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SECTION I: INTRODUCTION

Introduction to Field Education
Welcome to field education in the public health program at Pacific University! Field education represents a unique partnership between the university, community agencies, and professionals who serve as Field Instructors. We are extremely grateful for the organizations who agree to take on the important responsibility of supervising our students during their practicum experience. This manual is designed to provide an overview of the public health practicum experience. The information shared in this manual will serve to enhance the linkage and partnership between the university, public health program, and professional community.

Public Health Program Faculty and Staff
The Practicum Coordinator, Rose Dahl, is primarily responsible for the oversight of all fieldwork, including the practicum. Students and Field Instructors are encouraged to contact her directly with any questions or concerns. Additionally, Jana Peterson-Besse, Rebecca Schoon, Matthew Town, or Jessica Ritter may be contacted if the Practicum Coordinator cannot be reached.

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Public Health Program
The study of public health is dedicated to understanding and improving the health and well-being of all people. The public health major at Pacific University is designed to develop students’ abilities to understand, analyze, problem-solve, and communicate effectively in a complicated, international, and rapidly changing world. Pacific’s public health program integrates health science, social science and humanistic approaches to addressing global health challenges.

The program’s mission is to develop emerging public health leaders through an interdisciplinary education rooted in the liberal arts and connected with contemporary public health practice. The curriculum challenges students to understand the intellectual meaning and practical implications of the broad array of influences on population health, emphasizing the social foundations of health.

The program articulates with the educational cornerstones of Pacific University College of Arts and Sciences by fostering critical thinking, effective communication, social justice, global perspectives, and pursuit of healthy communities through civic engagement. This learning takes place in a residential liberal arts college context characterized by close relationships among students and faculty and extensive co-curricular opportunities.

The curriculum prepares students for a variety of future opportunities, such as: working in public health agencies and other organizations that address community health and well-being; pursuing graduate training in public health or academic research; and obtaining post-graduate clinical training that is informed by a population health perspective.

Integrating Theory & Practice
All public health majors at Pacific University complete a year-long senior capstone, which starts with a 100-hour practicum or field experience in a community setting. The practicum provides hands-on experience with a community-based organization that aligns with the student’s specific interests. Following the field experience, each student completes an independent senior project that builds upon knowledge gained in the practicum. Students design novel community health interventions, in some cases to address a need identified during the practicum. Students share their proposal in a scientific poster format on Senior Projects Day in late April.

Practicum learning objectives
- Participate in one or more of the Ten Essential Services of Public Health.
- Develop three or more competencies identified through the Public Health Core Competencies.
- Collaborate with a Field Instructor to identify learning activities and track progress in skill development.
- Apply concepts of generalist public health education to public health issues, including the ecological model (individual, interpersonal, organizational, community, and policy impacts on health and a population health perspective).
- Identify the importance of interdisciplinary teamwork to address public health problems.
- Practice ethical and professional conduct in the workplace.

Senior project learning objectives
- Define a specific aim for program intervention development, which could (but is not required to) relate to their practicum fieldwork.
- Integrate diverse data sources to create a profile of a community and its health needs.
- Assess the state of public health practice in a specific area by reviewing and synthesizing scientific literature.
- Apply research findings to the development of a conceptual model for a public health program.
Practicum Timeline by Year

Sophomore Year
Students interested in declaring a major in public health must declare their major by the end of sophomore year and submit the Major Declaration Form to the Advising Center. During spring advising, many students will register for Pre-Field Experience Seminar to be taken during the fall of junior year.

Junior Year
During the Pre-Field Experience Seminar, the Practicum Coordinator works with students on practicum placements at approved community-based organizations that align with the student’s specific interests. The Practicum Coordinator considers student strengths, interests, and agency availability as well as needs and fit between students and site when working on placements. Therefore, no specific placement is guaranteed. Students who have completed pre-requisites may complete their practicum and Field Experience Seminar during spring of junior year. For more detailed information on the practicum, see “Senior Year.” During fall advising, students who did not complete Pre-Field Experience Seminar in fall of junior year must register for this course for spring of junior year. Note that students who complete Pre-Field Experience Seminar in spring of junior year must complete practicum in fall of senior year (i.e., junior year practicum is not an option).

Junior - Senior Year
During fall of senior year (or spring of junior year, if eligible—see above), students complete practicum. The practicum involves a semester-long experience at one organization for a minimum of 100 hours under the supervision of a Field Instructor and the administration of the public health program Practicum Coordinator. All students in the field will also enroll in the Field Experience Seminar.

Field Experience Seminar is offered in both fall and spring semesters that correspond with the field experience/practicum. Seminar is an interactive setting where students integrate classroom knowledge with practice and critically analyze and reflect on their practicum experiences and professional development. This is typically done in a hybrid format, with students completing some course time face-to-face and other assignments completed online through Moodle.

