MPH INTERNSHIP
HANDBOOK 2022-23

Public Health Education

Students should read this handbook before talking with their advisors since they are responsible for the various requirements

THE INTERNSHIP: AN APPLIED PRACTICE EXPERIENCE (APEX)

Overview

This handbook will help you understand and plan for your internship required by the Council on Education in Public Health (CEPH). CEPH requires all students to complete one or more hands-on Applied Practice Experience (APEX) as part of an accredited MPH program. In the process of your APEX you will produce two or more Applied Practice Products (APP). You are also required to complete an Integrated Learning Experience (ILE), a written document that demonstrates the synthesis of CEPH foundational and concentration-specific program competencies. Currently we are requiring one internship within the MPH program that is taken during the Spring of your last semester; this constitutes the required APEX. You will need to enroll in HEA 650 in the Spring semester, which meets virtually while you are in your APEX/internship. There are specific required assignments: (1) you will produce Applied Practice Products (APP); (2) you will also complete an Integrated Learning Experience (ILE) in the form of a written document that demonstrates the synthesis of selected competencies. All of these are discussed below.

IMPORTANT PEOPLE

Public Health Education MPH Faculty Advisors
Upon admission to the MPH Program, each student is assigned a faculty advisor. The faculty advisor oversees and guides the MPH student's educational experience. Participating in the APEX (iinternship) is an important aspect of the educational process. The MPH faculty advisor will work closely with advisees to plan and propose the APEX and review the 2 APP's.

Internship Coordinator
The Internship Coordinator, Paige Hall Smith, MPH serves to oversee the administration of the internship process in the Spring Semester; planning the APEX and the deliverables (APPs & ILE) will be done in the Fall semester in coordination with the student, MPH advisor and the preceptor.

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Dr. Paige Smith
Department of Public Health Education
School of Health and Human Sciences
University of North Carolina at Greensboro
P.O. Box 26170
Greensboro, NC 27402-6170
phsmith@uncg.edu
Office Location: 420B Coleman Building
Best way to communicate: EMAIL

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Community Preceptor at internship site
The preceptor serves the critical role of facilitating a successful learning experience through the internship. The preceptor oversees the student's internship work on-site, provides guidance and feedback on a consistent basis to the student regarding their performance during their experience, and completes an evaluation of the student's performance at the end of the experience.

WHAT IS AN INTERNSHIP

All graduating 2022-23 UNCG MPH students will complete an internship in a community-based public health agency: this is the Applied Practice Experience (APEX). This real-world experience is a unique opportunity to enable students to apply practical skills and knowledge learned through MPH coursework in a professional public health setting that complements the student's interests and career goals. The internship is a **requirement** of students enrolled in an MPH program accredited by CEPH.

PLANNING THE INTERNSHIP

Students must develop and submit a proposal for their internship the semester *before* the internship takes place. This means that planning for must begin early in the fall of the final year.

Students shall meet with their MPH advisor during the fall semester and document the notes from this meeting in the Internship Planning Hub in Canvas. This meeting should take place within the first three weeks of the fall semester. The meeting is designed as a planning session for the practice experience to review goals, deliverables, course requirements, secure practice experience site, and complete affiliation agreements if needed

An internship is a planned and thoughtful real-world experience in partnership with a community agency to enable UNCG students to apply practical skills and knowledge learned in coursework to a public health setting that complements the student's interests and career goals. The internship experience should be mutually beneficial to both the community partner site as well as the student; it also needs to be aligned with specific competencies. To ensure that student's select an appropriate project to successfully meet the internship requirement, the internship will be developed in collaboration with your MPH advisor and requires approval from the MPH advisor, and, of course, internship preceptor. The internship requirement will be met successfully by: completing the internship activities during your final semester of the MPH program of study; completing and documenting the APPs; and writing the ILE.

All students will complete their internship in a community setting such as local public health agency, community non-profit, public, or private school, or governmental site. If a student chooses to work with a university-affiliated center or institute, the university-affiliated setting must be primarily focused on community engagement with external partners. University health promotion or wellness centers may also be appropriate. Agency needs are considered first and foremost as the placements and internship activities need to be mutually developed to benefit both the student and the site.

The internship will:
- Require you to rigorously apply graduate skills and competencies acquired in the MPH Program
- Address a practical issue or problem in a "real world" setting
- Address a problem or issue likely to be encountered in the practice of public health
- Advance your skills and knowledge
- Focus on specific projects and deliverables
- Be manageable in terms of your time, skills, and knowledge

- Have a preceptor who has the appropriate education and training to oversee the project and is willing to agree to the responsibilities described in the project agreement
- Enhance your career potential and professional development

We firmly believe that this experience not only benefits the agency you work with but allows you to practice public health skills that prepare you to hit the ground running when you graduate!

Internship site
Many internship sites have been approved by the department; that is to say, there is an existing signed agreement between the agency and the department. Sometimes a student will identify a site for which there is no agreement. You and your MPH advisor will need to talk to Donna Myers, the PHE departmental administrator, to determine whether we have such an agreement with your chosen site. If we do not then she will help to obtain a signed agreement.

