

**OREGON MASTER OF PUBLIC HEALTH PROGRAM
PHE 504: FIELD EXPERIENCE GUIDELINES
FOR HEALTH PROMOTIONS STUDENTS AT
PORTLAND STATE UNIVERSITY
SCHOOL OF COMMUNITY HEALTH**

TRACK B

Students beginning enrollment in Fall 2016 or after

Students in all OMPH Program tracks must complete a graduate internship,¹ or “Field Experience.” The Health Promotion track (HP) requires as a culminating activity a 6-credit, 200 hour Field Experience, with Summary/reflective Report and evidence of work conducted in the context of the field placement. The Field Experience is an opportunity to demonstrate mastery of skills acquired during the program.

This packet is designed to assist students in preparing and conducting the Field Experience. All the required fields within this document are form-fillable. Text in blue are hyperlinked to relevant websites or pertinent e-mail addresses.

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

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

Field Experience Identification Flow Chart

Step 1: Attend a Field Experience Orientation and download Field Experience Handbook, consider consulting with Faculty Advisor about interests and career objectives.
[Recommendation: 1 to 2 full terms prior to planned placement; 2½ terms prior if international]

Step 2: Do preliminary research about potential placements.

Step 3: Meet with Faculty Advisor to discuss ideas for field experience placements and career objectives.
[Recommendation: 1½ terms prior to planned placement; 2½ terms prior if international 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 Matrix and Position Description
- At least 1-2 weeks prior to submittal of the application, bring a draft of the Application & Learning Contract – minimally this must include a draft Position Description and draft Matrix - to Field Experience Coordinator for discussion and fine-tuning.
- Consult with Faculty Advisor.
- Be prepared to complete off-campus activities, travel, and/or Human Subjects authorization protocols, as necessary.

Step 7: Signatures and Submittal

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

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

Step 8: Register for PHE 504, Start Experience

- Print email approval from Field Experience Coordinator, register using goldenrod *Special Registration* paper form which can be found and signed/stamped in the SCH front desk.
- Register for either 6 credits in one term or 3 credits over **two terms (highly recommended)**
- Once registration appears in Banner AND the current term has ended, you may start your experience.

PHE 504: OVERVIEW & DESCRIPTION OF REQUIREMENTS

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

1. What is the purpose of the FE?

The purpose of the FE is to provide students with a supervised opportunity to demonstrate mastery of knowledge and competencies, specifically OMPH Health Promotion (HP) Track Competencies 1, 3, 4, 8, 9, and 10, developed during the time enrolled in the OMPH Health Promotion HP Track.

2. Who must take PHE 504?

All students in the HP Track must complete PHE 504.

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 tools and techniques developed as a student in the HP Track. It is an opportunity for the student to relate her/his academic experience in the OMPH Program to the public health issue that is the focus of the FE. Students can obtain more information about the typical activities conducted by students in field settings from their FA and the FEC.

Two Terms or One?

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.

Because the FE is part of the culminating experience for the HP Track, it is one of the final of multiple points of measurement demonstrating mastery of track competencies. To this end, students must establish both through their proposal and work, **demonstrable mastery of OMPH HP Track Competencies 1, 3, 4, 8, 9, and 10.** 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 six credits in one ten-week term (fall through spring), or for three credits each across two 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 to support the student in crafting the bi-weekly updates, as well as the final Summary Report.

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

At the end of the FE, the student must prepare and submit a FE Summary Report (see Appendices) and examples of the FE Products

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.

created during the fieldwork. Please be certain that any private or sensitive information is removed from FE products before submitting materials to faculty for grading. Additionally, students are required to submit an [Student FE Evaluation Form](#) online. The FE Evaluation is a very useful for determining the suitability of placements for future students. The students should also remind the Preceptor of the [Preceptor FE Evaluation Form](#). The online Preceptor Evaluation form must be completed by the Preceptor prior to the student's grade being released. At the end of the academic school year, the FE student will give a [20-minute presentation](#) about their FE experience, with department faculty present.

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

4. When should the FE occur?

Students must complete **all OMPH core and track required courses BEFORE** beginning the FE.

5. Is there a required orientation for PHE 504?

Yes. Students are required to attend a PHE 504 Orientation **one to two full terms prior** to their planned field work term. Orientations are scheduled twice a term, at the beginning of the term, during fall, winter, and spring. The FEC will organize and facilitate these orientation sessions, providing information about FE selection, paperwork, and approval processes. Orientations are not offered during summer term.