Schedule for Practicum Placements
Students complete their practica during spring (junior year) or fall (senior year) term. Students and Field Instructors set up mutually agreeable times for students to work at the practicum site in order to complete at least 100 hours of fieldwork prior to the end of the academic term. Students and Field Instructors should take account of holidays and school breaks. Students may not schedule practicum hours to occur during times when they are enrolled in other classes or academic activities. General guidelines follow:

Fall term: late August through early December at 8-10 hours per week
Spring term: late January through early May at 8-10 hours per week

Field Education/Capstone Course Descriptions

PH-370: Pre-Field Experience Seminar (Fall or Spring of Junior Year): The focus of this course is to assist students in preparing for the public health field placement experience. Students will complete the tasks necessary for obtaining a practicum site including identifying appropriate field sites, preparing a resume, and interviewing prospective field placements. Prerequisite: Declared Public Health major and junior standing or above (60 or more completed credits). Pass/No Pass. 1 credit.

PH-380: Public Health Field Experience (Spring of Junior Year or Fall Senior Year): Students complete a 100-hour civic engagement field experience under the supervision of a public health professional; placements are arranged in consultation with Public Health Program staff. A learning contract with the host agency guides students' individualized
field learning. Field learning is complemented by reflective and analytical writing along with group discussion. To enable diverse field learning settings, group learning activities take place primarily online. This course may be taken in either the spring of the junior year or fall of the senior year. Prerequisite: Junior standing or above (60 or more completed credits), PH 101, PH 200, and PH 352 (may be taken concurrently). Students with senior standing may co-enroll in PH 491. Counts toward core requirement: Civic Engagement. 4 credits.

PH-491: Capstone I: Senior Project (Fall of Senior Year): The focus of this course is to assist students in selecting an area of interest in order to define their senior project, complete background research and literature review, and develop a proposal or methodology for the project. This course is required of all public health majors in their final year. Prerequisite: Declared Public Health major, senior standing (90 or more completed credits), PH 200, PH 352, and PH 380 (may be taken concurrently). 2 credits.

PH-492: Capstone II: Senior Project (Spring of Senior Year): Students further refine and develop their senior project. Students complete their program plan or data analysis. In addition, students create professional products for presenting their work, including written and oral presentation of their project. This course is required of all public health majors in their final year. Prerequisite: Senior Standing (90 or more completed credits) and PH 491. 2 credits
SECTION II: FIELD PRACTICUM ROLES & RESPONSIBILITIES

Roles
Field Instructor: Field Instructors are professionals working in a wide variety of organizations who have agreed to mentor practicum students on a volunteer basis. Field Instructors have diverse professional and educational backgrounds, and they all contribute to developing students’ skills at advancing population health through community-level action. Field Instructors help students learn about public health practice by ensuring that the students have meaningful opportunities to observe and engage in essential public health services. In consultation with the Practicum Coordinator, they develop a scope of work for the student. Once the basic scope is identified, the Field Instructor works with the student to develop a learning contract that sets specific goals for the student that will also contribute to the organization’s work. Field Instructors communicate with the Practicum Coordinator about students’ progress and evaluate the student’s performance at the end of the term.

Practicum Coordinator for the public health program: The Practicum Coordinator is a Pacific University employee who oversees field learning for the public health program and is the primary point of contact for students and Field Instructors for practicum related questions.

Student: Students participating in public health practicum are generally in their senior year, but in some cases students are ready to complete practicum in the second half of their junior year. These students will have declared their major in public health and have completed prerequisites to practicum.

Instructional Faculty: The academic faculty of the public health program serve as instructors for the formal courses that students take to complement their practicum, which help them reflect on their field learning and design their senior capstone project.

Field Instructor Responsibilities
We ask all Field Instructors to:

1. Participate in the training session coordinated by the Pacific University public health program.
2. Orient the student to the agency and relevant procedures.
3. Develop the learning contract in conjunction with the student at the beginning of the semester placement.
4. Provide a variety of quality learning opportunities that are consistent with the student’s Learning Contract.
5. Complete student evaluations that are provided by the Pacific University public health program in a timely manner.
6. Attend regular student supervisory meetings (suggested frequency: one half hour duration once every 20 contact hours).
7. Maintain open communication with the student and the Pacific University public health program Practicum Coordinator, bringing any concerns to the attention of both the student and the program contact as soon as possible so they can be addressed in a timely manner.
8. Be responsive to student questions relevant to their practicum placement projects and to development of their senior year capstone project during the practicum placement and throughout the student’s senior year.
**Public Health Program Responsibilities**

The public health program commits to:

1. Administer the agency-student match, student placement, and practicum process.
2. Provide training for practicum Field Instructors.
3. Provide ongoing support of students and facilitate student learning during the practicum process through the weekly Seminar.
4. Meet with each practicum student and supervisor in person or virtually at least once during each practicum placement, with additional site visits available as needed. Telephone contact or communication via email with Field Instructors may also be utilized, in addition to site visits.
5. Be available to students and Field Instructors to address any problems that arise during the practicum experience.

