SCHOOL OF
PUBLIC HEALTH

BSTA 507 FIELD EXPERIENCE GUIDELINES
MPH IN BIOSTATISTICS

AY 2015-16

REVISED FEBRUARY 2016

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MPH IN BIOSTATISTICS

INTRODUCTION

Students in all Master of Public Health tracks must complete a graduate internship or field experience. The biostatistics track requires the culminating activity of a 6-credit, 200-hour field experience that concludes with a final summary report. The field experience is an opportunity to demonstrate mastery of skills acquired during the degree program.

This handbook is designed to help students prepare for and conduct the field experience.

CONTENTS

RECOMMENDED FIELD EXPERIENCE TIMELINE OVER 1 TERM

2 terms prior (typically fall)

- Attend FE orientation
- Look for FE site
- Keep faculty adviser updated
- Get application from Lisa Hatfield, field experience coordinator (also on website)
- If international FE or needing IRB process, submit completed application packet to Lisa Hatfield

1 term prior (typically winter)

- Confirm site
- Keep faculty adviser updated
- Submit application to Lisa Hatfield at least 4 weeks prior to start date; deadlines will be announced each term

FE term (typically spring)

- Lisa Hatfield will register students for the FE through the registrar
- Submit progress report to Lisa Hatfield by end of Week 5; deadline will be given
- Let Lisa Hatfield know of any concerns
- Keep faculty adviser updated
- Submit final report to Lisa Hatfield by Monday of Week 11 or 12 of term; specific deadline will be given
- Complete survey
- Give preceptor survey to complete
- Complete OMPH student research and service questionnaire; return to Lisa Hatfield

RECOMMENDED FIELD EXPERIENCE TIMELINE OVER 2 TERMS

2 terms prior (typically summer)

- Attend FE orientation
- Look for FE site
- Keep faculty adviser updated
- Get application from Lisa Hatfield
- If international FE or needing IRB process, submit application packet to Lisa Hatfield

1 term prior (typically fall)

- Confirm site
- Keep faculty adviser updated
- Submit application to Lisa Hatfield at least 4 weeks prior to start date

Term 1 of FE (typically winter)

- Register for BSTA 507
- Submit progress report to Lisa Hatfield by end of Week 5; deadline will be given
- Keep faculty adviser updated
- Let Lisa Hatfield know if you have any concerns

Term 2 of FE (typically spring)

- Register for BSTA 507
- Submit progress report to Lisa Hatfield by end of Week 5; deadline will be given
- Let Lisa Hatfield know of any concerns
- Keep faculty adviser updated
- Submit final report to Lisa Hatfield by Monday of Week 11 or 12 of term; deadline will be given
- Complete survey; return to Lisa Hatfield
- Give preceptor survey to complete
- Complete OMPH student research and service questionnaire; return to Lisa Hatfield

OVERVIEW & REQUIREMENTS

Students are required to work with their **faculty adviser (FA)** and **field experience coordinator (FEC**) throughout the **field experience (FE)**.

1. WHAT IS THE PURPOSE OF THE FIELD EXPERIENCE?

The purpose of the FE is to provide students with a supervised opportunity to apply the statistical methods learned in coursework to important public health problems and to demonstrate mastery of track competencies. In addition, it provides students the opportunity to reflect on the biostatistics program and learning competencies in the context of a professional setting; the opportunity to learn new skills; and the opportunity for socialization into a public health field.

2. WHO MUST TAKE BSTA 507?

All students in the biostatistics MPH track must take BSTA 507, which is the course number for the FE. Students in the other MPH tracks also must complete the FE; however, their course numbers differ.

3. WHAT DOES THE FELD EXPERIENCE INVOLVE?

Students work on a public health issue confronting an agency or organization ***onsite*** using the knowledge and skills acquired in core and required track coursework. It is an opportunity for students to relate and apply their academic experiences to public health issues.

Because the FE is part of the culminating experience for each MPH track, it is the one of the final measurement points demonstrating mastery of track competencies. To this end, students must demonstrate mastery of track competencies through their field experience proposal, work products, and summary report; at minimum, five of the seven track competencies (Appendix A) must be addressed in the final summary report (Appendix E). 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. At this time, biostatistics students will most likely register for all 6 credits in one week term; however, some may register across two consecutive terms for a total of 6 credits.

Two Terms or One?

Because of current course requirements and sequencing, most full-time students in the biostatistics track will take the field experience in one term as all core courses and required track courses need to be completed before the field experience.

If the FE is completed over two terms, students may take one required course concurrently during the first term of the FE. Students will receive an incomplete for the first term and a letter grade for both terms when the entire 6 credits of the FE are complete.

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. ***Students must email a progress report to the FEC by the end of Week 5 each term*.** See Appendix C for details. Students will be given a specific deadline for submission each term.

