



OHSU-PSU School of Public Health Practice Experience

BSTA 509PE / CPH 509PE / EPI 504PE / ESHH 509PE / HSMP 509PE / PHE 504PE

Course Description

The Practice Experience involves the student working in an organization in public, private, or community settings engaged in public health activities. It is an opportunity for the student to apply knowledge and skills from their MPH degree coursework to important public health problems in real-life settings. Students should produce at least two products from their Practice Experience that demonstrate the attainment of at least 3 foundational and 2 program competencies. Group projects are approvable, if the roles and contributions of the individual students involved are clearly distinguishable. Each individual student will create their own work products and portfolio.

Credit Hours and Grading

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. Students may take all 4 credits in a single term or split them across two contiguous terms (i.e., 2-and-2). If a student needs to divide up their Practice Experience credits over more than two terms, they should discuss with their Practice Experience Coordinator.

The Practice Experience will be evaluated as a pass or no pass (P/NP). Consistent with the performance expectations for all required courses in the School of Public Health, a grade less than a pass (B-minus) will require the student to redo the portfolio, oral presentation, and/or PE deliverables, depending on the circumstances.

Prerequisite Enrollment Information

Students may take their Practice Experience credits any time after they have successfully completed the core required courses, in addition to any coursework or experience substantive to your Practice Experience. Review your coursework and experience with your Practice Experience Coordinator. This requirement helps to ensure that students have sufficient public health knowledge to apply to their Practice Experience and to build a reasonable substantive portfolio.

It is recommended that students enroll in the Practice Experience during the last term (or two terms) of enrollment in the MPH Program, and that enrollment in the Practice Experience is coordinated with the Integrative Project course. Enrollment in the Integrative Project course can occur simultaneously with

enrollment in Practice Experience, but not before. If the Practice Experience credits are split across two terms, enrolling in the Integrative Project course during the second term of Practice Experience is permitted. Students taking both courses simultaneously should note that an Incomplete in the Practice Experience will necessitate receiving an Incomplete in the Integrative Project course until the Practice Experience is completed. This is because the Integrative Project course is considered a culminating experience. For some students it may be advantageous to enroll in the Integrative Project course in the term following completion of the Practice Experience, i.e., their final term in the program.

Prerequisite Enrollment Information: The Learning Agreement

In the term prior to enrolling for Practice Experience credits, students must complete, submit, and receive approval their Practice Experience Learning Agreement (see <https://ohsu-psu-sph.org/applied-learning-experience/practice-experience/prerequisites-planning/>). The Learning Agreement identifies the organization where the Practice Experience will occur, the Site Preceptor, and the specific learning activities, work products, and the foundational and program competencies to be addressed. The student is responsible for filing out the form in consultation with the Site Preceptor and their program Practice Experience Coordinator, both of whom sign the form to indicate their approval of the plan. For Biostatistics and Epidemiology students, the Learning Agreement must also be approved and signed by their Faculty Advisors. The form is then submitted to the program Practice Experience Coordinator for final approval. This is due week 5 of term prior to registration.

Faculty Information

Each MPH degree program has designated a faculty member to serve as the Practice Experience Coordinator. Visit <https://ohsu-psu-sph.org/applied-learning-experience/practice-experience/> for updated contact information. The Practice Experience Coordinator for each program will receive and approve the student proposals (Learning Agreement), and grades the Midway Progress Reports, Oral Presentations, and Portfolios.

Course Meeting Day and Time

Online modules describing the Practice Experience requirements and procedures are available on the Sakai website to all matriculated students (<https://sakai.ohsu.edu/>).

In order to register, students are required to attend an online orientation via Canvas (<https://canvas.pdx.edu/>). There are also other PE informational events that students are encouraged to attend in order to prepare for their PE ([MPH PE/IP Events Calendar](#)).

During finals week of each academic term, students completing their Practice Experience will present a summary of their experience to peers and faculty. This presentation will cover organizational setting, role and responsibilities, work products and their significance for public health practice, and competencies developed.

Course Objectives

The Practice Experience will require students to demonstrate a minimum of 3 foundational competencies and 2 program-specific competencies. Students select competencies relevant to their particular Practice Experience work, in consultation with their Practice Experience Coordinator and the Site Preceptor. The competencies to be addressed are identified in the Learning Agreement prior to registering for Practice Experience credits. Upon completion of the Practice Experience, students will create a portfolio that demonstrates their attainment of the specific competencies identified in their approved Learning Agreement.

