

UNIVERSITY OF WEST FLORIDA

School of Allied Health and Life Sciences

Master of Public Health Internship Guide

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About the Manual

This manual is a compilation of philosophy, policies, procedures and requirements of the MPH internship experience. It is intended for use by students as they consider application for participation in the internship experience and select their specific internship site and preceptor.

Although this manual contains the most pertinent information students will need, students should also be familiar with the School of Allied Health and Life Sciences curriculum policies. Faculty and staff of the program are readily available to students for guidance and are prepared to assist them in monitoring their progress toward achieving internship requirements. The School of Allied Health and Life Sciences reserves the right to add, delete, or modify all and any provisions in this manual.

MPH INTERNSHIP

Introduction and Purpose

The internship is an integral part of the MPH curriculum. It is intended to broaden the student's public health perspectives and provide experience in applying the theory and content learned in didactic courses in public health practice. It is therefore expected that through the internship experience the student will have the opportunity to interact with public health professionals and participate in activities that constitute public health. It is further expected that the student will be exposed to various paradigms and ways to solve public health problems, with experiences that reinforce communication principles, use of relevant information technology, sensitivity to diversity and cultural issues, and enhance a student's leadership, program planning, and systems thinking skills. Students are therefore encouraged to be creative and to keep in mind that every practicum has the potential to contribute to health promotion or disease prevention. Thus, a relevant public health experience must include at least one of the following components:

- Assessing, monitoring, or conducting surveillance of health problems/services in a population,
- Establishing health objectives and priorities,
- Conducting research on population-based health problems including biological, environmental, and behavioral issues,
- Developing and/or implementing policies and intervention strategies to meet public health needs in a population setting, or
- Studying the natural history of disease or health-related effects in a population.

It is important that both the industry preceptor and the student have a sense that the internship activities are contributing to the preceptor's work. As such, students participating in the internship are expected to be academically prepared through prior completion of required core courses. During the internship, students are expected to maintain an appropriate work ethic, adhere to the MPH Honor Code, communicate effectively and professionally, and work independently as appropriate on project-related tasks.

Registering for and Completing the MPH Internship

The internship experience is fulfilled with 6.0 semester hours of course credit and can be completed in one or multiple semesters. Students accepted into the program before Fall 2008 must satisfy the 6.0 semester hours of internship course credit with 160 total work hours over the semester(s) of enrollment in the Public Health Internship course (PHC 6946). Beginning in Fall 2008, students will be required to complete this requirement with 180 total work hours. Students must register for this course in order to receive credit for work hours accumulated. Work hours accumulated outside of the semester(s) of registration in this course will not be counted toward graduation requirements. Students are expected to plan early for the internship experience, but are not prepared for the Public Health Internship course until the following core courses have been completed:

MPH core courses:

1. STA 5176 Biostatistics
2. PHC 6000 Epidemiology for Public Health Professionals
3. HSA 5115 Health Care Policy and Administration
4. PHC 5410 Social and Behavioral Sciences in Public Health
5. PHC 6018 Survey of Environmental Problems
6. PHC 6196 Computer Applications in Public Health or PHC 6015 Epidemiological Study Design and Statistical Methods

Internship projects must involve collection of data either retrospectively or prospectively in a public health or health care setting. Students must use any of the standard study designs used in public health (e.g., cohort, case-control, cross-sectional study design or the community or randomized trial). The case-study design is not an acceptable design for purposes of the Internship. At the conclusion on the internship, the student is required to write a report on their experience (see the section **Outline for the Internship Report** for details). The student will also be expected to defend their report to the Internship Coordination Committee (ICC). Since the UWF MPH is a totally online program, defense of the internship report can be conducted by Web conferencing using a Webcam for students outside of UWF's geographic area (residence outside 50 miles of UWF). Webcam fees are the responsibility of the student. Software to engage in Web conferencing is available free of charge, and inexpensive Webcams can be utilized with this service. Students will also be required to show photo identification prior to the defense, using a UWF-issued Nautilus card. Students within UWF's geographic area will defend face-to-face before the ICC.

