

# Public Health Field Education Manual



**Pacific University**  
**2043 College Way**  
**Forest Grove, Oregon 97116**

[pacificu.edu/publichealth](http://pacificu.edu/publichealth)

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## Welcome and Introduction

### Welcome from the Dean

Welcome to the Pacific University College of Arts & Sciences, where students get the benefits of an outstanding small, residential liberal arts college enhanced by the expanded opportunities of a vibrant university.

“Arts & Sciences” is academic shorthand for the programs in arts, humanities, social sciences, natural sciences and mathematics that are at the historic heart of Pacific’s enduring commitment to education of the whole person.

These programs offer a “liberal education” in the sense of an education that liberates: learning that brings freedom from ignorance, as well as freedom to think well, to create and innovate, to connect to diverse communities, to work collaboratively, to choose worthy aims and, ultimately, to help shape the future.

This education for life is also the very kind of education that best prepares students for success in careers. Employers as well as professional programs in such fields as law, medicine and business seek just such reflective and flexible graduates.

Because every Arts & Sciences degree at Pacific provides this rich combination of broad and deep learning, students have the freedom to choose whatever academic path interests them, knowing that pursuing what they love will get them wherever they want to go.

We also offer one of the most well regarded low-residency [master of fine arts \(MFA\) in writing](#) programs in the nation and a [master in social work](#) (MSW) program.

No matter your individual focus, what you will find at Pacific is an incredibly talented and dedicated faculty who express their own love of learning by nurturing the talents, curiosities and dreams of their students.

I invite you to explore our webpages and catalog to learn more about the Pacific University experience.

**Sarah Phillips, PhD**  
**Dean, College of Arts & Sciences**

### Pacific University Mission

A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.

Learn more online: <https://www.pacificu.edu/pacific-directory/leadership/presidents-office/origins-mission-and-vision>

## Public Health Program

The public health program at Pacific University develops students' abilities to understand, analyze, problem-solve and communicate effectively in a complex, rapidly changing world. It integrates health science, social science and humanistic approaches to addressing global health challenges.

Students complete a faculty-supervised internship and focus on particular career paths in public health, such as community health, public policy or cross-cultural work. They also build skills for communicating effectively with the public, research community and media; and cultivate the highest ethical standards. Many combine undergraduate public health education with graduate studies in public health or the health professions.

### Program Purpose

The mission of the public health program is to develop educated global citizens 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; and obtaining post-graduate clinical training that is informed by a population health perspective. The interdisciplinary liberal arts perspective on this public health curriculum also prepares students to act as informed and engaged community members and leaders.

### Learning Outcomes

Field education serves an integral role in the culmination of the Public Health curriculum. By the end of their undergraduate education, all students majoring in Public Health will achieve the following program learning outcomes:

1. Describe interconnected relationships among physical, social, and environmental aspects of health and disease.

2. Appreciate the role of multiple determinants of health across diverse populations and health issues.
3. Identify social injustices and propose strategies for change.
4. Understand and communicate using public health terminology, including epidemiological measures.
5. Interpret quantitative and qualitative information about population health.
6. Synthesize information from a variety of sources to understand and act upon population health problems.

### Faculty and Staff

The Practicum Coordinator is primarily responsible for the oversight of all field education, including the senior year practicum. Students and Field Instructors are encouraged to contact her directly with any questions or concerns. Additionally, Rebecca Schoon or Jaye Cee Whitehead may be contacted if the Practicum Coordinator cannot be reached.

