# OHSU-PSU School of Public Health

# MPH Practice Experience Handbook

2019-2020

# INTRODUCTION

The primary purpose of the Practice Experience is to provide a competency-based opportunity for students to apply knowledge gained in the classroom in the context of real-world agencies working on public health issues. Through the Practice Experience, students are expected to demonstrate mastery of public health knowledge and competencies. In addition, students learn new skills and are socialized into the field of public health. This handbook addresses some of the most commonly asked questions about the Practice Experience requirement. It should answer many of yours as well, but do not hesitate to contact your program's Practice Experience Coordinator with any additional questions.

Warm Regards,


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# UNDERSTANDING THE PRACTICE EXPERIENCE

## *WHO MUST COMPLETE THE PRACTICE EXPERIENCE?*

All MPH students who matriculated Fall 2018 or after must complete a Practice Experience.

## *WHAT DOES A PRACTICE EXPERIENCE INVOLVE?*

In order to complete the Practice Experience, you must demonstrate your attainment of competencies by working in an organization or agency in public, private, or community settings on a public health related project. It is an opportunity for you to apply in practice the academic knowledge and skills gained in your MPH program. You are expected to conduct work that enables you to integrate and apply your academic preparation in public health.

- You will produce at least two products during your Practice Experience that demonstrate the attainment of at least 3 of the Council for Education on Public Health's (CEPH) foundational competencies (Appendix B) and 2 MPH program competencies (Appendix C).
- One of the 3 foundational competencies must be CEPH Foundational Competency #6: "Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels."

A minimum of 4 credits is required. This corresponds to 160 contact hours "on-site". The contact hours must take place during the academic terms when the student is registered for Practice Experience credits. Practice Experience credit will not be retroactively applied to previous experiences. You may take all 4 credits in a single term or split them across two contiguous terms, e.g., 2 credits in the Fall term and 2 credits in the Winter term.

You will also develop a portfolio throughout the course of your Practice Experience and deliver an oral presentation at the conclusion of your Practice Experience; both of which will highlight your work and demonstrate the competencies you have attained.

Two terms or one? It is strongly recommended that you complete your Practice Experience over two terms. It is possible to complete the Practice Experience in one term. However, doing so compresses the experience and makes meeting deadlines for the midway progress report, the portfolio, and the oral presentation more challenging.

You must complete a learning contract and get it approved before you will be registered for the Practice Experience. Therefore, it is important to allow sufficient time (at least 7-8 weeks) for development, review, and approval.

## *WHEN SHOULD THE PRACTICE EXPERIENCE OCCUR?*

The Practice Experience should be taken as close to the end of one's coursework as possible – a minimum of 36 credits is required and you should have completed all core MPH courses. These requirements ensure that you have acquired the competencies you will need to apply to your Practice Experience and to reflect upon in your portfolio. Please talk to your Practice Experience Coordinator about which program-required courses they recommend you complete before enrolling in the Practice Experience.

## *WHO ARE THE FACULTY IN CHARGE OF THE PRACTICE EXPERIENCE?*

Each program has a Practice Experience Coordinator. However, there is some variation in the roles and responsibilities of the coordinators and faculty advisors across programs. If you are confused about whom you should reach out to during the Practice Experience process, it is advised that you get clarity from your faculty advisor.

Refer to Appendices D & E for tables outlining the approval and registration process as well as who is responsible for what in your program. Appendix D is for Biostatistics. Appendix E is for Health Management & Policy, Epidemiology, Public Health Practice, Environmental Systems & Human Health, and Health Promotion.

### What is the Integrative Experience?

Detailed information about specific Integrative Experience requirements, assignments, and process can be found in the Integrative Experience handbook, which is posted on the SPH website.

The Integrative Experience represents the culminating experience of your MPH program. It provides you with the opportunity to demonstrate your academic learning and public health skills through the synthesis and application of CEPH foundational competencies and your program competencies to complex public health issues. It is also a chance for you to hone your written communication and critical thinking skills.

Throughout the Integrative Experience, you will produce a substantial written product that aligns with your educational and professional objectives. The type of written product that is appropriate will vary by program, type of Practice Experience, and your career goals. Please see below for examples; these are not exhaustive, but merely illustrative of the type of written products that meet the criteria. Regardless of the written product submitted, it is expected to be of high quality and written at a professional level. Journal articles and grant applications need to be in near final form.

The Integrative Experience may, but is not required to, build from work conducted in the Practice Experience. For example, students may be able to continue working with their Practice Experience site to draft a manuscript for submission to a journal. However, other students may elect to work with a faculty member on a research project and write a high-quality written paper using the findings from a statistical analysis or other data. Before beginning work on your Integrative Experience, please consult with your Faculty Advisor or program's Integrative Experience Coordinator to confirm the acceptability of your plan.

| **Program** | **Integrative Experience examples** |
|---|---|
| Biostatistics | Draft journal manuscript |
| Epidemiology | Draft journal manuscript, research grant application, or technical report for public health agency |
| Environmental Systems & Human Health | Draft journal manuscript, research grant application, or technical report for public health agency |
| Health Management & Policy | Draft journal manuscript, program evaluation, policy analysis, public policy proposal |
| Health Promotion | Draft journal manuscript, grant proposal, program proposal, program evaluation |
| Public Health Practice | Draft journal manuscript, grant proposal, program proposal, program evaluation |

## Arranging a Practice Experience

### Step 1: Attend an Orientation

You must attend a School of Public Health Practice Experience orientation prior to making arrangements for your Practice Experience. These orientations offer an overview of the Practice Experience, clarify the registration process, and provide an opportunity for you to ask questions.