At the end of the FE, the student must prepare and submit a FE summary report (Appendix E) and examples of the work products, if applicable, created during the field placement.

Should a problem arise during your placement, ***contact the FEC as soon as possible***. Most problems can be resolved if addressed early by working closely with both the preceptor and FEC. In rare instances, it may be necessary to find another more appropriate placement.

4. WHEN IN THE MPH PROGRAM SHOULD THE FIELD EXPERIENCE OCCUR?

Students must ***complete all core and track required courses before*** beginning the field experience if the field experience is being completed in one term. If the field experience is being completed over two terms, students may enroll concurrently in ***one*** required course during the first term of a two-term FE.

5. IS ATTENDANCE AT THE FIELD EXPERIENCE ORIENTATION REQUIRED?

Yes. Students are required to attend a field experience orientation ***prior*** to their planned field experience term. It is recommended that they attend the orientation two terms prior to the planned field experience. Orientations are scheduled once a term. The FEC will organize and facilitate the orientations, which will include information about FE selection, paperwork, and approval processes.

6. HOW DO I IDENTIFY A FIELD EXPERIENCE SITE?

Sites for FEs are identified in a number of ways, including:

- Students' own ideas and contacts, including previously placed MPH students
- Students' research into existing agency and organizational postings
- Announcements of opportunities posted on the MPH listservs
- Sites identified in consultation with the students' faculty advisers

See Appendix J for a list of recent field experience sites.

Students are advised to research FE opportunities 1-2 full terms prior to the term during which they plan to do their field work. This is to ensure that there is sufficient time to make final decisions and to obtain all necessary approvals.

Students need to work with their faculty advisers throughout the entire FE process, including meeting with their FA to help determine an appropriate FE site. FAs 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 fieldwork. 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 a good fit between BSTA 507 requirements and the needs of the site.

Placement at current employer: In some circumstances, students may use their current employer as their FE site though this is typically discouraged. 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 fieldwork, will not count toward the 200-hour requirement, and are not sanctioned by OHSU.

7. WHO MAY SERVE AS PRECEPTOR?

Field Experience preceptors must have public health credentials, by virtue of formal training or position and experience. Experience and expertise in biostatistics are desirable but not required. Potential preceptors will be

evaluated on a case-by-case basis. It is recommended while 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 MPH faculty member or adviser at OHSU or at Portland State University nor can preceptors be current students regardless of position.***

8. WHEN DO I NEED TO TURN IN MY APPLICATION & LEARNING CONTRACT?

Students are responsible for submitting the application & learning contract (Appendix B), including appropriate signatures, at least ***4 weeks prior to beginning the FE (a deadline will be announced for each term)***. Please allow for sufficient time to complete all documents and approval processes. Students will not be authorized to register for BSTA 507 until all paperwork has been signed, submitted, and approved.

Feedback on application materials: Students are welcome to meet with the FEC prior to submitting paperwork for the FE. Students may want to bring drafts of the application & learning contract, which will allow time before the application submission deadline for revisions if there are gaps or questions.

9. HOW DO I REGISTER FOR THE FIELD EXPERIENCE?

Registration for BSTA 507 requires approval by the FEC. Students will submit all required documentation associated with the application & learning contract to the FEC (Appendix B). Following the submission of completed paperwork and receipt of all approvals, the FEC will register the student for the appropriate BSTA 507 credits. As of Winter 2016, students no longer need to submit a special registration form.

Background checks: Some sites, including most public agencies, require background checks. Most sites that require them have internal processes to address this; if your site does not and you need to have a background check done, please contact the FEC.

10. HOW DO I COMPLETE THE FIELD EXPERIENCE?

Successful completion of the FE requires demonstrated mastery of the stated learning competencies, completion of all placement deliverables, and submission of a summary report and other required materials (Appendix E). Students are responsible for submitting all materials on time. ***Materials are due on the Monday of Week 11 or 12 of the term in which the placement is completed. A specific deadline will be announced each term.*** The FEC then coordinates review and assignment of a letter grade with the student's faculty adviser during finals week. All materials should be submitted via email to the FEC.

Immunization records: Some sites, including many public agencies, may require immunizations. Please contact the OHSU Student Health Center with a list of required immunizations and make an appointment with a nurse to receive the appropriate immunizations.

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

Assessment of a student's performance in the field experience is based on quality of materials submitted (application & learning contract, mid-term updates, final summary report, evidence of products developed while in field work, FE evaluation report), meeting the learning competencies, and assessments by the FEC and the faculty adviser with input from the site preceptor. If the FE is completed over two terms, the student will receive an incomplete grade for the first term and will receive the same letter grade for both terms when the entire 6 credits of the FE are complete.

