

PHE 504: Graduate Internship (“Field Experience”)

Orientation & Answers to Frequently
Asked Questions

What is PHE 504?

- A culminating experience for students in the OMPH Health Promotion track
- 6 credits total (200 hours), over 1 or 2 terms
- All core & track required classes must be completed before beginning your field experience
- To be completed at conclusion of program
- All students in the OMPH Health Promotion Track must register for PHE 504

What is the purpose of the Field Experience?

- To demonstrate and apply knowledge and skills gained during program in a real-world setting
- To integrate theory and practice in a supervised, applied setting
- Socialization into field of public health
- To reflect on your learning competencies in the context of your field experience

Establishing a placement, step-by-step

- Step 1: Orientation
- Step 2: Preliminary thinking
- Step 3: Meet with Faculty Advisor
- Step 4: Research potential sites
- Step 5: Schedule appt. with FE Coordinator
- Step 6: Contact sites, discuss, decide; begin draft of Application and Learning Contract
- Step 7: Bring draft to Coordinator; begin risk management procedures; begin FE Agreement
- Step 8: Revise and submit approved Application, Agreement, and any additional required documentation no later than 5th week of term prior to planned field work term, 1 full term prior if international placement.

Shared Responsibilities

- Student
- Faculty
- Preceptor

What does the Field Experience involve?

- Participation in a project addressing a public health issue, with guidance of preceptor
- Applying classroom experience, knowledge, and skills
- Daily journaling of work experience and reflections about the field experience
- Bi-weekly communication with Coordinator
- Completing Summary Report, Evaluation, and providing examples of products developed
- Demonstrably meeting measurable learning, track, and program competencies

What are the Health Promotion Track Competencies?

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

What are the Health Promotion Competencies? (continued)

6. Evaluate and interpret results from program evaluations and other research
7. Define research problems, frame research questions, design research procedures, and outline methods of analysis
8. Apply ethical principles that govern the practice of public health
9. Enact cultural competency in diverse social and cultural communities
10. Develop a substantive area of emphasis

What are the prerequisites?

- Complete all core and track required courses or receive written consent from advisor
- Meet with advisor to discuss interests and possible sites; Meet with Coordinator to discuss details and approval processes
- Complete Application and Learning Contract form; complete Field Experience Agreement; provide copies of both forms to advisor and preceptor
- Develop measurable learning competencies addressing, at minimum, HP Competencies 1,3,4,8,9, and 10

How do I write Learning Competencies?

- Note: Competency vs. Objective
- Ensure they are SMART: specific, measurable, appropriate, realistic, time-limited
- Use “Who will do How Much of What by When” format
- Describe the performance of a major cognitive skill
- Identify the intended outcome or product, not the process
- Develop only one competency for each skill
- Create at least one Learning Competency for each identified Track Competency
- Use “action verbs”

How do I find a field placement?

- Research, informational interviews, exploration
- OMPH & SCH listservs & websites
- Personal contacts and connections
- Faculty and advisory consultations
- www.idealists.org

Some Variables to Consider

- Issue interests
- Professional goals
- Skills to apply and competencies to meet
- Work environment
- Opportunity logistics
- Other restrictions or needs

Two Key Questions:

1. Is the project “public health” in nature, such that I will be able to apply public health tools and techniques to the issues I am to address?
2. Is the preceptor of a background that s/he can guide me in the specific application of the public health tools and techniques I have learned in this program?

Where have students been placed?

- State Public Health Division
- County Health Departments
- Other public agencies
- Health voluntaries, not-for-profit organizations
- Condition-specific organizations
- Population-specific organizations
- Advocacy organizations
- Insurance companies
- School districts
- Etc.

What duties do interns perform?

- Project coordination
- Writing
- Media work
- Research
- Volunteer training
- Public education

Are Field Experiences paid positions?

- Neither required nor expected
- Paid position may be negotiated between preceptor and student
- University is not involved in arrangements

How do I register for PHE 504?

- Different than registering for other classes
- Application and Learning Contract is signed by the student, the preceptor, and the faculty advisor; Field Experience Agreement is signed by site agency, faculty advisor, and PSU
- Copies of both the completed Application and Learning Contract and Field Experience Agreement should be provided to the preceptor and Field Experience Coordinator
- Student completes goldenrod colored Special Registration Form, available in SCH. Signed by Field Experience Coordinator, once all completed paperwork received.
- Manual registration; please allow few extra days for processing
- Registration is not sufficient in the absence of required documentation, which must be complete and on file by the start date of the placement – and vice versa.

Why is the Learning Contract important?

