

OREGON MASTER OF PUBLIC HEALTH PROGRAM
BSTA 507: FIELD EXPERIENCE GUIDELINES
for

Students of the MPH in Biostatistics at

Oregon Health & Science University
School of Public Health

AY 2015-2016

Students in all Oregon MPH Program tracks must complete a graduate internship¹ or “Field Experience.” The Biostatistics Track at OHSU requires a 6-credit, 200-hour Field Experience as part of their culminating activities. The Field Experience is an opportunity to apply the statistical methods learned in the classroom to important public health problems and to develop the ability to synthesize and integrate knowledge.

This handbook is designed to assist students in preparing and conducting the field experience.

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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 Oregon MPH Program refers to a “Field Experience” or “Organizational Experience” in acknowledgment of the high level of skills brought to the activity by a graduate student at the conclusion of his/her training.

Field Experience Identification Flow Chart

Step 1: Attend a Field Experience Orientation and download the Field Experience Handbook. Consider consulting with your faculty advisor about interests and career objectives.

[Recommendation: 1 to 2 full terms prior to planned 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: 1 term prior to planned placement; 2 terms prior if international placement]

Step 4: Identify and research potential sites for availability of placements, Preceptor qualifications, type of work environment, and range of opportunities.

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 Learning Objective Matrix and Position Description.
- At least 1-2 weeks prior to submission of the application, bring a draft of the Application & Learning Contract – minimally this must include a draft Position Description and draft Learning Objective Matrix - to Field Experience Coordinator for discussion and fine-tuning.
- Consult with Faculty Advisor.
- Be prepared to complete off-campus activities, travel, and/or Human Subjects authorization protocols, as necessary.

Step 7: Signatures and Submission

- Acquire signatures on completed and approved Application and Learning Contract from your Faculty Advisor and the Field Experience Preceptor.
- Submit an original hard copy of approved 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 4 weeks prior to planned placement; 12 weeks prior if international placement.*]

Step 8: Register for BSTA 507, Start Experience

- Upon email approval from Field Experience Coordinator, register using ISIS.
- Register for 6 credits either in one term or over two terms.
- Once registration appears in ISIS/Banner AND the current term has ended, you may start your experience.

BSTA 507: 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 track competencies.

2. Who must take BSTA 507?

All students in the Oregon MPH Program must complete 6 credits of a Field Experience. The Field Experience course number for the Biostatistics MPH Track is BSTA 507.

3. What does the FE involve?

The FE involves the student working on a public health issue confronting an agency or organization, **working onsite**, using the knowledge and skills acquired in their core and required coursework. It is an opportunity for the student to relate her/his academic experience to the public health issue that is the focus of their FE. Students will apply the statistical methods learned in the classroom to the public health issue and develop the ability to synthesize and integrate knowledge.

Because the FE is part of the culminating experience for each MPH Track, it is the final of multiple points of measurement demonstrating mastery of track competencies. To this end, students must demonstrate through their field experience proposal, work products, and summary report. There are minimum requirements for FE activities directly related to track competencies, but all track competencies must be covered in the summary report. The student must spend a minimum of 200 hours of work in the FE, for a total of 6 credits. Students may register for all 6 credits in one term or across two consecutive terms.

During the FE, students are expected to keep a daily journal of experiences in, and reflections about, the FE. These journals are not submitted to FEC, but are rather intended to support the student in crafting progress reports, as well as the Final Summary Report.

Students must email a progress report the FEC by the end of Week 5 of each term to (1) briefly report their experiences; (2) to predict upcoming activities, (3) identify issues that arose and the steps taken to remedy problems, and (4) state whether any changes to the Learning Objective Matrix are required.