Orientations are usually offered 1-2 times each quarter (except Summer quarter, so plan to take an orientation one or two terms PRIOR to enrolling in your Practice Experiences). Orientation dates are posted on the SPH website.

It is strongly recommended that you attend a Practice Experience Orientation in your first year of the program. This will give you an opportunity to learn about the Practice Experience, reflect upon your interests, network and make contacts, and conduct informational interviews.

This is often a great opportunity to meet your program's Practice Experience Coordinator if you have not yet had the opportunity to do so. Many of them are present at the orientations to answer program specific questions.

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### Step 2: Locate a site and project

You should identify an appropriate site for the experience in light of your career goals and the competencies you wish to demonstrate. Sites may include governmental, non-governmental, non-profit, for-profit, or in some cases university-affiliated settings. Please note that if a site is university-affiliated, there must be substantive engagement with the community, typically this involves external partners.

You are encouraged to conduct informational interviews to help select the site for the experience. You may also find information about potential sites on program listservs or on the OHSU-PSU School of Public Health webpage under Jobs & Opportunities. You can also find internship opportunities on the Oregon Public Health Association's website under Jobs & Internships. In some circumstances, you may complete your Practice Experience with your current employer, but the project/work for the Practice Experience must be outside the normal scope of your position. There are some restrictions on the type of work eligible for the Practice Experience. For example, you cannot provide direct services to patients or clients.

Faculty can be a great source for networking. If you know a faculty member is working in an area you are interested in, consider setting up an appointment with that faculty member to discuss if there are potential organizations you might consider for your Practice Experience.

Attend the Practice Experience Oral Presentations to learn from your peers and to gain ideas about the range of available topics and placements. The Oral Presentations are typically held each term on an afternoon during finals week.

Be open to opportunities that are not necessarily a perfect match with your specific topical area of interest. An experience can still be extraordinarily rewarding in these cases when it enables you to apply and hone competencies and skills you need for your future career.

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### Step 3: Meet with your potential Practice Experience preceptor

The site Preceptor is your point of contact within the organization and provides mentoring and guidance, as appropriate, throughout your Practice Experience. Preceptors must have public health credentials, by virtue of formal training or position and experience. You should meet with the potential site Preceptor to identify and define relevant projects (and associated products) that will allow you to integrate across your program of study and demonstrate competencies developed through the graduate program. All projects should be of substantive interest to the Practice Experience site and make a contribution to the organization.

You should not agree to do a project for which you do not already have the competencies and skills. Doing so would over-promise your capabilities to the sponsoring field site. Faculty Advisors and your program Practice Experience Coordinator will not approve a project for which you do not have relevant expertise that you have attained through your coursework.

Your preceptor cannot be a current School of Public Health primary faculty. While your preceptor can be faculty whose primary appointment is NOT in the School of Public Health, your experience must include substantial contact with the community, typically partners outside OHSU and PSU.

Research the organization before meeting with the potential preceptor. Come prepared with an updated CV/resume as well as ideas and thoughts about potential projects you could complete at the site, but be flexible. Remember that the project should be relevant and beneficial to the organization.

### STEP 4: GET THE AFFILIATION AGREEMENT SIGNED

Once you have identified a site and have a general sense of the work you will be doing for your Practice Experience, it is important that you get an affiliation agreement signed and filed with the appropriate office at OHSU before registration. The affiliation agreement is a liability contract that outlines the shared roles and responsibilities of our school and your Practice Experience site. You can find the affiliation agreement on the OHSU-PSU School of Public Health website on the Practice Experience page.

In some cases, there may be a blanket affiliation agreement already in place with your site. In these cases, you do not have to get another one signed. Please check with your Practice Experience Coordinator to see if your site has already completed an affiliation agreement. If your site does not already have one on file, you should reach out to your Preceptor to get it signed. Below you will find boilerplate language you can use when sending the affiliation agreement to your Preceptor.

*Attached is an affiliation agreement provided by OHSU, to address students serving in non-clinical placements at community sites. This contract is important because it establishes the shared roles and responsibilities of the School/University and the Practice Site, in providing for a positive and productive student learning experience. Signed contracts must be on file before the student may register for the experience, and before Practice Experience activities may begin. Please have your organization's contracts office or signing authority review, sign, and return the form to both the Practice Experience Faculty Coordinator [Name, email] and OHSU's Provost's Office (Robert Halstead, halstear@ohsu.edu). If you have any questions about the terms outlined in the agreement, please direct those to OHSU's Contracts Office, via Robert Halstead (halstear@ohsu.edu).*

### STEP 5: DEVELOP THE LEARNING CONTRACT, AND GET IT APPROVED

The learning contract includes information about you, the site, your career goals, an overview of Practice Experience, target competencies, work products, and your reflection on positionality and equity. The contract usually takes several hours to complete.

Depending on your program, you may work with your faculty advisor first before working with the Practice Experience Coordinator; in other programs, you will work with the Practice Experience Coordinator immediately. You will also work closely with your site Preceptor to ensure that the project you propose is relevant to their organization.

Once you have received final approval, you will collect the required signatures on the learning contract.

This process may take several weeks to complete. Students may not register for Practice Experience credits or begin their experience until the contract is approved. Work done before the contract is signed may not be counted towards the hours or products to complete the Practice Experience.

Refer to Appendices D & E for tables outlining the approval and registration process as well as who is responsible for what in your program. Appendix D is for Biostatistics. Appendix E is for Health Management & Policy, Epidemiology, Public Health Practice, Environmental Systems & Human Health, and Health Promotion.

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

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.

