ESHH 509 FIELD EXPERIENCE GUIDELINES

MPH IN ENIVRONMENTAL SYSTEMS & HUMAN HEALTH

2018-19

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INTRODUCTION

Students in all Master of Public Health programs must complete a graduate internship or field experience. For students in the ESHH program, this is a 6-credit, 200-hour 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. The culminating experience builds on the field experience and requires students to address all of the program's competencies

Information, including a video of current students and alumni sharing wisdom about their field experiences, can also be found on the SPH website:
http://ohsu-psu-sph.org/index.php/current-students/field-experience/

In addition, students must also complete the culminating experience, which consists of a final integrative paper that builds on the field experience and requires students to address all of the program's competencies. Information about the culminating experience can be found at http://ohsu-psu-sph.org/index.php/students/culminating-experience/

These guidelines focus on the field experience only.

CONTENTS

RECOMMENDED FIELD EXPERIENCE & CULMINATING EXPERIENCE TIMELINE

2 quarters prior (typically summer)

- Attend FE orientation
- Review FE website
- **Talk with faculty adviser, potential preceptors**
- Get application from the field experience coordinator (also on website)
- If international FE, submit application to the field experience coordinator
- If IRB approval is needed, begin process now

1 quarter prior (typically fall)

- Attend orientation if haven't done so already
- Confirm site
- **Work with faculty adviser and preceptor to craft application**
- Submit application to the field experience coordinator by announced deadline; this is typically 5 weeks before the beginning of the next term
- Attend current students' oral presentations, if able

Quarter 1 of FE (typically winter)

- The field experience coordinator will register students for the FE with the registrar
- Submit progress report to the field experience coordinator by given deadline
- **Keep faculty adviser updated**
- Let the field experience coordinator know if you have any concerns

Quarter 2 of FE (typically spring)

- The field experience coordinator will register students for the FE with the registrar
- Submit progress report to the field experience coordinator by given deadline
- Let the field experience coordinator know of any concerns
- The field experience coordinator will schedule oral presentations for the end of the term
- **Keep faculty adviser updated**
- Submit final report to the field experience coordinator; deadline will be sent via e-mail
- Prepare and give oral presentation
- Complete FE survey

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 program competencies. In addition, it provides students the opportunity to reflect on the ESHH program and specified 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. WHAT IS THE CULMINATING EXPERIENCE?

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

See http://ohsu-psu-sph.org/index.php/students/culminating-experience/ for complete requirements.

3. WHO MUST TAKE ESHH 509?

All students in the Environmental Systems & Human Health MPH program must take ESHH 509, which is the course number for the FE. Students in the other MPH programs also must complete the FE; however, their course numbers differ.

4. WHAT DOES THE FELD EXPERIENCE INVOLVE?

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

The FE is integral to the culminating experience for each MPH program and is the final of multiple points that measure mastery of program competencies. To this end, students must demonstrate mastery of specified competencies through their field experience proposal, work products, and summary report. 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.

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.

During the FE, students are encouraged to keep a journal of experiences in and reflections about the FE. Students may also wish to keep of daily list of activities accomplished and people met or worked with. These journals and notes 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 mid-term progress report to the FEC***. 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 experience, 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.

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

Students must ***complete all core and program required courses before*** beginning the FE if ESHH 509 is being completed in one term. If the FE is being completed over two terms, students may enroll concurrently in ***one program-required*** course during the first term of a two-term FE; all other core and program required courses must be completed prior to beginning the FE.

6. 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.

7. 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 MPH listservs
- Sites identified in consultation with the students' faculty advisers

See Appendix I 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 experience. 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

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

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

faculty depending upon student interests. Students also are encouraged to conduct a series of informational interviews to help select the site for their FE. In these informational interviews, students should be prepared to explain concisely the FE requirements and to ask specific and targeted questions that will help determine whether there is good fit between ESHH 509 requirements and the needs of the site.