Rose Dahl

Professional Practicum Coordinator

503-352-2012

[rdahl@pacificu.edu](mailto:rdahl@pacificu.edu)

Rebecca Schoon

Assistant Professor of Public Health

503-352-2156

[rebecca.schoon@pacificu.edu](mailto:rebecca.schoon@pacificu.edu)

Jana Peterson-Besse

Associate Professor of Public Health

503-352-2044

[jpb@pacificu.edu](mailto:jpb@pacificu.edu)

Matthew Town

Assistant Professor of Public Health

503-352-3136

[mtown@pacificu.edu](mailto:mtown@pacificu.edu)

Jaye Cee Whitehead

Director, School of Social Sciences

503-352-2886

[jayecee@pacificu.edu](mailto:jayecee@pacificu.edu)

## **PUBLIC HEALTH FIELD EDUCATION OVERVIEW**

This field education manual is designed as a guide for Public Health majors and community education partners to important policies, processes, and resources related to Public Health field education. Field education is a unique partnership between the university, community organizations, 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 field experience.

### **Field Education Terminology**

Throughout this manual, the terms “practicum”, “field education”, “field experience”, and “fieldwork” will be used to describe this experiential component of our curriculum. “Practicum” is the all-encompassing education experience, wherein the student integrates theory and practice through a combination of academic and internship or “field education” experiences. This manual focuses more narrowly on the “field education” (fieldwork, field experience) aspects of the experience, while also situating field education within the larger context of the Public Health Program curriculum, including practicum.

### **Integrating Theory & Practice**

All Public Health majors at Pacific University complete a semester-long practicum and a year-long Capstone experience. This culminating educational experience begins with a 100-hour, hands-on fieldwork experience in fall semester with a community-based organization whose work aligns with the student’s 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.

### **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*

### Field Experience Seminar Learning Objectives

1. Identify examples of and strategies for civic engagement in public health
2. Apply concepts of generalist public health education to public health issues; including the socioecological model and a population health perspective
3. List the range of entities that encompass the public health system and how these agencies fit together to promote public health
4. Discuss ethical dilemmas and standards in public health practice
5. Reflect on personal interests and growth as a public health professional

### Practicum Timeline by Year

#### Sophomore Year

**Declare a Public Health Major (url):** Interested students must declare the Public Health major no later than the end of sophomore year by submitting 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

**Practicum Placement:** 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. Students who have completed pre-requisites may complete their practicum and Field Experience Seminar during spring of junior year. For more detailed information, see [PRE-PRACTICUM PLACEMENT PROCESS](#).

