1. WHAT IS THE PURPOSE OF THE FIELD EXPERIENCE?

The purpose of the FE is to provide students with a supervised opportunity to demonstrate mastery of knowledge and competencies. The reflective report will enable the student to describe his/her mastery of Health Promotion Competencies 1, 3, 4, 8, and 9 whereas the oral presentation will enable the student to demonstrate mastery of HP competencies 2, 5, 6, and 7.

2. WHAT IS THE CULMINATING EXPERIENCE?

The Culminating Experience is the summative experience at the end of the program in which students demonstrate mastery of the skills and knowledge acquired during the course of study. It builds on the Field Experience, and requires the student to synthesize, integrate and apply skills and competencies acquired through the classroom and their public health experiences. For Health Promotion students, this is demonstrated through the integrative paper.

3. WHO MUST TAKE PHE 504?

All Health Promotion MPH students must complete PHE 504.

4. WHAT DOES THE FE INVOLVE?

Students work **onsite** at an agency or organization, to address a public health issue using the knowledge and skills acquired in core and required program coursework. It is an opportunity for students to relate and apply their academic experiences to public health issues. Ideally, it builds on or complements the student's area of emphasis.

The FE is integral to the culminating experience for each MPH program and is typically the final of multiple points that measure mastery of specified competencies [**Health Promotion Learning Competencies 1, 3, 4, 8, 9, and 10**] through their field experience proposal, work products, and Reflective Report. The remaining competencies (2, 5, 6, 7) are assessed during the FE presentation. The student must spend a minimum of 200 hours of work in the FE for a total of 6 credits. Time spent writing the final report will be in addition to these 200 hours. Students may register for all 6 credits in one 10-week term or for 3 credits each across two consecutive terms.

During the FE, students are encouraged to keep a **journal of experiences** in and reflections about the FE. These journals are not submitted to the FEC but rather are intended to support the student in crafting progress reports as well as the final summary report.

Two Terms or One?

It is strongly recommended that students complete the FE over two terms, if possible. It is possible to complete the FE over one term. However, doing so compresses the experience. If the FE is completed over two terms, the student will receive an "in process" grade for the first term, which will be replaced by a letter grade for both terms when the entire 6 credits of the FE are complete.

Changes to the Field Experience Require a Revised Matrix

Any proposed changes to agreed-upon activities must be approved by the FEC *in advance* of implementing such changes. Alterations to the learning competencies matrix will be required to accompany changes in planned activities.

Students must email the FEC on a bi-weekly basis (i.e., every other week) to (1) briefly report their experiences during the prior two-week interval, (2) to predict upcoming activities for the following two-week interval, (3) identify any challenges that arose and the steps taken to remedy problems, and (4) state whether any changes to the Matrix are required. For students completing their FE across two terms, biweekly reports must be submitted as long as the student is in the placement, including the interval between terms.

At the end of the FE, the student must prepare and submit a **FE Reflective Report** (Appendix E), **examples of the work products** developed during the field experience, and a 20-minute **oral presentation with faculty Q and A**. *Please be advised the faculty Q and A is part of the review of competency mastery, and students should be prepared to explain all design and methodological choices in the context of other potential approaches.* **Presentations will be held the Monday of Finals Week (specific presentation times to be assigned).**

Students are also required to submit a **Student Evaluation Form** online, and Preceptors will be sent a link to the **Preceptor Evaluation Form**. Students should help to remind Preceptors of the evaluation; grades cannot be determined without that important Preceptor feedback.

Students are encouraged to contact the FEC as soon as possible should a problem arise during the placement. Most problems can be resolved if addressed early and working closely with both the Preceptor and FEC. In rare instances, it may be necessary to find another, more appropriate, placement.

5. WHEN SHOULD THE FE OCCUR?

Students must complete **all core and Health Promotion required courses** before beginning the FE.

6. IS THERE A REQUIRED ORIENTATION FOR PHE 504?

Yes. Students are required to attend a PHE 504 Orientation **one to full terms prior** to their planned field work term. Orientations are scheduled once a term during fall, winter, and spring. The FEC will organize and facilitate these orientation sessions, providing information about FE selection, paperwork, and approval processes.

Please schedule appointments with the FEC to discuss your field work *only* after having attended an orientation session; this will help ensure that time spent in the appointment can focus on the specific details of your placement, rather than on general procedure.