Student Learning Outcomes

At completion of the Practice Experience, students will have:

1. Applied knowledge and skills gained in the classroom to practical experience
2. Demonstrate and further develop an understanding of how structural bias, racism, and other social inequities undermine health and are barriers to health equity
3. Gained hands-on experience in the field of public health
4. Produced products that demonstrate attainment of a minimum of 3 foundational and 2 program-specific competencies
5. Developed a portfolio to highlight the Practice Experience and their attainment of competencies

Required Texts and Readings

None

Attendance Requirements

Students are required to view the online Sakai modules. Students will be expected to journal their hours and activities. While the journal will not be submitted as part of the Practice Experience's final portfolio, the journal may assist the student in the development of the portfolio and in some cases may be helpful for the Integrative Paper.

A minimum of 160 contact hours with the public health organization/project is expected for 4 credits of Practice Experience.

Students are expected to attend and present an oral summary of their work at the Practice Experience presentations session held during finals week of each term.

Supporting Documents

Documents supporting the Practice Experience are located on the School's website (<https://ohsu-psu-sph.org/applied-learning-experience/practice-experience/>) and on Sakai (<https://sakai.ohsu.edu/>). These documents cover how to complete the Learning Agreement (including understanding positionality and reflective practice), and assembling both the Oral Presentation and Portfolio.

Specific Grading Standards

Assignment	Percent of Grade
Midway Progress Report	25%
Oral Presentation	25%
Final Portfolio	50%

Midway Progress Report

At the halfway point of their Practice Experience, students must submit a midway progress via Sakai. The midway progress report is a three to four-page report covering a brief overview of site and project, the student's role and responsibilities, progress towards project goals as outlined in the final Learning Agreement, a reflection of coursework in relation to the Practice Experience, any issues or concerns, time spent so far on the Practice Experience, and a guided personal reflection of the Practice Experience. Detailed midway progress report guidelines are in Sakai.

Midway Progress Report Rubric

The midway progress report will be weighted 25% towards the final course grade according to the following rubric:

Midway Progress Report Grading Criteria	Points (25 total)
• Introduction is brief overview	1
• Role and responsibilities are clear	2
• Project goals and competencies are addressed	4
• Sufficiently narrated tasks/activities planned for the rest of the term	3
• Project in relation to coursework is coherent	3
• Explanation of relevancy is brief	1
• Detailed description of demonstrated competencies aligned with products	4
• In progress products have a reasonable timeline for completion	1
• Explanation of issues and concerns, or none raised, is thoughtful and diplomatic	1
• Time spent thus far is expected for being halfway through	2
• Plans shared for the rest of the Practice Experience are reasonable, specific, and achievable	3

Oral Presentation

At the conclusion of their Practice Experience (finals week), students will deliver a presentation to share the highlights of their experience with peers, faculty, and site preceptor. The format will be a 20-minute PowerPoint presentation that describes the organizational setting, student role and responsibility, work products and their public health significance, including recommendations for future actions, and the competencies developed. A ten-minute question and answer period will allow further exploration of the topic with the audience. Please consult the Practice Experience Guide (available at <https://ohsu-psu-sph.org/applied-learning-experience/practice-experience/requirements/>).

Rubric for Evaluating the Oral Presentation

The oral presentation will be weighted 25% towards the final course grade according to the following rubric:

Oral Presentation Criterion	Points (25 Total)
Demonstration of the appropriate application of student’s MPH program skills and knowledge to their practice experience	
• Clearly explains the appropriate application of skills & knowledge to their practice experience	4
• Terms & concepts chosen deliberately & used correctly	3
Appropriate description of the public health context, relevant social inequities, & implications of the work	
• Public health context is clearly explained	3
• Shows understanding of how structural bias, racism, and other social inequities relate to their practice experience; applies an equity lens	2
• Breadth of implications for work clearly stated	2
• Student suggests next steps and/or recommend further work related to the practice experience	1
Demonstrates effective oral communication expected of a public health professional	
• Communication strategies and public health content are audience appropriate	2
• Presentation leaves audience with clear understanding of experience and learning	2
• Slides are well organized, and have clear introduction, transitions, and conclusion	2
• Presentation fits within the time limit (20 minutes)	1
Responses to questions show deeper topic knowledge and create a safe environment for exchange	
• Responses are well reasoned and show deeper understanding of topic	1
• Acknowledges speakers and allows questions and comments without interrupting	1
• Treats questions as opportunities to clarify and expand conversation	1

Portfolio Assignment

You will create your portfolio using Sakai.

Students demonstrate attainment of foundational and program competencies through a portfolio, which provides examples of student work (“products” or “deliverables”) produced during the Practice Experience. The following is an outline of the Portfolio, which is due at the end of the Practice Experience. Portfolios points are given based on well-developed portfolio sections.