## THE LEARNING CONTRACT

The components of the Learning Contract are listed below and on the cover sheet itself. You can find the cover sheet in Appendix A. You can find an editable version on the OHSU-PSU School of Public Health website on the Practice Experience page. The components consist of:

Section 1: Student information
Section 2: Practice Site & Preceptor information
Section 3: Practice Experience information
Section 4: List of courses completed (DegreeWorks)
Section 5: Current resume/CV
Section 6: Student's career goals
Section 7: Practice experience overview and public health focus
Section 8: Statement about positionality and equity
Section 9: Competency map & products
Section 10: Description of final deliverables
Other Documentation: Non-clinical training agreement
Other Documentation: Off-campus authorization screenshot (if applicable)
Other Documentation: IRB documentation (if applicable)

Because this is a substantial package, it is important to allow sufficient time (at least 7-8 weeks) for development and review by the appropriate parties.

Refer to Appendices D & E for tables outlining the approval and registration process as well as who is responsible for what in your program. Appendix D is for Biostatistics. Appendix E is for Health Management & Policy, Epidemiology, Public Health Practice, Environmental Systems & Human Health, and Health Promotion.

### *SECTIONS 1-5: STUDENT AND SITE INFORMATION*

**Section 1** is your student information. Remember to use your OHSU student ID number. The only exception is if you are a dual degree student also enrolled in a program at PSU; in that case, please use your PSU student ID number.

**Section 2** is your Practice site and Preceptor information.

**Section 3** lists the dates you attended a Practice Experience orientation, the term(s) of enrollment for the Practice Experience, and the deadline for submission of your final materials.

**Section 4** includes the courses you have completed and the courses you plan to take. For the courses you have already completed, you can print and attach from DegreeWorks.

**Section 5** is your CV/resume. Please ensure that you update it before attaching it.

## SECTION 6: STUDENT'S CAREER GOALS

Career goals should be written for the short-term (1-2 years beyond graduation) and long-term (5 years beyond graduation). In 1-2 paragraphs, describe the kinds of positions you hope to hold, including settings, scope of work, responsibilities, and expectations. You must also include a statement that highlights how your Practice Experience might help you achieve your career goals. Career goals should build upon experience to date and competencies attained in your MPH program.

## SECTION 7: PRACTICE EXPERIENCE OVERVIEW AND PUBLIC HEALTH FOCUS

Your project overview should reflect at least two or three overarching goals for the Practice Experience – what you will be doing and at least 2 products you will produce for the organization. Describe the specific setting, scope of work, and your responsibilities. You must also include a statement that highlights how your Practice Experience is relevant to public health and how the experience will build upon the competencies that you have attained in your MPH program.

## SECTION 8: STATEMENT ABOUT POSITIONALITY AND EQUITY

The OHSU-PSU School of Public Health is committed to equity as a fundamental component of public health. Every MPH student is expected to demonstrate CEPH Foundational Competency #6: "Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels." We believe that all students should develop the skills necessary to engage in reflective practice about equity in the context of public health. This requires explicit attention to power as it relates to identity and intersectional positionality of public health professionals, based on gender, sexual orientation, ability, cultural, racial/ethnic, educational, and other forms of identity.

Positionality refers to the social and political context that shape your identity and requires a recognition that your identity influences and potentially biases your understanding of the world around you. For example, as researchers in academic institutions or public health professionals working in the community – our positionality can represent power and privilege within the formal institutions in which we engage in scholarly activity; we produce scientific knowledge which is often privileged over others types of knowledge. It is imperative that we not only recognize that our positionalities inform how we engage in public health work and research but that we also evaluate and challenge privilege in order to disrupt traditional power structures. This requires continued self-evaluation and conscious awareness of our own positionality in relation to the communities in which we do work or research.

For the purpose of the practice experience, you should be reflective about your positionality in relation to the work you plan to do. Some of the types of questions you could ask include:

- What is your positionality in relation to the population and/or community in which you are conducting research or doing work?
- Who defines the goals of the work that you do?
- Who is involved in the decision making process?
- What are the levels of power sharing?
- Whose voices are privileged and elevated and whose are silenced or ignored?
- Are the planned methods of conducting or sharing the work structured in ways that further reinforce or challenge traditional power structures?

For this section of the learning contract, we ask that you think in advance and reflect on positionality and equity within the context of the work you plan to do.

You are required to explicitly address positionality and equity in your portfolio and during the presentation. We strongly recommend that you keep a journal and engage in continual reflective practice around these issues as you work on your Practice Experience.

## Section 9: Competency map & products

Once you have a strong understanding of the project goals, you should carefully consider the tasks you will need to undertake to achieve those goals, and develop a map to outline the competencies you will further develop and demonstrate as you complete those tasks. You will also need to consider what Practice Experience products and deliverables best demonstrate attainment of those competencies. You will find a template for the competency map below; it is also included in the learning contract in Appendix A.

All students are required to demonstrate attainment of CEPH Foundational Competency #6: "Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels." You must select at least 2 additional CEPH foundational competencies as well as 2 competencies from your specific MPH program (Refer to Appendices B & C).

Draft an initial competency map and then work with your faculty advisor and/or program's Practice Experience Coordinator (Refer to Appendices D & E) to revise and finalize it.

The competency map starts with the competencies you will demonstrate and apply through your Practice Experience. However, for purposes of brainstorming how your project goals and competencies align, it may be easier to start with project goals, break down all tasks and activities necessary to achieve a specific project goal, and then determine how those tasks and activities link to the competencies. After you have done this initial mapping process, you can input the information into the competency map.