7. HOW DO I IDENTIFY A FE?

Field Experience sites are identified in a number of ways, including:

- Students' own ideas and contacts, including previously placed MPH students (see list of recent placements in Appendix)

Placement at current employer:

In some circumstances, students may use their current employer as their FE site. Students using their current employer as their FE site will be required to work on a project *outside* the normal scope of their employment position.

Clinical and lobbying activities:

No FE shall include lobbying or clinical practice. This includes students who hold clinical licensure or who currently lobby in their professional lives. Any clinical or lobbying activities to which a student agrees are to be performed outside the context of FE, will not count toward the 200-hour requirement, and are not sanctioned by PSU.

Use of personal vehicles:

Students may use personal vehicles to get to/from placement activities. Students may not drive placement staff or clients in their personal vehicles.

- Students’ research into existing agency and organizational postings
- Announcements of opportunities posted on MPH listservs
- Sites identified in consultation with the FEC and FA

Students are advised to research FE opportunities up to two full terms prior to the term during which they plan to do their fieldwork. This is to ensure that there is sufficient time to make a final decision and to obtain all necessary approvals.

Students need to work with their faculty advisers throughout the entire FE process, including to discuss an appropriate FE site. Field Experience Coordinators may recommend meeting with other faculty depending upon student interests. Students also are encouraged to conduct a series of informational interviews to help select the site for their FE. In these informational interviews, students should be prepared to explain concisely the FE requirements and to ask specific and targeted questions that will help determine whether there is good fit between PHE 504 requirements and the needs of the site.

8. WHO MAY SERVE AS PRECEPTOR?

Field Experience preceptors must have public health credentials, by virtue of formal training or position and experience. Potential Preceptors will be evaluated on a case-by-case basis. It is recommended that in conducting informational interviews with prospective preceptors that you discuss their public health qualifications to serve as a preceptor. The FE Preceptor may not be a current SPH primary faculty or adviser, including at partner campuses.

9. WHAT APPLICATION MATERIALS MUST BE COMPLETED AND APPROVED BEFORE MY FE BEGINS?

It is the student’s responsibility to ensure that the proper paperwork is submitted **by 5pm on the Monday of Week 5 of the term prior** to beginning the FE. Students should plan accordingly, allowing sufficient time to complete all forms and approval processes.

Students will not be authorized to register for PHE 504 until all paperwork has been signed, submitted, and approved.

A. Application and Learning Contract

The components of the Application and Learning Contract (ALC; see Appendices for forms), including:

- Graduate Field Experience checklist Form
- Application and Learning Contract Form
- Current Resume
- Health Promotion Advising Sheet
- Unofficial Transcripts (from Banner)

Feedback on application materials:

It is highly recommended that you meet with the FEC **1-2 weeks prior to Week 5 of the application term.** Bring a draft of the Application and Learning Contract (minimally a draft Position Description and draft Matrix) for review to the meeting with the FEC. This will allow time before the **Monday of Week 5 application submission deadline** for revisions to be made if gaps are identified.

- Public Health Career Objectives
- Relation of ALL Coursework to FE Position Description
- Learning Competency Matrix (the 'Matrix')
- List/Description of Anticipated Final Products
- Projected Date of Completion
- IRB – waiver or memo (if applicable – see FAQ 15)
- International package (if applicable)
- Field Experience Agency Agreement (rarely required)

Because this is a substantial document, it is important to allow sufficient time for development and any required revisions. As each placement is crafted uniquely for each student, students' contracts will likely differ greatly from their colleagues'; it is not recommended that students try to model after another student's contract. As indicated in the timeline, students will work with their Preceptor, the FEC, and FA in the development of the ALC. **Application and Learning Contracts must be signed by both the Preceptor and Advisor prior to submission.** The original signed ALC must be given to the FEC, and a copy of the original must be given to the Preceptor

B. Field Experience Agreement

This is a formal interagency agreement. PSU currently does not require a Field Experience Agreement with other sites, but the field placement site may require one of PSU. Please check with *early* your

Preceptor and FEC for applicability to your placement. These can take substantial time to complete.

If a FE Agreement is required by the field site, the student's approved learning competencies will be included in the Agreement. Thus, the Agreement cannot be created until the entirety of the Learning Contract is complete and approved. Notice of approval will be sent to the FEC, who will in turn send it to the student and Preceptor.