8. WHO MAY SERVE AS PRECEPTOR?

Field Experience preceptors must have public health credentials, by virtue of formal training or position and experience. Potential preceptors will be evaluated on a case-by-case basis. It is recommended 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.***

9. 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 ***approximately 5 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 registered for ESHH 509 until all paperwork has been signed, submitted, and approved.

10. HOW DO I REGISTER FOR THE FIELD EXPERIENCE?

Registration for ESHH 509 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 ESHH 509 credits. Students do not need to submit a special registration form.

11. 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 C, E, and G). Students are responsible for submitting all materials on time.

Use of personal vehicles: Students may use personal vehicles to get to/from placement activities. However, students may not drive placement staff or clients in their personal vehicle.

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

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.

Final Materials are due typically the last week of the term in which the placement is completed. Specific deadlines are given each term. The FEC then coordinates review and assignment of letter grade by the student's faculty adviser. 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 the quality of materials submitted (Application & Learning Contract, mid-term updates, final summary report, evidence of products developed while in field work, FE summary report, oral presentation, culminating experience integrative paper), 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 then 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?

Protection of human subjects:

IRB requirements need to be addressed any time you gather information from people about their lives. **IRB review and approvals take time, so start early or structure your FE to not need review.**

All MPH students must complete two online modules through OHSU's integrity office offered by CITI: 1) Responsible Conduct of Research and 2) Human Subjects Research **before applying for the FE**.

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

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

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 as institutional approvals and paperwork will be required. In addition to the Application & Learning Contract, the student must also do the following:
- Submit the Risk Management Off Campus Authorization Form
- Complete the Pre-Travel Consultation Appointment at JBT Health & Wellness and have met the Student Health Travel requirements regarding immunizations
- Complete the Office of International Services Travel Screening submission.

Please submit all materials at least one full term (two terms are preferred) in advance of your planned field experience. Processes begun after that point may not receive necessary approvals in time for planned departure out of the country. Please note that all international field experience must involve a host, host

agency, or organization; university-sanctioned field experiences will not be approved in the absence of a formal host.

REQUIRED DOCUMENTS BEFORE YOU BEGIN

1. APPLICATION & LEARNING CONTRACT

The components of the Application & Learning Contract are listed below and on the document itself (Appendix B). It consists of:

- ☐ Student information
- ☐ Preceptor information
- ☐ Field experience overview and public health focus specified
- ☐ Student's career goals
- ☐ Program competencies and learning objectives
- ☐ IRB documentation (if applicable)
- ☐ Screenshot of the Off-Campus Authorization form (if applicable)
- ☐ Advising checklist
- ☐ Current resume or CV
- ☐ Agency agreement (if 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.

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 approximately 5 weeks before the start date for** the field experience (specific deadlines are given each term). ***Applications involving IRB review and international travel must be submitted much earlie*r**, at least one full term before the planned start date to allow for the additional procedures and paperwork required.

COMPETENCIES & LEARNING OBJECTIVES

1. HOW DO I ADDRESS PROGRAM COMPETENCIES?

The field experience is a competency-based experience demonstrating mastery of knowledge and skills developed during the MPH program. Students must address a minimum of five competencies appropriate for their field experiences and agreed upon with their advisers. Students' individual learning competencies, as expressed in the Application & Learning Contract, must be mapped to the ESHH program learning competencies below:

a. Communicate the relationship between environmental systems and human health.
b. Analyze how environmental hazards (chemical, physical, and biological) interact with natural and built systems, including the mechanisms of their adverse effects on humans.
c. Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.
d. Specify approaches for assessing, preventing, and controlling environmental and occupational hazards that pose risks to human health and safety.
e. Assess and interpret relevant literature in the area of public health and environmental hazards.
f. Explain the general mechanisms of toxicity in eliciting a human health effect in response to various environmental and occupational health issues.
g. Describe federal and state regulatory programs, guidelines, and authorities that control environmental and occupational health issues.
h. Integrate, synthesize and apply theory to practice in the context of a research study, policy development, or environmental exposure.
i. Demonstrate understanding of cultural competency in community settings.
j. Apply ethical principles that govern the practice of environmental risk assessment, management, and communication.
k.