**Student Responsibilities**

Students are expected to:

1. Demonstrate readiness for the senior field practicum by satisfying all prerequisites.
2. Comply with the policies and practices of the agency, including completing criminal background checks and updating immunizations if requested. Any personal information regarding agency clients or members of the public are to be treated with strict confidentiality.
3. Interact in a professional manner with the Field Instructor, agency staff, community/organizational partners, and clients.
4. Complete all assigned tasks for both the agency and the practicum seminar in accordance with agreed upon dates.
5. Monitor ongoing achievement of learning objectives outlined in the educational contract and revise as necessary.
6. Arrange and prepare for scheduled supervision meetings with agency Field Instructor.
7. Maintain regular attendance in accordance with the agreed upon schedule at the practicum site, and notify the practicum site immediately of any necessary changes to the scheduled hours and dates of attendance. **Students must contact their Field Instructor in advance if they cannot be at the agency on an assigned field day.**
8. Utilize Pacific University public health program Practicum Coordinator as soon as possible if any difficulties arise that cannot be resolved directly with the Field Instructor, so that the problem can be resolved in a timely manner.

**The public health program may terminate practicum placements if the student or host organization does not fulfill responsibilities outlined above or the activities outlined in the Learning Contract.** In the event this occurs due to factors beyond the student’s control, alternate arrangements will be made to meet academic obligations.
SECTION III: PRACTICUM PROCESSES & PROCEDURES

Field Instructor Orientation & Training
Prior to student placement, Field Instructors are offered an orientation and training on topics related to Pacific University’s public health program and field education. This orientation and training is offered twice per year in the winter and spring. In cases where Field Instructors are not able to make it to this in-person training, individual meetings to go over the materials may be scheduled.

Placement Process
All students will prepare for the public health field placement experience by taking the Pre-Field Experience Seminar offered in the fall or spring of junior year. Some students will complete the practicum during the fall of their senior year, and some will be ready to complete practicum during the spring of their junior year. Students will complete the tasks necessary for obtaining a practicum site including identifying appropriate field sites, preparing a resumé, and interviewing with prospective field placements.

Students are not permitted to establish their own field placement without Practicum Coordinator involvement and approval. Students interested in learning at a specific site must discuss the opportunity with the Coordinator prior to contacting organization staff. Failure to do so may jeopardize the placement process and prevent the student from graduating in a timely manner. The Practicum Coordinator will make efforts to connect students to practicum opportunities that are challenging, enriching, and based on student’s interests. Practicum placements can occur at community-based organizations, local, national, and international sites. Placement is contingent on many factors including placement availability, suitability, and fit between students and the site. All field placements require final approval from the Practicum Coordinator.

Interviewing at Prospective Practicum Sites
Once the Coordinator has approved the final draft of the resumé, the Coordinator contacts potential sites and identifies sites that express willingness to host a student. The student is notified of which site(s) to contact to schedule an interview. The informational interview process is meant to facilitate an informed decision-making process for the student, Field Instructor, and site. Goals of the interview include: determining whether the student has the requisite skills for the organization, whether the student will have the opportunity to learn new skills in the placement, and whether the public health program will be able to provide the necessary support to enable the student’s learning.

Finalizing Placement
After the interview, both student and potential Field Instructor report back to the Practicum Coordinator about their impressions. When there is consensus among the student, the Field Instructor, and the Practicum Coordinator that a good match has been found, the Practicum Coordinator will notify both parties that it is appropriate to move forward with a placement, completing pre-requisites (background checks, vaccinations, etc.), arranging hours, and scheduling Field Instructor Orientation and Training. Students who fail to find a good fit after two interviews will be required to meet individually with the Practicum Coordinator to identify and address obstacles to placement. See Policy of Unsuccessful Placement for more detailed information.
**Practica Abroad**

Depending on their interests, students may wish to pursue practica outside of the Portland area, possibly overseas or as part of a study-abroad experience. Like all practica, these placements must be overseen by a professional Field Instructor. **Students interested in these opportunities must plan ahead.** Finding a site, receiving approval, finding funding, and making travel arrangements requires months of groundwork and preparation.

Application deadlines for international programs may be as far as one year in advance. **Students interested in an international practicum should make an appointment with the Practicum Coordinator IN THEIR SOPHOMORE YEAR to discuss the possibility.**

**Additional steps for international practica through study abroad** include:

1) Attending a mandatory advising appointment with the Office of International Programs (OIP);
2) Completing an Intent to Study Abroad Form - students will be asked to select their top three program choices;
3) Submitting a program application.

For detailed instructions on the application process please see the "Apply Now" section of OIP website. Even though there maybe a few additional steps in arranging an international practicum, the rewards are well worth it.

**The Learning Contract**

Each student, along with their Field Instructor, is required to develop a Learning Contract during the first week of practicum, which must be approved by the Practicum Coordinator. The timeline for submitting the learning contract is accelerated for students doing international practica. In this situation, the Learning Contract must be submitted prior to the start date.

**Purpose of the Learning Contract**

The Learning Contract documents the projects and activities through which the student will achieve learning objectives, as agreed upon by the student, Field Instructor, and the Pacific University public health program. Any deliverables related to these activities, as well as the timeline for activities and deliverables, should be communicated directly to the student. FieldInstructors will be asked to evaluate student fulfillment of these objectives in evaluation forms provided by Pacific University. To monitor progress toward learning objectives, the Field Instructor and student may choose to create field “assignments” or deliverables, such as written or oral summaries of orientation and training activities, interviews with organizational staff, or other activities.