Placements that are clerical, clinical, or mostly observation or shadowing are not allowed. Completion of an internship at a student's current worksite is allowed by CEPH if the site is pre-approved and has a qualified preceptor. A student considering a practice experience at their current employment must consult their MPH advisor in the fall semester. It is best to have a preceptor that is not your work supervisor to avoid conflicts of interest and on-the-job problems.

Preceptor
Once the site is approved or existing site chosen, the site preceptor must be identified. The preceptor mentors the student and oversees the practice experience. They will be responsible for assessing the student's progress and performance during the internship. Failure to establish or maintain communication with your preceptor is not an excuse for missed internship deliverables. MPH students are expected to communicate any preceptors issue with Dr Smith. Failure to do so could result in incomplete hours and an incomplete for the internship.

Preceptors must be practicing professionals who meets the following educational/ professional criteria:
- Competent in mentoring and interested in the student's academic career goals
- Preceptors that have not been previously approved must be approved by the MPH advisor. The preceptor must have expertise in the selected public health area and have the experience need to serve as mentor and supervisor. Approval is a simple process. The MPH advisor reviews the resume/CV of each potential preceptor to assess his/her qualifications.
- Close family members or friends of the student may not serve as the student's preceptor.

Preceptor's Role and Responsibilities
Preceptors will be your advocate at your internship site and will assist you in meeting your internship project. During the entire internship process, preceptors will be expected to:

- Orient the student to the organization's goals, structure, internal communication, and partners.
- Make him/herself available to student.
- Provide oversight, guidance, and adequate resources to facilitate completion of the agreed upon activities. Invite and encourage the student to learn new skills, and attend meetings, trainings, and other events that will enhance the learning experience.
- Integrate the student with regular staff and introduce the student to others who can assist

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with career opportunities.
- Provide direction to supplemental resources, opportunities for networking, and career advancement.
- Provide periodic feedback and guidance to the student in writing and/or through meetings, and through the progress report and final evaluation.
- Communicate with the Internship Coordinator, as needed.
- Assess the student's performance and complete the Evaluation of Student form and submit it to the Internship Coordinator in a timely fashion at the end of the practice experience.
- Preceptors should review their organizations' applicable policies and expectations with the student. Preceptors will review the UNCG MPH Preceptor Guidelines and consult with Internship Coordinator for additional details, as needed.

Student Expectations
- Work a minimum of 180 hours; this is a floor not a ceiling.
- The student is expected to show respect and courtesy toward all staff (including the preceptor, other staff and interns), clients/patients and their families, and community partners.
- The student is expected to use discretion in timing questions and discussions with the preceptor. It is often best to have such conversations (express any concerns or disagreements) in private, not in the presence of other staff and/or clients/patients.
- The student must respect all confidences revealed including data on individuals, social information, records, fee systems and professional policies. No mention may be made of confidential or proprietary information to any individual not directly involved.
- Technology Policy – The student is responsible for adhering to all policies for the organization regarding use of electronic devices (texting, tweeting/Facebook, cellphones, surfing the web, playing a videogame, email, etc.).
- Attendance Policy – The student is responsible for adhering to the agreed-upon schedule. He/she should be punctual and should not leave before the agreed-upon time, without first checking for permission from the preceptor.
- Dress Code: The student must exhibit a professional appearance both in manner and dress and must follow the professional standards of behavior expected in the work environment.

Identifying the Applied Practice Products (APP)
Once the internship site and the preceptor are approved, the student then schedules a meeting with the preceptor to outline the practice experience projects. The requirements for the APPs are discussed below.

Proposal Form
The *Applied Practice Experience Internship Proposal* form has multiple sections that must be completed. To prevent having to redo the form, it is required students submit a draft of the form to their MPH advisor for review and upload it to the Internship Hub Canvas site ***before*** asking for their preceptors' signatures.

Preceptor – Student Agreement
The Preceptor – Student Agreement form is signed by both the student and preceptor. It defines the roles and responsibilities of both parties and is submitted along with the student's proposal.

Submitting Forms
The student must upload all completed and signed forms by the due dates through Canvas (See Internship Hub Canvas site)

Research Approval
Since practice experiences are by nature practice-based, Institutional Review Board (IRB) is generally not needed. However, should a student need IRB approval for a component of their practice experience, the student must see to it that they follow the UNCG Institutional Review Boards (IRB) procedures. In some cases, the student will need to obtain IRB approval from both UNCG and the organization where the student is placed. Should the topic of research surface in any way during the practice experience, it is the student's responsibility to contact both the MPH advisor and Internship Coordinator immediately and provide details before proceeding.

Academic Probation
Students on Academic Probation must fulfill probationary requirements prior to completing the INTERNSHIP. Information on Academic Probation is located here at the UNCG Students First Office.