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

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 obtained human subjects approval either at OHSU or through another institution may simply provide documentation that the student has been added to the personnel list of the protocol approval. If no human subjects approval is active, students may need to submit full proposals via OHSU's eIRB system for review.

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

Protection of human subjects:

IRB requirements need to be addressed any time you gather information from people about their lives. This is particularly true when working with vulnerable populations. **IRB review and approvals take time, so we suggest that you start early or structure your FE to not need review.**

The following examples require a letter or email memo from the preceptor but generally allow for minimal review and timely approval by the OHSU IRB:

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

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

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 field experience. Institutional approvals and paperwork will be required.

Please submit all materials at least one full term (two terms are preferred) in advance of your planned fieldwork. Processes begun after that point may not receive necessary approvals in time for planned departure out of the country. Please note that all international field work must involve a host, host agency, or organization; university-sanctioned field work will not be approved in the absence of a formal host.

REQUIRED DOCUMENTS BEFORE YOU BEGIN

1. APPLICATION & LEARNING CONTRACT

The components of the application & learning contract are listed on the document itself (Appendix B). It consists of:

- ☐ Student information
- ☐ Preceptor information
- ☐ Field experience overview
- ☐ Student's career goals
- ☐ Track competencies and learning objectives
- ☐ IRB waiver or memo (if applicable)

- ☐ International travel approvals (if applicable)
- ☐ Advising checklist
- ☐ Current resume or CV
- ☐ Agency agreement (if required)

Because this is a substantial package, it is important to allow sufficient time for development and any required revisions. As each placement is crafted uniquely for each student, each student's contracts will differ from those of their peers; therefore, it is not recommended that students try to model their package after another student's contract. As indicated in the timeline, students will work with their preceptor, the FE coordinator, and faculty adviser in the development of the application & learning contract. Please be respectful of others' time to fulfill professionally their responsibility.

The application & learning contract must be signed by the student, preceptor, and faculty adviser prior to submission*.* The original signed document must be given to the FEC, and copies must be given to the preceptor and faculty adviser. All of this can be done electronically unless a party prefers otherwise.

The fine print: For your protection and that of the University's, all field work 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.

Field Experience Agreement

Most sites do not require this agreement. OHSU maintains standing internship/practicum agreements with public agencies; no work is required on the student's part to maintain standing agreements. The OHSU-PSU School of Public Health currently does not require a field experience agreement with agencies and organizations, but the field placement site may. Please check with your preceptor if this is applicable to your site, and direct inquiries about this to the FEC.

Tell me again when I need to submit my documentation

Documentation for FEs **must be submitted 4 weeks before the start date for** the field experience. ***Applications involving IRB review and international travel must be submitted much earlie****r,* at least one full term before the planned start date to allow for the additional procedures and paperwork required.

COMPETENCIES & LEARNING OBJECTIVES

1. HOW DO I ADDRESS TRACK COMPETENCIES?

The field experience is a competency-based experience demonstrating mastery of knowledge and skills developed during the MPH program. Students' individual learning competencies, as expressed in the application & learning contract, must be mapped to the biostatistics track learning competencies below and also in Appendix A.

- Students must address at least the asterisked competencies
- The student must provide a minimum of three specific tasks/activities for each FE learning objective. A task/activity may satisfy more than one learning objective and thus appear repeatedly in the matrix, but measurement of each must be clear.
- Summary reports must state and respond to the degree to which each of the eight track competencies and chosen FE learning objectives were met, describe how each task/activity was performed, and how the student addressed any challenges (Appendix E).

Biostatistics Track Competencies:

1. Apply appropriate principles of research design and population-based concepts to assess health problems.*
2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.*
3. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.
4. Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.*
5. Identify strengths and weaknesses of alternative designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.
6. Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.*
7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.*

2. WHAT IS A LEARNING OBJECTIVE?

Students are encouraged to work with the FEC to refine appropriate FE learning objectives and associated tasks/activities. Together, learning objectives and activities must:

- Describe the performance of a major cognitive skill (knowledge, comprehension, application, analysis, synthesis, and evaluation)
- ***Emphasize data analysis, synthesis, and evaluation***
- Begin with an "action verb" that matches how the performance will be assessed
- Be explicitly measurable through ***at least three*** learning tasks/activities per learning objective
- Identify the intended outcome or product, not the process
- ***Make reference to and build upon the Biostatistics track competencies***

Writing Effective Learning Objectives

- Brief specific statements of what a student will *do*; typically one sentence
- Use *measureable* action verbs; in other words, someone will be able to determine easily if objectives have been met
    - In the example on pg. 11, it will be easy to determine if you have *created* and *shared* a literature review

Changes to the field experience require a revised matrix

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

Appropriate and ***measurable action verbs*** for each of the skill areas per Benjamin Bloom's taxonomy of learning* 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.
    - If you are going down this path, stop yourself and ask: What *measurable* and *active* verb would show my understanding, appreciation, and so on.