**Describing Activities in the Learning Contract**

The practicum learning objectives are pre-determined by the public health program and require students and Field Instructors to identify practicum projects/activities students will participate in to address objectives on the Learning Contract. Learning contracts describe how the students will build their skills for the given objectives. Activities listed in the contract should describe the work that will be performed and/or learning experiences the student expects to have. Practicum activities are written by the student, with guidance from the Field Instructor and approved by the Practicum Coordinator. Students should include at least one goal for their personal or professional development to be achieved during the practicum. The Learning Contract will guide the student’s progress and allow the Field Instructor to evaluate the student’s performance. Each practicum activity should include a brief, clear statement that explains the activities that will be performed and what their result should be; the student can be evaluated on their success with the process and the product. These statements should be SMART:

- **SPECIFIC** – Include details that define the activities
- **MEASURABLE** – Activities that can be quantified can easily be evaluated
- **ATTAINABLE** – All parties (Field Instructor, Practicum Coordinator and student) should agree on what will be accomplished in the 100+ hours on site and activities should be realistic—neither out of reach or below standard expectations for a student
RELEVANT—Choose activities that matter to all parties. Activities should be in alignment with learning objectives.

TIME-BOUND—Some tasks will have to be completed before others, and all need to be completed by the end of the practicum.

A draft Learning Contract (submitted by the student via MyInternshipJournal) will be reviewed by the Practicum Coordinator. After the student has made any necessary revisions, the Coordinator will notify the student and Field Instructor that the final Contract has been approved. All parties will have access to the Learning Contract on MyInternshipJournal and should review it for tracking of progress, supervision meetings, and evaluation at the end of the term.

Field Supervision
Supervision is a critical component of the public health educational process. Every 20 hours (at minimum), the Field Instructor and the student will meet to discuss progress made toward projects/activities/goals outlined in the Learning Contract. The student is expected to come to each meeting with questions and to be prepared to discuss progress and/or obstacles toward meeting learning objectives. Students and Field Instructors are encouraged to review the Learning Contract during these supervision meetings.

Evaluation of Student Performance
Field Instructors will be asked to complete a midpoint and final evaluation of the student placed with their agency. Field Instructors will be rating the student on their progress toward meeting learning objectives outlined in the learning contract as well as a set of basic professional skills. The purpose of the formal evaluations is to provide feedback on practicum performance and related issues to assist the student in his/her academic, personal and professional development. These evaluations will influence the final grade for the practicum course, in combination with student participation in academic assignments and practicum seminar activities. The evaluations will be made available to Field Instructors through MyInternshipJournal toward the middle and end of the student’s practicum. The final evaluation is due no later than the student’s last assigned practicum visit. The Field Instructor should review the formal evaluations with the student in-person, and use this as an opportunity to provide specific, constructive feedback. Once submitted, the evaluations are available to be signed by the Field Instructor, Student, and Practicum Coordinator through MyInternshipJournal. The Practicum Coordinator will discuss the midpoint evaluation with the Student and Field Instructor at the on-site meeting.

Evaluation of Field Instructor Experience
The public health program aims to maximize the value of practicum experience for students and for host agencies. We ask Field Instructors to provide feedback to help improve the practicum placement process. This evaluation will be made available to new Field Instructors through MyInternshipJournal at the end of the student’s practicum.

Student Evaluation of Practicum
The public health program aims to support the continuous improvement of the community organizations with which it partners for practicum. Toward this effort, students are asked to complete an evaluation of their practicum experience through MyInternshipJournal, due at the end of the practicum semester.
**MyInternshipJournal Student Tracking System**

We use a website called MyInternshipJournal to make it easier for students, Field Instructors, and university staff to keep track of students’ work. The Learning Contract, time logs, and evaluations will be housed in MyInternshipJournal.

- **Students** are responsible for purchasing a license and will receive information from university staff about how to complete this transaction. They will use MyInternshipJournal to:
  - Complete necessary forms, including the Release of Information, Placement Agreement and Learning Contract
  - Record their practicum hours and activities in the time log
  - Review and submit the Learning Contract and other evaluations as needed

- **Field Instructors** will receive their account information via e-mail. They will use MyInternshipJournal to:
  - Review and approve students’ time and activity logs
  - Complete evaluations of student performance and the placement process

Questions regarding MyInternshipJournal should be directed to the Practicum Coordinator. Students and Field Instructors may log in with their username and password at: [www.MyInternshipJournal.com](http://www.MyInternshipJournal.com).