At the end of the FE, the student must prepare and submit a FE Summary Report (Appendix C) describing the work products created during the field placement and his/her reflection on the field experience. Please be certain that any private or sensitive information is removed from FE products before submitting materials to faculty for grading. Additionally,

**Two Terms, or One?
(Depends on the location
of placement)**

It is strongly recommended that students complete the FE over two terms. It is possible to complete the FE over one term. However doing so compresses the experience into eight weeks to meet the final submission deadline. If the FE is completed over two terms, the student will receive an incomplete for the first term and will receive a 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 and matrix will be required to accompany changes in planned activities.

students are required to submit a FE Evaluation (Appendix D) and Student Research and Service Questionnaire (Appendix E). The FE Evaluation is very useful for determining the suitability of placements for future students. The students must also provide their Preceptor with a copy of the Preceptor Evaluation form (Appendix F); the completed Preceptor Evaluation form must be received by the FEC through USPS mail or email (preferred) prior to a grade being released.

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

4. When should the field experience occur?

Students must complete *all* Oregon MPH Program 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, there may be *one* required course in progress.

5. Is attendance at the field experience orientation required?

Yes. Students are required to attend a Field Experience Orientation *prior* to their planned field work term. Orientations are scheduled once a term. 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.

6. How do I identify a field experience?

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 FE opportunities posted on the Oregon MPH Program listservs
- Sites identified in consultation with the student's Faculty Advisor

Students are advised to research FE opportunities 1-2 full terms prior to the term in which they plan to do their fieldwork to ensure that there is sufficient time to make a final decision and to obtain all necessary approvals. Students are encouraged to meet first with their FA to help determine an appropriate FE site; FAs may recommend meeting with other faculty, depending upon student interests. Students 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 concisely explain the FE requirements and to ask specific and targeted questions that will help determine whether there is 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, although this type of arrangement is typically discouraged. Students using their current employer as their FE site will be required to perform duties and work on a project *outside* the normal scope of their 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 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 Oregon MPH faculty member or advisor, at OHSU or at Portland State University.

8. 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 **4 weeks prior to beginning the FE**. Students should plan accordingly, allowing 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.

Students should submit the following for Field Experience placement approval:

A. Application and Learning Contract

The components of the Application and Learning Contract are listed on the document itself (see 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
- ☐ Unofficial transcripts (from Banner)
- ☐ Current resume or CV
- ☐ Agency Agreement (rarely required)

Feedback on Application

Materials: It is highly recommended that you meet with the FEC **6-8 weeks in advance of the proposed start of your placement**.

Bring a draft of the Application and Learning Contract (minimally a draft Position Description and draft Matrix) for review. This will allow time before the application submission deadline for revisions to be made if gaps are identified or questions are raised.

Background Checks: Some sites, including most public agencies, require a background check. Most sites that require it have an internal process to address the background check; if not, please contact the FE Coordinator for assistance.

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

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 likely differ greatly from those of their peers, and 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 the Faculty Advisor in the development of the Application and Learning Contract. ***The Application must be signed by the Student, Preceptor,***

and Faculty Advisor prior to submission. The original signed Application and Learning Contract must be given to the FEC, and copies must be given to the Preceptor and Faculty Advisor.

B. Field Experience Agreement

Most sites do not require this agreement. OHSU maintains standing internship/field experience agreements with public agencies; no work is required on the student's part to maintain standing agreements. The 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 the FEC for applicability to your placement.

The Fine Print: For your protection and that of the University, all fieldwork 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.

In cases where a field experience agreement is required, the approved learning objectives will be imported from the student Learning Contract directly into the Agreement, thus the Agreement cannot be created until the entirety of the student Learning Contract is complete and approved. Once signed by the Preceptor, students are to submit the internship agreement to the OHSU Contracts Office for final institutional approval. Notice of approval will be sent to the Field Experience Coordinator, who will in turn send it to the student and her/his Preceptor.

9. When must I submit my documentation?

Documentation for FEs **must be submitted 4 weeks in advance of the planned start date** for the field experience. Applications involving IRB review and international travel must be submitted much earlier, at least 12 weeks in advance of the planned start date to allow for the additional procedures and paperwork required. More information on IRB review can be found at Question 18 below

10. How do I address track competencies?

The Field Experience is a competency-based experience demonstrating mastery of knowledge and skills developed during the program. Students' individual learning objectives, as expressed in the Application and Learning Contract, must be mapped to the designated Track Learning Competencies for the Biostatistics Tracks (listed below). ***The student must provide a minimum of three specific FE Learning Activities for each FE Learning Objective.*** A useful tip for creating Learning Activities is identifying sequential activities for each Learning Objective. A Learning 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 Track Competencies and FE Learning Objectives were met, in what ways (i.e., by describing how each Learning Activity was performed), and how challenges were addressed (see Summary Report outline in Appendices).