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 ESHH Program Competencies***

Writing Effective Learning Objectives
- Brief specific statements of what a student will *do*; typically one sentence
- Use *measureable* action verbs; in other words, someone will be able to determine easily if objectives have been met

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.

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.

3. WHAT DOES A LEARNING OBJECTIVES MATRIX LOOK LIKE?

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

Column 1 - Program Competencies: Choose which ESHH program 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 Program competencies you will address.

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

Matrix Example:

ESHH Program Competency	Learning Objective	Tasks or Activities
Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.	1. **Construct** a research dataset from the comprehensive HHS client survey of county residents 2. **Perform** preliminary data analysis, abstract, and descriptive statistics using HHS client survey response	1.1 Obtain data set from county health division 1.2 Assess data quality of available variables 1.3 Prepare and clean the data for statistical analysis 2.1 Conduct appropriate statistical techniques; demographic statistics, descriptive statistics. 2.2 Conduct qualitative analysis of client satisfaction of HHS programs shifting to a more population-based system as aligned with county health department's strategic plan. 2.3 Produce an abstract of preliminary data analysis of shift in service delivery from direct delivery to population-based delivery

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 ESHH, you will have the opportunity to build relationships with the professional network that you aspire to join, and you can observe their day-to-day activities. In selecting your field placement, you and your faculty adviser will review your experience and choose a field placement that advances you towards your ultimate career objectives.

REQUIRED DOCUMENTS TO EARN CREDIT FOR THE FIELD EXPERIENCE

1. PROGRESS REPORTS

During both the first and second terms of the FE, students are required to submit progress reports to the FEC. Specific deadlines will be given each term. These progress reports should be 3-4 pages and single-spaced. Details of each section are given in Appendix C.

2. FINAL SUMMARY REPORT

An 8-10 page single-spaced final summary report is due at the end of the student's last FE term. Also include any products (reports, slides, etc.) created for your site. This is to be submitted to the FEC. Details of each section are given in Appendix E.

3. ORAL PRESENTATION SLIDES

You are required to give a 15-20 minute presentation with slides at the end of your FE.

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. After your presentation, you will be emailed a link to a survey that asks questions about your field experience, including preparation, meeting of competencies, and your preceptor and site. Results may be shared with your adviser.

Preceptors also will be given a link to a survey at the end of the field experience. Questions have to do with their student work, skills, and professionalism as well as how well their student met ESHH competencies during the field experience.

1. Communicate the relationship between environmental systems and human health.
2. Analyze how environmental hazards (chemical, physical, and biological) interact with natural and built systems, including the mechanisms of their adverse effects on humans.
3. Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.
4. Specify approaches for assessing, preventing, and controlling environmental and occupational hazards that pose risks to human health and safety.
5. Assess and interpret relevant literature in the area of public health and environmental hazards.
6. Explain the general mechanisms of toxicity in eliciting a human health effect in response to various environmental and occupational exposures.
7. Describe federal and state regulatory programs, guidelines, and authorities that control environmental and occupational health issues.
8. Integrate, synthesize, and apply theory to practice in the context of a research study, policy development, or environmental exposure.
9. Demonstrate understanding of cultural competency in community settings.
10. Apply ethical principles that govern the practice of environmental risk assessment, management, and communication.

Students must address a minimum of five competencies appropriate for their field experiences and agreed upon with their advisers.