**Practicum Costs**

Students should plan financially for the practicum. Costs vary with practicum site placement, but certain costs apply to all students:

- A license for field hour-tracking software, currently MyInternshipJournal, $20—**KEEP YOUR RECEIPT**
- Transportation to and from the practicum site
- Transportation to and from the National Public Health Week Symposium in Portland or other community-based location for poster presentations

All senior projects are eligible for College of Arts and Sciences Research Grants (presently $150); students should prepare applications for the maximum available amount when the call for proposals is announced via e-mail in the fall. Students who do not receive a grant award in the fall may re-apply in the spring. **Grant funds are not disbursed until a student fills out a Reimbursement Request Form** (see the Business Office or [http://www.pacificu.edu/about-us/offices/business-office/accounts-payable](http://www.pacificu.edu/about-us/offices/business-office/accounts-payable)) and submits it to their PH 491 instructor.
SECTION IV: PUBLIC HEALTH PRACTICUM POLICIES

Confidentiality
Students are expected to discuss their practicum experience in the classroom and with friends and family but also to use utmost care in protecting the privacy of colleagues and clients. Be judicious about using names and offering identifying information about people and records at the host organization. Students must abide by the confidentiality guidelines within the host agency. Field Instructors should provide clear and concise information about their organization’s confidentiality practices to students, keeping in mind that students may have limited experience in the workplace and may require extra explanation of issues in the organization.

Release of Information
Students will not be able to begin the practicum placement process without signing a release of information form giving permission to Pacific University’s public health program to share personal and educational information relevant to his or her practicum participation to Field Instructors or other host agency representatives.

Safety/Risk
There is potential risk involved in many aspects of public health practice and the delivery of community-based services, and students are encouraged to adopt safe practices in the exercise of their practicum activities. Agency staff are requested to orient students to agency guidelines and procedures for risk reduction and safety. All personal safety incidents must be reported to the Practicum Coordinator within 24 hours.

Research
Students may not conduct independent research at their practicum site and Public Health faculty cannot start new research projects as part of a practicum process. Federal law requires that research involving human participants must be overseen by an Institutional Review Board. Research is defined as any systematic collection of information about people that will be used to make generalizations; analysis of information for the purpose of improving an organization’s functioning (e.g., customer satisfaction or performance management) is not considered research. Practicum students are welcome to participate in pre-existing projects at practicum sites after they have completed the requisite training in responsible conduct of research. Please notify the Practicum Coordinator if a student will be surveying, interviewing, or otherwise collecting data from people prior to collection of any such information so that we may affirm that it is appropriate to participate. The Pacific University Institutional Review Board (http://www.pacificu.edu/about-us/offices/institutional-review-board) can provide additional information about research regulations.

Using Place of Employment for Practicum
The purpose of the practicum is to expose students to new areas of work. For this reason and to avoid conflicts of interest, students are strongly discouraged from pursuing a placement at an organization where they have been an employee or volunteer.

Exceptions may be made if all of the following conditions are met:

1. The student and the agency demonstrate that the duties and experiences associated with the field placement are substantively different than the student’s paid duties. Practicum hours cannot be counted as paid time nor can paid time be counted as practicum hours. All field activities must be new learning.
2. The placement meets the public health program’s educational objectives and site criteria.
3. The student’s Field Instructor is not the student’s employment supervisor.

Approval of using one’s place of employment for the practicum will be decided on a case-by-case basis.
Students and their Field Instructors need to clearly demonstrate that the field practicum component differs from students’ employment by documenting the distinctions between the two, including separate supervision, responsibilities, and appropriate learning experiences. Students must submit the following documents to the Practicum Coordinator for consideration:

1. Job descriptions for both the paid position and the practicum position along with the names and contact information for both the employment supervisor and the Field Instructor.
2. A separate letter that addresses the following questions and that is signed by both the student and the Field Instructor:
   a. The proposed days and hours for field education.
   b. The proposed days and hours for employment.
   c. A description of the student’s current job responsibilities. Please describe the public health services and/or other major tasks.
   d. A description of the areas of educational focus that are new for this learning experience and how they meet the learning objectives of the public health practicum (as outlined in the learning contract), including at least three assignments/specific areas of study that are new and separate from the student’s current work load.
   e. A description of how supervision will take place for practicum and how it is separate from employment supervision.

**Conflict of Interest**
Students may not serve a practicum in a setting where a close friend or family member will be acting as the student’s Field Instructor or in a setting where you are an active client or beneficiary of the service.

**Background Checks and other Requirements**
Some host organizations require students to undergo a criminal background check, fingerprinting, a child welfare check, drug screening, or other requirements (e.g., immunizations; driver’s license). Students must comply with these requirements to complete the placement process. Although most organizations cover some or all of the cost of these special requirements, some students may incur additional expenses. These costs should be considered when interviewing with and considering prospective field sites.

**Criminal History**
The public health program does not discriminate on the basis of students’ history of criminal justice involvement. Further, we acknowledge that screening for arrest and conviction history has the potential to magnify the already disproportionate impacts of the criminal justice system on certain communities. However, we require that students with any felony convictions notify the Practicum Coordinator of such convictions because it may affect a student’s placement options. Screening policies at host agencies may preclude some opportunities on the basis of felony recency, nature of the criminal infraction, and remedial actions. Any felony conviction incurred during the period of field learning must be reported; the conviction will be evaluated by the University and could result in termination from the practicum. Failure to notify the Practicum Coordinator of a conviction may result in dismissal from the major.