11. What is, and how do I write, a Learning Objective or Learning Activity?

Students are encouraged to work with the FEC to refine appropriate FE Learning Objectives and associated Learning Activities. Together, Learning Objectives and Learning 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 the means of performance assessment
- Be explicitly measurable through ***at least three*** Learning Activities per Learning Objective
- Identify the intended outcome or product, not the process
- Reference and build upon the Track Competencies

Please note that Learning Objectives 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.” During the field experience orientation, the FEC will provide examples of learning objectives and activities.

Appropriate and “**measurable**” **action verbs** for each of the skill areas might include the following:

- **Knowledge:** arrange, define, duplicate, label, list, name, order, recognize, relate, repeat, reproduce, count, 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, synthesize, 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.

12. What does a Learning Objectives Matrix look like?

Create a table with **three columns**:

Col. 1 - Track Competencies: Address the applicable Biostatistics track competencies (At minimum, Appendix A, competencies 1, 2, 4, 6 and 7). Add or develop others as fits your placement and goals.

Col. 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.

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

13. What are acceptable final work products?

You will likely complete tangible products for most of your learning activities. Simply, they are products that provide evidence of your competency. We respect that work products are unique to each field placement and depend on the activities with which you are involved. Products may include technical reports, policy papers, surveillance reports, grant applications, and journal manuscripts.

FE Learning Objective & Learning Activity

Learning Objectives and Learning Activities both utilize **brief** (one sentence) and **specific** language that begins with **action** verbs to state what a student will *do*. Both must be reasonable in scope and breadth.

So what is the difference?

FE Learning Objective:

- Describes a single, major cognitive **skill**
- Links the Track Competency to **at least three** Learning Activities

Learning Activity:

- Identify a specific **action** the student will take to show learning objective and track competency
- Defined in a explicitly measurable way

14. 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 the Oregon MPH Program in a real-life setting of 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 Advisor will review your experience and choose a field placement that advances you towards your ultimate career objectives.

15. How do I register for the field experience?

Registration for BSTA 507 requires approval by the Field Experience Coordinator. Students will first submit all required documentation associated with the application (see above) to the FEC. Following the submission of completed paperwork and receipt of all approvals, students will register with assistance from the School of Public Health education office.

16. How do I complete the field experience?

Successful completion of the FE requires demonstrated mastery of stated learning competencies, completion of all placement deliverables, and submission of a Summary Report and other required materials (see appendices). After completing the placement, it is the student's responsibility to ensure that all materials are submitted in a timely fashion. ***Materials are due by close of business on the Monday of Week 10 of the term in which the placement is completed.*** The FEC then coordinates review and assignment of letter grade by the student's Faculty Advisor during the Finals Week. All materials must be submitted via email to the FEC.

17. How are credits and grades assigned for the FE?

A student's performance in the Field Experience is assessed based on quality of materials submitted (i.e., Application and Learning Contract, mid-term updates, final Summary Report, evidence of products developed while in field work, FE evaluation report), demonstrated satisfaction of learning competencies, and assessments of both the site Preceptor and the Faculty Advisor. If the FE is completed over two terms, the student will receive an incomplete for the first term and will receive a letter grade for both terms when the entire 6 credits of the FE are complete.

18. What do I need to do if my FE has a research component that involves human subjects?

OHSU requires all 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 review 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

Protection of Human Subjects

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. **IRB review and approvals take time, so we suggest that you structure your FE to not need full review (e.g., work with de-identified data).**

The following still require a letter or email memo from the Preceptor, but generally allow for minimal review and timely approval by the OHSU IRB (i.e., "determination"):

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

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 research, work on the project and registration for the course may not begin until OHSU IRB approval has been obtained.