**Competency Mapping**

| **Competency** | **Project goal** | **Tasks/activities completed to help meet the goal** | **Practice Experience Deliverable or Product** |
|---|---|---|---|
| CEPH Foundational Competency #6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. | Practice Experience Goal for all MPH Students<br><br>*Your project may also have a goal that relates here as well – if so list it here as well.* | • Reflective practice around positionality and equity in context of Practice Experience<br><br>• *If there are other tasks you do for your project that meet this goal – list them here as well.* | • Portfolio<br><br>• *If you also produce products that demonstrate this attainment – list them here.* |
| State CEPH foundational competency listed in your learning contract | State which project goal(s) your competency relates to | State specific tasks/activities that help you meet the goal and are connected to the competency | State specific products and/or Practice Experience deliverables that demonstrate attainment of competency |
| State CEPH foundational competency listed in your learning contract | | | |
| State program competency listed in your learning contract | | | |
| State program competency listed in your learning contract | | | |

**Each project goal should be accompanied by an overview of the necessary tasks/activities.**
- What tasks and activities must be accomplished in order to achieve the project goal?

Example 1: If the project goal is to conduct a survey for a specific purpose, associated tasks might include: researching existing instruments; researching best practices related to the topic; developing a comprehensive research protocol; developing survey questions; fielding the survey (data collection); analyzing the data; interpreting the findings; and, drafting a summary report.

Example 2: If the project goal is to develop health educational materials on the importance of vaccinations, then associated tasks might include the following. Identifying the central message, identifying important stakeholders for input and feedback, identifying the appropriate audience, reviewing recent literature on health literacy, developing the materials and soliciting feedback from appropriate stakeholders (i.e., experts for accuracy, community members for clarity and message), connecting with the appropriate people in the organization for approval and dissemination.

Example 3: If the project goal is to conduct a statistical analysis of an existing data set, describe the steps of activities: formulation of research question/hypotheses, data management and cleaning, coding, generation of preliminary findings, presentation to site/agency team, finalization and write-up of findings.

**Each project goal should be accompanied by the specific CEPH foundational and/or program competency that will be obtained.**
- You are required to select at least 3 CEPH foundational (one of which must be CEPH Foundational Competency #6) and 2 program competencies. What competencies will be demonstrated as a result of meeting the project goals and completing the associated tasks?

Example 1: Analyzing data from a cross-sectional study to evaluate HIV testing practices, prevalence, and linkage to care could be connected to CEPH Foundational Competency #1 “Apply epidemiological methods to the breadth of settings and situations in public health practice.”

Example 2: Developing a presentation on the findings from the same cross-sectional study could be connected to CEPH Foundational Competency #19 “Communicate audience-appropriate public health content, both in writing and through oral presentation.”

It is possible that one project goal could be associated with multiple competencies**.** Evaluate the tasks/activities associated with each project goal and determine which competencies the specific tasks/activities help you attain.

**Each project goal should also outline the Practice Experience product(s) that you will develop as evidence of competency attainment.**
- What products will be developed during your Practice Experience?

Examples of Practice Experience products: surveys, recorded presentations, videos, websites, posters, training manual, policy analysis, curriculum, grant proposal, needs assessment, literature review, meeting minutes, statistical data analysis output, environmental data summaries, educational materials, etc.…

You should keep a journal of how these products demonstrate your achievement of competencies. You need to produce at least two products, but are welcome to include more. You can also list Practice Experience deliverables (e.g., portfolio and presentation) if they are relevant, but they do not count towards your two products required for the Learning Contract and Portfolio.

One product may be associated with multiple project goals and competencies. For example, a survey that you developed to collect information about a community's needs and how a program is or is not meeting those needs may demonstrate your attainment of CEPH Foundational Competency #7 Assess population needs, assets and capacities that affect communities' health as well as foundational competency #11 Select methods to evaluate public health programs. In your portfolio, you will justify how the products demonstrate your attainment of the competencies identified in your Learning Contract.

## COMPLETING THE PRACTICE EXPERIENCE & DELIVERABLES

To complete the Practice Experience, students must submit the following deliverables:

- Midway Progress Report
- Portfolio
- Presentation
- Practice Experience Evaluation by Student

### *MIDWAY PROGRESS REPORT*

You will complete one midway progress report during your Practice Experience. If you are registered for 1 term, this will be Week 5; if you are registered for 2 terms, this will be at the end of the first term. These progress reports should be 3-4 pages and single-spaced. Details of each section are given in Appendix F.

### *THE PORTFOLIO*

All students are required to submit a portfolio as part of their Practice Experience. The portfolio is an opportunity to demonstrate your ability to communicate your experience and attainment of CEPH foundational and program competencies. It is also an opportunity to showcase your Practice Experience and the work that you did. You will create your portfolio using Sakai, which you can access using your OHSU student account at https://sakai.ohsu.edu/.

You will include specific information about your Practice Experience and attach examples of the work ("products") produced. The following is an outline of the Portfolio, which is due at the end of the Practice Experience.

1. Background
    a. Your Biography
        i. This will depend on individual students but in general, the biography should be a condensed narrative similar to what you might find in a resume. It should include name, contact info, email address, educational background, and brief overview of career goals. If pertinent and relevant, incorporate job details such as current work position, a summarized description of professional background, experiences, and accomplishments. Students might also consider adding a brief description of personal interests and activities, particularly those that intersect with their public health interests.
    b. Overview of Practice Experience
        i. Brief description of the purpose of the Practice Experience and the general nature of the work you conducted. Also include a brief overview of the organization in which you worked (e.g., size, location, mission, population served, programs, etc…).
        ii. Reflect on your own positionality in relation to the organization and the community. Critically appraise your work and identify areas for increased equity in the future.

iii. Briefly identify your main areas of responsibility and activities for which you were responsible in the Practice Experience. If you worked on a team to develop your products, describe your specific areas of responsibility and the related activities for which others were responsible.