Students should be aware that the appearance of certain offenses on a criminal background check may preclude placement at sites that serve vulnerable populations such as children, people with disabilities, or older adults. This record may also impede students from working in these same fields after graduation.
**Unsuccessful Placement**
Placement is contingent on many factors including placement availability, suitability, and fit between students and the site. The Practicum Coordinator will work with students and field sites in an effort to appropriately place students. However, there is no guarantee that a student will successfully complete the placement process. If a student is denied by two different practicum sites and/or turns down two different practicum sites, the student will be required to meet with the Practicum Coordinator. The purpose of the meeting is to identify and discuss behaviors that may have resulted in an unsuccessful placement and further determine the student’s readiness for practicum. If it is determined that the student is not ready for practicum, the student may be advised:

1. To drop the Pre-Field Experience Seminar and/or Practicum and related courses and, along with the assistance of the Practicum Coordinator and the student’s Faculty Advisor, devise a re-entry plan. This plan will be written and signed by both the student, the Practicum Coordinator and Faculty Advisor.

2. That public health is not an appropriate major for the student. The student will be encouraged to do further career exploration and offered services through the Career Development Center.

**Impaired Practice**
Students experiencing emotional or life challenges which may affect performance in the practicum are encouraged to seek out appropriate assistance. Such challenges can be an opportunity for the student to take appropriate steps to protect the population being served, and to practice self-advocacy and self-care, which are important skills for ethical public health practice. If such challenges adversely impact the student’s ability to carry out learning activities outlined in the public health Learning Contract in a competent and ethical manner, the student may be temporarily or permanently removed from the practicum. Students who are in need of assistance/resources may contact the Practicum Coordinator or other resources on campus (e.g. Student Counseling Center or Student Health Center).

**Incomplete Practicum**
Students must meet the minimum 100 hour practicum requirement within the semester they are registered for practicum to achieve a passing grade (“C-“ for all public health majors). Pacific University has an obligation to be consistent in holding all students to the same deadlines for completion of work in a course. However, occasionally there is reason for granting a student additional time to complete practicum, and University allows faculty to request a temporary grade of “Incomplete” in these situations. A temporary grade of Incomplete may be assigned ONLY when all of the below three conditions have been met.

- Health or other emergency reasons prevent the student from finishing all requirements of the practicum, and
- A large portion of practicum has been completed satisfactorily and/or the student has a passing grade at the time of the petition, and
- The student is able to complete the remaining work on an individual basis with the Practicum Coordinator and/or public health program faculty and the Field Instructor supervising the student within the agency. Re-enrollment in all or part of the same practicum course during a subsequent semester is not allowed as part of a contract.

An Incomplete is not a substitute for a failing or otherwise undesirable grade; it cannot be granted to a student who is failing practicum and wants additional time to submit make-up work/hours in order to improve a grade, or to a student who might benefit from simply having more time to complete practicum requirements. In cases where practicum hours cannot be completed by the end of the semester and an Incomplete cannot be granted for the reasons listed above, students will be required to retake practicum during the next available semester that practicum is offered. Students will start over with the 100-hour minimum requirement and may not be able to complete their practicum within the same agency they previously had an agreement with. For some students, this may extend their graduation date a semester or an entire school year.
**Removal from the Practicum**

The public health program reserves the right to withdraw students from placements if student or agency does not meet the goals and objectives of the public health program, or if a student commits an act which is determined to be in violation of university standards.

On rare occasions, a student’s practicum may be terminated if:

a. The student’s performance in the classroom and/or field demonstrates that the student shows little likelihood of succeeding, either in completing the degree or in professional practice.

b. The student engages in conduct in the field that endangers the target population, the agency, the University, other students, or the student him/herself.

c. The student is consistently unable to form productive working relationships with Field Instructors, other students, or the population being served at the agency.

d. The student is experiencing personal issues that preclude effective public health practice.

e. The student fails to demonstrate academic integrity as Defined in the Student Handbook.

In instances where such behaviors occur, the Practicum Coordinator will notify the student that she should not return to the field until she has completed a mandatory meeting with the Practicum Coordinator to discuss the areas of concern. In the meeting, the Coordinator will determine whether the problems that led to removal from the field shall be resolved with no official action, probation, or permanent removal from the placement. If the problems do not appear amenable to satisfactory resolution, the student will be terminated from the public health major.

To return to the field, students on probation will follow these steps:

1. The student and the Practicum Coordinator will develop a written plan, including timeline, to address the problems. This plan signed by both the student and Practicum Coordinator and will be kept on file with the Practicum Coordinator.

2. The student must obtain a written re-admission to the field from the Practicum Coordinator before returning to a practicum site.

3. Based upon the established timeline for readmission to the field and the student’s progress in meeting that timeline, an evaluation of the student’s potential completion/graduation date will be made. The student and the Practicum Coordinator will make this determination in agreement with the student’s Faculty Advisor.

4. The student will meet with the Practicum Coordinator at regular, specified intervals to assess progress toward resolution.