10. WHEN MUST I SUBMIT MY DOCUMENTATION?

Documentation for FEs *not* involving human research or international travel **must be submitted electronically to the FEC by the Monday of the 5th week** of the term prior to the planned placement term. This timeframe helps ensure that all paperwork is complete and approvals obtained by the planned start date. It is highly recommended that applications for FEs involving international travel and/or research components be submitted 1-2 full terms in advance of the planned FE to allow for additional approvals and paperwork required. (Please see additional information below on both research-based and international FEs.)

Background checks: Some sites, including most public agencies, require a background check. Most sites that require them have an internal processes they wish to use; if not, please contact the FE Coordinator for assistance.

Immunization records: Some sites, including many public agencies, require immunizations. Please contact SHAC with the list of required immunizations for guidance.

The fine print: For your protection and that of the University's, all field experiences will require oversight and approvals, the precise nature of which will be determined by the content of each proposed experience. This is to say that procedures and timeframes may vary by student and project.

11. HOW DO I ADDRESS THE HEALTH PROMOTION LEARNING COMPETENCIES?

This is a competency-based, integrative experience demonstrating mastery of knowledge and skills developed during the program. Students' individual learning competencies, as expressed in the Application and Learning Contract, must be mapped to the Health Promotion Learning Competencies. The student must then provide a **minimum of three specific, sequential FE Learning Activities for each FE Learning Competency** (please note that many competencies will require more than three activities to fulfill them). A Learning Activity may satisfy more than one Learning Competency, but measurement of each must be clear. The specific Project Deliverables associated with each learning competency must also be indicated.

The **4-column learning competency matrix** format in which this placement plan is presented below and will be fully discussed during the FE Orientation.

Health Promotion Competency	FE Learning Competency	Learning Activities	Deliverable/Product
Actual Language for HP Learning Competency	<p>Your project/placement-specific competency(ies).</p> <p>Include one skill or theory per competency. You may have several FE learning competencies per HP competency.</p>	<p><i>Minimum</i> of three sequential activities per competency. Please note that many learning competencies will require more than three activities to fulfill them. A complete and coherent set of sequential activities are expected.</p> <p>Number each competency and related activities so that it is clear which activities are associated with which HP competencies.</p>	List of deliverables/products associated with this learning competency(ies)

Student-defined FE Learning Competencies expressed in the Application and Learning Contracts must specifically address, *at minimum*, Health Promotion Learning competencies 1, 3, 4, 8, 9, and 10 (see below). Students are welcome to address more and to add competencies of your own to this list. Be aware, however, that the matrix is treated as a contract, and you will be required to address each in your final Reflective Report.

Health Promotion Learning Competencies

1. **Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.**
 2. Develop interventions and programs to effect change at multiple levels, including individual, community, organizations, and policy
 3. **Design and implement strategies to promote health**
 4. **Solicit and integrate input from community and organization stakeholders.**
 5. Design and deliver health communication messages.
 6. Evaluate and interpret results from program evaluations and other research.
 7. Define research problems, frame research questions, design research procedures, and outline methods of analysis.
 8. **Apply ethical principles that govern the practice of public health.**
 9. **Enact cultural competency in diverse social and cultural communities.**
 10. **Develop a substantive area of emphasis.**
-

12. WHAT IS, AND HOW DO I WRITE, A LEARNING COMPETENCY OR LEARNING ACTIVITY?

Students are encouraged to work with the FEC to refine appropriate FE Learning Competencies and associated Learning Activities. The PHE 504 Orientation, also covers construction of learning competencies and activities in detail.

Together, Learning Competencies and Activities must:

- Describe the performance of a **major cognitive skill**;
- Pay particular attention to analysis, synthesis, and evaluation;
- Begin with an “**action verb**” that matches the means of performance assessment;
- Be explicitly measurable through **at least three sequential** Learning Activities per Learning Competency (please note that many competencies will require more than three activities to fulfill them);
- Identify the intended outcome or product, not the process; and
- Reference and build upon the HP Learning Competencies.

FE Learning Competency & Learning Activity

Learning Competencies and Learning Activities are comprised of **brief** (one sentence) and **specific** language that begins with **action** verbs to state what a student will *do*. Because they relate to specific observable outcomes, they can be measured. Both must be a reasonable in scope and breadth.

So what is the difference? FE Learning Competency:

- a. Describes a single, major cognitive **skill**
- b. Answers **WHAT** you plan to do to demonstrate mastery of the competency
- c. Answers **HOW** you plan to demonstrate mastery of the competency

Keep in mind that Learning Competencies are brief (i.e., one sentence), specific statements of what a student will *do*. The general format for such statements is “Who will do How Much of What by When.”

