



SCHOOL OF  
**PUBLIC HEALTH**

PHPM 504 FIELD EXPERIENCE GUIDELINES  
MPH IN EPIDEMIOLOGY

AY 2015-16

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# PHPM 504 FIELD EXPERIENCE GUIDELINES

## MPH IN EPIDEMIOLOGY

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### INTRODUCTION

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

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

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## RECOMMENDED FIELD EXPERIENCE TIMELINE

### 2 terms prior (typically summer)

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

### 1 term prior (typically fall)

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

### Term 1 of FE (typically winter)

- Lisa Hatfield will register students for the FE with the registrar
- Submit progress report to Lisa Hatfield by end of Week 5; deadlines will be sent via e-mail
- Keep faculty adviser updated
- Let Lisa Hatfield know if you have any concerns

### Term 2 of FE (typically spring)

- Lisa Hatfield will register students for the FE with the registrar
- Submit progress report to Lisa Hatfield by end of Week 5
- Let Lisa Hatfield know of any concerns
- Lisa will schedule oral presentations for the end of the term
- Keep faculty adviser updated
- Prepare oral presentation
- Submit final report to Lisa Hatfield by Monday of Week 10 of term; deadline will be sent via e-mail
- Complete FE survey; return to Lisa Hatfield
- Give preceptor survey to complete
- Give oral presentation
- Complete OMPH student service and research questionnaire; return to Lisa Hatfield

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## OVERVIEW & REQUIREMENTS

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

### 1. WHAT IS THE PURPOSE OF THE FIELD EXPERIENCE?

The purpose of the FE is to provide students with a supervised opportunity to demonstrate mastery of knowledge and track competencies. In addition, it provides students the opportunity to reflect on the epidemiology program and learning competencies in the context of a professional setting; an opportunity to learn new skills; and an opportunity for socialization into a public health field.

### 2. WHO MUST TAKE PHPM 504?

All students in the Epidemiology MPH track must take PHPM 504, which is the course number for the FE. Students in the other MPH tracks also must complete the FE; however, their course numbers differ.

### 3. WHAT DOES THE FIELD EXPERIENCE INVOLVE?

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

Because the FE is part of the culminating experience for each MPH track, it is the final of multiple points of measurement demonstrating mastery of track competencies. To this end, students must demonstrate mastery of track competencies through their field experience proposal, work products, and summary report; all track competencies (Appendix A) must be addressed in the final summary report (Appendix E). The student must spend a minimum of 200 hours of work in the FE for a total of 6 credits. Time spent writing the final report will be in addition to these 200 hours. Students may register for all 6 credits in one 10-week term or for 3 credits each across two consecutive terms.

During the FE, students are encouraged to keep a journal of experiences in and reflections about the FE. These journals are not submitted to the FEC but rather are intended to support the student in crafting progress reports as well as the final summary report. **Students must email a progress report to the FEC by the end of Week 5 each term.** See Appendix C for details. Students will be given a specific deadline for submission each term.

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

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

#### 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 and makes meeting deadlines for the final summary report and oral presentation more challenging. If the FE is completed over two terms, the student will receive an incomplete for the first term and a letter grade for both terms when the entire 6 credits of the FE are complete.

#### 4. WHEN IN THE MPH PROGRAM SHOULD THE FIELD EXPERIENCE TAKE PLACE?

Students must **complete all core and track required courses before** beginning the FE if PHPM 504 is being completed in one term. If the FE is being completed over two terms, students may enroll concurrently in **one** required course during the first term of a two-term FE; all other core and track required courses must be completed prior to beginning the FE.