Students who are unable to resolve issues to the satisfaction of the Practicum Coordinator will be terminated from the public health program.

**Appeals Process**

A student wishing to appeal a practicum or program termination may follow this procedure:

1. The first appeal must be made in writing (e-mail is not acceptable) to the Chair of the Department of Social Work and Public Health. The Department Chair will consult with the public health staff and faculty in reviewing the appeal. The Department Chair will respond, in writing, to all appeals within 14 days.

2. If the student is not satisfied with Department’s decision, the student may appeal in writing to the Director of the School Social Sciences. The Director will respond to all appeals, in writing, within 14 days.
3. If the student is not satisfied with the Director’s decision, the student may appeal in writing to the office of the Dean of the College of Arts and Sciences. The decision of the office of the Dean is final.

Note: This appeals process exists only for the appeal of public health decision making. Pacific University students have access to broader appeals processes for issues outside of public health or for issues within public health that are not related to program decision making.
SECTION V: PACIFIC UNIVERSITY POLICIES

The following policies were developed by Pacific University. If a situation occurs in which the host agency’s policies conflict with a Pacific University policy listed below, please contact the Practicum Coordinator.

Harassment Including Sexual Harassment
Harassment is unacceptable conduct and will not be condoned in any form at Pacific University or at a field site.

Pacific University reaffirms the principle that people have a right to be free from harassment in workplace and academic settings and activities. Harassment is inconsistent with the nature of an academic community and in some circumstances can be a violation of federal and state law. Pacific University does not tolerate any kind of harassment. This includes harassing actions between and among supervisors and employees, between and among fellow employees, between and among employees and students and between and among third parties such as vendors or visitors and any member of the University community.

Harassment
Harassment is unwelcome verbal or physical conduct that demeans or shows hostility toward an individual because of the individual’s race, color, gender, sexual orientation, religion, age, marital status, national origin, physical or mental disability, veteran status or any other basis protected by applicable local, state or federal law. Harassment occurs when it

1. Has the purpose or effect of creating an intimidating, hostile, offensive working or academic environment;
2. Has the purpose or effect of unreasonably interfering with an individual’s work or academic performance; or
3. Otherwise adversely affects an individual’s employment or learning opportunities.

Sexual Harassment
Sexual Harassment is a form of gender (sex) discrimination. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and or other verbal or written or physical conduct of a sexual nature. Sexual harassment occurs when

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic progress,
2. Submission to or rejection of sexual conduct influences employment or academic decisions
3. Sexual conduct or communication interferes with an individual’s work performance or academic performance, or
4. Sexual conduct creates an intimidating, hostile, or offensive work or academic environment.

If an individual is in a position to influence academic decisions or employment benefits of another, even a completely welcome, consensual, romantic or sexual relationship can raise the appearance of impropriety and can create an unwelcome appearance of favoritism and bias. Such a relationship can lead to sexual harassment allegations if it later becomes unwelcome or if others believe they are being subjected to unequal treatment because of the relationship. Sexual harassment is not, however, limited to situations where there is an unequal power relationship between individuals and may occur between or among coworkers or students.

Reporting Alleged Harassment
Any student who believes that he or she has been subjected to harassment should report the circumstances immediately to their Practicum Coordinator and/or the Instructor of their practicum seminar. Notifying the Practicum Coordinator and/or Instructor of the practicum seminar class will result in a report to one of the following three individuals: the Vice-President for Academic Affairs, the Vice-President of Student Life or the Director of Human Resources. The University strictly prohibits retaliation against any individual making a good faith report of harassment or for participating or cooperating in an investigation of harassment. Pacific University will not tolerate any form of reprisal,
whether actual or implied, and whether related to employment or academic work, and such retaliatory behavior will result in discipline. Complaints of harassment or retaliation will be examined promptly, thoroughly and will be impartially investigated. The University must investigate complaints of harassment of which it has knowledge. The interest in confidentiality of all members of the University will be respected, insofar as it is practical and possible, given the need for a thorough and complete investigation.

Violations of this policy will result in disciplinary action up to and including termination of employment or expulsion from school. To access more information on the University’s policy on Harassment and Sexual Harassment, please visit the University’s webpage: http://www.pacificu.edu/node/26967.

**Mandatory Reporting of Abuse**

Effective January 1, 2013, employees (including work study students) of Oregon public and private higher education institutions are considered by law to be mandatory reporters of child abuse for minors. To access more information to assist you in understanding your obligations as a mandatory reporter, please visit the University’s webpage on Mandatory Reporting: http://www.pacificu.edu/node/26966. Please refer questions to:

Jennifer Yruegas  
Director of Human Resources & Legal Affairs  
503-352-2236.

**Insurance Coverage**

Professional liability insurance is provided for all students of the university while acting within the course and scope of their academic studies, including field learning as coordinated or required by their academic program. For liability and insurance reasons, **students are not permitted to transport clients in their privately owned vehicles during the practicum**. Students are not permitted to transport clients utilizing a University vehicle unless Pacific University provides written authorization and full auto insurance coverage for such activities. Students may use agency vehicles provided by the host organization.