INTERNSHIP DELIVERABLES:
APPLIED PRACTICE PRODUCTS (APP)

The internship must result in **at least two** APP's. An APP* is a tangible outcome of the internship that has three essential purposes:
1. Be of value to the agency
2. Be a valuable learning experience for the student
3. Demonstrate the mastery and application of competencies
   *Please see Appendix 3 for examples of APP's

To ensure that students participate in an appropriate project to successfully meet the requirement:
1. All students must obtain pre-approval for the APP from their MPH advisor.
2. It is likely that the 2 APP products will evolve during the internship so students will need to maintain ongoing communication guidance with their MPH advisers.
3. Details and due dates are listed in the Canvas site (2020-21 MPH Internship Planning Hub.
4. Together the APPs comprise the student's portfolio that allows them to demonstrate practical, applied mastery of MPH competencies. Specifically, the APPs allow the student to demonstrate --
   a. 3 of the selected foundational competencies (these are a subset of the Public Health competencies established by CEPH)
   b. 2 of the selected concentration-specific competencies of the PHE MPH program (these are selected community health education specialist competencies of the MPH program)
5. Per CEPH guidelines, the number of competencies demonstrated by each APP will vary. For instance, one product may demonstrate three competencies and the second product may demonstrate the other two competencies. As another example, students may include

five products in their portfolio if each one demonstrates a competency. Competencies and products may differ from student to student.

6. Upon completion, each APP will be uploaded to the Canvas Internship Planning Hub AND the HEA 650 Canvas site. Each APP is accompanied by a brief written report that summarizes the context for the APP and how it helped you meet the competency.

7. Since the student must share the deliverable with the department, it is important that students discuss expected deliverables with their both their MPH advisor and preceptor at the internship agency prior to pre-approval of the INTERNSHIP to determine an alternative if documents are considered proprietary (i.e. unable to be shared outside of the organization) or if a Memorandum of Understanding (MOU) is needed.

Identifying APP Competencies

In 2019 PHE transitioned to the NEW CEPH competencies mandated for all accredited programs and we wanted you to have those competencies here as a guide. All MPH core courses were designed to provide learning experiences for students to be *competent* in *foundations* of public health practice. Foundational competencies are the building blocks of your professional practice – they literally form the groundwork, or foundation, of your public health career. Upon completion of the MPH core courses, students should be competent in all 22 CEPH competencies (Appendix 4).

During the internship the APPs you produce must demonstrate competency in 5 of these. You will work with your MPH advisor and your preceptor to identify high quality APPs that can demonstrate your competency is 5 areas. You may select which 5 you want to pursue from the following list (numbers are based on CEPH competency numbering (see Appendix 4).

Table 1: Selected CEPH Foundational and Concentration-specific Program Competencies

Selected CEPH Public Health Foundational Competencies (these are a subset of the public health competencies established by CEPH)	**Selected concentration-specific competencies of the PHE MPH program** (these are selected community health education specialist competencies of the MPH program)
Select 3 competencies from this column	*Select 2 competencies form this column*
12. Discuss dimensions of policy-making process, including the roles of ethics and evidence	1. Justify the use of leadership principles within specific contexts to support community health.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing	2. Defend appropriate intervention approaches based on socio-ecological analysis to support community health.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	3. Develop evaluation plans with stakeholders to address community issues
15. Evaluate policies for their impact on public health and health equity	4. Integrate socially just, theory-informed, and culturally responsive approaches in community health initiatives
16. Apply principles of leadership, governance and management, which include	5. Identify and analyze factors that facilitate and/or hinder advocacy efforts (e.g., amount of

creating a vision, empowering others, fostering collaboration and guiding decision making	evidence to prove the issue, potential for partnerships, political readiness, organizational experience or risk, and feasibility of success.)
17. Apply negotiation and mediation skills to address organizational or community challenges	
22. Apply systems thinking tools to public health issues	

Examples of APP deliverables

The list below contains examples of APPs; this list is not exhaustive it's just illustrative. See Appendix 3 for more examples.

Table 2: Example APP Deliverables:

• Brochure Curriculum • Dashboard user guide • Data Extraction, Collection & Analysis Report • Data analysis results/ output De-identified dataset • Evaluation or evaluation plan • Fact sheet for a target audience • Health Resource Booklet • Health Communications Plan • Key Informant interview • Summary/ Executive Report • Facilitating intervention • Student-designed webpage • Literature review	• Multi-media presentations • Policy Analysis PowerPoint Presentation • Program/Project Management Plan • Quality Improvement Plan • Training guide/manual • Manuscript Research Study Proposal • Assessment Report • Spreadsheets • Standard Operating Procedures • Statistical Analysis Plan • Survey or data collection tool • Written report • Monitoring & Evaluation Tool Development

Evaluation of the APP

The APPs are evaluated by the MPH advisor. To that end, it is essential that you maintain some communication with your advisor during the spring semester about your progress, noting any changes to your plan. There is a required mid-term check-in but you are not limited to that.

To be fully evaluated, each product must include:
• a written, visual, or oral analogue that can be reviewed by the advisor.
• a written description that discusses the context for the product and describes how this demonstrates the competency(ies).
• A short statement from the preceptor indicating its value to the agency.