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 FE?

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

- Students' own ideas and contacts including previously placed MPH students (see list of recent placements in Appendix)
- Students' research into existing agency and organizational postings
- Announcements of FE opportunities posted on the OMPH Program listserves
- Sites identified in consultation with the student's Faculty Advisor (FA)

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

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 field work, will not count toward the 200 hour requirement, and are not sanctioned by PSU.

whether there is good fit between PHE 504 requirements and the needs of the site.

7. Who may serve as Preceptor?

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

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 **by 5pm on the Monday of Week 5 of the term prior** to beginning the FE. Students should plan accordingly, allowing sufficient time to complete all forms and approval processes.

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

Students should submit the following for Field Experience placement approval:

A. Application and Learning Contract

The components of the Application and Learning Contract (ALC) are listed on the document itself (see Appendices for Forms). It includes:

GGraduate Field Experience Checklist Form

- ☐ Application and Learning Contract Form
- ☐ Current Resume
- ☐ Health Promotion Track Advising Sheet Form
- ☐ Unofficial Transcripts (from Banner)
- ☐ Public Health Career Objectives
- ☐ Relation of ALL Coursework to FE
- ☐ Position Description
- ☐ Learning Competency Matrix (the 'Matrix')
- ☐ List/Description of Anticipated Final Products
- ☐ Projected Date of Completion
- ☐ IRB – waiver or memo (if applicable – see FAQ 15)
- ☐ International package (if applicable)
- ☐ Field Experience Agency Agreement (rarely required)

Because this is a substantial document, it is important to allow sufficient time for development and any required revisions. As each placement is crafted uniquely for each student, students' contracts will likely differ greatly from their colleagues', it is not

Feedback on Application

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

Background Checks: Some sites, including most public agencies, require a background check. Most 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 SHAC with list of required immunizations for an appointment with a nurse to receive appropriate immunizations.

recommended that students try to model their ALC after another student's contract. As indicated in the timeline, students will work with their Preceptor, the FE Coordinator, and Advisor in the development of the ALC. **Application and Learning Contracts must be signed by both the Preceptor and Advisor prior to submission.** The original signed ALC must be given to the FEC, and a copy of the original must be given to the Preceptor.

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

B. Field Experience Agreement

Most sites do not require this agreement. PSU maintains standing Field Experience Agreements with many public agencies; no work is required on the student's part to maintain standing agreements. PSU currently does not require a Field Experience Agreement with other sites, but the field placement site may. Please check with the FEC for applicability to your placement.

In cases where a FE Agreement is required, the approved learning competencies will be imported from the ALC directly into the Agreement, thus the Agreement cannot be created until the entirety of the ALC is complete and approved. Once signed by the Preceptor, students are to submit the Field Experience Agreement to the PSU Contracts Office for final institutional approval. Notice of approval will be sent to the FEC, who will in turn send it to the student and her/his Preceptor.

9. When must I submit my documentation?

Documentation for FEs *not* involving human research or international travel **must be submitted electronically to the FEC and Assistant FEC by the Monday of the 5th week** of the term prior to the term in which the experience is to be completed, in order to ensure that all paperwork is complete and approvals are obtained by the planned start date. It is highly recommended that applications for FEs involving international travel and/or research components be submitted **1-2 full terms in advance** of the planned FE to allow for the additional procedures and paperwork required. [Please see additional information below on both research-based and international FEs.]

10. How do I address track competencies?

This is a competency-based experience demonstrating mastery of knowledge and skills developed during the program. Students' individual learning competencies, as expressed in the Application and Learning Contract, must be mapped to the Health Promotion Track Learning Competencies (listed below). The student must then provide a **minimum of three specific FE Learning Activities for each FE Learning Competency**. A useful tip for creating Learning Activities is identifying sequential activities for each Learning Competency. A Learning Activity may satisfy more than one Learning Competency and thus appear repeatedly in the matrix, but measurement of each must be clear. An example of the suggested 4-column learning competency matrix format will be provided and discussed during the FE Orientation. Student defined FE Learning Competencies expressed in the Application and Learning Contracts must specifically address, *at minimum*, track competencies 1, 3 – 4, 8 – 10 (bolded in the text box on pg 7). You are welcome to address more and to add competencies of your own to this list. Be aware, however, that the matrix is treated as a contract, and you will be required to address each in your Summary Report. Summary Reports must state and respond to the degree to which **each** of the Track and FE Learning Competencies were met, in what ways (ie – by describing how each Learning Activity was performed), and addressing challenges (see Summary Report outline in Appendices). The fourth column of the Learning Competency Matrix will list project deliverables, if applicable to the track competency.