#### 5. IS ATTENDANCE AT THE FIELD EXPERIENCE ORIENTATION REQUIRED?

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

#### 6. HOW DO I IDENTIFY A FIELD EXPERIENCE SITE?

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

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

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

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

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

##### **Placement at current employer:**

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

##### **Clinical and lobbying activities:**

No FE shall include lobbying or clinical practice. This includes students who hold clinical licensure or who currently lobby in their professional lives. Any clinical or lobbying activities to which a student agrees are to be performed outside the context of FE, 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. Potential preceptors will be evaluated on a case-by-case basis. It is recommended while conducting informational interviews with prospective preceptors that you discuss their public health qualifications to serve as a preceptor. ***The FE preceptor may not be a current MPH primary faculty or adviser at OHSU or at Portland State University nor can preceptors be current students regardless of position.***

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

Students are responsible for ensuring the complete application & learning contract (Appendix B), including appropriate signatures, are submitted **4 weeks prior to beginning the FE (a deadline will be announced for each term)**. Students must allow for sufficient time to complete all documents and approval processes. Students will not be authorized to register for PHPM 504 until all paperwork has been signed, submitted, and approved.

## 9. HOW DO I REGISTER FOR THE FIELD EXPERIENCE?

Registration for PHPM 504 requires approval by the FEC. Students will submit all required documentation associated with the application & learning contract to the FEC (Appendix B). Following the submission of completed paperwork and receipt of all approvals, the FEC will register the student for the appropriate PHPM 504 credits. As of Winter 2016, students do not need to submit a special registration form.

## 10. 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 (Appendices E, E, I, and K). Students are responsible for submitting all materials on time. **Materials are due 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 adviser during finals week. All materials should be submitted via email to the FEC.

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

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

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

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

### Feedback on application

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

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

### Immunization records:

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

Projects planned with preceptors or agencies already having obtained human subjects approval either at OHSU or through another institution may simply provide documentation that the student has been added to the personnel list of the protocol approval. If no human subjects approval is active, students may need to submit full proposals via OHSU's [eIRB system](#) for review.

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

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

International placement preparations and authorizations will be addressed on a case-by-case basis. Please meet early with the FEC if you are planning on an international field experience. Institutional approvals and paperwork will be required.

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

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## REQUIRED DOCUMENTS BEFORE YOU BEGIN

### 1. APPLICATION & LEARNING CONTRACT

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

- ☐ Student information
- ☐ Preceptor information
- ☐ Field experience overview
- ☐ Student's career goals
- ☐ Track competencies and learning objectives
- ☐ IRB waiver or memo (if applicable)
- ☐ International travel approvals (if applicable)
- ☐ Advising checklist
- ☐ Current resume or CV
- ☐ Agency agreement (if required)

### Protection of human subjects:

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

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

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

Because this is a substantial package, it is important to allow sufficient time for development and any required revisions. As each placement is crafted uniquely for each student, each student's contracts will differ from those of their peers; therefore, it is not recommended that students try to model their package after another

student's contract. As indicated in the timeline, students will work with their preceptor, the FE coordinator, and faculty adviser in the development of the application & learning contract. Please be respectful of others' time to fulfill professionally their responsibility.

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

### **Field Experience Agreement**

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

### **Tell me again when I need to submit my documentation**

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

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



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## COMPETENCIES & LEARNING OBJECTIVES

### 1. HOW DO I ADDRESS TRACK COMPETENCIES?

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

- Students must address at least two competencies from 1-4 and two from 5-8
- If students choose competency 8, at least two more must be chosen from 5-7.
- The student must provide a minimum of three specific tasks/activities for each FE learning objective. A task/activity may satisfy more than one learning objective and thus appear repeatedly in the matrix, but measurement of each must be clear.
- Summary reports must state and respond to the degree to which each of the eight track competencies and chosen FE learning objectives were met, describe how each task/activity was performed, and how the student addressed any challenges (Appendix E).

#### Epidemiology Track Competencies:

1. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.
2. Apply evidence-based knowledge of health determinants to public health issues.
3. Apply and interpret a variety of statistical methods commonly used in medical and public health research.
4. Formulate and test a researchable question.
5. Identify ethical problems that arise when epidemiology is used to guide public policy decisions
6. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.
7. Assess and interpret relevant literature in the area of public health and epidemiology.
8. Communicate public health principles and concepts through various strategies across multiple sectors of the community.