*Much has been written about Bloom's taxonomy as well as its subsequent revisions. If you would like to learn more, begin with a simple search.

3. WHAT DOES A LEARNING OBJECTIVES MATRIX LOOK LIKE?

Create a table with table with **three columns**:

Column 1 - Track Competencies: Choose which Biostatistics track competencies you will address using the guidelines above.

Column 2 - Learning Objectives: Indicate the specific and measurable learning objectives you have developed for your Field Experience. Be certain you have at least one learning objective for each of the broader Track competencies you will address.

Column 3 - Learning Tasks/Activities: Identify the specific activities through which you will satisfy both track and learning objectives. Activities must relate specifically to the associated learning competencies; ***plan for a minimum of three sequential activities for each learning objective***. Be explicit, as you will use these objectives and activities as the basis for reflection and measurement of your accomplishments during the placement.

Matrix Example:

Track Competency	Learning Objective	Tasks/Activities
Apply descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.	**Compare** designs of two studies conducted by my FE site; **critique** appropriateness of study designs and **create** alternative designs if appropriate. *We know you are the "who" and that you may not know "by when" at this point	1. Select and review studies to compare 2. Talk with authors about design decisions 3. Review similar studies, if any, for design alternatives 4. Write comparison of designs with recommendations to improve them 5. Submit review to preceptor
Track Competency	**Learning Objective**	**Tasks/Activities**
Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.	**Create** and **implement** survey tool applicable to project population	1. Research project population history, demographics, previous publish health work; contact population community leaders 2. Create instrument; send for review to appropriate people 3. Execute survey tool 4. After analysis, send for review to appropriate people for cultural bias

2. WHY DO I NEED TO SUBMIT MY RESUME/CV AND STATE MY CAREER OBJECTIVES?

Ideally, the field experience should provide you with the opportunity to use knowledge and skills acquired in your MPH program in an actual public health practice. In addition to applying skills in biostatistics, you will have the opportunity to build relationships with the professional network that you aspire to join, and you can observe their day-to-day activities. In selecting your field placement, you and your faculty adviser will review your experience and choose a field placement that advances you towards your ultimate career objectives.

REQUIRED DOCUMENTS TO EARN CREDIT FOR THE FIELD EXPERIENCE

1. MID-TERM PROGRESS REPORTS

During both the first and second terms of the FE, students are required to submit a mid-term progress report to the FEC by the end of Week 5 of each term. Specific deadlines will be given each term. These progress reports should be 2-3 pages and single-spaced. They should address the following:

- Introduction/overview of FE
- Learning objectives
- Relation to coursework
- Issues, if any
- Nuts & bolts

Details of each section are given in Appendix C. A suggested rubric (Appendix D) may be helpful as you put this document together.

If you are completing the FE over two terms, you will need to submit an **updated progress report** at the end of your first term. A specific deadline will be given. Please highlight the updates you have for each of the progress report's sections.

2. FINAL SUMMARY REPORT

A 10-12 page, single-spaced final summary report is due the Monday of Week 11 or 12 of the student's last FE term. Specific deadlines will be given each term. This is to be submitted to the FEC. The summary report should address the following:

- Introduction
- Learning objectives
- Relation to coursework
- Work products
- Reflection

Details of each section are given in Appendix E. A suggested rubric (Appendix F) may be helpful as you put this document together.

3. FIELD EXPERIENCE EVALUATION BY STUDENT

Your feedback is invaluable. Please complete this survey (Appendix G) and return it to the FEC by the end of the last term of the FE. You may attach it to your summary report.

4. FIELD EXPERIENCE EVALUATION BY PRECEPTOR

Students are required to give their preceptors the preceptor evaluation (Appendix H). Preceptors must return it to the FEC by the end of the term. Please feel free to follow up with your preceptor to ensure that it has been submitted.

APENDIX A: BIOSTATISTICS TRACK LEARNING COMPETENCIES

1. Apply appropriate principles of research design and population-based concepts to assess health problems.*
2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.*
3. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.
4. Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.*
5. Identify strengths and weaknesses of alternative designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.
6. Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.*
7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.*

*Learning contracts must address these competencies specifically, *at minimum*.

You may reflect upon the rest of the track competencies though it is not required. This reflection can be based on some combination of your MPH course work, observations made during the FE, and discussions with your FE preceptor and faculty adviser.