Return this form and attachments electronically to the field experience coordinator

Student Information (expand as needed)

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

Preceptor Information (expand as needed)

Field Experience Location (Organization Name and Address)			
Organization's Mission/Purpose			
Organization's URL, if applicable			
Preceptor's Name (include academic degrees)			
Preceptor's Title			
Preceptor's Phone Number		Fax #:	
Preceptor's Email Address			

Field Experience Overview: General overview of duties and responsibilities of field experience
Public Health Focus: How will this field experience focus on public health?
Student's Career Goals:

PROGRAM COMPETENCIES AND LEARNING OBJECTIVES

Choose at least five competencies agreed upon with your adviser.	**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**
ESHH Program Competency	**Learning Objective**	**Tasks or Activities**
1. Communicate the relationship between environmental systems and human health.		
2. Analyze how environmental hazards (chemical, physical, and biological) interact with natural and built systems, including the mechanisms of		

their adverse effects on humans.		
3. Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology		
4. Specify approaches for assessing, preventing, and controlling environmental and occupational hazards that pose risks to human health and safety.		
5. Assess and interpret relevant literature in the area of public health and environmental hazards.		
6. Explain the general mechanisms of toxicity in eliciting a human health effect in response to various environmental and occupational exposures.		
7. Describe federal and state regulatory programs, guidelines, and authorities that control environmental and occupational health issues.		
8. Integrate, synthesize, and apply theory to practice in the context of a research study, policy development, or environmental exposure.		
9. Demonstrate understanding of cultural competency in community settings.		

10. Apply ethical principles that govern the practice of environmental risk assessment, management, and communication.		

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 and could consist of the project's IRB approval or copies of certificates showing completion of IRB training modules.

If you are traveling out of the country for your field experience, please attach) a screenshot of the OHSU off-campus authorization form. You will need to submit the entire International Elective Approval Form with all signatures to the Program Office in CSB per the form's directions.

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
MPH Program Core Courses (17 credits)					
BSTA 525	Biostatistics I (Estimation and Hypothesis Testing)	4			
EPI 512	Epidemiology I	4			
PHE 512	Principles of Health Behavior	3			
ESHH 511	Concepts of Environmental Health	3			
HSMP 574	Health Systems Organization	3			
Program Required Courses (17 credits)					
ESHH 519	Environmental Health in a Changing World	3			
ESHH 521	Occupational Health	4			
ESHH 529	Environmental Toxicology & Risk Assessment	4			
EPI 520	Value & Ethics	3			
PHE 519	Intro. To Etiology of Disease	3			
Areas of Emphasis (13 credits)					
Environmental Systems					
ESHH 530	Environmental Chemistry (required)	4			
ESHH 532	Environmental Biology (required)	3			
ESHH 534	Chemical Transport Process in Environmental Health (required)	3			
PHPM 515	Environmental and Occupational Epidemiology (required)	3			

Elective Courses (8 credits from the approved electives below)					
ESM 552	Environmental Regulation & Non-regulatory Approaches	3			
ESM 570	Environmental Education	4			
ESM 588	Environmental Sustainability	4			
GEOG 588	GIS I: Introduction to Geographic Information Systems	4			
GEOG 592	GIS II: Applications	4			
PHE 511	Foundations of Public Health	3			
PHE 517	Community Organizing	3			
PHE 520	Qualitative Research Design	3			
PHE 521	Quantitative Research Design & Analysis	3			
PHE 540	Mass Communication & Health	3			
EPI 513	Epidemiology II	4			
EPI 514	Epidemiology III	4			
EPI 568	Infectious Disease Epidemiology & Control	2			
PSY 510	Occupational Safety & Health	3			
PSY 550	Occupational Health Psychology	3			

Other courses may be approved by the student's faculty advisor.

ATTACHMENTS

1. Resume or CV
2. IRB documentation if necessary
3. International travel documentation if necessary

**Return this form and attachments electronically to the ESHH field experience coordinator, Dr. William Lambert, lambertw@ohsu.edu
by the deadline given for the term.**

*For more information about Field Experience requirements and processes,
see http://ohsu-psu-sph.org/index.php/current-students/field-experience/*

For FEC: Date Received: _____

APPENDIX C: PROGRESS REPORT REQUIREMENTS

3-4 PAGES, SINGLE SPACED

1. Introduction

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

2. Learning Objectives

- How you are addressing thus far the learning objectives you have enumerated on your Application & Learning Contract – please use this tabular format.