### 2. WHAT IS A LEARNING OBJECTIVE?

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

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

## Writing Effective Learning Objectives

- Brief specific statements of what a student will *do*; typically one sentence
- Use *measurable* action verbs; in other words, someone will be able to determine easily if objectives have been met
  - In the example on pg. 10, it will be easy to determine if you have *created* and *shared* a literature review

Appropriate and **measurable action verbs** for each of the skill areas per Benjamin Bloom's taxonomy of learning\* might include the following:

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

**Avoid unmeasurable verbs** such as:

- Understand, embrace, embody, address, respect, appreciate, honor, etc.
  - If you are going down this path, stop yourself and ask: What *measurable* and *active* verb would show my understanding, appreciation, and so on.

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

## 3. WHAT DOES A LEARNING OBJECTIVES MATRIX LOOK LIKE?

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

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

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

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

### Changes to the field experience require a revised matrix

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

### Matrix Example:

Track Competency	Learning Objective	Tasks/Activities
Assess and interpret relevant literature in the area of public health and epidemiology.	<b>Create</b> and <b>share</b> literature review	<ol style="list-style-type: none"><li>1. Learn what a literature review entails, including correct citation format</li><li>2. Decide with preceptor what topic would be most helpful for site</li><li>3. Find and read a minimum of 5 appropriate articles</li><li>4. Write literature review</li><li>5. Submit review to preceptor for possible dissemination</li></ol>
Track Competency	Learning Objective	Tasks/Activities
Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.	<b>Create</b> and <b>implement</b> survey tool applicable to project population	<ol style="list-style-type: none"><li>1. Research project population history, demographics, previous public health work; contact population community leaders</li><li>2. Create instrument; send for review to appropriate people</li><li>3. Execute survey tool</li><li>4. After analysis, send for review to appropriate people for cultural bias</li></ol>

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

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

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## REQUIRED DOCUMENTS TO EARN CREDIT FOR THE FIELD EXPERIENCE

### 1. MID-TERM PROGRESS REPORTS

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

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

Details of each section are given in Appendix C.

### 2. FINAL SUMMARY REPORT

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

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

Details of each section are given in Appendix E.

### 3. ORAL PRESENTATION SLIDES

You are required to give a 15-minute presentation with slides at the end of your FE, which helps meet this SPH competency: *Communicate public health principles and concepts through various strategies across multiple sectors of the community.*

Presentations are open to the public, and students will be evaluated by faculty. The FEC will schedule presentations for the end of the term. In addition to your presentation, there will be time for questions.

Details about the presentation are in Appendix G.

### 4. FIELD EXPERIENCE EVALUATION BY STUDENT

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

### 5. FIELD EXPERIENCE EVALUATION BY PRECEPTOR

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

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## APENDIX A: EPIDEMIOLOGY TRACK LEARNING COMPETENCIES

1. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.
2. Apply evidence-based knowledge of health determinants to public health issues.
3. Apply and interpret a variety of statistical methods commonly used in medical and public health research.
4. Formulate and test a researchable question.

↑ *Demonstrate  $\geq 2$  competencies from 1-4 through activities of the FE.  
Reflect on the remainder in your Summary Report.*

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↓ *Demonstrate  $\geq 2$  competencies from 5-8 through activities of the FE.  
Reflect on the remainder in your Summary Report.*

5. Identify ethical problems that arise when epidemiology is used to guide public policy decisions
6. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.
7. Assess and interpret relevant literature in the area of public health and epidemiology.
8. Communicate public health principles and concepts through various strategies across multiple sectors of the community.\*

***Select at least two competencies from numbers 1-4 and at least two competencies from numbers 5-8 to be demonstrated through activities performed during the FE.***

***\*If you select Competency 8, choose at least two others from 5-7.***

***For the rest of your competencies, use the summary report to reflect upon their application to your FE. This reflection can be based on some combination of your MPH course work, observations made during the FE, and discussions with your FE preceptor and faculty adviser.***