Return this form and attachments electronically to hatfiell@ohsu.edu

Student Information (expand as needed)

Student's Name		Date	
Student's ID#		Student Phone	
Emergency Contact/Relationship		Emergency Contact's Phone	
Planned terms of enrollment for FE and credits per term		Faculty adviser name	

Preceptor Information (expand as needed)

Field Experience Location (Organization Name and Address)			
Organization's Mission/Purpose			
Organization's URL, if applicable			
Preceptor's Name (include academic degrees)			
Preceptor's Title			
Preceptor's Phone Number		Fax #:	
Preceptor's Email Address			
Field Experience Overview: General overview of duties and responsibilities of field experience			

Student's Career Goals:

TRACK COMPETENCIES AND LEARNING OBJECTIVES

Choose at minimum the asterisked learning competencies (1, 2, 4, 6, and 7)	**Write at least one learning objective for each competency that you have chosen**	**Write 3-5 tasks or activities you will need to do to meet each learning objective that you have chosen**
Biostatistics Track Competency	**Learning Objective**	**Tasks or Activities**
1. Apply appropriate principles of research design and population-based concepts to assess health problems.*		
2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health prevention.*		
3. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.		
4. Interpret and summarize results and communicate them to lay and professional audiences in the context of		

proper public health principles and concepts.*		
5. Identify strengths and weaknesses of alternative designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.		
6. Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.*		
7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.*		

OTHER DOCUMENTATION

If the scope of your work requires IRB review, please attach documentation showing this. This can be through your field experience site or through your own application.

If you are traveling out of the country for your internship, you must purchase travel insurance that includes emergency medical/evacuation insurance and include proof of this insurance when you submit this form. It is often cheaper to purchase travel insurance when booking the travel. Look for "Repatriation" coverage to be included in the policy. OHSU does not recommend or endorse particular travel insurance vendors; however, please find below some commonly used vendors:

http://www.travelguard.com/travelinsurance/index.asp
http://www.travelexinsurance.com/
http://www.travelinsured.com/

Agreement to the above Field Experience

_____ _____

Student **Date**

_____ _____

Preceptor **Date**

Approval of the above Field Experience

_____ _____

Faculty Adviser **Date**

ADVISING CHECKLIST

Faculty Adviser: _____

Course Number	Course Title	Credits	Grade	Term/Year	Comments
Oregon MPH Program Core Courses (17 credits)					
BSTA 511	Biostatistics I (Estimation and Hypothesis Testing)	4			
PHPM 512	Epidemiology I (Introduction)	4			
PHPM 517 (PHE 512)	Principles of Health Behavior	3			
PHPM 518 (PHE 580)	Concepts of Environmental Health	3			
PHPM 519 (PAH 574)	Health Systems Organization	3			
Track Required Courses (29 credits)					
BSTA 512	Linear Models	4			
BSTA 513	Categorical Data Analysis	4			
BSTA 515	Data Management and Analysis in SAS	3			
BSTA 516	Design and Analysis of Surveys	3			
BSTA 519	Applied Longitudinal Data Analysis	3			
PHPM 513	Epidemiology II	4			
PHPM 520	Ethics of Research and Application in Public Health	3			
PHPM 566	Current Issues in Public Health	2			
PHPM 507 (PHE 519*)	Introduction to the Etiology of Disease	3			

* Students that can demonstrate completion of similar coursework to PHE 519 may request a waiver of this course and substitute an additional 3 elective credits.

ATTACHMENTS

1. Resume or CV
2. IRB documentation if necessary

Return this form and attachments electronically to hatfiell@ohsu.edu
by the deadline given for the term.

For questions or concerns, please contact
Lisa Hatfield, Ed.D., Field Experience Program Coordinator
OHSU-PSU School of Public Health
Oregon Health & Science University
3181 SW Sam Jackson Park Road, CB669
Portland, OR 97239
Tel 503- 494-7548
Email: hatfiell@ohsu.edu

For more information about Field Experience requirements and processes, see
http://www.oregonmph.org/content/field-experienceinternship

APPENDIX C: MID-TERM PROGRESS REPORT REQUIREMENTS

2-3 PAGES, SINGLE SPACED TO BE EMAILED TO LISA HATFIELD, HATFIELL@OHSU.EDU

1. Introduction

- Brief overview of site and project
- Explain your role and responsibilities during your FE

2. Learning Objectives

- How you are addressing your learning objectives thus far

3. Relation to Coursework

- How you see your project in relation to coursework
- Highlight most applicable courses to your project

4. Issues or Concerns

- Note any issues or concerns and explain why

5. Nuts & Bolts

- How much time you have spent so far on the FE
- Plans for the rest of the term

APPENDIX D: MID-TERM PROGRESS REPORT SUGGESTED EVALUATION RUBRIC

1=Not met/developing 2=met/proficient 3=met/exemplary

	Score	Comments
Introduction • Gives general overview of organization so audience has context • Explains clearly role and responsibilities during FE		
Learning Objectives • Learning objectives clearly align to the chosen biostatistics competencies • Tasks appropriately support process of meeting learning objectives		
Relation to Coursework • Gives examples of how the FE relates to specific courses in biostatistics track		
Issues or Concerns • Products are clearly listed and described in appropriate detail		
Nuts & Bolts • Notes in hours how much time has been spent onsite at the FE • Gives clear plan of work for rest of the term in FE		