Program Competency	Learning Objectives	Tasks/activities completed to help meet objective
State competency 1 from application and learning contract matrix	Learning Objective 1	• Task 1 • Task 2 • And so on
State competency 2	Learning Objective 2	
State competency 3	Learning Objective 3 Add more rows as necessary	

Add a narrative summarizing your tabular content. Also include tasks/activities planned for the rest of the term. For **second-term students**, also explain if you have accomplished (or not) what you had hoped since writing your first-term progress report.

3. Relation to Coursework

- How you see your project in relation to coursework
- Highlight most applicable courses to your FE project(s)

Tasks/Activities/Other things you have done for your project(s)	Which course or courses are most relevant	Brief explanation of relevancy
Task/activity 1	• Course 1 • Course 2, etc.	• Reason 1 • Reason 2
Task/activity 2	Add more rows as necessary	

Add a narrative if you feel it would be helpful to explain your table content.

For **second-term students**, add a narrative as to how this is different (or updated) from the table you created during your first mid-term progress report

4. Issues or Concerns

- Note any issues or concerns and explain why
- If no issues or concerns, explain why you think that is

5. Nuts & Bolts

- How much time you have spent so far on the FE
- For students who are completing their second term and thus their second mid-term progress report, please share how your perspective and thoughts of the FE have changed and/or remained constant since your first mid-term progress report. Also, is the FE turning out to be what you had hoped?
- Plans for rest of term
- Generally speaking, how is your FE going so far?

6. Suggested (not required)

Keep a bulleted list of day and what you did/whom you met or contacted. You can add this to the end of the progress report you submit. This is not required, but it is a useful tool for your own reflection on the field experience, when you are job hunting and interviewers ask about your skill set, and as a way to keep program of whom you've met and their positions, which may be helpful in your job search and during your professional career. Here's an example of what one student did:

January 20, 2016: Client Satisfaction Survey Work
- Edit data dictionary as needed
- Edit dataset file as needed
- Enter surveys collected
- Add legitimate skip patterns
- Shadow [person's name] for QI project

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

	Score	Comments
Learning Objectives • Objectives are from original Application & Learning Contract • Tasks and activities clearly support objectives; sufficient work has been done toward meeting objectives • Narrative clearly and thoroughly addresses requirements		
Relation to Coursework • Clear connection is made between tasks/activities and courses • Narrative clearly and thoroughly addresses requirements		
Other Important Factors • Earnestly responds to all sections • Writing is in a professional manner and voice • Narratives are organized, easy to follow		

8-10 PAGES, SINGLE SPACED

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

3. Relation to Coursework

- About 1-2 page narrative or table
- Discuss how your project work related to specific courses in the ESHH program

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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	Score	Comments
Learning Objectives • Learning objectives clearly align to the chosen ESHH competencies • Tasks appropriately support process of meeting learning objectives		
Relation to Coursework • Gives examples of how the FE relates to specific courses in ESHH program • Specific examples cover a wide range of courses		
Work Products • Products are substantive and professional • Products are clearly listed and described in appropriate detail		
Reflection • Thoughtfully reflects on personal learning rather than provide a superficial summary of products created or processes learned (the "what") • Explains why this learning is significant to the MPH experience, personal growth, and/or future professional endeavors (the "so what") • Shares how this learning will be utilized in the future (the "now what") • Thoughtfully explores what may be done differently if given another opportunity for the same FE		
Professionalism • Writing is presented using standard conventions and in a professional manner and voice • Citations, where needed, are given correctly • Obvious that writing report has been reviewed and revised where needed		

APPENDIX G: ORAL PRESENTATION GUIDELINES

Upon completion of the field experience, students orally present their work using PowerPoint presentation slides. All SPH students, faculty, and field preceptors are invited to attend. Presentations are **15-20 minutes per student plus 10-15 minutes for questions from the audience**.