Appropriate and **measurable** action verbs for each of the skill domains might include the following:

- **Knowledge:** arrange, define, duplicate, label, list, name, order, recognize, relate, repeat, reproduce, count, define, meet, review, study
- **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, report, restate, review, select, translate
- **Application:** apply, choose, demonstrate, employ, illustrate, interpret, operate, practice, schedule, solve, use, write
- **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, test
- **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, write
- **Evaluation:** appraise, assess, attach, choose, compare, defend, estimate, judge, predict, rate, select, support, value, evaluate

Avoid **unmeasurable** verbs such as:

- Understand, embrace, embody, address, respect, appreciate, honor (etc.)

13. HOW DO I REGISTER FOR THE FE?

Registration for PHE 504 follows a different procedure than registering for regular classes. Students will first submit all required documentation to the FEC. Following the submission of completed paperwork and receipt of all approvals, students will register using the goldenrod colored Special Registration form available in the SCH office. Please bring the Special Registration form to the front desk, along with a printout of the FEC's e-mail approval, for signature and departmental stamp. Then, take the signed/stamped form to the PSU Registrar's Office for processing. Allow a few days for your placement in PHE 504 to appear in the Banner system.

14. HOW DO I COMPLETE THE FE?

Successful completion of the FE requires demonstrated mastery of stated learning competencies, completion of all deliverables, and submission of a final Reflective Report and other required materials (see list on next page). Materials are due by **5 pm on Monday of Week 9 of the term in which the placement is completed** for review by the FEC and FA. All materials must be submitted electronically to the Field Experience Coordinator.

On the **Monday of finals week** of every term, the FE student will give a 20-minute **Culminating Presentation** that places the field experience activities in the larger context of approaches to solve the problems addressed during the placement. The purpose of the presentation is to provide the student with the opportunity to demonstrate mastery of the four learning competencies not evaluated as part of the FE contract and activities. The presentation will be followed by faculty Q and A. *Please be advised the faculty Q and A is part of the review of competency mastery, and students should be prepared to explain all design and methodological choices in the context of other potential approaches.* This means that you will be asked about methods and approaches beyond those included in your presentation. Please be prepared to speak from the cannon of Health Promotion tools and techniques. The presentation format and requirements will be described during the PHE 504 Orientation.

Final Package Checklist

(see Appendices for Forms)

- ┌ **Graduate FE Student Checklist Form**, updated, signed and dated by student Preceptor information
- ┌ **Final approved Matrix**
- ┌ **FE Summary Report** with three sections for an (1) Introduction, (2) an Evaluation of how you showed competency through learning activities – please quote using exact language and numbering system as Matrix – and (3) a Reflective conclusion
- ┌ **Student FE Evaluation Form**
- ┌ **Preceptor FE Evaluation Form**
- ┌ **Copies of Deliverables** developed in the Field as evidence of competency
- ┌ **Student Presentation of the FE Experience**
- ┌ On the Monday of finals week of each term, FE students shall present on their FE experiences in front of department faculty and peers.

15. HOW ARE CREDITS AND GRADES ASSIGNED FOR THE FE?

A student's performance is assessed based on quality of materials submitted (see checklist above) and the following grading rubric:

- 30% Project deliverables
- 30% Student's Reflective Report, learning contract, and other materials
- 20% Culminating presentation
- 20% Preceptor evaluation

If the FE is completed over two terms, the student will receive an "in progress" grade for the first term and receive a grade for both terms when the entire 6 credits of the FE are completed.

16. WHAT DO I NEED TO DO IF MY FE HAS A RESEARCH COMPONENT THAT INVOLVES HUMAN SUBJECTS?

PSU requires all research conducted with humans and/or human data to be reviewed through the Human Subjects Research Review Committee (HSRRC). It is important to note that only the HSRRC can determine whether or not research is exempt from full review, and that PSU's terms for graduate student review may differ from those at the FE site. For example, whereas many sites do not consider program evaluation "research," PSU does in

Human Subjects in Practice:

IRB requirements need to be addressed any time you gather information from someone about their life. This is particularly true when working with vulnerable populations. **HSRRC review and approvals take time, so we suggest that you structure your FE to not need full approval.**

The following still require the Preceptor Memo described on the next page but generally allow for minimal review and timely approval:

- a. Gathering information from stakeholders who are speaking to you in a *professional capacity*
- b. Using the information for *evaluation or program development and guarantee such information will be for internal purposes only*

some circumstances. Please be aware that some program evaluations may be eligible for human subjects (i.e., “IRB”) review.