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## APPENDIX B: APPLICATION & LEARNING CONTRACT



SCHOOL OF  
**PUBLIC HEALTH**

Return this form and attachments electronically to Lisa Hatfield, [hatfiell@ohsu.edu](mailto:hatfiell@ohsu.edu)

### Student Information (expand as needed)

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

### Preceptor Information (expand as needed)

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

<b>Student's Career Goals:</b>

### TRACK COMPETENCIES AND LEARNING OBJECTIVES

Choose 2 or more competencies from 1-4 and 2 or more competencies from 5-9	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
Epidemiology Track Competency	Learning Objective	Tasks or Activities
1. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.		
2. Apply evidence-based knowledge of health determinants to public health issues.		
3. Apply and interpret a variety of statistical methods commonly used in medical and public health research.		

4. Formulate and test a researchable question.		
5. Identify ethical problems that arise when epidemiology is used to guide public policy decisions		
6. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.		
7. Assess and interpret relevant literature in the area of public health and epidemiology.		
8. Communicate public health principles and concepts through various strategies across multiple sectors of the community. <i>(If you choose this competency, you must also address two others from 5-7).</i>		



## OTHER DOCUMENTATION

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

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

<http://www.travelguard.com/travelinsurance/index.asp>

<http://www.travelexinsurance.com/>

<http://www.travelinsured.com/>

## Agreement to the above Field Experience

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

## Approval of the above Field Experience

\_\_\_\_\_  
Faculty Adviser

\_\_\_\_\_  
Date

## ADVISING CHECKLIST

Faculty Adviser: \_\_\_\_\_

Course Number	Course Title	Credits	Grade	Term/Year	Comments
<b>Oregon MPH Program Core Courses (17 credits)</b>					
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			
<b>Track Required Courses (31 credits)</b>					
BSTA 512	Biostatistics II (Linear Models)	4			
BSTA 513	Biostatistics III (Categorical Data Analysis)	4			
PHPM 513	Epidemiology II (Methods)	4			
PHPM 514	Epidemiology III (Causal Inference)	4			
PHPM 536	Epidemiologic Data Analysis & Interpretation	4			
PHPM 520	Ethics of Research and Application in Public Health	3			
PHPM 540	Introduction to Research Design	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.

Course Number	Course Title	Credits	Grade	Term/Year	Comments
<b>Recommended Elective Courses (6 credits)</b>					
PHPM 501	Research	1-3			
PHPM 505	Reading and Conference	1-3			

PHPM 556	HIV/AIDS Epidemiology	2			
PHPM 567	Global Health Epidemiology	3			
PHPM 568	Infectious Disease Epidemiology	2			
PHPM 571	American Indian/Alaska Native Health	2			
PHPM 573	Disability and Public Health	3			
PHPM 576	Chronic Disease Epidemiology	2			
BSTA 515	Computer Applications in Biostatistics	3			
BSTA 517	Statistical Methods in Clinical Trials	3			
BSTA 518	Spatial Data Analysis with GIS	3			
BSTA 519	Longitudinal Data Analysis	3			
<b>Public Health Practicum (6 credits)</b>					
PHPM 504	Epidemiology Field Experience	6			Site and Preceptor Application & Learning Contract Mid-term report(s) Summary report Oral Presentation

## ATTACHMENTS

1. Resume or CV
2. IRB documentation if necessary

Return this form and attachments electronically to [hatfiell@ohsu.edu](mailto:hatfiell@ohsu.edu) by the deadline given for the term.