2. Practice Experience Products
    a. Include at least 2 products from your Practice Experience that demonstrate attainment of competencies.
    b. Provide a brief description of each product.
    c. Identify intended audience(s) for each product and explain how each product reflects an appropriate communications strategy for the intended audience.
    d. Describe in detail the methods and/or approaches used to develop each product.
    e. Discuss how products presented above demonstrate your development of the specific CEPH foundational and program competencies. Identify particular skills related to specific competencies and explain how you developed them, including challenges and lessons learned.
    f. Complete the summary of portfolio products and competencies table, and include it with your portfolio submission.

You should ensure that you have your OHSU student account set up upon entry into the OHSU-PSU School of Public Health. Be sure your OHSU username and password is established and in working order. There is an OHSU Sakai module that walks you through using Sakai to build your portfolio. You are encouraged to view this module and log into and familiarize yourself with Sakai before your Practice Experience begins. This will help streamline the process of developing the portfolio.

### ADVICE FOR PREPARING THE PORTFOLIO

Do not wait until your Practice Experience is complete to begin working on your portfolio. The following best practices should be incorporated into your portfolio development.

- Secure permission to share materials – It is **critical** that you make sure you have permission to share materials (i.e., fliers, photos, videos, PowerPoint slides, etc.) created during the Practice Experience.

- Journaling – keep track of the process (i.e., what went well, what didn't, how the process or goals changed, lessons learned, significant events); this journal can provide valuable information to pull from when it comes time to build your portfolio.

- Record keeping – find a method that works well for you to keep track of your learning contract, communications with your Practice Experience preceptor and other relevant people, your products, and other Practice Experience materials. This will make it easier for you to quickly pull the information you need to build your portfolio but it also ensures you have access to the materials after your Practice Experience ends.

- Record videos (when applicable) – The benefit of an electronic portfolio is the ability to move beyond sharing written work. If you give a presentation as a part of your Practice Experience, consider having someone record it so that you can include the video as one of your products in the portfolio.

- Clearly identify individual work on collaborative projects – It is common for students to produce products that are the result of collaborative effort. This is acceptable, but be sure to clearly communicate your contribution in relation to others' for collaborative work.

- Ensure links work properly – if you use hyperlinks in your portfolio, please test them before submitting your portfolio to ensure they work properly.

- Add images and photos to your portfolio – select photos/images that reflect you, your Practice Experience work, and your interest in public health. Again, please be sure you have permission to share photos/images. For those photos/images you do have permission to share, be sure to properly attribute photos and images.

### *THE ORAL PRESENTATION*

At the conclusion of your Practice Experience, you will deliver an oral presentation to share the highlights of your competency-based experience. The format will be a 20-minute PowerPoint presentation that describes the organizational setting, your role and responsibilities, work products and their public health significance, including recommendations for future actions, and competency attainment. A ten-minute question and answer period will allow further exploration of the topic with the audience.

The oral presentation is not meant to be a complete retelling of the experience, but rather is a focused demonstration of your accomplishments in attaining the competencies and understanding of the practice of public health.

Presentations should include the following elements and content should be refined under the direction of faculty. Refer to Appendices D & E for appropriate faculty to work with in your program. Allow two weeks for review of your presentation.

- Practice Experience placement location and site Preceptor
- The relevance of your work within the context of your MPH program
- Public health context for the work you have completed
- Methods you used for completing the work
- Results of the work you completed
- Assessment of the potential impact or contribution

Upon completion of your slides, please send your PowerPoint slides (.ppt or .pptx) to your program's Practice Experience Coordinator at least one full day in advance of the day you are scheduled to present.

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

- Demonstration of attainment of competencies
- Demonstration of the appropriate application of your MPH program skills and knowledge
- Appropriate description of the public health context and implications of the work
- Correct use of terms used within your specific MPH program
- Clarity and professionalism of slides, speech, and demeanor, including staying within the time limit
- Thoughtful and respectful responses to audience questions

If you are unable to present at the scheduled session in person, there are several options available to you. First, you may present at an alternative time. Second, you can present via videoconferencing. In either case, you must negotiate these arrangements ahead of time.

### *PRACTICE EXPERIENCE EVALUATION BY STUDENT*

Your feedback is invaluable. After the presentation, you will be emailed a link to a survey that asks questions about your Practice Experience, including preparation, meeting of competencies, and your Preceptor and site.

Preceptors will also be given a link to a survey at the end of the Practice Experience. Questions have to do with your work, skills, and professionalism as well as how well you met competencies during the Practice Experience.

# PRACTICE EXPERIENCE FREQUENTLY ASKED QUESTIONS

### *HOW DO I REGISTER FOR THE PRACTICE EXPERIENCE?*

Registration for the Practice Experience requires completion of a learning contract. The online registration process cannot be used for the Practice Experience. Once the learning contract has been signed and approved, your Practice Experience Coordinator will work with the School of Public Health's Registration Specialist to register you for the Practice Experience. You should be registered for the Practice Experience three weeks prior to the term in which you plan to start you Practice Experience. You will not be approved to register for the Practice Experience without the authorization and signature of the Practice Experience coordinator.

### *WHAT IF I ENCOUNTER PROBLEMS DURING MY PRACTICE EXPERIENCE?*

The Practice Experience is meant to provide you with a "real life" experience. As in real life, sometimes priorities and needs evolve over the course of a project. If there is a substantive change that will affect competency attainment or Practice Experience products, students should contact the Practice Experience Coordinator as soon as possible to problem-solve. Working closely with the preceptor and the Practice Experience Coordinator, most changes can be addressed and problems can be resolved <u>if addressed early on</u>. In rare instances, it may be necessary to find another, more appropriate placement.