Projects planned with Preceptors or agencies already having obtained human subjects approval, either at PSU or through another institution, may undergo an expedited process that still involves submitting information to PSU’s HSRRC. If no Human Subjects approval has yet been obtained, students may need to submit full proposals for review.

The following terms apply for the PHE 504 FEs with research components:

1. If you are working on a research/evaluation project with human subjects in which YOU (the student) are the LEAD INVESTIGATOR, and there is no other IRB approval at the site, you will submit a full application to PSU’s HSRRC. Students required to submit full proposals may apply directly for Waived, Expedited, or Full Review. Student research involving identifiable human data should plan their timeline accordingly to allow for committee review.
2. If you are working on a research/evaluation project and you are NOT the lead investigator, but there IS IRB approval on file at the site, please ask your Preceptor to provide a brief memo (by email to the FEC) providing the official project title and IRB approval number. The memo will be retained in your file.
3. If you are working on a research/evaluation project and you are NOT the lead investigator, and the site’s own guidelines would suggest that an IRB approval is NOT required, please ask the Preceptor to provide in a brief memo the specific guideline that determines this project is exempt from review.

Please note that in all cases involving human research, work on the project and registration for the course may not begin until IRB approval has been obtained.

OHSU requires research conducted with humans and/or human data to be reviewed through the Institutional Review Board (IRB). It is important to note that only the IRB can determine whether or not research is exempt from full review, and that OHSU’s terms for reviewing research by graduate MPH students may differ from those at the FE site.

Projects planned with preceptors or agencies already having human subjects approval either at OHSU or through another institution may simply provide confirmation that the student has been added to the personnel list of the protocol approval. All MPH students must complete two online modules through [OHSU’s integrity office offered by CITI](#): 1) Responsible Conduct of Research and 2) Human Subjects Research. If no human subjects approval is active and one is required, students may need to submit full proposals via OHSU’s [eIRB system](#) for review.

17. WHAT DO I NEED TO DO IF I AM PLANNING AN INTERNATIONAL FIELD EXPERIENCE?

Because of the unique characteristics of such opportunities, international placement preparations and authorizations will be addressed on a case-by-case basis. Please meet early with the FEC if you are planning on an international practicum. Institutional approvals and paperwork will be required.

Please plan to submit all materials at least one full term in advance of your planned fieldwork. Processes begun after that point may not have received all necessary approvals in time for planned departure. Please note that all international fieldwork must involve a host, host agency, or organization; university-sanctioned field work will not be approved in the absence of a formal host.

APPENDICES

PHE 504: HEALTH PROMOTION GRADUATE FIELD EXPERIENCE STUDENT CHECKLIST

This form, signed by you and your Faculty Advisor, is the coversheet of your PHE 504 Field Experience Application. A second, updated copy must be included (with your signature only) as the coversheet when submitting the Final Package.

Date	Field Experience Procedures
	BEFORE MEETING WITH FACULTY ADVISOR TO DISCUSS FIELD EXPERIENCE, BE SURE YOU HAVE
	Attended a PHE 504 orientation offered through the Health Promotion program at PSU
	<p>Completed items #3-6 of the PHE 504 Application and Learning Contract</p> <input type="checkbox"/> 3. Updated resume (see Library, Career Center, or Writing Center for assistance) <input type="checkbox"/> 4. Completed Health Promotion Advising Sheet <input type="checkbox"/> 5. Printed unofficial transcript and attached to Health Promotion Advising Sheet (see banweb.pdx.edu) <input type="checkbox"/> 6. Drafted career objectives
	<input type="checkbox"/> Researched and identified a potential site for your field experience to discuss with faculty advisor
	<input type="checkbox"/> Met with faculty advisor to discuss potential opportunities 1½ terms prior to the quarter in which you plan to enroll in PHE 504 (2 terms prior if international field experience)
	<input type="checkbox"/> If an international placement, met with the Field Experience Coordinator to specify plans for fieldwork and learn about required approvals no later than 1½ terms prior to planned field experience term
	UPON IDENTIFYING A POTENTIAL FIELD EXPERIENCE SITE, be certain you have:
	<p>Solicit feedback on draft position description and draft matrix <i>prior to the fifth week of the term</i> from:</p> <input type="checkbox"/> Preceptor <input type="checkbox"/> Faculty Advisor <input type="checkbox"/> FE Coordinator
	<p>Completed items #7-11 of the Application and Learning Contract <i>and</i> have submitted both to Preceptor and Faculty Advisor for signatures by the <i>fifth week of the term</i> prior to the field placement.</p> <input type="checkbox"/> 7. Related all courses taken to date to proposed Field Experience <input type="checkbox"/> 8. Submitted Position Description provided by (or developed by you and approved by) placement agency/organization <input type="checkbox"/> 9. Described the experience and skill requirements for the Field Experience in the form of a Learning Competency <input type="checkbox"/> 10. Described the 2-3 products to be submitted to the organization and to FEC as evidence of competency <input type="checkbox"/> 11. Identified the projected date of completion for all requirements