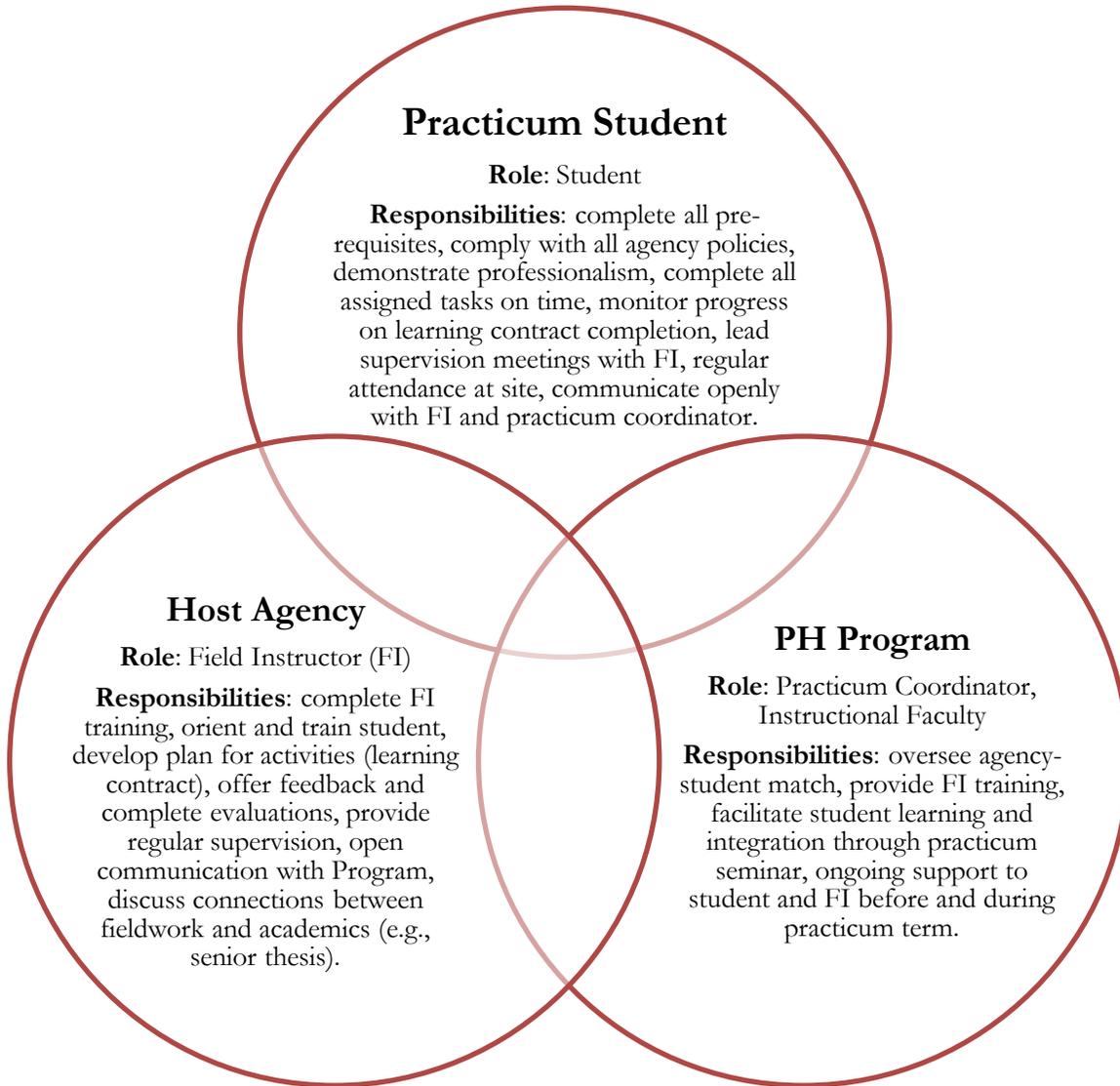
During fall advising, students who did not complete Pre-Field Experience Seminar in fall of junior year must register for this course for spring of junior year. Note that students who complete Pre-Field Experience Seminar in spring of junior year must complete practicum in fall of senior year (i.e., junior year practicum is not an option).

### Senior Year

**Field Experience Seminar:** During fall of senior year or spring of junior year, if eligible (see above), students complete the field experience seminar, including a minimum of 100 field education hours under the supervision of a Field Instructor and the administration of the Practicum Coordinator. 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.

# FIELD EDUCATION ROLES & RESPONSIBILITIES

## Learning Triangle



## 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. Public Health Program Field Instructors represent diverse educational, professional, and social backgrounds, and they all contribute to developing students' skills through community-level action. Field

Instructors help students learn by facilitating meaningful opportunities to observe and engage in the pursuit of justice in our complicated and dynamic social-political environment. 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 with specific goals for the student that align with and contribute to the organization's work. Field Instructors communicate with the Practicum Coordinator about the student's progress and evaluate the student's performance at designated times during the semester.

### Practicum Coordinator for the Public Health Program

The Practicum Coordinator is a Pacific University employee who oversees field education 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 Public Health majors in their junior or senior year who have demonstrated academic and professional readiness and completed all prerequisites to practicum.

### Instructional Faculty

The academic faculty of the Public Health Program serve as instructor(s) for the formal courses that accompany student field experiences (i.e., Practicum Seminar, Capstone Seminar), which help them reflect on their field learning and design their senior project.

### Responsibilities

The Public Health Program may terminate practicum placements if the student or host organization does not fulfill responsibilities outlined below 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.

### Field Instructor Responsibilities

We ask all Field Instructors to:

- Participate in the training session coordinated by the Pacific University Public Health Program.
- Orient the student to the agency and relevant procedures.
- Develop the learning contract in conjunction with the student at the beginning of the semester placement.
- Provide a variety of quality learning opportunities that are consistent with the student's Learning Contract.