THE INTEGRATED LEARNING EXPERIENCE

Along with your produced APP's, during your internship you will submit a written paper called the Integrated Learning Experience (ILE). The ILE is a high-quality written paper that is designed to showcase students' ability to synthesize CEPH foundational and concentration-specific program competencies. The ILE must include a discussion *of at least* 3 competencies *and* must include both foundational and program specific competencies. There is no indication from CEPH the that competencies selected for the ILE must be the same as those selected for the APP. Per CEPH guidelines, the high-quality written product is substantive, flows logically and is meant to be an organization and synthesis of thoughts and information. The ILE paper offers a way for you to reflect upon, learn from the internship experience, demonstrate knowledge gained through the MPH program, and extend your learning in a new direction.

Students must select one of the two options described below to meet the ILE requirement. These options are designed to meet Council on Education for Public Health (CEPH) requirements

Option 1: Policy Brief/Analysis

The MPH program provides exposure to the topics and tools of understanding and addressing the factors that help or hinder the health of individuals and communities. A fundamental component of this skill set is the ability to utilize the tools of the profession to assess situations and to provide recommendations. The Policy Brief/Analysis ILE option provides the opportunity for you to demonstrate the knowledge gained during the program and to build off the issues salient to the practice-based activities embedded in your internship/APEX. Use the prescribed policy brief/analysis framework here to write your ILE that demonstrates the synesis of *at least* 3 competencies selected from Table 1: Selected CEPH Foundational and Concentration-specific Program Competencies. The selected competencies should be clearly identified as an introduction to your Policy Brief/Analysis.

Because policy and advocacy skills are a core component of a trained Health Educator, you are being asked to integrate competencies recognized by the profession in the development of your policy brief/analysis. To frame your policy brief you should select a topic, issue, or salient element of your internship/APEX around which you will shape and write your ILE. Because we can sometimes get hung up on a 'policy change' as a grand act (e.g., enacting a state/federal law) it is important to ground ourselves in some local, and possibly more tangible, changes that can be analyzed and around which recommendations can be provided. For the purposes of this task the precepting organization should be seen as your 'client' and the targeted problem/issue being assessed can be tailored to a policy, practice, or procedure at your 'client organization', or can be a policy, practice, procedure or communication/advocacy change targeted toward the contexts/systems impacting those your precepting organization serves. You should feel some latitude to carefully identify the 'problem' you are analyzing and providing recommendations around. Some ways to think about this can be related to changes in 'regulations/rules/ways of operating' but may also be related to 'financial and non-financial resources'. If you are uncertain you should not hesitate to discuss this further with the Internship Coordinator and your graduate advisor. You are encouraged to have conversations about this with your preceptor and/or others you work with at the internship site.

While there are likely multiple issues that need to be addressed, you are encouraged to select ONE topic/issue to analyze. With this topic/issue in mind you will write your Problem Statement and the other elements of the Policy Brief/Analysis. You should use the tools acquired during the MPH program in combination with the framework and guidance provided in the 'Art of Structuring and Writing a Health Policy Analysis' chapter of the Wilensky and Teitelbaum text[1]. A successfully written ILE Policy Analysis paper will likely benefit your internship organization and should be developed and written with this in mind.

The ILE Policy Analysis paper should follow the five-step method for writing a thorough yet concise policy analysis. A rubric for grading/assessing your final Health Policy Analysis ILE is appended at the end of this document. When writing use the following headings to ensure you cover each element and increase the readability of your policy analysis:
1. Problem Statement
2. Background
3. Landscape
   a) Identifying Key Stakeholders
   b) Identifying Key Factors
4. Options
   a) Identifying Options
   b) Assessing Options
5. Recommendation

Format Particulars: Most papers should be in the range of 5 to 7 (minus references) well-structured pages. You should use double spacing and 1" margins on all sides. You should use an accepted citation format such as APA. If you are unsure of proper reference protocol use the resources of the UNCG library (http://uncg.libguides.com/citation/apa). Please pay attention to proper formatting, sentence and paragraph structure (i.e. topic sentence leading off each paragraph), transitions and general flow.

1. Problem Statement
   • Is my problem statement one sentence in the form of a question?
   • Can I identify the focus of my problem statement?
   • Can I identify several options for solving the problem?

2. Background
   • Does my background include all necessary factual information?
   • Have I eliminated information that is not directly relevant to the analysis?
   • Is the tone of my background appropriate?

3. Landscape
   • Does the landscape identify all of the key stakeholders?
   • Are the stakeholders' views described clearly and accurately?
   • Is the structure of the landscape consistent and easy to follow?
   • Is the tone of the landscape appropriate?

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[1] Wilensky, S. E., & Teitelbaum, J. B. (2019). Essentials of health policy and law (Essential public health). Sudbury, MA: Jones and Bartlett.

- Does the reader have all the information necessary to assess the options?
- Does the reader identifying key factors that are relevant to the informing the issue. (including: political, social, economic, practical, legal)

4. Options
- Do my options directly address the issue identified in the problem statement?
- Do I assess the pros and cons of each option?
- Did I apply all of the criteria to each options assessment?
- Are the options sufficiently different from each other to give the client a real choice?
- Are all of the options within the power of my client?

5. Recommendation
- Is my recommendation one of the options assessed?
- Did I recommend only one of my options?
- Did I explain why this recommendation is the best option, despite its flaws?