Health Promotion Track Learning Competencies
(mandatory Track Competencies are in bold text)

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

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

Students are encouraged to work with the FEC to refine appropriate FE Learning Competencies and associated Learning Activities. Together, Learning Competencies and Activities must:

- Describe the performance of a major cognitive skill (knowledge, comprehension, application, analysis, synthesis, and evaluation)
- Pay particular attention to analysis, synthesis, and evaluation
- Begin with an **“action verb”** that matches the means of performance assessment
- Be explicitly measurable through **at least three** Learning Activities per Learning Competency
- Identify the intended outcome or product, not the process
- Reference and build upon the HP Track Competencies

Please note that Learning Competencies are brief (i.e., one sentence), specific statements of what a student will *do*. The general format for such statements is “Who will do How Much of What by When.” For examples of learning competency writing style, please reference the track competencies (text box above). During the PHE 504 Orientation, the FEC will provide examples of learning competencies 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, define, meet, review, study
- **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, report, restate, review, select, translate

**FE Learning Competency
& Learning Activity**

Learning Competencies 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 Competency:

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

Learning Activity:

- Identify a **minimum of 3 specific actions**
- Answers **HOW** you plan to demonstrate mastery of the competency.

- **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.

12. How do I register for the FE?

Registration for PHE 504 follows a different procedure than registering for regular classes. Students will first submit all required documentation associated with the application (see above) to the FEC. Following the submission of completed paperwork and receipt of all approvals, students will register manually – rather than electronically – using the golden-rod colored Special Registration form available in the SCH office. Please bring the Special Registration form to the front desk (along with a printout of the FEC's e-mail approval) for signature and departmental stamp, and then take the signed/stamped form to the PSU Registrar's Office for processing. Because enrollment is manual, it may require a few extra days for your placement in PHE 504 to appear in the Banner system.

13. How do I complete the FE?

Successful completion of the FE requires demonstrated mastery of stated learning competencies, completion of all deliverables, and submission of a Summary Report and other required materials (see list in side panel). 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 9 of the term in which the placement is completed** for review by the FEC. The FEC then coordinates review by the FA. All materials must be submitted electronically to the Field Experience Coordinator and the Assistant Field Experience Coordinator. Additionally, at the end of the academic school year, the FE student will give a [20-minute presentation](#) demonstrating their mastery of Field Experience and Track competencies.

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

A student's performance is assessed based on quality of materials submitted (see side panel for checklist) and the following grading rubrick:k:

- 30% Project deliverables
- 30% Student's reflective paper, learning contract, and other materials
- 20% Field Experience presentation
- 20% Preceptor evaluation

If the FE is completed over two terms, the student will receive an

Final Package Checklist (see Appendices for Forms)

- ☐ **Graduate FE Student Checklist Form**, updated, signed and dated by student
- ☐ **Latest, approved Matrix**
- ☐ **FE Summary Report** with three sections for an (1) Introduction, (2) an Evaluation of how you showed competency through learning activities – please quote using exact language and numbering system as Matrix – and (3) a Reflective conclusion
- ☐ **Student FE Evaluation Form** ([online link](#))k)
- ☐ **Preceptor FE Evaluation Form** ([online link](#))
- ☐ **Copies of Deliverables** developed in the Field as evidence of competency
- ☐ **Student [Presentation](#) of the FE Experience**
At the end of the academic school year, FE students shall present on their FE experiences in front of department faculty and peers.

incomplete for the first term and receive a grade for both terms when the entire 6 credits of the FE are completed.