- Complete student evaluations that are provided by the Pacific University Public Health Program in a timely manner.
- Attend regular student supervisory meetings (suggested frequency: one half hour duration once every 20 contact hours).
- 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.
- Be responsive to student questions relevant to their practicum placement projects and to development of their senior thesis project during the practicum placement and throughout the student's senior year.

### Public Health Program Responsibilities

The Public Health Program commits to:

- Administer the agency-student match, student placement, and practicum process.
- Provide training for practicum Field Instructors.
- Provide ongoing support of students and facilitate student learning during the practicum process through the weekly seminar.
- 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.
- Be available to students and Field Instructors to address any problems that arise during the practicum experience.

### Student Responsibilities

Students are expected to:

- Demonstrate readiness for the senior field practicum by satisfying all prerequisites.
- 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.
- Interact in a professional manner with the Field Instructor, agency staff, community/organizational partners, and clients.
- Complete all assigned tasks for both the agency and the practicum seminar in accordance with agreed upon dates.
- Monitor ongoing achievement of learning objectives outlined in the educational contract and revise as necessary.
- Arrange and prepare for scheduled supervision meetings with agency Field Instructor.

- 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.
- 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.

## **PRE-PRACTICUM PLACEMENT PROCESS**

### **Placement Overview**

All students prepare for the public health field placement experience by taking the Pre-Field Experience Seminar offered in the fall or spring of junior year. Students will complete the tasks necessary for obtaining a practicum site (see below). In some cases, the Practicum Coordinator may continue to work with a student on their placement after the student has completed the Pre-Field Experience Seminar.

### **Pre-Practicum Placement Milestones:**

- Student and Practicum Coordinator identify potential placement sites
- Practicum Coordinator contacts potential and identifies those willing to host a student.
- Student prepares résumé and cover letter, incorporating feedback from Practicum Coordinator.
- Practicum Coordinator approves final draft of résumé and cover letter and notifies the student that they may contact the potential field site via email to schedule an interview.

### **Note on Contacting Practicum Sites**

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 makes efforts to connect students with practicum opportunities that are challenging and enriching and align with student's interests. Placement is contingent on many factors including site availability, suitability for student learning, and fit between students and the site and/or Field Instructor. All field placements require final approval from the Practicum Coordinator.

## Interviewing at Prospective Practicum Sites

The informational interview is meant to facilitate an informed decision-making process for the student, Field Instructor, and site. Prior to the interview, the student sends the potential field instructor a copy of their final résumé and cover letter (as developed in the Pre-Field Experience Seminar course). 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 at the site.

## 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, including completing pre-requisites (e.g. background check, drug screening), 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 again 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 the Office of International Programs website.

## **PRACTICUM PROCESSES**

### **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 typically offered once per year in the spring, with a smaller and/or online version offered in January for spring semester Field Instructors. In cases where new Field Instructors are not able to attend this training, individual meetings to review the materials may be scheduled.

### **The Learning Contract**

Each student is required to draft a Learning Contract with their Field Instructor during the first week of practicum, which must then be approved by the Practicum Coordinator. In some cases (e.g., practica abroad), the Learning Contract must be submitted prior to the start date.

### **Purpose of the Learning Contract**

The purpose of the Learning Contract is to make explicit the expectations for student performance during fieldwork experiences, define the scope of work and focus areas within Public Health practice, and to document the activities and learning goals that will support the student's achievement of the course student learning outcomes (SLOs). Field Instructors should provide feedback on student fulfillment of the fieldwork learning goals during supervision meetings with the student and in formal evaluations provided by the Public Health Program. To monitor progress toward achieving learning goals, the Field Instructor and student may choose to create field assignments (e.g., written or oral summaries of orientation and training activities, interviews with organizational staff).