Option 2: An approved high-quality written product that meets certain criteria.

This option will be approved on a limited basis and will only be allowed after careful consideration of the Internship Coordinator. This option must be distinct from the APPs produced in the internship.

SPRING SEMESTER

During the spring semester you will enroll in HEA 650; this is a virtual class that allows you to d your internship from anywhere! This course is led by the Internship Director. There will be assignments and some virtual meetings that facilitate processing your experience and preparing your assignments.

Reports to submit during your internship
MPH students will upload a *Mid-semester Applied Practice Experience Internship Progress Report* during HEA 650 to briefly discuss progress on the APP's. If the student's applied practice experience has changed from the approved proposal, the student should document these changes on the Practice Experience Progress Report. If these changes vary greatly from the original approved proposal, the Internship Coordinator may ask the student and their preceptor to complete a revised proposal form. Prior to uploading this document, the student and the preceptor must sign this. If the MPH advisor has concerns, they will notify the student and the Internship Coordinator.

Near the end of the APEX, check with the preceptor concerning the *Evaluation of Student* form preceptors need to complete and submit. The form must be completed and emailed directly by the preceptor to the Internship Coordinator by the semester deadline posted on Canvas.

The student will complete an *Evaluation of Practice Experience* form as well regarding their internship agency and preceptor experience.

Course Grade
The Internship Coordinator issues a grade of Pass or Fail grading based upon completion of 180 internship hours, product deliverables, and the above forms.

STUDENT CHECKLIST

Starting early in the fall semester, use this checklist to guide, plan and propose your internship

Fall Semester—Dates will change each semester so check the Internship Canvas site for dates
- Contact and meet with your MPH advisor early in the fall to begin the planning process for your internship .
- Complete the Envisioning Your Internship Workshop–Think big!
- Upload your envisioning worksheet into Canvas
  prior to your first meeting with your MPH advisor.
- Based on the meeting with your adviser and notes, identify an agency, program, or organization with a qualified preceptor for your placement. If the agency is new to UNCG, the site and preceptor must be approved by the MPH advisor.
- With MPH advisor support, meet with the agency preceptor to develop the APP deliverables and identify competencies and the activities that will meet your goals and the needs of the site.
- Develop a proposal that reflects your interests and goals and supports the internship sites current or future initiative and review it with your MPH advisor
- The student, MPH advisor and preceptor finalize the plan, and all sign the Applied Practice Experience (APEX) Proposal and Preceptor – Student Agreement forms. (see Appendix 1)
- Register for HEA 650 Community Health Internship/ Practicum.

Spring Semester –Begin Internship and HEA 650.

- Begin internship. Work 180 hours
- Complete assignments in HEA 650
- Complete a mid-year internship and APP progress report and upload into HEA 650 Canvas site and Internship Hub Canvas site (see Appendix 2)
- Upload final APP products into BOTH the HEA 650 Canvas site and Internship Hub Canvas site
- Upload final ILE into HEA 650 Canvas site And Internship Hub Canvas site
- Near the end of the APEX, check with the preceptor concerning the *Evaluation of Student* form they are to complete and submit. The form must be completed and emailed directly by the preceptor to the Internship Coordinator by the semester deadline posted on Canvas.

Questions/Further Assistance

A list of Frequently Asked Questions (FAQ) is included in the Internship Hub Canvas site.

If you need additional assistant at any time, please contact your MPH Adviser.

FINDING A SITE DURING COVID-19 RESTRICTIONS
(SEE CEPH COVID-19 STATEMENT IN APPENDIX 6)

This section was written for the 2021 Spring Internship. Hopefully, this will not apply for the 2022 spring internships. However, as we write this, the Delta variant is rising and the future of COVID is uncertain.

INTERNSHIP placements are highly individualized for each student and are dependent upon the initiative the student takes to plan a quality experience.

Completion of the Internship at a student's current worksite is allowed by CEPH as long as the site is pre-approved and has a qualified preceptor. A student considering a practice experience at their current employment must consult their MPH advisor

FREQUENTLY ASKED QUESTIONS

When do I begin to plan the Applied Practice Experience (APEX) internship?
MPH students will begin planning for the Internship in the fall semester of their final year of study.

Can I do my internship over two semesters?
No. The internship must be completed in the final semester of the MPH Program.

How and where do I start?
Talk with your MPH advisor about when to begin planning for the applied practice experience. You are responsible for identifying and securing an appropriate internship and internship project with specific competencies and learning objectives, and project activities.

Do I plan BOTH of my APP products at the same time since they are both due by the end of the semester?
Yes.

Is it necessary to get my MPH advisor's approval to begin the internship?
Yes, it is necessary so they can continue tracking your progress through your academic degree program. Talk with your advisor prior to planning your proposal and make sure your advisor is aware of your final plans.

How do I find an internship placement?
Review the online list of school-approved sites (usually in Canvas). Also, talk with your advisor, other faculty and students who may have a community contact.

Can I complete my internship where I currently work?
Yes. Completion of an internship at a student's current worksite is allowed by CEPH if the site is pre-approved and has a qualified preceptor. A student considering a practice experience at their current employment must consult their MPH advisor in the fall semester.