	<input type="checkbox"/> Completed Human Subject application procedures and received approval from OHSU IRB (if applicable)
	<input type="checkbox"/> Completed international travel application procedures and received approval from OHSU (if applicable)
BEFORE BEGINNING YOUR FIELD EXPERIENCE, be certain you have:	
	<input type="checkbox"/> Received approval from the Field Experience Coordinator to begin the Field Experience
	<input type="checkbox"/> Provided a signed copy of the Application and Learning Contract to Preceptor
	Registered for PHE 504 within the first 2 weeks of the term using goldenrod special registration form
	<input type="checkbox"/> Started weekly Field Experience journal
DURING & AFTER YOUR FIELD EXPERIENCE, be certain you have:	
	<input type="checkbox"/> Sent bi-weekly status reports about Field Experience to the Field Experience Coordinator
	<input type="checkbox"/> Demonstrably met the terms of the Application and Learning Contract matrix
	Reminded your Preceptor to fill out the electronic Preceptor FE Evaluation Form and requested that s/he complete it by the beginning of Week 9 of your concluding term
	<p>Completed and submitted electronically by the Monday of Week 9:</p> <input type="checkbox"/> This form, updated and signed by you <input type="checkbox"/> Final approved matrix <input type="checkbox"/> Completed electronic student evaluation form <input type="checkbox"/> Final approved Matrix <input type="checkbox"/> Copies of deliverables <input type="checkbox"/> Completed FE Summary Report (addressing each FE Learning Competency and Learning Activity)

Student signature (application) Date

Faculty Advisor (application) Date

Student signature (final report) Date

Faculty Advisor signature for grade Grade Date

PHE 504: HEALTH PROMOTION APPLICATION AND LEARNING CONTRACT

Once you have identified your Field Experience site, plan to discuss the following with your Faculty Adviser and the Field Experience Coordinator. All materials must be complete and approved prior to registration for PHE 504. Note: This is a contract against which your performance in the Field Experience will be measured.

Last Name	First Name	M.I.	PSU ID#
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Street Address (mailing)	City	State	Zip Code
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Home/Cell Phone	Work Phone	PSU Email Address
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Please complete the following items and submit in one complete document:

1. Graduate Field Experience Student Checklist
2. Application and Learning Contract (this form), with all fields completed and required signatures included.
3. Current resume – please show all relevant education and work experience.
4. Health Promotion Advising Sheet
5. Unofficial transcripts
6. Public Health Career Objectives: Include in this discussion the interconnection between the Health Promotion Learning Competencies, your selected Field Experience, and your career objectives. Describe the settings in which you plan to work and the types of skills/projects/populations that are of interest to you.
7. Relation of Coursework to Field Experience: List each and every course by name and number in the order it appears on Health Promotion Advising Sheet. In 2-3 sentences for each course, describe how the skills and concepts learned in each course can be applied and practiced in your Field Experience.
8. Position Description obtained from the agency or organization. This description should describe the roles, skill requirements, and deliverables for the placement. Note: If one does not exist, work with your Preceptor to create an official position description.
9. Learning Competency Matrix. Please provide a table with **four columns** with the following headings:

Competencies: Address, at minimum, Health Promotion Learning Competencies 1, 3, 4, 8, and 9. Add or develop others as fits your placement and goals.

Learning Competencies: Indicate the specific and measurable learning competencies you have developed for your Field Experience. Be certain you have at least one learning competency for each of the broader Health Promotion Learning Competencies you will address. This column identifies **WHAT** you plan to do to demonstrate mastery of each competency.