### **Scheduling Practicum Activities**

In the Learning Contract, students and Field Instructors document mutually agreeable times for students to be present and complete activities at the practicum site each week. Students and Field Instructors should take into account holidays and other planned absences (e.g., vacation, student athletics events) when developing a schedule. Students may not schedule practicum activities during times that conflict with other academic activities, including classes and other extra- or co-curricular commitments. In order to complete at least 100 hours of fieldwork prior to the end of the academic term, plan for 8-10 hours per week.

## Describing Activities in the Learning Contract

To successfully fulfill the practicum course SLOs, which are pre-determined by the Public Health Program, students and Field Instructors must identify fieldwork activities that develop the student's knowledge in particular Public Health practice and professional skill areas. Activities and/or project descriptions should include the tasks the student will perform, the learning experiences it is expected the student will have, and how these relate to the Scope of Work and/or Professional Competencies identified for the overall fieldwork experience. Each activity description should include a brief, clear statement that explains the expected outcome, by which the student's progress may be evaluated. These statements should be SMART:

- **Specific:** Include details that clearly define the scope of the activities.
- **Measurable:** Outcomes that can be quantified or otherwise easily be evaluated.
- **Attainable:** All parties (Field Instructor, Practicum Coordinator, and student) should agree on what will be accomplished in the 100+ on-site hours. Activities should be realistic for the particular student's skill level (i.e. appropriately challenging, at or above standard expectations for a college senior).
- **Relevant:** Choose activities that matter to all parties. Activities should align with course SLOs and the Public Health practice and professional skills area(s) identified.
- **Time-bound:** Some tasks will need to be completed before others, and all need to be completed by the end of the practicum.

Fieldwork activities should be appropriately challenging learning opportunities for the student. Although some amount of clerical and shadowing/observation work is a part of all professional positions, these should represent a small minority of total practicum hours. If students or Field Instructors are concerned about the amount of clerical or shadowing tasks taking place, they should contact the Practicum Coordinator.

## Learning Contract Process

- With guidance from the Field Instructor, the student inputs the draft Learning Contract via MyInternshipJournal by the deadline specified by the Practicum Coordinator. Students should select "Save" (not "Submit Form") at this point.
- The Practicum Coordinator then reviews the Learning Contract and communicates with the student about any feedback or revisions needed.
- After the student has made any necessary revisions, the Coordinator will notify the student and Field Instructor that the final Learning Contract has been approved. The student may then sign and "Submit" the Learning Contract. The Field Instructor and finally the Practicum Coordinator then "Approve" the Learning Contract on MyInternshipJournal.
- All parties may view the Learning Contract on MyInternshipJournal at any time. Students and Field Instructors should review the Learning Contract regularly to

track progress during supervision meetings and to evaluate student progress and performance.

- After submission, students may “Unsubmit and Edit” the Learning Contract as needed to document changes. If major changes are made to the student’s learning goals or planned activities, the student should notify the Practicum Coordinator and re-submit a revised Learning Contract to document these changes.

## Field Supervision

Supervision is a critical component of Public Health field educational. Every 20 hours (at minimum), the Field Instructor and the student should meet to discuss the student’s progress toward achieving the learning goals outlined in the Learning Contract. Students are expected to take the lead in scheduling supervision meetings and should bring the Learning Contract to reference at each meeting. Students should come to each meeting with questions and be prepared to discuss progress and/or obstacles toward completing projects/activities outlined in the Learning Contract. Students are also encouraged to discuss questions that extend beyond specific practicum tasks (e.g., career development, Capstone, the broader context of the field in which the practicum site is situated). The Public Health Program provides students with Supervision Worksheets as a guide for maximizing the benefits of supervision meetings.

## Evaluations

### Evaluation of Student Performance

Field Instructors complete a formal performance evaluation of the student placed with their agency based on their progress toward meeting learning objectives outlined in the Learning Contract and on basic professional competencies. The purpose of the evaluation is to provide feedback on fieldwork performance to support the student in their academic, personal, and professional development. Field Instructor feedback and ratings influence the student’s final grade for the practicum course, in combination with student performance on other practicum seminar activities (e.g., academic papers).