Can I conduct my internship out of the country?

Yes, if the site, preceptor, and country are approved. Check with your MPH advisor regarding your interest <u>early</u>. Additional paperwork may be requested.

Can I do my internship at UNCG?
Yes. INTERNSHIP's can be done at UNCG if the UNCG setting is primarily focused on community engagement with external partners. University health promotion or wellness centers may also be appropriate. Regardless of where the practice experience is done, it must be at a school-approved site with a school-approved preceptor.

Can I still graduate if my APP's are not completed?
No, all MPH graduates must have met all requirements with documents completed and approved, before graduating.

Where do I go if I'm not satisfied with my placement/preceptor?
Contact Dr. Paige Smith (phsmith@uncg.edu). You may also want to talk with your MPH advisor.

What if I still have questions?
Contact Dr. Paige Smith, Internship Coordinator. (phsmith@uncg.edu)

My internship site does not want me to share the work I am doing with anyone by the time I graduate. How do I document my APP's?
Your preceptor should understand from the very start that this is a program requirement, and you will be expected to demonstrate your APP's product. If you are working with confidential data, we do not in any way want you to compromise anyone's confidentiality. Work with your MPH advisor and preceptor to determine what can be submitted to meet your requirements. Aggregate data reports are one example.

How do I submit my APP's?
All APP's are to be posted onto **both** the Internship Hub and HEA 650 Canvas sites. The name of the document should include a number that corresponds to your proposal. If, for example, the first deliverable you have listed on your proposal is a literature review, name is something like "D1 literature review." If the third one on your proposal is SAS code, name it "D3 SAS code." No one should have to guess as to which deliverable goes with which competencies. Also be sure all documents are labeled within the document with appropriate identifying information. For example, SAS code should have an identifying title on the first page that says what the code does.

One of my APP's is a paper. Are there any particular requirements?
Papers can differ depending on the purpose, but there are some things that would be expected of every paper. Any paper should have a title page and citations. The paper should also be grammatically and factually correct. Most papers should have some kind of introduction/statement of issue and some kind of conclusion/recommendations. Discuss any specifics with your MPH advisor.

Appendix 1: MPH Internship Proposal and Agreement

Student Information:

First Name _____

Last Name   -

Email   _____

MPH Faculty Advisor:

Name   _____

Email   _____

Internship Site Information:

Site Name   -

_____

Preceptor's Name   _____

Preceptor's Job Title   _____

Qualifications (as related to the work).

Preceptor Email   _____ Preceptor's

Phone   _____

Duration and Enrollment: (MM/YYYY)

Start Date   _____

Approximate End Date   _____

Brief Description of the Internship:

Provide 3 - 5 specific tasks, projects or duties that demonstrate or support you achieving the competencies selected.

Briefly describe how your Preceptor will assess your work: (one-on-one meetings, digital assessments, presentations etc.)

Applied Practice Products (2 APP's are required): Describe the products of this internship experience, e.g., report, grant proposal, etc.) A minimum of two digital artifacts or work products are required for internship completion. These products are flexible in format and should be something meaningful to the experience and the internship site. Given agency priorities, it is possible that the two work products will differ from those originally submitted on this proposal form. In the space below, indicate the products and the competencies

Name of APP	Brief description	Competencies* Must total 3 Foundational and 2 Program competencies

Is there an existing agreement with this agency?

Signatures required:

Student

MPH Advisor

Preceptor

Internship Coordinator

Appendix 2: MPH Internship Midyear Assessment

Student Information:

Name _____

Email _____

MPH Faculty Advisor:

Name _____

Email _____

Internship Site Information: IF ANYTHING HAS CHANGE FROM PROPOSAL MAKE A NOTE

Site Name   -

_____

Preceptor's Name _____

Preceptor's Job Title _____

Preceptor Email _____ Preceptor's

Phone _____

Duration and Enrollment: (MM/YYYY)

Start Date _____

Approximate End Date _____

Brief Description of the Internship:

Below write the description of the internship listed in the proposal	*Below note any substantive changes to your work. If there are not substantive changes, write "none"*

Provide 3 - 5 specific tasks, projects or duties that demonstrate or support you achieving the competencies selected.

Below list the specific tasks, projects or duties proposed.	*Below note any substantive changes to your work. If there are not substantive changes,*

	write "none"

Briefly describe how your Preceptor will assess your work: (one-on-one meetings, digital assessments, presentations etc.)

Below list the evaluation methods proposed.	*Below note any substantive changes to these evaluation methods. If there are not substantive changes, write "none"*

Applied Practice Products (2 APP's are required): Describe the products of this internship experience, e.g., report, grant proposal, etc.) A minimum of two digital artifacts or work products are required for internship completion. These products are flexible in format and should be something meaningful to the experience and the internship site. Given agency priorities, it is possible that the two work products will differ from those originally submitted on this proposal form. In the space below, indicate the products and the competencies

Below write the APPs proposed		
Name of APP	**Brief description as proposed**	**Competencies*** **Must total 3 Foundational and 2 Program competencies**

Below discuss progress and note any substantive changes		
Name of APP	**Brief description of progress**	**Competencies*** **Must total 3 Foundational and 2 Program competencies**

In the space below, the MPH Advisor and Internship Coordinator notes any concerns and follow up actions taken or required. A second progress report may be required from the student.