Learning Activities: Identify the specific activities through which you will satisfy both HP and FE learning competencies. Activities must relate specifically to the associated learning competencies; plan for a **minimum of three sequential activities for each learning competency**. Be explicit, as you will use these competencies and activities as the basis for reflection and measurement of your accomplishments during the placement. This column specifies **HOW** you plan to demonstrate mastery of each competency.

Deliverables: List and describe the products associated with each FE Learning Competency.

Projected Date of Completion of All Requirements: _____

PHE 504: HEALTH PROMOTION FIELD EXPERIENCE SITE INFORMATION:

Field Experience/Project Title

Organization / Agency

Address

City

State

Zip Code

Website

Organization primary mission

Preceptor

Credentials

Title

Work Phone & Ext.

Fax

Email address

REQUIRED SIGNATURES:

Student signature

Date

Preceptor signature

Date

Faculty Advisor signature

Date

Faculty Advisor Name (Printed)

For questions or concerns, please contact the PSU Health Promotion Program Field Experience Coordinator:

Dawn Richardson, DrPH
OHSU-PSU School of Public Health
PO Box 751
Portland, OR 97207-0751
Fax 503-725-5100
dawn.richardson@pdx.edu

This learning contract is to accompany, but not supersede, the Field Experience Agreement (if required by placement site). Students obtain the Field Experience Agreement from the Field Experience Coordinator, once this contract is complete and has been approved.

PHE 504 HEALTH PROMOTION PROGRAM ADVISING SHEET*

Credits Completed to Date: _____ Field Experience Enrollment Term(s): _____

Term Entered School: _____ Expected Graduation Date: _____

Core Courses 17 credits
 Other Required Courses 28 credits
 Area of Emphasis/Electives 9 credits minimum
 Field Experience 6 credits
 Culminating Presentation
Total 60 credits

Core Courses (17 credits)

Course #	Core Course Title	Credits	Term	Grade
PHE 512	Principles of Health Behavior	3		
PHE 530	Epidemiology 1	4		
PHPM 524	Introduction to Biostatistics	4		
PAH 574	Health Systems Organization	3		
PHE 580	Environmental Health	3		

Health Promotion Required Courses (28 credits)

Course #	Required Course Title	Credits	Term	Grade
PHE 511	Foundation of Public Health	3		
PHE 517	Community Organizing	3		
PHE 521	Quantitative Research Design	3		
PHE 540/541	Mass Communication and Health or Media Advocacy	3		
PHE 550	Health Promotion Program Planning	4		
PAH 588	Program Evaluation and Management in Health Services	3		
PHE 520	Qualitative Research Design	3		
PHE 519	Etiology of Disease	3		
PAH 573	Values and Ethics in Health	3		

*For students who began the program after to Fall 2015. If you began the program before Fall 2015, use the advising checklist in your student handbook.

Area of Emphasis Selected: _____

Area of Emphasis Courses (minimum 9 credits combined with Elective Course)

Course #	Area of Emphasis Courses	Credits	Term	Grade

Sub-Total Credits: _____

Field Experience Placement (6 credits)

Course #	Course Title	Credits	Term(s)	Grade
PHE 504	Field Experience Placement	6		

Sub-Total Credits: _____

Please note any special arrangements if course substitutions have been approved. Provide details.

Total Credits Earned: _____

PHE 504: HEALTH PROMOTION GRADUATE FIELD EXPERIENCE

Guidelines and Checklist for Field Experience Final Package & Summary Report

_____ **Cover Sheet: Graduate Field Experience Student Checklist** (with your signature)

_____ **Title Page:** Your name; Field Experience title; name, postal address, telephone, and email address of Field Experience Preceptor; agency/organization name; term(s)/year enrolled in Field Experience. [Not included in page count]

_____ **Field Experience Reflective Report**

The report (Sections I, II, and III) should be a **minimum of 6 pages** with **the majority of this report focused on Section II**. It should be typed in 12-point font, single-spaced, double-sided, and contain:

_____ **Section I: Introduction**

- Field work setting: General overview of organization
 1. Type of organization (e.g. government agency, not-for-profit organization)
 2. Major objectives of the organization
 3. Description of public health activities
- General overview of your duties and responsibilities while at the agency

_____ **Section II: Evaluation of Field Experience Learning Competencies**

- State **each FE Learning Competency and Learning Activity, phrased exactly as it is in your Learning Competency Matrix**. Summarize how you met and demonstrated mastery of each specified learning competency, and how these reflect upon your mastery of track competencies. Describe and thoughtfully assess any challenges encountered within each learning competency; explain and reflect upon how you addressed these challenges.
- Discuss additional experiences you would like to pursue to further develop the HP competencies in the future.

