Pacific University Public Health Program
PRACTICUM FIELD EXPERIENCE LEARNING CONTRACT

Contact Information

Student name: _____ Date: _____

Student email and phone: _____

Agency Name: _____

Field Instructor name: _____

Field Instructor email and phone: _____

Practicum Schedule

Start date: _____   End date: _____

Number of practicum hours per week: _____

Days student will be expected on-site (please circle)?   M   T   W   Th   F   S   Su

Additional notes on schedule:

Learning Contract Overview:

The Public Health Practicum allows students to build upon their coursework by applying public health principles to experiences in the workplace and developing professional skills. When identifying practicum fieldwork activities, please think about ways in which students can be actively learning about the organization as a whole and acquiring knowledge of the organization's culture (e.g., meeting key people, attending meetings, participating in professional development opportunities) and the community it serves.

The student and Field Instructor should review and complete the following Learning Contract together in person during the first week of practicum and submit it to the Pacific University Public Health Practicum Coordinator for review and approval. The contract is an agreement among the student, Field Instructor, and Pacific University Public Health Program. Field Instructors will evaluate student performance based on the activities and skills written in the contract.

The contract has four sections:

I. **Scope of Work:** How does the organization and the student's work within it fit into the broader public health system?
II. **Public Health Core Competencies:** Which *professional skills* will the student be building during the field experience?
III. **Description of Activities**: What activities will the student complete to address the Scope of Work and Core Competencies?
IV. **Basic Competencies:** Skills expected of all Pacific University students engaged in field learning.

I. Scope of work: We recognize that organizations participating in public health work provide a range of services. Based on the work done at the organization and the specific projects/activities available to the student, please identify **one or more** of the **10 Essential Public Health Service(s)** in which the student will participate. *See below for descriptions and examples of the Essential Public Health Services*

☐ **Monitor** health status to identify community problems (public health surveillance)

☐ **Diagnose and investigate** health problems and health hazards in the community

☐ **Inform, educate, and empower** people about health issues

☐ **Mobilize** community partnerships to identify and solve health problems

☐ **Develop policies and plans** that support individual and community health efforts

☐ **Enforce laws and regulations** that protect health and ensure safety

☐ **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable

☐ **Assure** a competent public health and personal healthcare workforce

☐ **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services

☐ **Research** for new insights and innovative solutions to health problems

Descriptions and Examples of Essential Public Health Services
(for more information see http://www.cdc.gov/nphpsp/essentialservices.html)

Essential Public Health Service	Description and Examples
Monitor health status to identify community problems (public health surveillance)	Assessment of community wide health status and its determinants, including the identification of health threats and the determination of health service needs. • Surveillance: timely collection, analysis, and publication of information on access, utilization, costs, and outcomes of personal health services • Vital statistics • Conducting surveys of health status of communities or specific high-risk groups
Diagnose and investigate health problems and health hazards in the community	Epidemiologic identification of emerging health threats such as: patterns of infectious and chronic diseases and injuries, environmental hazards, and other health threats. • Field epidemiology and epidemiologic investigation of disease outbreaks • Epidemiologic investigation of patterns of chronic disease and injury • Public health laboratory / rapid screening and high-volume testing
Inform, educate, and empower people about health issues	Social marketing and media communications for providing accessible health information resources. • Health education campaigns, such as comprehensive state tobacco programs • Free, mobile health screening initiatives • Active collaboration with health care providers to reinforce health promotion messages and programs • Community-based, school, church, and worksite health education programs (e.g., stress reduction seminars; parenting support groups for enhancing mental health; and health fairs)
Mobilize community partnerships to identify and solve health problems	Convening and facilitating groups and associations in undertaking preventive, screening, rehabilitation, and support programs. • Coalition building • Convening stakeholders for listening sessions or consensus building • Organizing community volunteers to address an important community issue or advocate for policy change

Essential Public Health Service	Description and Examples
Develop policies and plans that support individual and community health efforts	Systematic community-level and state-level planning for health improvement, development and tracking of measurable health objectives, and development of codes, regulations, and legislation. • Development, planning, monitoring objectives for Active Living by Design program which focuses on land use, public transit, non-motorized travel, public spaces, parks, trails, and architectural practices that advance physical activity • Policy establishment, (ongoing) implementation, and tracking of newborn screening program for PKU and other genetic and congenital disease
Enforce laws and regulations that protect health and ensure safety	Enforcement, evaluation, and revision of laws and regulations designed to protect health and safety to assure that they reflect current knowledge and best practices and in order to encourage compliance. • Monitoring quality/regulation of medical services (e.g., laboratory, nursing homes, home health care) • FDA drug approval and food safety • Enforcement of clean air standards • Investigation of hazards, preventable injuries, and exposure-related diseases identified in occupational and community settings
Link people to needed personal health services and assure the provision of health care when otherwise unavailable	Outreach or enabling services that provide coordinated or enhanced system of care to populations with limited access or barriers; providing culturally and linguistically appropriate materials and staff to assure linkage to services; providing ongoing case management or care coordination • Providing transportation services to health care or health promoting services • Targeted health information to high risk population groups • Consumer education and assistance applying for an existing program • Services to fill gaps (e.g., Federal Supplemental Food Program for Women, Infants, and Children—WIC for Medicaid-enrolled pregnant women, infants, and children under the age of 5)
Assure a competent public health and personal healthcare workforce	Education and training for personnel to meet the needs for public and personal health services. Efficient processes for licensure of professionals and certification of facilities. Adoption of continuous quality improvement and lifelong learning. • Licensure of physicians, nurses, and other health professionals • Continuing education through the availability of online certificate and other training programs
Evaluate effectiveness, accessibility, and quality of personal and population-based health services	Ongoing evaluation of health programs and community-based programs to assess program effectiveness. • Evaluation or assessment of community-based education programs, community mobilization efforts, training programs, administrative systems, social marketing campaigns
Research for new insights and innovative solutions to health problems	Public health research. • Health services research • Cost-effectiveness research • Epidemiologic studies, including cross-section, case-control, and cohort studies • Community intervention research