Presentation Content
Field experience presentations provide the opportunity for students to teach the audience about the public health problem that was their focus. The presentation is not meant to be a complete retelling of the field experience; rather, **it is a focused demonstration of students' accomplishments in and understanding of environmental systems and human health.**

Presentations should include the following elements, and content should be refined under the direction of the student's faculty adviser.
- Field experience location and supervisor(s)
- Focus of the work. For example, this may be in the form of:
    - Hypothesis you tested through data analysis
    - A study design or data collection effort
    - Service on environmental investigation team
- Public health or scientific context for the work you have completed. This section should demonstrate your understanding of the broader environmental field in which your field experience took place.
- Methods used for addressing the environmental 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 environmental 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 environmental terms and concepts
- Clarity and professionalism of slides, speech, and demeanor, including staying within the time limit
- Thoughtful and respectful responses to audience questions

The Fine Details

Scheduling the Presentations. At the beginning of the term, the FE coordinator will request days/times typically for the last week of the term that would work with all students scheduled to give oral presentations. This is also coordinated with faculty advisers. It takes an enormous effort to schedule a group of people with divergent schedules, so please be flexible and responsible.

Getting Feedback: If you would like feedback on your slides, please work with your adviser and/or FE coordinator well ahead of the deadline for submission. Be respectful of people's time.

Sending the Presentation File. An electronic version of the slides should be emailed to hatfiell@ohsu.edu in advance of the presentations (specific deadlines will be given). Please email the file in PowerPoint format (.ppt or .pptx) and *not a PDF of it*. You may send these with the summary report 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 ESHH 509 documents.

NAME: **DATE:**

TITLE of Presentation:

Reviewer:

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CRITERION	SCORE	COMMENTS
Demonstration of the appropriate application of ESHH and public health skills and knowledge to a real world project • Appropriate ESHH skills and knowledge are applied to the project • Connection between skills and knowledge to experience is clearly explained • Terms and concepts are chosen deliberately and used correctly		

CRITERION	SCORE	COMMENTS
Appropriate description of the public health context and implications of the work • Public health context is clearly explained • Breadth of implications for work is clearly stated • Student may suggest next steps and/or recommend further work		

CRITERION	SCORE	COMMENTS
Clarity and professionalism of slides, speech, and demeanor, including staying within the 20-minute time limit • Content is deliberately chosen for highlights and/or emphasis • Presentation leaves audience with clear understanding of experience and learning • Slides are well organized and help move the presentation forward		

• Presentation and slides have clear introduction, conclusion, and transitions • Presentation is no longer than 20 minutes		

CRITERION	SCORE	COMMENTS
Thoughtful and respectful responses to audience questions • Treats questions as opportunities to clarify and expand conversation • Allows audience members to complete questions and comments without interrupting • Responses are well reasoned and show understanding of topic		

OVERALL COMMENTS

Agencies and Organizations
AARP
American Heart Association
American Heart Association
Association of Oregon Community Mental Health Programs
Cambia Health Solutions
Cascade AIDS Project
Cascadia Behavioral Health Corporation
Catholic Charities Relief Service
Center for Evidence-based Policy
Center for Family Services Head Start
Center for Global Health Tumbes
Center for Inquiry Portland
Central City Concern
Centre for Addiction and Mental Health
Children's Hospital of Philadelphia
Children's Village Day School
City Repair Project
Columbia Pacific CCO/CareOregon
Community Cancer Center
Community Health Center of New River Valley
Ecotrust Farm to School Project
Elkhart County Health Department
Family Walk-In Medical Center
Foundation for the Advancement of Cleft Education and Services
Fred Hutch Cancer Research Center
Friends of Creston Children's Dental Clinic
Global Health Access Program
Global Washington
Harm Reduction Action Center
Head Start of Lane County
Health Share of Oregon
Hilyard Community Center
Hood River County Commission on Children and Families
ICAN (Ideas for Cooking and Nutrition) Food & Nutrition Program
Immigrant & Refugee Community Organization