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

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

For FEC: Date Received: \_\_\_\_\_

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## APPENDIX C: MID-TERM PROGRESS REPORT REQUIREMENTS

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

### 1. Introduction

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

### 2. Learning Objectives

- How you are addressing your learning objectives thus far

### 3. Relation to Coursework

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

### 4. Issues or Concerns

- Note any issues or concerns and explain why

### 5. Nuts & Bolts

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

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## APPENDIX D: MID-TERM PROGRESS REPORT SUGGESTED EVALUATION RUBRIC

1=Not met/developing

2=met/proficient

3=met/exemplary

	Score	Comments
<b>Introduction</b> <ul style="list-style-type: none"> <li>Gives general overview of organization so audience has context</li> <li>Explains clearly role and responsibilities during FE</li> </ul>		
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Learning objectives clearly align to the chosen epidemiology competencies</li> <li>Tasks appropriately support process of meeting learning objectives</li> </ul>		
<b>Relation to Coursework</b> <ul style="list-style-type: none"> <li>Gives examples of how the FE relates to specific courses in Epidemiology track</li> </ul>		
<b>Issues or Concerns</b> <ul style="list-style-type: none"> <li>Products are clearly listed and described in appropriate detail</li> </ul>		
<b>Nuts &amp; Bolts</b> <ul style="list-style-type: none"> <li>Notes in hours how much time has been spent onsite at the FE</li> <li>Gives clear plan of work for rest of the term in FE</li> </ul>		

Professionalism <ul style="list-style-type: none"> <li>• Writing is presented using standard conventions</li> <li>• Citations, where needed, are given correctly</li> <li>• Obvious that writing report has been reviewed and revised where needed</li> </ul>		
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## APPENDIX E: FINAL SUMMARY REPORT REQUIREMENTS

10-12 PAGES, SINGLE SPACED TO BE EMAILED TO LISA HATFIELD, [HATFIELL@OHSU.EDU](mailto: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 Epidemiology 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.
- Private or sensitive information must be removed from FE products.

### 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

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**APPENDIX F: FINAL SUMMARY REPORT SUGGESTED EVALUATION RUBRIC**

1=Not met/developing

2=met/proficient

3=met/exemplary

	Score	Comments
<b>Introduction</b> <ul style="list-style-type: none"><li>• Gives general overview of organization so audience has context</li><li>• Explains clearly role and responsibilities during FE</li></ul>		
<b>Learning Objectives</b> <ul style="list-style-type: none"><li>• Learning objectives clearly align to the chosen epidemiology competencies</li><li>• Tasks appropriately support process of meeting learning objectives</li></ul>		
<b>Relation to Coursework</b> <ul style="list-style-type: none"><li>• Gives examples of how the FE relates to specific courses in Epidemiology track</li><li>• Specific examples cover a wide range of epidemiology courses</li></ul>		
<b>Work Products</b> <ul style="list-style-type: none"><li>• Products are clearly listed and described in appropriate detail</li></ul>		



<p>Reflection</p> <ul style="list-style-type: none"> <li>• Thoughtfully reflects on personal learning rather than provide a superficial summary of products created or processes learned (the “what”)</li> <li>• Explains why this learning is significant to the MPH experience, personal growth, and/or future professional endeavors (the “so what”)</li> <li>• Shares how this learning will be utilized in the future (the “now what”)</li> <li>• Thoughtfully explores what may be done differently if given another opportunity for the same FE</li> </ul>		
<p>Professionalism</p> <ul style="list-style-type: none"> <li>• Writing is presented using standard conventions</li> <li>• Citations, where needed, are given correctly</li> <li>• Obvious that writing report has been reviewed and revised where needed</li> </ul>		

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## APPENDIX G: ORAL PRESENTATION GUIDELINES

Upon completion of the field experience, students present their work at a Field Experience Conference, held at the end of each quarter. All SPH students, faculty, and field preceptors are invited to attend. Presentations are **15-minutes per student plus 5 minutes for questions from the audience**.

### Presentation Content

Field experience presentations provide the opportunity for students to teach the audience about the epidemiologic or public health problem that was their focus. The presentation is not meant to be a complete retelling of the field experience, which may have involved several interesting aspects of real-world epidemiologic work. Rather, it is a focused demonstration of their accomplishments in and understanding of the practice of epidemiology.

Presentations should include the following elements, and content should be refined under the direction of the student's faculty adviser.