- Specifies learning competencies that determine the placement, and how they relate to track competencies
- Identifies activities and roles you will fulfill
- Lists the products you will develop during placement
- Provides information about the site
- Projects date of completion

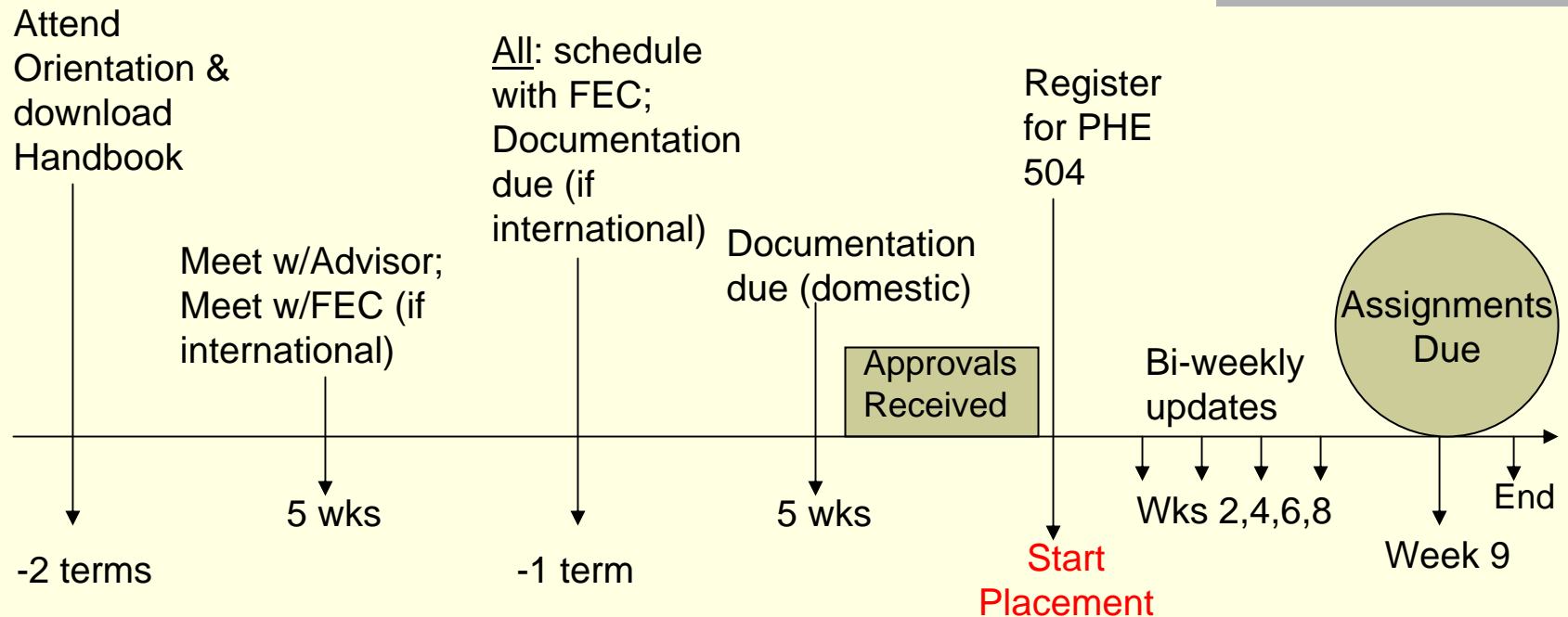
What is Field Experience Agreement?

- A signed interagency agreement between PSU and field placement site
- Delineates roles, responsibilities, and institutional terms of placement
- Not in handbook; will be provided by Field Experience Coordinator
- Tailored to each placement
- Must be complete and on file prior to start date

Other processes?

- Human Subjects approval (if research placement)
- International travel approval
- Other off-campus activities approvals, depending upon nature of placement

Timeline



What is the role of the Preceptor?

- Helps shape and agrees to facilitate Learning Contract
- Supervises and guides the student through the field experience; confers with the Field Experience Coordinator, as necessary
- Completes the Student Evaluation Form (provided, with due date, by student), and returns it to the School of Community Health
- Debriefs with faculty advisor or field experience coordinator regarding student's performance

How do I complete the Field Experience?

- Demonstrably meet Learning Competencies
- Submit Summary Report & Evaluation Report to advisor
- Request that Preceptor complete the Student Evaluation Form and return it to Field Experience Coordinator. Note: form and due date to be provided to preceptor by student
- Meet with advisor to debrief
- Complete PHE 504 Checklist

Summary Report Components

- The report should be a minimum of 6 pages, typed, single-spaced, and should contain the following information:
 - Title Page (not in page count)
 - Introduction
 - Evaluation of Learning Competencies
 - Evaluation of Track Competencies
 - Conclusion and Recommendations
 - Attach: Evaluation Report

What is the purpose of an Evaluation Report?

- To reflect on the overall experience of the field experience
- To identify the challenges and successes of the experience
- To provide ideas on how the field experience can be improved
- For future placement of students

What is the purpose of the Student Evaluation form?

- Allows the preceptor to comment on the student's performance
- Provides feedback to the student on his/her contributions to the organization
- Provides additional information to advisor and field experience coordinator regarding student performance
- Provides useful process information for the faculty advisor as s/he places students in the future

How is the PHE 504 grade determined?

■ Pass:

- Accomplishment of learning competencies
- Preceptor's Student Evaluation form
- Required paperwork (including summary report) completed

■ No Pass:

- Required paperwork not completed
- Learning competencies not met
- Poor preceptor Student Evaluation

Summary of paperwork to be completed

- Application & Learning Contract
- Field Experience Agreement
- Bi-weekly email communication with Field Experience Coordinator, for duration of placement
- Summary Report
- Evaluation Report
- Student Evaluation Form
- Graduate Field Experience Student Checklist

Other things to consider...

- Update your resume
- Have career objectives in writing
- Think about skills you would like to augment before graduating when selecting a field experience

Further information

- For more information, please refer to the Graduate Field Experience handbook at:
http://www.pdx.edu/sch/grad_internships.html