### *WHAT ARE THE MECHANISMS FOR ASSESSMENT OF MY WORK?*

The Practice Experience will be evaluated as a letter grade, A-F. If the credits are split across two terms, the student will receive a letter grade in each respective term. Consistent with the performance expectations for all required courses in the School of Public Health, a grade less than a B-minus will require the student to repeat the Practice Experience.

There are three components of the Practice Experience that are considered for assigning a grade.

| Assignment | Grade % |
|---|---|
| Midway Progress Report | 25 |
| Oral Presentation | 25 |
| Final Portfolio | 50 |

- The midway progress report is due to your program's Practice Experience Coordinator at the end of the first term (week 10) if you are doing your Practice Experience in two terms and week 5 if you are doing your Practice Experience in one term. It is worth 25% of the overall grade.
- The Oral Presentation is worth 25% of the overall grade. Faculty in attendance will score the presentation using the Practice Experience Oral Presentation Rubric.
- The Final Portfolio is worth 50% of the overall grade. A panel of program faculty will review and grade the Portfolio using the Practice Experience Portfolio Rubric.

The Practice Experience Coordinator will assess your grade on the mid-way progress report as well as the scores received on the Presentation and Portfolio and assign an overall grade for the Practice Experience. The Practice Experience Coordinator will work with students who submit deficient work to guide them in completion of a product adequate for a passing grade; this may result in an incomplete and require resubmission extending to the next quarter.

### *WHAT IS THE DIFFERENCE BETWEEN THE PRACTICE EXPERIENCE AND THE INTEGRATIVE EXPERIENCE?*

The Practice Experience refers to the hands-on experience in an agency working on a public health project. It is an opportunity to demonstrate mastery of competencies acquired during the degree program through the completion of the project for an organization. The portfolio and presentation demonstrate your mastery of at least 3 CEPH foundational and 2 program specific competencies.

The Integrative Experience is a culminating experience that results in a high quality written product that demonstrates synthesis of CEPH foundational and program specific competencies across your program of study. In some cases, the Integrative Experience will build upon the Practice Experience. However, it is not a requirement and some students may choose to identify a separate Integrative Experience.

### *Who can answer additional questions about the Practice Experience?*

The Practice Experience orientation should answer many of the questions about the Practice Experience. Additional questions about the Practice Experience requirement should be directed to the Practice Experience Coordinator for your program.


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## Appendix A: Practice Experience Learning Contract

The completed learning contract is maintained on file at the OHSU-PSU School of Public Health. Students should keep a copy for their own records. Students will be registered for the Practice Experience after the final contract is completed and approved. ** *Please type or print neatly.* **

**SECTION 1:**
**Student information (print clearly):**

| | | | |
|---|---|---|---|
| **Student's Name** | | **Date** | |
| **OHSU Student ID#** | | **Student Phone** | |
| **Emergency Contact/Relationship** | | **Emergency Contact's Phone** | |
| **Number of credit hours completed to date:** | | **Faculty Adviser Name** | |

**SECTION 2:**
**Practice site & preceptor information (print clearly)**:

| | | | |
|---|---|---|---|
| **Practice 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** | | **Preceptor's Email Address** | |

Please complete all of the following sections:
**SECTION 3:**
Practice Experience information:

1. Date of attending the Practice Experience Orientation: ______________________

2. Anticipated term(s) and credits for enrollment in applied Practice Experience

   Term_______________ Credits_________

   Term_______________ Credits_________

3. Deadline for submission of portfolio: _____________

**SECTION 4:**
Attach a list of courses taken in the master's program and grades for those courses, as well as your schedule for taking any remaining courses.

| Course number | Course description | Term | Grade |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Remaining classes and anticipated terms you will take them:

| Course number | Course description | Term (planned) |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**SECTION 5:**
Attach a complete and current resume or CV.

**SECTION 6:**
State your specific career goals for the near future and for 5 years from now. Discuss how the practice experience will help you achieve your career goals. (1-2 paragraphs)

**SECTION 7:**
Provide a general overview of the duties and responsibilities of your Practice Experience and describe how it will build upon competencies you have attained in your MPH program. Describe the public health focus.

**SECTION 8:**
Discuss your reflection on positionality and equity within the context of the Practice Experience you are proposing.

**SECTION 9:**

In Tabular format, list the foundational and program competencies you will achieve through your project. For each competency, you should link it to a specific project goal and the tasks associated as well as the product(s) and/or Practice Experience product(s) you will submit as evidence.

| Competency | Project goal | Tasks/activities completed to help meet the goal | Practice Experience Deliverable or Product |
|---|---|---|---|
| CEPH Foundational Competency #6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. | Practice Experience Goal for all MPH Students<br>*Your project may also have a goal that relates here as well – if so list it here as well.* | ● Reflective practice around positionality and equity in context of Practice Experience<br>● *If there are other tasks you do for your project that meet this goal – list them here as well.* | ● Portfolio<br>● *If you also produce products that demonstrate this attainment – list them here.* |
| State CEPH foundational competency listed in your learning contract | State which project goal(s) your competency relates to | State specific tasks/activities that help you meet the goal and are connected to the competency | State specific products and/or Practice Experience deliverables that demonstrate attainment of competency |
| State CEPH foundational competency listed in your learning contract | | | |
| State program competency listed in your learning contract | | | |
| State program competency listed in your learning contract | | | |

## OTHER DOCUMENTATION

**If the scope of your work requires IRB review**, please attach documentation showing this. This can be through your Practice Experience site or through your own application and could consist of the project's IRB approval and copies of certificates showing completion of IRB training modules.