Professionalism • Writing is presented using standard conventions • Citations, where needed, are given correctly • Obvious that writing report has been reviewed and revised where needed		

APPENDIX E: FINAL SUMMARY REPORT REQUIREMENTS

10-12 PAGES, SINGLE SPACED TO BE EMAILED TO LISA HATFIELD, HATFIELL@OHSU.EDU

1. Introduction

- About 1-2 page narrative
- Give a general overview of agency/organization
- Explain your role and responsibilities during your FE

2. Learning Objectives

- Matrix + 1-2 page narrative
- Insert matrix of competencies, learning objectives, and tasks
- Describe how you have met your learning objectives
- Optional: Describe how you have met the other track competencies for which you did not have specific learning objectives (coursework, discussions, etc.)

3. Relation to Coursework

- About 1-2 page narrative or table
- Discuss how your FE learning objectives related to specific courses in the biostatistics track

4. Work Products

- About 1 page or more as needed; narrative, table, or some other organized form
- List and describe the products you created for the agency/organization
- You can add the actual products (or copies) as addenda
- Products may include technical reports, policy papers, surveillance reports, grant applications, journal manuscripts, and/or presentation slides. Products can be at various stages of completeness depending on the FE.

5. Reflection

- About 2-3 pages narrative
- What did you learn? (the "what")
- Why was this learning significant? (the "so what")
- What are you going to do with this learning? (the "now what")
- What would you have done differently

APPENDIX F: FINAL SUMMARY REPORT SUGGESTED EVALUATION RUBRIC

1=Not met/developing 2=met/proficient 3=met/exemplary

	Score	Comments
Introduction • Gives general overview of organization so audience has context • Explains clearly role and responsibilities during FE		
Learning Objectives • Learning objectives clearly align to the chosen biostatistics competencies • Tasks appropriately support process of meeting learning objectives		
Relation to Coursework • Gives examples of how the FE relates to specific courses in biostatistics track • Specific examples cover a wide range of biostatistics courses		
Work Products • Products are clearly listed and described in appropriate detail		

Reflection • Thoughtfully reflects on personal learning rather than provide a superficial summary of products created or processes learned (the “what”) • Explains why this learning is significant to the MPH experience, personal growth, and/or future professional endeavors (the “so what”) • Shares how this learning will be utilized in the future (the “now what) • Thoughtfully explores what may be done differently if given another opportunity for the same FE		
Professionalism • Writing is presented using standard conventions • Citations, where needed, are given correctly • Obvious that writing report has been reviewed and revised where needed		

APPENDIX G: FIELD EXPERIENCE EVALUATION BY STUDENT

De-identified information may be shared with faculty and preceptors, and may be used for assessment of programs and reporting.

Evaluation Report

_____ _____

STUDENT'S FIRST NAME LAST NAME DATE

_____

FIELD EXPERIENCE AGENCY/ORGANIZATION

_____ _____

PRECEPTOR'S NAME ACADEMIC TERM(S)

PLANNING YOUR FIELD EXPERIENCE

1. How would you describe the process of selecting your field experience site?

- ❍ Very easy
- ❍ Somewhat easy
- ❍ Neutral
- ❍ Somewhat difficult
- ❍ Very difficult

Comments on the process of selecting your site: ***[EXPAND COMMENT FIELDS AS NEEDED]***

2. How clear were the performance expectations for your field experience?

- ❍ Very clear
- ❍ Somewhat clear
- ❍ Neutral
- ❍ Somewhat vague
- ❍ Very vague

Comments on performance expectations:

3. How applicable do you feel your coursework was to your field experience?

- ❍ Very applicable
- ❍ Somewhat applicable
- ❍ Neutral
- ❍ Somewhat not applicable
- ❍ Not applicable

Comments on the applicability of coursework:

4. How do you rate the relevance of your field experience to your career/work goals?

- ❍ Very relevant
- ❍ Somewhat relevant
- ❍ Neutral
- ❍ Somewhat irrelevant
- ❍ Not relevant

Comments on the relevance of your experience:

5. How would you rate your mastery of the following <u>Biostatistics Track</u> competencies through your field experience Learning Objectives?