- Field placement location and supervisor(s)
- Epidemiologic focus of the work. For example, this may be in the form of:
  - hypotheses you tested through epidemiologic data analyses;
  - a study design or data collection effort to address an epidemiologic problem; or
  - service on an epidemiologic outbreak investigation team.
- Public health or scientific context for the work you have completed. This section should demonstrate your understanding of the broader epidemiologic field in which your field experience took place. Examples:
  - If you analyzed associations with a health outcome, provide the scientific background and rationale for the analysis, including known biologic and/or social mechanisms of the association.
  - If you contributed to a study design or data collection effort, describe the methodologic basis for the design, the identification of the population at risk, etc.
  - If you worked in outbreak investigation, present the relevant biologic and social factors that affect transmission.
- Methods used for addressing the epidemiologic investigation or public health problem.
- Results of the work. These may be preliminary results of data collection or analysis.
- Assessment of the potential impact of the epidemiologic work in the relevant population(s).

### Evaluation

Presentations are evaluated by two faculty members in the audience. Feedback and grades will be based on the following criteria:

- Demonstration of the appropriate application of epidemiological and public health skills and knowledge to a real world project
- Appropriate description of the public health context and implications of the work
- Correct usage of epidemiologic terms and concepts
- Clarity and professionalism of slides, speech, and demeanor, including staying within the 15-minute time limit
- Thoughtful and respectful responses to audience questions

## The Fine Details

***Sending the Presentation File.*** The content should be presented in slides that can be loaded and displayed on a Windows PC. An electronic version of the slides should be emailed to [hatfiell@ohsu.edu](mailto:hatfiell@ohsu.edu) in advance of the presentations. Please email the file in PowerPoint format (.ppt or .pptx) and *not a PDF of it*. You may send these with the summary report and evaluations or separately before the presentation.

***Making Alternate Arrangements.*** If you are unable to present at the scheduled session, there are several options available to you. First, you may present at an alternative time. Second, you can present via Skype or Google Hangout (if relocated out of Portland). In either case, ***you must negotiate these arrangements ahead of time***. Regardless of the presentation timing and venue, you must submit the slides for presentation with the remainder of your PHPM 504 documents.

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## APPENDIX H PRESENTATION SUGGESTED EVALUATION RUBRIC

NAME:

DATE:

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TITLE of Presentation:

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Reviewer:

SCALE: 1= Does not meet/developing

2 = Meets/satisfactory

3 = Exemplary

CRITERION	SCORE	COMMENTS
Demonstration of the appropriate application of epidemiological and public health skills and knowledge to a real world project <ul style="list-style-type: none"><li>• Appropriate epidemiological skills and knowledge are applied to the project</li><li>• Connection between skills and knowledge to experience is clearly explained</li></ul>		
CRITERION	SCORE	COMMENTS
Appropriate description of the public health context and implications of the work <ul style="list-style-type: none"><li>• Public health context is clearly explained</li><li>• Breadth of implications for work is clearly stated</li><li>• Student may suggest next steps and/or recommend further work</li></ul>		

CRITERION	SCORE	COMMENTS
<p>Correct usage of epidemiologic terms and concepts</p> <ul style="list-style-type: none"> <li>• Terms and concepts are chosen deliberately and used correctly</li> <li>• Concepts are applicable to field experience work</li> </ul>		

CRITERION	SCORE	COMMENTS
<p>Clarity and professionalism of slides, speech, and demeanor, including staying within the 15-minute time limit</p> <ul style="list-style-type: none"> <li>• Content is deliberately chosen for highlights and/or emphasis</li> <li>• Presentation leaves audience with clear understanding of experience and learning</li> <li>• Slides are well organized and help move the presentation forward</li> <li>• Presentation and slides have clear introduction, conclusion, and transitions</li> <li>• Presentation is no longer than 15 minutes</li> </ul>		

CRITERION	SCORE	COMMENTS
<p>Thoughtful and respectful responses to audience questions</p> <ul style="list-style-type: none"> <li>• Treats questions as opportunities to clarify and expand conversation</li> <li>• Allows audience members to complete questions and comments without interrupting</li> <li>• Responses are well reasoned and show understanding of topic</li> </ul>		