Signatures Required
Student   Internship Coordinator
Preceptor   MPH Advisor

Appendix 3 Sample Applied Practice Product Ideas

- Prepare a health promotion presentation or speaking opportunities and deliver to multiple audiences.
- Organize community seniors to provide volunteer support in schools, daycare, NICU, etc.
- Develop/ implement a program to achieve health goal for neighborhood, faith community, or org.
- Develop and implement a "Craig's List" for volunteer public health needs and skills; e.g., "I need a survey instrument"/"I can design a survey instrument".
- Study, volunteer, or work with a global health initiative like the Comprehensive Rural Health Initiative
- Assist local agency in implementing the National Public Health Performance Standards Program (NPHPSP)/Local Health Department Self-Assessment Tool for Accreditation Preparation, and/or quality improvement following assessment.
- Collaborate with local health department to design and implement student internship experiences.
- Intern with the National Network of Public Health Institutes or with a statewide Public Health Institute (or with other public health agencies).
- Facilitate an evaluation design for a nonprofit organization.
- Evaluate a program for a foundation focused on funding and funded programs.
- Assist a nonprofit in developing and preparing a grant proposal for a health project.
- Assist a foundation with developing and preparing a request for proposal (RFP) or grant program.
- Review grant proposals/abstracts/conference proposals on behalf of sponsoring entity.
- Conduct a health impact analysis of health-related legislation under consideration or recently passed.
- Research health policy for a legislator, legislative committee or other governmental official or agency.
- Work for a professional organization to help organize a conference.
- Develop a public health group within organization.
- Conduct a workplace health needs assessment.
- Perform a comprehensive 360 analytic position assessment to use in current position.
- Connect with analytics/outcomes areas to assist with relevant project.
- Develop partnerships for your agency to demonstrate how this serves public health interests.
- Assist your agency do a data analysis to determine training needs of state's public health workforce.
- Evaluate a current lead hazard control program grant and develop a strategy for implementing a similar program in other areas.
- Conduct a pilot study of an online survey tool for follow-up epidemiologic investigations.
- Develop fact sheets for ongoing local projects.
- Assist in the development and planning of a statewide annual report on sexually transmitted diseases.
- Develop a healthy vending machine initiative/ supported activities of community health coalitions.

- Analyze community needs assessment data/ compile health disparities report for a co. Health dept.
- Implement a community needs assessment to inform the design of a Community of Practice for Teen Pregnancy Prevention initiative.
- Research obesity issues in children and made recommendations to supporting agencies for their healthy childhood weight campaign.
- Support community initiatives by creating promotional materials and developing a final report.

Appendix 4
CEPH Competencies

Showing ability in *Evidence-based Approaches to Public Health***, including being able to:**
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative/qualitative data collection methods appropriate for a public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Showing ability in *Public Health & Health Care Systems***, including being able to:**
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Showing ability in *Planning & Management to Promote Health***, including being able to:**
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values/practices to the design/implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Showing ability in *Policy in Public Health***, including being able to:**
12. Discuss dimensions of policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Showing ability in *Leadership***, including being able to:**
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Showing ability in *Communication***, including being able to:**
18. Select communication strategies for different audiences and sectors
19. Communicate appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Showing ability in *Interprofessional Practice***, including being able to:**
21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Showing ability in *Systems Thinking***, including being able to:**
22. Apply systems thinking tools to public health issues

Appendix 5

The Council on Education in Public Health's (CEPH) guidance on proceeding with MPH practice experiences given disruptions to universities and workplaces

PHE will be following CEPH COVID-19 guidelines as students work towards planning and implementing their INTERNSHIP's. Maximum flexibility and creative solutions will be applied to students whose experiences are impacted by the current crisis.

"When feasible, we encourage programs to do everything possible to support completion of the experience(s) that you have developed, but we understand that there is still great uncertainly and distance-based work is likely to continue for an extended period of time. It may be necessary to consider your students on a case-by-case basis; while many practice sites will not be able to accommodate students, some are eager for assistance. We encourage you to try to identify replacement sites, activities, and/or products whenever possible. This effort may require reaching out to faculty members' contacts in the community, asking students to think about relationships they already have, and considering experiences completed in students' existing workplaces. You should also consider the purpose of the internship and/or ILE in your curriculum: how can you verify that students have sufficient experiences to ensure that they are practice ready at graduation?"

For students who require a modified experience after consideration of the factors above, CEPH supports a modification of program policies to allow completion of products under the supervision of a faculty member rather than a community preceptor.

CEPH also supports applied practice experiences that provide capacity to the public health community that is managing and responding to the COVID-19 crisis. Units should assume a flexible approach that facilitates these experiences while preserving the spirit of the requirements outlined in the Accreditation Criteria.