Biostatistics Track Competency	Poor	Fair	Good	Excellent	Not demonstrated during the FE
1. Apply appropriate principles of research design and population-based concepts to assess health problems.*	❍	❍	❍	❍	❍
2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.*	❍	❍	❍	❍	❍
3. Apply descriptive and inferential statistical methods that are appropriate to the different	❍	❍	❍	❍	❍

study designs used in public health research.					
4. Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.*	❍	❍	❍	❍	❍
5. Identify strengths and weaknesses of alternative designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.	❍	❍	❍	❍	❍
6. Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.*	❍	❍	❍	❍	❍
7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.*	❍	❍	❍	❍	❍

Comments on mastery of competencies:

FIELD EXPERIENCE SUPERVISION AND SITE PLACEMENT

6. Please rate how well <u>your Preceptor</u> did the following things:

	Very well	Somewhat well	Neutral	Somewhat poorly	Very poorly
Provided an orientation on policies, procedures, and practices of the site.	❍	❍	❍	❍	❍
Assisted me in achieving my learning objectives.	❍	❍	❍	❍	❍
Provided feedback throughout the experience.	❍	❍	❍	❍	❍
Showed a willingness to engage in broader discussions about public health.	❍	❍	❍	❍	❍

Comments on Preceptor during your field experience:

7. Would you recommend <u>this placement site</u> to other Oregon MPH Program students?

❍ Yes

❍ Yes, with reservations

❍ No

Comments or recommendations to improve the field experience <u>at this placement site</u>:

GENERAL SUMMARY OF YOUR FIELD EXPERIENCE

8. How satisfied are you with your Field Experience on the following criteria?

	Very satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Provided the opportunity to use skills acquired in Oregon MPH Program classes	❍	❍	❍	❍	❍
Provided the opportunity to gain new information and skills	❍	❍	❍	❍	❍
Contributed to the development of my specific career interests	❍	❍	❍	❍	❍
What is your overall level of satisfaction with your Field Experience?	❍	❍	❍	❍	❍

9. General comments about the Field Experience:

10. What preparation would you have liked to receive prior to your Field Experience?

APPENDIX H: FIELD EXPERIENCE EVALUATION BY PRECEPTOR

OHSU-PSU School of Public Health

BSTA 507: Field Experience Evaluation of Student Form (to be completed by the Preceptor)

Information may be shared with faculty and students, and may be used for assessment of programs and reporting.

Instructions

Students: **Please provide this form to your Preceptor along with a copy of your final approved learning objectives matrix.**

Preceptors: **Please complete and return to Field Experience Coordinator by e-mail or USPS mail at the address at bottom of this form.**

_____ _____

Name of Student (first and last) Academic Term(s) of Placement

_____

Agency or Organization

Please comment on the student's performance at your organization by completing the following questions.

1. How would you rate the student's **job performance** on the following dimensions?

	Poor [1]	Fair [2]	Good [3]	Very Good [4]	Excellent [5]
a. Organizational skills					
b. Preparation for assignments					
c. Flexibility					
d. Initiative					
e. Punctuality					
f. Completeness of assignments					

2. How would you rate the student's **quality of work**?

	Poor [1]	Fair [2]	Good [3]	Very Good [4]	Excellent [5]
a. Clarity					
b. Thoroughness					
c. Professional presentation					

3. How would you rate the student's **interpersonal relations**?

	Poor [1]	Fair [2]	Good [3]	Very Good [4]	Excellent [5]	Not observed
a. Public						
b. Fellow employees						
c. Supervisor						

4. How would you rate the student's **communication skills**?

	Poor [1]	Fair [2]	Good [3]	Very Good [4]	Excellent [5]
a. Written					
b. Oral					
c. Confidence					
d. Sensitivity					

As part of the MPH track requirements, Biostatistics students must demonstrate mastery of track competencies for which the student must develop learning objectives specific to the field experience project.

5. **How would you rate the student's mastery of the following Oregon MPH Track Competencies in relation to their Learning Objectives?**

	Poor [1]	Fair [2]	Good [3]	Excellent [4]	Not observed
A. Apply appropriate principles of research design and population-based concepts to assess health problems.*					
B. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.*					
C. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.					
D. Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.*					
E. Identify strengths and weaknesses of alternative designs and analytic methods, and critically review and					

assess statistical analyses presented in public health literature.					
F. Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.*					
G. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.*					

6. **Overall**, how would you rate this **student's performance** at your organization?

Poor [1]	Fair [2]	Good [3]	Very Good [4]	Excellent [5]

Please describe the student's strengths:

Please describe suggested areas for improvement for the student:

Please provide any additional comments:

_____ _____

PRECEPTOR SIGNATURE DATE

_____

PRECEPTOR NAME (PRINTED)

Thank you for your time and important feedback.

Please return completed form to:

Lisa Hatfield, Ed.D.
hatfiell@ohsu.edu
Field experience program coordinator
OHSU-PSU School of Public Health
3181 SW Sam Jackson Park Road, CB669
Portland, OR 97239

Email is preferable. Please do not fax your completed evaluation, as student and preceptor privacy cannot be assured.