15. What do I need to do if my FE has a research component?

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

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

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

- 1) If you are working on a research/evaluation project with human subjects in which YOU (the student) are the LEAD INVESTIGATOR, and there is no other IRB approval at the site, you will submit a full application to PSU's HSRRC.
- 2) If you are working on a research/evaluation project and you are NOT the lead investigator, but there is IRB approval on file at the site, you will provide a copy of that approval to the FEC to submit to HSRRC for a waiver. Your preceptor will also be required to write a memo (by email to the FEC) stating the IRB approval number. The memo will be retained in your file.
- 3) If you are working on a research/evaluation project and you are NOT the lead investigator, and the site's own guidelines would suggest that an IRB approval is NOT required, please ask the site to provide the criteria the site is using to determine that the project is exempt the project from review. This memo can be an email from the Preceptor to the FEC. Please instruct your Preceptor to include the following in the Memo:

- ☐ brief description of the project
- ☐ the student's role in the project
- ☐ the criteria the site is using to exempt the project from review (see sidebar for potential reasons and language)

The FEC will then send your information to HSRRC for review. These petitions will be evaluated on a case-by-case basis, and the Committee will instruct us as to how to proceed with respect to any information needed on your behalf.

Human Subjects in Practice

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

The following still require the Preceptor Memo described in Bullet 3, but generally allow for minimal review and timely approval:

- 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*

- 4) If you are instructed by PSU's HSRRC to complete an IRB proposal, please note that you will be applying from the perspective of your role as graduate intern, not as the PI (even though you would still sign the "investigator" line). In other words, the assurances you are providing are with respect to your role and actions as a participant researcher, not as the person with authority over the entirety of the project. Students required to submit full proposals may apply directly for Waived, Expedited, or Full Review. Student research involving identifiable human data should plan their timelines accordingly to allow for committee review.

Please note that in all cases involving human research, work on the project and registration for the course may not begin until HSRRC approval has been obtained. Full information is available through PSU's HSRRC website: <https://sites.google.com/a/pdx.edu/research/integrity/human-subjects>.

16. What do I need to do if I am planning an international FE?

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

Please plan to submit all materials at least one full term (1½ terms or more are preferred) in advance of your planned field work. Processes begun after that point may not have received all necessary approvals in time for planned departure. 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.

Appendices

PHE 504: GRADUATE FIELD EXPERIENCE STUDENT CHECKLIST

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

DATE	FIELD EXPERIENCE PROCEDURES
	BEFORE MEETING WITH FACULTY ADVISOR TO DISCUSS FIELD EXPERIENCE, be certain you have:
	Attended a PHE 504 Orientation offered through the Health Promotion track at PSU. [Required]
	Completed items #3-6 of the PHE 504 Application and Learning Contract <input type="checkbox"/> 3. Updated resume (<i>See Library, Career Center, or Writing Center for assistance</i>) <input type="checkbox"/> 4. Completed Health Promotion Track Advising Sheet <input type="checkbox"/> 5. Printed unofficial transcript and attached to Health Promotion Track Advising Sheet (<i>see bamweb.pdx.edu</i>) <input type="checkbox"/> 6. Drafted career objectives.
	<input type="checkbox"/> Researched and identified a potential site for your Field Experience to discuss with Faculty Advisor
	<input type="checkbox"/> Met with Faculty Advisor to discuss potential opportunities 1½ terms prior to the quarter in which you plan to enroll in PHE 504. (2 terms prior if an international field placement)
	<input type="checkbox"/> If an international placement, met with the Field Experience Coordinator to specify plans for fieldwork and learn about required approvals, no later than 1 ½ terms prior to planned Field Experience term.
	UPON IDENTIFYING A POTENTIAL FIELD EXPERIENCE SITE, be certain you have:
	Solicited Feedback on draft Position Description and draft Matrix prior to the fifth week of the term from: <input type="checkbox"/> Preceptor <input type="checkbox"/> Faculty Advisor <input type="checkbox"/> FE Coordinator
	Completed items #7-11 of the Application and Learning Contract and have submitted both to my Preceptor and Faculty Advisor for signatures by the fifth week of the term prior to the field placement. <input type="checkbox"/> 7. Related all courses taken to date to proposed Field Experience <input type="checkbox"/> 8. Submitted Position Description provided by (or developed by you and approved by) placement agency/organization <input type="checkbox"/> 9. Described the experience and skill requirements for the Field Experience in the form of a Learning Competency <input type="checkbox"/> 10. Described the 2-3 products to be submitted to the organization and to FEC as evidence of competency <input type="checkbox"/> 11. Identified the projected date of completion for all requirements
	<input type="checkbox"/> Completed Human Subject application procedures and received approval from PSU HSRRC [if applicable].
	<input type="checkbox"/> Completed international travel application procedures and received approval from PSU [if applicable].
	BEFORE BEGINNING YOUR FIELD EXPERIENCE, be certain you have:
	<input type="checkbox"/> Received approval from the Field Experience Coordinator to begin Field Experience
	<input type="checkbox"/> Provided a signed copy of the Application and Learning Contract to Preceptor
	<input type="checkbox"/> Registered for PHE 504 within the first 2 weeks of the term , using goldenrod Special Registration form
	<input type="checkbox"/> Started weekly Field Experience journal
	DURING & AFTER YOUR FIELD EXPERIENCE, be certain you have:
	<input type="checkbox"/> Sent bi-weekly status reports about Field Experience to the Field Experience Coordinator
	<input type="checkbox"/> Demonstrably met the terms of the Application and Learning Contract by regularly reviewing and updating Learning Matrix
	<input type="checkbox"/> Reminded your Preceptor to fill out the online Preceptor FE Evaluation Form , and requested that s/he complete it by the beginning of Week 9 of your concluding term.
	Completed and Submitted electronically by the Monday of Week 9. <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> This Form, updated and signed by you <input type="checkbox"/> Completed Student FE Evaluation Form <input type="checkbox"/> Completed FE Summary Report (addressing each FE Learning Competency and Learning Activity) </div> <div> <input type="checkbox"/> Final Approved Matrix <input type="checkbox"/> Copies of deliverables (de-identified) </div> </div>