The Field Instructor completes the performance evaluation via MyInternshipJournal at the midpoint of the practicum (once the student has completed ~50 fieldwork hours) and reviews the feedback with the student. The completed evaluation is immediately available to both the student and the Practicum Coordinator. At the on-site meeting toward the end of the field experience, the Practicum Coordinator reviews the feedback with the student and Field Instructor so as to help the student learn from the feedback process. At this time the Field Instructor may verbally expand upon any feedback provided, or update any ratings based on changes in performance.

## 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 us improve the practicum placement process. This evaluation is made available to new Field Instructors through MyInternshipJournal at the end of the practicum term.

## Student Evaluation of Field Experience

In efforts to continuously improve the field experiences for our students, The Public Health Program asks students to evaluate their field experience at the end of the practicum. This information is kept confidential and may inform Public Health Program efforts to develop existing partnerships with practicum agencies.

## MyInternshipJournal Student Tracking System

The Public Health Program uses the online fieldwork management system called MyInternshipJournal to make it easier for students, Field Instructors, and university staff to keep track of students' fieldwork. The Learning Contract, time logs, and evaluations are housed in MyInternshipJournal. 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).

- **Students** are responsible for purchasing a six-month membership and receive information from university staff about how to complete this transaction. Students use MyInternshipJournal to:
  - Complete necessary forms, including the Release of Information, Placement Agreement, and Learning Contract
  - Record practicum hours and describe activities completed
  - Review the Learning Contract as needed
- **Field Instructors** receive their account information via e-mail. Field Instructors will use MyInternshipJournal to:
  - Electronically sign forms (Placement Agreement, Learning Contract)
  - Review and approve student time and activity logs as they are submitted
  - Complete evaluations of student performance and the placement process

## Practicum Forms

Students and Field Instructors must complete the following forms through MyInternshipJournal when prompted. PDF versions of forms are available upon request to the Practicum Coordinator.

- Practicum Placement Agreement (student and Field Instructor)
- Student Release of Information (student)
- Learning Contract (student and Field Instructor)

- Practicum Performance Evaluation (Field Instructor)
- Evaluation of Practicum Experience (student)
- Practicum Process Feedback (Field Instructor)

## Practicum Hours Guidelines

Students are required to complete at least 100 fieldwork hours throughout the course of the semester. These hours should occur primarily on-site at the practicum agency. Students should consult with and get approval from their Field Instructor in order to determine which activities “count” for practicum hours.

In general, the following student activities may count toward fieldwork hours:

- Observing/participating in meetings or discussing practicum with the Field Instructor or other agency staff.
- Completing trainings or orientations, as assigned by the Field Instructor.
- Working independently on practicum-related activities. (Most independent work should be completed on-site, and a smaller amount may be completed off-site.)
- Traveling to select off-site meetings, in addition to the usual commute. If possible, students may carpool with agency staff in order to make this travel time more educational.

The following student activities may not count toward fieldwork hours:

- Commute to and from the regular practicum site or sites.
- Work that is solely for the Capstone or Practicum seminar courses and not related to practicum itself (there will be some overlap—talk to the Public Health faculty or Practicum Coordinator if unsure).

## Practicum Costs and Funds

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

- \$20 fieldwork tracking system membership (currently MyInternshipJournal)
- Transportation to and from the practicum site

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.

Students should keep the receipts for any practicum-related purchases (including MyInternshipJournal) and maintain a log of all miles driven in their personal vehicle for practicum activities so that they may apply for funds to offset these costs through the

College of Arts and Sciences Senior Project Research Grants. Students should prepare applications for the maximum available amount when the call for proposals is announced via e-mail in the fall or spring semester. Detailed instructions on how to request funds are communicated via email from university staff.

## **PUBLIC HEALTH PRACTICUM POLICIES**

### **Unsuccessful Placement**

Practicum placement is contingent on many factors including placement site availability, suitability, and fit between students and the site. The Practicum Coordinator works 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 to postpone enrolling in the practicum and seminar course 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.