The following *examples are for illustration only:*

Example 1: MPH students are conducting remote case investigations and contact tracing for the department of health. To successfully complete the internship requirement on the basis of this experience, a student could create the following types of products under a faculty member's supervision:

- Develop a case study report, detailing a challenging or novel situation encountered
- Record a simulated call or a call reenactment, based on a script prepared by the student
- Develop a training or resource document for other employees or volunteers
- Develop electronic or print materials that could be useful to community members receiving diagnoses and/or contact tracing calls

CEPH understands the need for confidentiality and anonymizing of experiences. While a pure reflection on the experience would not typically be an appropriate work product, the work products may summarize, build upon, memorialize, analyze, or extend the work performed with a public health agency. Training or outreach materials do not need to be deployed if this is not practical, but the experience should provide students with the opportunity to document concrete instances of skill application, and faculty must have evidence of skill application available to assess. These capacity-

building experiences do not negate the requirement of two products that extend beyond reflections, journals, or self-assessments.

Example 2: A student planned to develop and deploy a survey for a practice site, and it is no longer possible to work with this agency. To successfully complete the experience, the student could create the following types of products under a faculty member's supervision:

- Similar type of survey
- Hypothetical data report
- Community dissemination plan

Example 3: A student was preparing to perform a needs assessment on a local community and can no longer leave home. To successfully complete the experience, the student could create the following types of products under a faculty member's supervision:

- Stakeholder analysis
- Outreach materials
- Public service announcements

We encourage schools and programs to be as flexible as possible and to work with all students to ensure that they can graduate in a timely fashion despite disruptions. In all cases, flexibility may include the following:

- units may modify a student's plan to address different competencies than originally intended
- students may complete different activities/experiences/work products than originally intended
- students may complete products for more than one unrelated site
- students who are not graduating in the spring may complete the project in a future semester/quarter
- faculty may assess students' draft work products to allow completion of the experience without the products undergoing a review by the practice partner
- units may modify the required contact hours for the experience (Note: CEPH criteria specify no contact hour requirements for applied practice experiences)
- units can waive completion of required paperwork (e.g., preceptor evaluations, journals, contact hour logs) beyond the two work products required in the criteria
- students may complete their practice experience, and associated products, in their place of employment"

Appendix 6

Score ranges: A+ 34-36; A 31-33; A- 29-30; B+ 27-28; B 24-26; B- 22-23; C+ 20-21; C 17-19; F 0-16	Exemplary 4	Competent 3	Developing 2	Needs Work 1
1. Problem Statement ● Focus of problem statement clear & concise. ● Open for identifying several options for solving the problem.	All elements of a strong problem statement are present	Most elements of a strong problem statement are present.	Incomplete use of the elements of a problem statement.	Incomplete &/or faulty use of required elements for a problem statement.
2. Background ● Provides all pertinent factual information necessary to understand the problem and inform a thorough analysis. ● Tone is appropriate.	All elements of a strong background section are present	Most elements of a strong background section are present.	Incomplete use of the elements of a background section.	Incomplete &/or faulty use of required elements for the background section.
3. Landscape ● Pertinent key stakeholders identified with views described clearly and accurately. ● Tone is appropriate and structure is easy to follow. ● All the information necessary to assess the options is provided including key factors at the political, social, economic, practical, and legal levels.	All elements of a strong landscape section are present	Most elements of a strong landscape section are present.	Incomplete use of the elements of a landscape section.	Incomplete &/or faulty use of required elements for the landscape section.
4. Options ● Options directly address problem statement. ● Pros/cons of each option assessed applying all criteria to each option allowing for comparative choice. ● Considerations of ability to influence/implement options presented.	All elements of a strong options section are present	Most elements of a strong options section are present.	Incomplete use of the elements of an options section.	Incomplete &/or faulty use of required elements for the options section.
5. Recommendation ● One recommendation offered and logically built on options assessed. ● Strengths and limitations of recommendation presented.	The recommendation provides a clear, strong statement of the author's position with supportive and strong rationale.	The recommendation provides a clear statement of the author's position with supportive rationale.	The recommendation is present, but does not make the author's position clear and/or rationale inadequate.	The recommendation does not flow from the preceding essay/not clear/weak rationale.
Quality of Information (supportive facts and statistics, quality of sources, quantity of evidence, appropriate use of data for presented arguments, etc)	Effective use of accurate high quality information to illuminate analysis. All sources used for quotes, statistics and facts are credible and cited correctly.	Sufficient use of accurate high quality information to illuminate analysis. All sources used for quotes, statistics and facts are credible and cited correctly.	Most of the information used was reported accurately. Additional quality information would enhance analysis. Most sources used for quotes, statistics and facts are credible and cited correctly.	Thin or inappropriate use of quality information to support or illuminate analysis. Many sources are suspect (not credible) and/or are not cited correctly.
Mechanics & Format Particulars:				
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details/ arguments are not in an expected or logical order causing essay to be a bit confusing & difficult to follow.	Many of the support details or arguments are not in an expected or logical order causing essay to be a bit confusing & difficult to follow.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No citation, grammatical, spelling or punctuation errors.	Almost no citation, grammatical, spelling or punctuation errors	A few citation, grammatical, spelling, or punctuation errors.	Many citation, grammatical, spelling, or punctuation errors