Student Signature (Application)

Date

Faculty Advisor Signature (Application)

Date

Student Signature (Final Report)

Date

Faculty Advisor Signature for Grade

Rec. Grade

Date

OREGON MASTER OF PUBLIC HEALTH PROGRAM PHE 504: APPLICATION AND LEARNING CONTRACT

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

Last Name	First Name	M.I.	PSU ID#
Street Address (Mailing Address)		City	State Zip Code
Home/Cell Phone	Work Phone	PSU email address	

Please complete the following items and submit in one complete document:

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

Track Competencies: Address, at minimum, Health Promotion track competencies 1, 3, 4, 8, 9, and 10. Add or develop others as fits your placement and goals.

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

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

Deliverables: List and describe the products of the learning competencies and activities. Indicate which of these will serve as the products and deliverables to the FEC and preceptor for assessment of your core competencies.

11. **Projected Date of Completion of All Requirements:**

DDDate

FIELD EXPERIENCE SITE INFORMATION:

Field Experience/Project Title

Organization / Agency

Address

City

State

Zip Code

Website

Organization primary mission/purpose

Preceptor

Credentials

Title

Work Phone & Ext.

Fax

Email address

REQUIRED SIGNATURES:

Student signature

Date

Preceptor signature

Date

Faculty Advisor signature

Date

Faculty Advisor Name (Printed)

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

Liana Winett, DrPH, MCHES
School of Community Health, Portland State University
PO Box 751
Portland, OR 97207
Fax 503-725-5100
lwinett@pdx.edu

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

OREGON MASTER OF PUBLIC HEALTH PROGRAM
HEALTH PROMOTION TRACK ADVISING SHEET
 (For Students Who Entered the Program Beginning Fall 2014)

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

Term Entered School _____ Expected Graduation Term _____

Oregon MPH Core Courses (17 credits)
 Other Required Courses (28 credits)
 Area of Emphasis/Elective Courses (minimum 9 credits)
 Field Experience (6 credits)
 Final Comprehensive Exam
 Total: 60 credits

Required OMPH Core Courses (17 credits)

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

Sub-Total Credits: _____

Track Required Courses (28 credits)

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

Sub-Total Credits: _____

Area of Emphasis Selected:_____

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

Course Number	Area of Emphasis Courses	Credits	Term	Grade

Sub-Total Credits:_____

Field Experience Placement (6 credits)

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

Sub-Total Credits:_____

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

Total Credits Earned: _____

**OREGON MASTER OF PUBLIC HEALTH PROGRAM
PHE 504: GRADUATE FIELD EXPERIENCE**

Guidelines and Checklist for Field Experience Final Package & Summary Report

- ☐ **Cover Sheet: Graduate Field Experience Student Checklist** (with your signature)
- ☐ **Title Page:** Your name; Field Experience title; name, postal address, telephone, and email address of Field Experience Preceptor; agency/organization name; term(s)/year enrolled in Field Experience. [Not included in page count]
- ☐ **Field Experience Summary Report**