II. Public Health Core Competencies: We recognize that organizations participating in public health work provide a range of opportunities for professional skill building. Based on the work done at the organization and the specific projects/activities available to the student, please identify:

- **Three or more** skill areas or "domains" (Column 1), and
- Within each selected domain, at least one **specific competency** (Column 2) the student will develop throughout their fieldwork.

(For more information, see http://www.phf.org/resourcestools/pages/core_public_health_competencies.aspx)

1. Public Health Core Competency Domains (select at least three)	2. Specific Competencies (for each domain, select at least one competency) *Core Competency examples retrieved from the Council on Linkages between Academia and Public Health Practice, 2014*
☐ **Analysis/Assessment**	☐ Describes factors affecting the health of a community (e.g., equity, income, education, environment) ☐ Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing ☐ Identifies gaps in data ☐ Describes assets and resources that can be used for improving the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)
☐ **Policy Development/Program Planning**	☐ Contributes to development of program goals and objectives ☐ Contributes to implementation of organizational strategic plan ☐ Identifies current trends (e.g., health, fiscal, social, political, environmental) affecting the health of a community ☐ Gathers information that can inform options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)
☐ **Communication**	☐ Identifies the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy) ☐ Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images) ☐ Solicits input from individuals and organizations (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community based organizations, various populations served) for improving the health of a community ☐ Conveys data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, letters)
☐ **Cultural Competency**	☐ Describes the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences) ☐ Describes the ways diversity may influence policies, programs, services, and the health of a community ☐ Describes the effects of policies, programs, and services on different populations in a community ☐ Describes the value of a diverse public health workforce

1. Public Health Core Competency Domains (select at least three)	2. Specific Competencies (for each domain, select at least one competency) *Core Competency examples retrieved from the Council on Linkages between Academia and Public Health Practice, 2014*
☐ **Community Dimensions of Practice**	☐ Describes the programs and services provided by governmental and nongovernmental organizations to improve the health of a community ☐ Recognizes relationships that are affecting health in a community (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations) ☐ Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources) ☐ Engages community members (e.g., focus groups, talking circles, formal meetings, key informant interviews) to improve health in a community
☐ **Public Health Sciences**	☐ Retrieves evidence (e.g., research findings, case reports, community surveys) from print and electronic sources (e.g., PubMed, Journal of Public Health Management and Practice, Morbidity and Mortality Weekly Report, The World Health Report) to support decision making ☐ Recognizes limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability) ☐ Describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services
☐ **Financial Planning and Management**	☐ Adheres to organizational policies and procedures ☐ Describes public health funding mechanisms (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes) ☐ Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)
☐ **Leadership and Systems Thinking**	☐ Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities ☐ Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels ☐ Describes the ways public health, health care, and other organizations can work together or individually to impact the health of a community ☐ Participates in professional development opportunities ☐ Describes the impact of changes (e.g., social, political, economic, scientific) on organizational practices

III. Description of activities/projects related to sections I and II: What will the student be doing during the field experience? Please consider the **Scope of Work/Essential Public Health Services** (Section I) and **Public Health Core Competencies** (Section II) identified above when planning activities/projects.

Please note: timelines, deliverables, and work plans related to the fulfillment of practicum activities should be communicated with the student directly.

Example for a Senior Center placement:
- Needs assessment for Wheel Solutions program *[Service #1 – Monitor]*
  ○ Gather data about Hillsboro seniors with transportation barriers to healthy food
  ○ Review existing food delivery programs for seniors (Meals on Wheels, Store to Door, etc.)
- Create print and web-based guides to healthy food options for seniors to address food insecurity needs identified in the needs assessment *[Core Competency: Communication - Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)]*

IV. Basic Competencies: What skills are students expected to have already?

All students should be able to:

- Arrive to the worksite and related events on time
- Dress and groom appropriately for the setting
- Seek assistance when appropriate (from Field Instructor, Practicum Coordinator, and Instructional Faculty depending on the circumstance)
- Seek and act upon input from colleagues and supervisors
- Fulfill commitments and meet deadlines
- Take initiative: proactively identify opportunities for learning and relationship building and discuss them with the Field Instructor
- Know and adhere to university and host agency rules and norms
- Demonstrate clear and respectful written and oral communication appropriate to the audience
- Maintain appropriate records and documentation
- Act as an ambassador of Pacific University and trainee of the host organization
- Discuss a population-based approach to health issues

I agree to pursue the activities and objectives outlined in this Learning Contract to the best of my ability and understand that the contract will serve as the basis for evaluating student performance. I agree that any substantial revisions made to the Learning Contract will be confirmed by all parties in writing. I will retain a copy of this contract for my records.

Student's Signature: _____   Date: _____

Practicum Field Instructor's Signature: _____   Date: _____

Practicum Coordinator's Signature: _____   Date: _____