Indiana University Hospital
Intracranial Hypertension Registry
Jackson County Health and Human Service
Jefferson County Health Department
Kaiser Permanente
Kaiser Permanente Center for Health Research
Kaiser Permanente Community Benefit
Legacy Health
Lift Urban Portland
Linnton Community Center
March of Dimes, Washington Chapter
Marion County Health Department Reproductive Health Services
Molecular Testing Labs
Multnomah County Commercial Sexual Exploitation of Children
Multnomah County Domestic Violence Coordination Office
Multnomah County Health Department
Multnomah County Health Department Community Capacitation Center
Multnomah County Health Department Future Generations Collaborative
National Park Service: Fort Vancouver Historical Site
Neighborhood Partnerships
New Mexico Dept. of Health, Office of Primary Care & Rural Health
New Mexico Dept. of Health, Student Nutrition Activity Clinic
Northwest Parkinson's Fund
Northwest Portland Area Indian Health Board
NW Portland Area Indian Health Board
OHA Acute and Communicable Disease Prevention and Oregon's Emerging Infections Program
OHA Acute and Communicable Disease Prevention Program
OHA Breast and Cervical Cancer Screening Services
OHA HIV, STD, & TB Section
OHA Maternal & Child Health
OHA Oregon Genetics Program
OHA Public Health Division
OHSU Asian Health & Service Center
OHSU Casey Eye Institute Elk's Preschool Vision Screening Program
OHSU Department of Neurological Surgery
OHSU Department of Psychiatry Developmental Brain Imaging Laboratory
OHSU Dept. of Behavioral Neuroscience Fair Neuroimaging Lab
OHSU Digestive Health

OHSU Division of Arthritis & Rheumatic Diseases
OHSU Division of General Internal Medicine and Geriatrics
OHSU Doernbecher Children's Hospital
OHSU Executive Vice Provost's Office
OHSU Family Medicine/OCHIN Research Group
OHSU Institute for Development & Disability
OHSU Internal Medicine Clinic
OHSU Layton Aging and Disease Center
OHSU Moore Institute
OHSU Office of Human Resources
OHSU Oregon National Primate Center
OHSU Richmond Clinic
OHSU Women's Health Research & Policy
Oregon Academy of Family Physicians
Oregon Association of Hospitals and Health Systems
Oregon Community Health Information Network (OCHIN)
Oregon Department of Agriculture
Oregon Department of Education
Oregon Food Bank
Oregon Foundation for Reproductive Health
Oregon Health Authority
Oregon Health Care Quality Corporation
Oregon Health Latino Coalition
Oregon Health Policy and Research
Oregon Office on Disability & Health
Oregon Patient Safety Commission
Oregon Public Health Institute
Oregon Rural Practice-Based Research Network (ORPRN)
Oregon Tradeswoman, Inc.
OSU Family Community Health Program
OSU/OHSU School of Pharmacy
Our House of Portland Neighborhood Housing and Care
Outside In
Planned Parenthood of Maryland
Planned Parenthood of South Atlantic
Population Council
Population Services International
Portland VA Medical Center Operative Care Division

Portland Women's Crisis Line
Providence ElderPlace
Providence Health Systems Heart and Vascular Institute
PSU Finance and Administration
PSU Institute for Sustainable Solutions
PSU Student Food Pantry
PSU Student Health & Wellness
Sanofi Pasteur
Seattle and King County Public Health
Sexual Assault Resource Center
Sexual Awareness Resource Center
SPOON Foundation
Transition Projects, Inc.
Veteran's Affairs Northwest Health Network VISN 20
Veterans Health Administration
Washington Co. Health & Human Services: Research, Analytics, Informatics and Data
Washington County Public Health Department
Western States Center