_____ **Section III: Reflections and Recommendations**

Evaluate the degree to which your professional competencies were developed or expanded during the Field Experience. Discuss how the field experience influenced your career goals. Include a brief description of how the Field Experience supplemented your Area of Emphasis coursework.

_____ **Approved Matrix** (final version)

_____ **Completed electronic Student and Preceptor Evaluation Forms** (links to surveys will be sent)

_____ **Copies of Deliverables provided to Preceptor** (Note: do not send sensitive or private information)

_____ **Culminating Presentation with Faculty Q&A (Monday of finals week)**

PORTLAND STATE UNIVERSITY CAMPUS RESOURCES

The following campus resources may be of interest to you for planning your Field Experience.

Career Center

<http://www.pdx.edu/careers/careerconnect@pdx.edu>

402 University Services Building, 725-4613 M-F 8am-5pm

The Career Center offers a variety of resources, workshops, and services to help students with making career decisions, learning how to conduct effective job searches, and obtaining employment while in school.

Center for Student Health and Counseling (SHAC)

<http://www.pdx.edu/shac/>

200 University Center Building, 725-2800 M-Th 8:30am-5:30 pm, F 9am-5pm

SHAC provides vocational and educational counseling and psychological services for persons interested in discovering interests, talents, and career or academic options. Walk-in counseling services are also available. Please check the website for hours.

Millar Library

<http://library.pdx.edu/>

LIB, 725-5874

The Branford P. Millar Library provides library services to the students, faculty, and staff of Portland State University. The Business & Government Documents section on the 2nd floor includes career development and resume writing information, government information, and telephone directories.

The Writing Center

<http://www.writingcenter.pdx.edu/writingcenter@pdx.edu>

188 Cramer Hall, 725-3570

The Writing Center helps students, faculty, and community members develop powerful, effective writing that represents their ideas, research, creativity, scholarship, and expertise. Professional writers and other highly trained consultants offer one-on-one help, group sessions, writing groups, presentations, and other resources.

Computer Labs

Computer facilities are available in the School of Community Health, College of Urban and Public Affairs (including a scanner), and Smith Memorial Student Union.

College of Urban and Public Affairs Computer Lab (Room 230)

EXAMPLES OF PRIOR HEALTH PROMOTION FIELD EXPERIENCE SITES

African Partnership for Health/ Lutheran Community Services American Heart Association
Asian Health Service Center
Attorney General's Sexual Assault Task Force
Beaverton Farmers' Market
Bob and Charlee Moore Institute for Nutrition and Wellness
Breastfeeding Coalition of Oregon
Cascade AIDS
Center for Research on Occupational & Environmental Toxicology
Central City Concern
Clark County Public Health Department
Community Health Advocates of Oregon
Community Health Partnership Corporation for National and Community Service
Doernbecher Children's Safety Center
Ecotrust
Familias en Acción
Free Clinic of Southwest Washington
Green Empowerment
Hands to Hearts International
Hesperian Foundation
Immigrant and Refugee Community Organization
Kaiser Permanente, Community Benefit
Kaiser Permanente, Center for Health Research
Lane County Health Department
Latino Health Coalition
Layton Aging and Alzheimer's Disease Center
Lewis & Clark College
Luapula Foundation
March of Dimes
Mercy Corp
Metro
Military VA & Oregon State Hospital
Multnomah County Aging and Disability Services
Multnomah County Public Health Department
Multnomah County Community Capacitation Center
Northwest Portland Area Indian Health Board
Oregon Environmental Council
Oregon Food Bank
Oregon Health & Science University
Oregon Health Authority
Oregon National Primate Center
Oregon State University Extension Services
Oregon Public Health Institute
PAVE - Promotion Awareness, Victim Empowerment
PCC-Sylvania S.A.F.E./Women's Resource Center
Portland State University

Providence Medical Group, Health Education Dept.
Run Portland
Sexual Assault Resource Center
SPOON Foundation
State of Oregon, Office of Healthy Kids
The Wallace Medical Concern
Tostan
Upstream Public Health
Volunteers of America
Washington County Health and Human Services
Western States Center