## OVERALL COMMENTS

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## APPENDIX I: FIELD EXPERIENCE EVALUATION BY STUDENT

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

Evaluation Report

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STUDENT'S FIRST NAME

LAST NAME

DATE

---

FIELD EXPERIENCE AGENCY/ORGANIZATION

---

PRECEPTOR'S NAME

ACADEMIC TERM(S)

### PLANNING YOUR FIELD EXPERIENCE

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

- ☐ Very easy
- ☐ Somewhat easy
- ☐ Neutral
- ☐ Somewhat difficult
- ☐ Very difficult

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

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

- ☐ Very clear
- ☐ Somewhat clear
- ☐ Neutral
- ☐ Somewhat vague
- ☐ Very vague

**Comments on performance expectations:**

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

- ☐ Very applicable
- ☐ Somewhat applicable
- ☐ Neutral
- ☐ Somewhat not applicable
- ☐ Not applicable

**Comments on the applicability of coursework:**

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

- ☐ Very relevant
- ☐ Somewhat relevant
- ☐ Neutral
- ☐ Somewhat irrelevant
- ☐ Not relevant

**Comments on the relevance of your experience:**

**5. How would you rate your mastery of the following Epidemiology Track competencies through your field experience Learning Objectives?**

Epidemiology Track Competency	Poor	Fair	Good	Excellent	Not demonstrated during the FE
1. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Apply evidence-based knowledge of health determinants to public health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Apply and interpret a variety of statistical methods commonly used in medical and public health research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4. Formulate and test a researchable question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Identify ethical problems that arise when epidemiology is used to guide public policy decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assess and interpret relevant literature in the area of public health and epidemiology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communicate public health principles and concepts through various strategies across multiple sectors of the community.	<input type="radio"/>	<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?

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## APPENDIX J: FIELD EXPERIENCE EVALUATION BY PRECEPTOR

OHSU-PSU School of Public Health

PHPM 504: Field Experience Evaluation of Student Form (to be completed by the Preceptor)

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

### Instructions

Students: **Please provide this form to 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)  
Placement

---

Academic Term(s) of

---

Agency or Organization

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

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

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

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

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

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

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

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

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

As part of the Oregon MPH track requirements in epidemiology 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 [1]	Fair [2]	Good [3]	Excellent [4]	Not observed
A. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.					
B. Apply evidence-based knowledge of health determinants to public health issues.					
C. Apply and interpret a variety of statistical methods commonly used in medical and public health research.					
D. Formulate and test a researchable question.					
E. Identify ethical problems that arise when epidemiology is used to guide public policy decisions.					
F. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in a larger cultural context.					

G. Assess and interpret relevant literature in the area of public health and epidemiology.					
H. Integrate understanding of the inter-relationships among organization, delivery, and financing of health-related services.					
I. Communicate public health principles and concepts through various strategies across multiple sectors of the community.					

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

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

Please describe the student's strengths:

Please describe suggested areas for improvement for the student:

Please provide any additional comments:

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PRECEPTOR SIGNATURE

---

DATE

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PRECEPTOR NAME (PRINTED)

Thank you for your time and important feedback.

Please return completed form to:

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

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



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## APPENDIX K: STUDENT RESEARCH AND SERVICE QUESTIONNAIRE

First and Last Name:

Email:

MPH Track:

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

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

### **Section I. Student Research**

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

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

#### ***Example Research Activity 1***

OMPH faculty: No

Faculty supervisor: Dr. Jones

Hours per week: 10

Project title: Photovoice with NW Native American Tribal Community

Did this project involve diverse populations? Yes

Was your tuition paid for your involvement? Yes

Duration and dates: 10 months, September 2012- June 2013

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

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

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

#### ***Example Service Activity 1***

Nature: Academic Service (see next page for nature of activities)

Role: Member (see next page for list of roles)

Organization: OMPH Student Representative Council

Diverse populations: Yes

Dates: Sep 2014-present

(1) Nature of service

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

(2) Roles

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

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## APPENDIX L

### 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