**If you are traveling out of the country for your field experience**, please attach 1) a copy of the International Elective Approval Form with at least your signature and your adviser's signature and 2) 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.

**REQUIRED SIGNATURES**:

__________________________________ ______________________________
Student signature Date

__________________________________ ______________________________
Preceptor signature Date

__________________________________ ______________________________
Assigned faculty advisor signature* Date

__________________________________ ______________________________
Practice Experience coordinator signature Date

*Required only for Biostats and Epi

## Appendix B: The 22 CEPH MPH Foundational Competencies

The Council on Education for Public Health (CEPH) has accredited OHSU-PSU School of Public Health since its foundation. CEPH's mission is to assure quality public health education and training and excellence in practice, research, and service through collaboration with organizational and community partners. The School of Public Health must document its achievement of rigorous standards in order to maintain CEPH accreditation. As a requirement of CEPH accreditation, MPH students are expected to demonstrate mastery on the following 22 foundational competencies. These competencies have been developed to ensure students at CEPH-accreditation schools and programs are successful in the public health field.

**Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice

2. Select quantitative and qualitative data collection methods appropriate for a given public health context

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

4. Interpret results of data analysis for public health research, policy or practice

**Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

**Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health

8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs

9. Design a population-based policy, program, project or intervention

10. Explain basic principles and tools of budget and resource management

11. Select methods to evaluate public health programs

**Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

14. Advocate for political, social or economic policies & programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

**Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**

21. Perform effectively on inter-professional teams

**Systems Thinking**

22. Apply systems thinking tools to a public health issue

## Appendix C: Program Competencies by MPH Degree Program

**Biostatistics**

1. Apply appropriate principles of research design and population-based concepts to assess health problems.

2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.

3. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.

4. Interpret and summarize results and communicate them to lay and professional audiences, in the contest of proper public health principles and concepts.

5. Evaluate strengths and weaknesses of alternative research designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.

6. Apply basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.

7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.

**Environmental Systems & Human Health**

1. Communicate the relationship between environmental systems and human health, particularly in response to a changing climate.

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. Assess and interpret relevant literature in the area of public health and environmental hazards.

4. Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.

5. Discuss how federal and state regulatory programs, guidelines and authorities impact environmental and occupational health issues.

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

7. Specify approaches for assessing, preventing and controlling environmental and occupational hazards that pose risks to human health and safety.

8. Integrate, synthesize and apply theory to practice in the context of a research study, policy consequences, or environmental exposure.

9. Explain the general mechanisms of toxicity in eliciting a human health effect in response to various environmental and occupational exposures.

**Epidemiology**

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. Propose and test a research hypothesis.

5. Identify ethical principles problems that arise in public health policy decisions.

6. Apply knowledge of cultural dimensions in conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.

7. Integrate and apply relevant literature in epidemiology to public health issues and policy.

8. Communicate public health principles and concepts through various strategies across multiple sectors of the community.

**Health Promotion**

1. Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.

2. Develop interventions and programs to effect change at multiple levels, including individual, community, organization, and policy.

3. Design and implement strategies to promote health.

4. Solicit and integrate input from community and organization stakeholders.

5. Design and deliver health communication messages.

6. Evaluate and interpret results from program evaluations and other research.

7. Define health problems, frame hypotheses, design research procedures, and outline methods of analysis.

8. Apply ethical principles that govern the practice of public health promotion.

9. Demonstrate cultural competency in health promotion among all social and cultural communities.

**Health Management & Policy**

1. Apply ethical principles and behaviors that govern the practice of health management and policy.

2. Apply theory in the development, implementation and evaluation of solutions to challenges in health management and policy.

3. Represent cultural competency with diverse cultures and communities in the practice of health management and policy.

4. Apply policy process knowledge and techniques to support development and implementation of health policy.

5. Select and employ appropriate qualitative and quantitative techniques to evaluate and manage health system performance.

6. Design and implement processes to assess and improve organizational and system performance.

7. Solicit and integrate input from health system stakeholders to advance cooperative solutions to health system challenges.

8. Design and deliver communication materials supporting the practice of health services leadership, management and policy.

9. Demonstrate critical and self-reflective thinking in the practice of health management and policy.

**Public Health Practice**

1. Assess, analyze, and synthesize the health status of vulnerable populations.

2. Identify, develop and manage interventions to promote and protect the health of populations at risk.

3. Lead and participate in inter-professional efforts to address health inequities with community partners.

4. Conduct, participate in or apply research, which improves the health of a population.

5. Assess and integrate cultural beliefs and practices into public health interventions.

6. Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities.

7. Apply program planning and quality improvement principles in the development, management, and/or evaluation of population health services.