**Non-Discrimination Policy**

It is the policy of Pacific University not to discriminate on the basis of sex, disability, race, color, national origin, sexual orientation or age, in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights act of 1964, the Age Discrimination in Employment Act, the Americans With Disabilities Act of 1990 and their implementing regulations. Students are expected to adhere to the university non-discrimination policy.

**Americans with Disabilities Act**

Services and accommodations are available to students covered under the American with Disabilities Act. If you require accommodations, you must immediately contact Learning Support Services for Students with Disabilities. They will meet with you, review the documentation of your disability and discuss the services Pacific offers and any accommodations you require for specific courses. Students must provide this documentation to the Practicum Coordinator prior to the placement process. Students will then discuss accommodations necessary in the field with the Practicum Coordinator and the Field Instructor in the agency to determine if such accommodations are available in the agency setting.
SECTION VI: PACIFIC UNIVERSITY INFORMATION & RESOURCES

Undergraduate Academic Calendar
This Academic Calendar applies to the College of Arts and Sciences (Forest Grove Campus).
Webpage: http://www.pacificu.edu/current-undergraduate/academics/academic-calendar

Student Handbook
The Student Handbook is comprised of the Student Code of Conduct and other polices that apply to students of Pacific University.

Student Counseling Center
The Student Counseling Center provides a range of services focused on the mental health and well-being of Pacific students. Services are provided by professionally trained Psychologists and Counselors.
Webpage: http://www.pacificu.edu/about-us/offices/student-counseling-center

Student Health Center
Pacific University's Student Health Center provides confidential medical services to help Pacific students stay healthy and succeed in academic and personal life.
Webpage: http://www.pacificu.edu/about-us/offices/student-health-center

Career Development Center
The Pacific University Career Development Center offers a full range of career-related services and opportunities for Pacific University students, alumni and partners.
Webpage: http://www.pacificu.edu/about-us/centers-institutes/career-development-center

Campus Wellness Center
Campus Wellness strives to mitigate factors that interfere with students’ well-being and success through comprehensive educational programming and support services.
Webpage: https://www.pacificu.edu/support-safety/campus-wellness

Learning Support Services
Learning Support Services at Pacific University coordinates educational accommodations for students with disabilities.
Webpage: http://www.pacificu.edu/about-us/offices/learning-support-services

Technology Help
For help with a variety of technology related issues or to contact technology support staff.
Webpage: http://www.pacificu.edu/about-us/offices/university-information-services/technology-help-resources
APPENDIX A: WHAT IS PUBLIC HEALTH?

The Public Health System
Public health systems are commonly defined as “all public, private, and voluntary entities that contribute to the delivery of essential public health services within a jurisdiction.” This concept ensures that all entities’ contributions to the health and well-being of the community or state are recognized in assessing the provision of public health services.

The public health system includes:
- Public health agencies at state and local levels
- Healthcare providers
- Public safety agencies
- Human service and charity organizations
- Education and youth development organizations
- Recreation and arts-related organizations
- Economic and philanthropic organizations
- Environmental agencies and organizations

The Ten Essential Public Health Services
The 10 Essential Public Health Services provide the framework for the National Public Health Performance Standards Program. Because the strength of a public health system rests on its capacity to effectively deliver the 10 Essential Public Health Services, the NPHPSP enables health systems to assess how well they perform the following:

1. Monitor the health status to identify community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable
8. Assure a competent public health and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

Ethical Public Health Practice

Students training as public health professionals are expected to conduct themselves ethically and professionally according to the standards of the public health program, Pacific University, and the practicum host organization. Pacific University’s public health program follows the Principles of the Ethical Practice of Public Health developed by the Public Health Leadership Society. These principles are enumerated below.

1. Public health should *address principally the fundamental causes of disease and requirements for health*, aiming to prevent adverse health outcomes.

2. Public health should achieve community health in a way that *respects the rights of individuals* in the community.

3. Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an *opportunity for input from community members*.

4. Public health should advocate and work for the *empowerment of disenfranchised community members*, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.

5. Public health should *seek the information needed to implement effective policies and programs* that protect and promote health.

6. Public health institutions should *provide communities with the information they have that is needed for decisions* on policies or programs and should *obtain the community’s consent* for their implementation.

7. Public health institutions should *act in a timely manner* on the information they have within the resources and the mandate given to them by the public.

8. Public health programs and policies should *incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community*.

9. Public health *programs and policies should be implemented in a manner that most enhances the physical and social environment*.

10. Public health institutions should *protect the confidentiality of information* that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.

11. Public health institutions should *ensure the professional competence of their employees*.

12. Public health institutions and their employees should *engage in collaborations and affiliations in ways that build the public’s trust and the institution’s effectiveness*. 
APPENDIX B: PRACTICUM FORMS

Practicum Forms
The following forms are available upon logging in to MyInternshipJournal Student Tracking System as a student or Field Instructor.

- Practicum Placement Agreement
- Student Release of Information
- Learning Contract
- Practicum Performance Evaluations
- Practicum Process Feedback
- Student Evaluation of Practicum