APPENDIX I: STUDENT RESEARCH AND SERVICE QUESTIONNAIRE

First and Last Name:
Email:
MPH Track:

As an active MPH student, we are asking you to provide details about your community service and/or research activities for the *total duration* of your time in the MPH program.

If you have participated in any research activities during your time as an MPH student, please complete Section I.

Section I. Student Research

Research activities include ALL research activities in which you participated during your time in the MPH program, not just those with Oregon MPH faculty member.

For ***each*** research activity, please provide the following information (as indicated in the example below). Copy and paste as often as needed.

Example Research Activity 1
OMPH faculty: No
Faculty supervisor: Dr. Jones
Hours per week: 10
Project title: Photovoice with NW Native American Tribal Community
Did this project involve diverse populations? Yes
Was your tuition paid for your involvement? Yes
Duration and dates: 10 months, September 2012- June 2013

(1) Did this research project involve Oregon MPH Faculty?
(2) What was your supervisor's name?
(3) What was the research project title?
(4) Did the research involve diverse populations?
(5) Was your tuition paid (graduate assistantship)?
(6) How many hours per week were you involved?
(7) What were the dates of your involvement with this research project?

If you have participated in any service activities during your time as an MPH student, please complete Section II.

Section II. Student Service: Service activities are defined as those that benefit society or the profession and may include professional service with local non-profit organization or health services provider; academic service related to the academic program, such as actively working within a student organization or serving on a program committee; and community service and/or other volunteer service. For ***each*** service activity, please provide the following information (as indicated in the example below). Copy and paste as often as needed.

Example Service Activity 1
Nature: Academic Service (see next page for nature of activities)
Role: Member (see next page for list of roles)
Organization: OMPH Student Representative Council
Diverse populations: Yes
Dates: Sep 2014-present

(1) Nature of service

- Professional Volunteer Service
- Academic Service (active with student organization, program committees, etc.)
- Community-based service
- Other

(2) Roles

Abstract Reviewer
Ad hoc Reviewer
Advisory Board Member
Advisory Committee Member
Advisory Council Member
Application Reviewer
Appointed Member
Associate Editor
Author
Board Chair
Board Member
Board of Directors Member
Book Reviewer Editor
Chair
Chair Elect
Chair, Ex Officio
Chapter Representative
Co-Chair
Co-Convener/Facilitator
Co-Founder
Committee Member
Community Member
Consultant
Contributor
Coordinator
Council Member
Curriculum Creator
Director
Editorial Board & Reviewer
Editorial Board Member
Educator
Emeritus Board Member
Evaluation Consultant
Evaluator
Executive Director
Expert Adviser
Faculty Adviser
Faculty Association
Faculty Member
Faculty Senate Member
Fellow
Forum Participant
Founding Member
Governing Council
Grant Reviewer
Judge
Leader
Manuscript reviewer
Member
Organizer
Other
Panel Member
Participant
Peer Reviewer
Planning Committee
President
Project Developer
Referee
Representative
Research Adviser
Reviewer
Search Committee
Secretary
Section Chair
Section Council
Senator
Senior personnel
Senior Technical Adviser
Session Chair
Site Visit Chair
Speaker
Steering Committee
Task Force
Testimony
Track Coordinator
Trainer
Vice Chair
Vice President
Volunteer

APPENDIX J

OREGON MPH PROGRAM
List of Recent Field Experience Sites for
MPH Students in the Epidemiology and Biostatistics Tracks

Placement Filed Site	City	State/Country
Bureau of Communicable Disease Prevention, Division of Public Health, Idaho Dept. of Health and Welfare	Boise City	ID
College of Medicine, University of Cincinnati, Fernald Medical Monitoring Program	Cincinnati	OH
Department of Arthritis and Rheumatism, OHSU	Portland	OR
Department of Orthopedics & Rehabilitation, OHSU	Portland	OR
Direct Primary Care	Vancouver	WA
Fair Neuroimaging Lab, OHSU	Portland	OR
Global Health Access Program (GHAP)	Tak	Thailand
Massachusetts General Hospital, Department of Oncology	Boston	MA
Ministry of Health, Republic of Palau	Koror	Palau
Multiple Sclerosis Center, OHSU	Portland	OR
Office of Family Health, Oregon Public Health Division	Portland	OR
Oregon Department of Agriculture	Portland	OR
Oregon Health Authority, Public Health Division	Portland	OR
Acute and Communicable Disease Prevention Program, Oregon Public Health Division	Portland	OR
Population Services International (PSI)	Vientiane	Laos
Richmond Clinic, OHSU	Portland	OR
Southwest District Health	Caldwell	ID
The Center for Health Research, Kaiser Permanente Northwest	Portland	OR