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 internship related to at least 3 foundational competencies and at least 2 program 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 foundational and program competencies. Identify particular skills related to specific competencies and explain how you developed them, including a thoughtful discussion of challenges and lessons learned.

- f. Complete the summary of portfolio products and competencies table, and include it with your portfolio submission.

Rubric for Evaluating the Portfolio

The portfolio is weighted as 50% of the total Practice Experience course grade according to the following rubric:

Portfolio Criterion	Points (50 Total)
Competencies	
• 3 foundational & 2 program	5
• Detailed description of competencies aligned with products	5
Products	
• At least 2 products	4
• Well described & individual role clearly defined	3
Overall Portfolio	
• Biography	4
• Organization & Practice Experience overview	5
• Equity & positionality reflection	5
• Description linking products to competencies	5
• Challenges and Lessons Learned	4
Structure and Mechanics	
• Pages are structurally consistent (in font, headers, etc.), well organized, follows portfolio assignment outline	2
• Links and attachments are accessible/readable (or are attached as a PDF) and all images/figures viewable	1
• Portfolio and PE products are effectively written and communicated, organized, have clarity of thought, and ideas flow seamlessly	4
• Proofread (virtually free of grammar & spelling errors)	3

Academic Accessibility and Accommodation

The OHSU-PSU School of Public Health (SPH) values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students. Our goal is to create learning environments that are equitable, inclusive, and welcoming. If any aspects of instruction or program/course design result in barriers to your inclusion or learning, we want to know.

For students with disabilities enrolled in the graduate SPH programs, the Office of Student Access Services at OHSU will begin the process with you of determining reasonable accommodations and facilitating access. The Disability Resource Center at Portland State collaborates with Student Access Services at OHSU

in regards to all SPH graduate students. The OHSU Office for Student Access is located in Baird Hall 1036B and can be reached at studentaccess@ohsu.edu or 503-494-0082.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, please contact the appropriate office to schedule an appointment and initiate a conversation about reasonable accommodations. Please be aware that accommodations are not retroactive and that some accommodations take time to implement; we encourage you to make contact with the appropriate office as soon as possible.

Commitment to Equity and Inclusion

If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin or ancestry, veteran or military status, marital status, pregnancy or parenting status, sexual orientation, gender identity, disability or any other protected status, please contact the OHSU Affirmative Action and Equal Opportunity Department (<https://www.ohsu.edu/office-of-civil-rights-investigations-and-compliance>) at 503-494-5148 or aaeo@ohsu.edu.

Title IX of the Educational Amendment Act of 1972 prohibits sex discrimination in educational institutions. Inquiries about Title IX compliance or sex/gender discrimination and harassment at OHSU may be directed to the OHSU Title IX Coordinator, Angela Fleischer (503-494-5148 or titleix@ohsu.edu). The [Office of Equity & Compliance](#) is responsible for monitoring Portland State University's Title IX compliance. Portland State University's Title IX Coordinator is Rebecca Lawrence (titleixcoordinator@pdx.edu).

School of Public Health Handbook

All students are responsible for following the policies and expectations outlined in the student handbook for their program of study. Students are responsible for their own academic work and are expected to have read and practice principles of academic honesty, as presented in the Graduate Student Policies and Procedures (<https://ohsu-psu-sph.org/current-graduate-students/policies-procedures/>).

Technical Support

The OHSU Information Technology Group Help Desk is available to assist students with email account or network account access issues between 6 am and 6 pm Monday through Friday at telephone 503-494-2222. For technical support using the Sakai Course Management System, please contact the Sakai Help Desk at email sakai@ohsu.edu or telephone 877-972-5249.

Appendix A: 22 CEPH MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to 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 systemic levels
- #### Planning & Management to Promote Health
7. Assess population needs, assets, and capacities that affect communities' health
 8. Apply awareness of cultural values and practices to the design, implementation, or critique 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 management¹⁶
 11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply leadership and/or management principles to address a relevant issue
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 to a non-academic, non-peer audience with attention to factors such as literacy and health literacy
20. Describe the importance of cultural humility in communicating public health content

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

Appendix B: MPH Program Competencies

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 context 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 Management & Policy

1. Demonstrate effective verbal, written and interpersonal communication skills.
2. Demonstrate ethical, social, and cultural competency.
3. Engage with, and integrate the knowledge and experience of other health professions, stakeholders, and communities.
4. Demonstrate critical and self-reflective thinking.
5. Apply theory to practice to design, implement, manage, and evaluate organizational performance and health policy.
6. Apply policy process knowledge and advocacy techniques to develop and implement policies that advance health.
7. Select and apply appropriate methods to analyze, evaluate, and manage health system programs and services.
8. Demonstrate professionalism and leadership skills

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.

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.