19. 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 field experience. Institutional approvals and paperwork will be required.

Please plan to submit all materials at least 12 weeks in advance of your planned field work. Processes begun after that point may not have received all 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.

Appendix 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*.

APPENDIX B: Application & Learning Contract

OHSU-PSU School of Public Health

Return this form and attachments electronically to hatfiell@ohsu.edu
at least 4 weeks prior to beginning your proposed Field Experience.

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		Field Site Phone # if available	

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 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.*		

1. Does the scope of work involve identified patient data? Yes ☐ No ☐

2. If so, do you have IRB approval or exemption? Yes ☐ No ☐

IF YES, please provide a copy of the IRB approval letter (OHSU or agency).

3. Does this project involve international travel? Yes ☐ No ☐

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, we are including the most commonly used vendors for your convenience:

<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

Field Experience Coordinator

Date

Advising Checklist

Faculty Advisor: _____

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. Unofficial transcript
 2. Resume or CV
-

**Return this form and attachments electronically to hatfiell@ohsu.edu
at least 4 weeks prior to beginning your proposed field experience.**

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
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Email: hatfiell@ohsu.edu

For more information about Field Experience requirements and processes, see

<http://www.oregonmph.org/content/field-experienceinternship>

Appendix C: Final Summary Report

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
- 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, presentation slides (excluding your oral presentation slides), outreach materials, agency memos, and legislative updates. 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 D
OREGON MPH PROGRAM
BSTA 507: Field Experience Evaluation Report
(to be completed by the Student)

Student's First Name

Last Name

Date

Field Experience Agency/Organization

Preceptor's Name

Academic Terms

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 Biostatistics Track Competencies through your field experience Learning Objectives?

Biostatistics Track Competency	Poor	Fair	Good	Excellent
Apply appropriate principles of research design and population-based concepts to assess health problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on mastery of competencies:

FIELD EXPERIENCE SUPERVISION AND SITE PLACEMENT

6. Please rate how well your Preceptor did the following things:

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

Comments on Preceptor during your field experience:

7. Would you recommend this placement site to other Oregon MPH Program students?

- ☐ Yes
☐ Yes, with reservations
☐ No

Comments or recommendations to improve the field experience at this placement site:

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided the opportunity to gain new information and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to the development of my specific career interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is your overall level of satisfaction with your Field Experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. General comments about the Field Experience:

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

APPENDIX E
OMPH Student Research and Service Questionnaire
Return to Lisa Hatfield, hatfiell@ohsu.edu

First name:
Last name:
Email:
Oregon MPH track:

As an active Oregon 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 OMPH Program.

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

Section I. Student Research

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

For *each* research activity, please provide the following information (as indicated in the example below):

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 OMPH student, please complete Section II.

Section II. Student Service

OMPH student 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; community service and/or other volunteer service.

For *each* service activity, please provide the following information (as indicated in the example below):

Example Service Activity 1

Nature: Academic Service

Role: Member

Organization: OMPH Student Representative Council

Diverse populations: Yes

Dates: Sep 2012-present

(1) Nature of service

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

(2) Role

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

(3) Organization name (please do not abbreviate)

(4) Did the service involve diverse populations?

(5) What were the dates of service?

APPENDIX F
OREGON MPH PROGRAM
BSTA 507: Field Experience Evaluation of Student Form
(to be completed by the Preceptor)

Instructions

Students: Please provide this form to 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]
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 Oregon MPH track requirements in biostatistics, students must demonstrate mastery of track competencies for which the student must develop Learning Objectives specific to the field experience project (see attached matrix for Oregon MPH Track Competencies and student Learning Objectives).

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

	Poor	Fair	Good	Excellent
Apply appropriate principles of research design and population-based concepts to assess health problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 provide narrative comments to the following questions.

1. Please describe the student's strengths:

2. Please describe suggested areas for improvement for the student:

3. 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, but please do not fax your completed evaluation, as student and preceptor privacy cannot be assured

APPENDIX G
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