8. Demonstrate basic skills in the development of a grant proposal.

9. Employ techniques to manage human, fiscal, and other public health resources.

## Appendix D: Approval and Registration process for Biostatistics

If you are in Biostatistics, this is your Practice Experience approval and registration process.

| What | When/Time Allotment |
|---|---|
| • Brainstorm placement ideas<br>• Attend a Practice Experience orientation<br>• Review Sakai Practice Experience modules<br>• Meet with potential preceptors<br><br>Your faculty advisor is your primary contact for placement ideas, but other faculty whose interests align with yours are also good sources during this process.<br><br>*If IRB approval is needed, start that process now<br>*If international, submit your learning contract to your Practice Experience coordinator now | Upon entry in the program, you should begin to familiarize yourself with the expectation of the Practice Experience.<br><br>No later than 1-2 terms prior to the term of expected enrollment (i.e., when you are nearing completion of core MPH courses and the required 36 credits) |
| • Attend orientation if you haven't done so already<br>• Confirm your placement and Practice Experience preceptor<br>  o Negotiate project(s) and expectations.<br>  o Check to see if your placement site has an affiliation agreement in place; get one signed if not<br>• Fill out a competency map and get feedback from your faculty advisor | At least 1 term prior to the term of expected enrollment; Allow at least 2 weeks |
| • Complete Sections 6-9 of the learning contract in draft; email it in one Word document to your faculty advisor; receive feedback.<br>  o Revise and resubmit. This may take multiple iterations.<br>  o Obtain email approval of your faculty advisor to proceed to the next step. | Allow at least 1-2 weeks |
| • Submit a full draft of the full learning contract (Sections 1-9) in one Word document with a copy of the faculty approval email, by email to the appropriate Practice Experience coordinator.<br>  o Revise and resubmit to the Practice Experience coordinator (this may take several iterations). | Allow at least 2 weeks |
| • Upon approval of the Practice Experience coordinator, obtain the signatures of the Practice Experience preceptor and your faculty advisor and sign the contract. Email the entire contract with both your signature and the Practice Experience preceptor and your faculty advisor's signatures to your Practice Experience coordinator. | Allow a few days. |
| • The Practice Experience coordinator will sign the learning contract and send you a copy for your records. The Practice Experience coordinator will keep a copy of your signed learning contract on file and will contact Laura Ehrlich, to register you for the Practice Experience. | The finalized, approved contract is typically due 3 weeks before the term of expected enrollment. |

## Appendix E: Approval and Registration process for HMP, PHP, EPI, ESHH, HP

If you are in Health Management and Policy, Public Health Practice, Epidemiology, Environmental Systems & Human Health, or Health Promotion, this is your Practice Experience approval and registration process.

| What | When/Time Allotment |
|---|---|
| ● Brainstorm placement ideas<br>● Attend a Practice Experience orientation<br>● Review Sakai Practice Experience modules<br>● Meet with potential preceptors<br><br>Your faculty advisor and other faculty whose interests align with yours are all good sources during this process. You should also check in with your Practice Experience Coordinator.<br><br>*If IRB approval is needed, start that process now<br>*If international, submit your learning contract to your Practice Experience coordinator now. | Upon entry in the program, you should begin to familiarize yourself with the expectation of the Practice Experience.<br><br>No later than 1-2 terms prior to the term of expected enrollment (i.e., when you are nearing completion of core MPH courses and the required 36 credits) |
| ● Find a placement and Practice Experience Preceptor<br>○ Negotiate project(s) and expectations.<br>○ Check to see if your placement site has an affiliation agreement in place; get one signed if not<br>● Fill out the competency map and get feedback from your Practice Experience Coordinator | At least 1 term prior to the term of expected enrollment; Allow at least 2 weeks |
| ● Complete Sections 6-9 of the learning contract in draft; email it <u>in one Word document</u> to your Practice Experience Coordinator; receive feedback.<br>○ Revise and resubmit. This may take multiple iterations. | Allow at least 2 weeks |
| ● Upon approval of the Practice Experience coordinator, put together the entire contract (Sections 1-9). Obtain the signature of the Practice Experience preceptor and sign the contract. Email the entire contract with both your signature and the Practice Experience preceptor's signatures to your Practice Experience coordinator.<br><br>**EPI students should also get their faculty advisor to sign the learning contract as well* | Allow a few days. |
| ● The Practice Experience coordinator will sign the learning contract and send you a copy for your records. The Practice Experience coordinator will keep a copy of your signed learning contract on file and will contact Laura Ehrlich to register you for the Practice Experience. | The finalized, approved contract is typically due 3 weeks before the term of expected enrollment. |

## Appendix F: Midway Progress Report

3-4 pages, single-spaced

### SECTION 1: Introduction

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

### SECTION 2: Project Goals & Competencies

- How are you addressing thus far the project goals you outlined in your Learning Contract – please use this tabular format.

| Competency | Project goal | Tasks/activities completed to help meet the goal |
|---|---|---|
| Foundational Competency #6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. | State which project goal your competency relates to | • Task 1<br>• Task 2<br>• Etc… |
| State foundational competency listed in your learning contract | | |
| State foundational competency listed in your learning contract | | |
| State program competency listed in your learning contract | | |
| State program competency listed in your learning contract | | |

Add more rows as necessary. Add a narrative that briefly summarizes your tabular content and discusses the tasks/activities planned for the rest of the term.

### SECTION 3: Relation to Coursework

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

| Tasks/Activities/Other things you have done for your project(s) | Course(s) most relevant | Brief explanation of relevancy |
|---|---|---|
| Task/activity 1 | • Course 1<br>• Course 2<br>• Etc.. | • Reason 1<br>• Reason 2 |
| Task/activity 2 | | |

Add more rows as necessary. You can add a narrative if you feel it would be helpful for understanding your tabular content.

### SECTION 4: Practice Experience Activities & Products

- What product(s) have you completed thus far?
- How do these products demonstrate attainment of the competency outlined in the competency map?
- If you have not completed any products at this point, are there any that are currently in progress?

**SECTION 5: Issues or Concerns**

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

**SECTION 6: Nuts & Bolts**

- How much time have you spent so far on the Practice Experience?
- Share your plans for rest of the Practice Experience.
- How is your Practice Experience going? What has surprised you or what did you not expect about this experience?
- Is the Practice Experience turning out to be what you had hoped?