If it is determined Public Health is not an appropriate major for the student, the student will be encouraged to do further career and/or major exploration through Pacific's Career Development and/or Advising Center.

### **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:

- 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.
- The placement meets the Public Health Program's educational objectives and site criteria.
- 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 must 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:

- 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.
- A separate letter that addresses the following questions and that is signed by both the student and the Field Instructor:
  - The proposed days and hours for field education.
  - The proposed days and hours for employment.
  - A description of the student's current job responsibilities, describing the services provided and/or other major tasks.
  - 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 job duties.
  - 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 they are an active client or beneficiary of the service.

### **Criminal History**

The Public Health Program does not discriminate on the basis of student history of involvement with the criminal justice system. 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. Students should be aware that the appearance of certain offenses on a criminal background check may preclude placement at sites. This record may also impede students from working in these same organizations after graduation.

In order to identify appropriate placements for all students, any student **with a felony conviction or other relevant criminal history should notify the Practicum Coordinator of such convictions**. 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.

### **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. Students must 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 must sign a Release of Information prior to beginning a practicum placement. This release permits the Public Health Program to share personal and educational information relevant to their practicum participation to Field Instructors or other host agency representatives.

### **Safety/Risk**

There is potential risk involved in many aspects of this work 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.

### **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 practice in this field. 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 the 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 are 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 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:

- 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.
- The student engages in conduct in the field that endangers the target population, the agency, the University, other students, or the student him/herself.
- The student is consistently unable to form productive working relationships with Field Instructors, other students, or the population being served at the agency.
- The student is experiencing personal issues that preclude effective practice in the field.
- 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:

- 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.
- The student must obtain a written re-admission to the field from the Practicum Coordinator before returning to a practicum site.
- Based upon the established timeline for re-admission 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.

- 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:

- The first appeal must be made in writing (e-mail is not acceptable) to the Chair of the Department of Sociology, Anthropology and Criminal Justice, Law & Society. 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.
- 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.
- 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 Program 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.

## **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

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 Definition

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:

- Has the purpose or effect of creating an intimidating, hostile, offensive working or academic environment;
- Has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
- 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:

- Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic progress,
- Submission to or rejection of sexual conduct influences employment or academic decisions
- Sexual conduct or communication interferes with an individual's work performance or academic performance, or
- 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 his or her 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. As a mandatory reporter, your obligations continue 24/7 no matter where you are (including at your field site). For more information on your role 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 and Legal Affairs at [jennifer.yruegas@pacificu.edu](mailto:jennifer.yruegas@pacificu.edu) or 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. Students who may need accommodations for must contact [Learning Support Services](#) (LSS) for Students with Disabilities as far in advance of the practicum semester as possible. LSS staff meet with the student, review the documentation of their disability, and discuss the services Pacific offers and any accommodations they may require for specific courses. Students must provide the Practicum Coordinator with this documentation from LSS prior to the start of the placement process. In these cases, the student must discuss these accommodation needs with the Practicum Coordinator and eventually their Field Instructor to determine if such accommodations are available in the agency setting.

## **PACIFIC UNIVERSITY INFORMATION & RESOURCES**

### **Public Health Program Webpage**

URL: <https://www.pacificu.edu/public-health>

### **Undergraduate Academic Calendar**

URL: <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.

URL: <http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook>

## **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.

URL: <http://www.pacificu.edu/about-us/offices/student-counseling-center>

## **Student Health Center**

The Student Health Center provides confidential medical services to help Pacific students stay healthy and succeed in academic and personal life.

URL: <http://www.pacificu.edu/about-us/offices/student-health-center>

## **Career Development Center**

The Career Development Center offers a full range of career-related services and opportunities for Pacific University students, alumni, and community partners.

URL: <http://www.pacificu.edu/about-us/centers-institutes/career-development-center>

## **Learning Support Services**

Learning Support Services (LSS) coordinates educational accommodations for students with disabilities.

URL: <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.

URL: <http://www.pacificu.edu/about-us/offices/university-information-services/technology-help-resources>