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

 - ☐ **Section I. Introduction**
 - Field work setting: general overview of organization
 1. Type of organization (e.g., government agency, not-for-profit organization)
 2. Major objectives of the organization
 3. Description of public health activities
 - General overview of your duties and responsibilities while at the agency
 - ☐ **Section II. Evaluation of Field Experience Learning Competencies**
 - State **each FE Learning Competency and Learning Activity, phrased exactly as it is in your Learning Competency Matrix**. Summarize how you met and demonstrated mastery of each in relation to the corresponding Track Competency in the context of your placement. Describe any challenges encountered within each learning competency and how it was addressed.
 - Discuss additional experiences you would like to pursue to further develop the track competencies in future.
 - ☐ **Section III. Reflections and Recommendations**

Evaluate the degree to which your professional competencies were developed or expanded during the Field Experience. Discuss how the Field Experience influenced your career goals. Include a brief description of how the Field Experience supplemented your Area of Emphasis coursework.
- ☐ **Approved Matrix** (final version)
- ☐ **Completed On-Line [Student FE Evaluation Form](#)**
- ☐ **Copies of Deliverables provided to Preceptor** (no identifying info if for ‘internal purposes only’)
- ☐ **Student [Presentation](#) of FE Experience**

PORTLAND STATE UNIVERSITY CAMPUS RESOURCES

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

Career Center

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

402 University Services Building, 725-4613

M-F 8am-5pm

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

Center for Student Health and Counseling (SHAC)

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

200 University Center Building, 725-2800

M-Th 8:30am-5:30 pm, F 9am-5pm

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

Millar Library

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

LIB, 725-5874

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

Oregon Master of Public Health

<http://www.oregonmph.org>

Both partner campuses for the Oregon MPH - Oregon Health & Science University (OHSU) and Portland State University (PSU) are both located in PSU's Urban Center Building in downtown Portland. Please check the website for program details.

The Writing Center

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

188 Cramer Hall, 725-3570

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

Computers

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

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

LIST OF PREVIOUS FIELD EXPERIENCE SITES
for
OREGON MASTER OF PUBLIC HEALTH PROGRAM
HEALTH PROMOTION STUDENTS

African Partnership for Health/	Lactation Committee
Lutheran Community Services	Layton Aging and Alzheimer's Disease Center
American Heart Association	Oregon National Primate Center
Attorney General's Sexual Assault Task Force	Asian Health Service Center
Beaverton Farmers' Market	OHA/Health Security, Preparedness and Response
Breastfeeding Coalition of Oregon	OHA/Oregon Immunization Program
Cascade AIDS and/or PIVOT	Oregon Health Authority (OHA)
Center for Women, Politics & Policy	Public Health Division
Central City Concern	Center for Health Protection, HIA Program
Clark County Public Health Department	Office of Environmental Public Health
Community Health Advocates of Oregon	Adolescent Health Section
Community Health Partnership	Health Promotion and Chronic Disease Prevention Section
Corporation for National and Community Service	Injury Prevention and Epidemiology
Ecotrust	Office of Family Health & Women's Health
Free Clinic of Southwest Washington	Oregon Latino Health Coalition
Green Empowerment	Oregon Public Health Institute
Hands to Hearts International	PAVE - Promotion Awareness, Victim Empowerment
Hesperian Foundation	PCC-Sylvania S.A.F.E./Women's Resource Center
Immigrant and Refugee Community Organization	Providence Health & Services
Kaiser Permanente, Center for Health Research, Familas en Accion	Providence Medical Group, Child Center
Lane County Health Department	Providence Medical Group, Health Education Dept.
Lewis & Clark College	Run Portland
Luapula Foundation	Sexual Assault Resource Center
March of Dimes	SPOON Foundation
Mercy Corp	State of Oregon, Office of Healthy Kids
Military VA & Oregon State Hospital	The Wallace Medical Concern
Multnomah County Aging and Disability Services	Tostan
Multnomah County Health Department	Upstream Public Health
Community Health Services - STD/HIV/HCV	US Air Force, Airman and Family Readiness Center
Community Capacitation Center	Volunteers of American Family Relief Nursery
Health Assessment	Washington County Health and Human Services
Mental Health & Addictions Division	Western States Center
Northwest Portland Area Indian Health Board	
Oregon Environmental Council	
Oregon Food Bank	
Oregon Health & Science University	
Dorenbecher Children's Safety Center	
Center for Research on Occupational & Environmental Toxicology	
Global Health Center	