Student Roles and Responsibilities

In collaboration with a prospective preceptor, the faculty advisor, and the Internship Coordination Committee, students begin the internship approval process with the following steps:

- Identify potential practicum topics based on areas of career interests, professional goals, any previous experience, and the needs of potential host sites.
- Identify a potential preceptor for the internship experience and complete and submit the **Preceptor Approval Form**.
- Develop a practicum/project plan including learning objectives, a timeline, milestones, and final deliverables. The student must secure approval of the plan by the preceptor, the faculty advisor, and the Internship Coordination Committee, using the **Internship Approval Form**. This form outlines the scope of the project and provides a description of the relevant competencies to be attained during the placement, using the **Table of Competencies for MPH Internships** (see **Appendix** for a copy of these competencies). Please note these additional guidelines when completing the **Internship Approval Form**:
 - Students should begin working on the first draft of the form at least 2 semesters prior to the first semester of internship hours. This draft should be submitted to the faculty advisor for feedback and suggestions for improvement. Students should allow sufficient time to carefully consider the incorporation of any changes suggested to this draft.
 - Students should submit the final draft of the form at least 1 semester prior to the first semester of internship hours. Students are encouraged to take pride in the final draft of the document as it is considered a professional work contract with the industry preceptor and host internship site. This form also serves as official documentation of a student's written communication skills and may be used by host sites to assess future potential as a full-time employee and/or to determine the strength of recommendation letters written to other employers following the internship.
 - Students must attach to the form a signed copy of the School of Allied Health and Life Sciences MPH **Honor Code Form**.
 - Students must attach to the form a **Certificate of Completion** of the National Institutes of Health "Protecting Human Research Participants" course to ensure any associated issues arising during the internship will be addressed appropriately. If needed, the student, in consultation with the preceptor and the faculty advisor, must also complete and seek Institutional Review Board approval from all agencies required as part of that process, including the University of West Florida. This process must be completed prior to the student engaging in internship activities where such approval is necessary.

Upon approval of the preceptor, host internship site, and associated project, students are responsible for the following:

- Provide monthly progress reports to the preceptor and faculty advisor using the **Monthly Internship Review Form**. This form is emailed/FAXed monthly from the preceptor to the faculty advisor. The email addresses of the student and preceptor can be used as the digital signatures on this form when it is emailed. The original form should then be signed by the student and preceptor on a monthly basis. All original forms, with original signatures, should be maintained by the preceptor at the internship site until the conclusion of the internship. At that date, the original forms should be mailed to the MPH Program Director.
- Communicate with faculty advisor any problems that arise during the internship experience that potentially impact the learning experience and/or any changes in the practicum plan.
- Participate in periodically scheduled progress review meetings with the preceptor and the faculty advisor. Preceptors are encouraged to provide regular feedback regarding any issues with a student's academic competence, work ethic, overall professionalism, communication effectiveness, and ability to work independently. Preceptors are also queried at the 60 hour and 90 hour targets to ensure the student and the preceptor/internship site is an appropriate match. Students deemed to be making unsatisfactory progress at the 60 or 90 hour targets may have their match terminated with the loss of any work hours accumulated. Additional remediation plans for unsatisfactory progress in demonstrating academic competence, maintaining an appropriate work ethic, adhering to the MPH Honor Code, or deficiencies in overall professionalism, communication effectiveness, and/or ability to work independently, may include:
 - extension of internship work hours beyond the 180 hour requirement, pending the approval of the current preceptor and internship site,
 - requirements to repeat relevant core courses if lacking associated core competencies,
 - requirements to take additional coursework to enhance core competencies and/or to improve professional skills prior to reapplying for an internship opportunity, and/or
 - dismissal from the MPH program.

Student Roles and Responsibilities (cont.)

Upon completion of the internship hours, students are responsible for the following:

- Submit a final practicum report describing the project, the activities undertaken, and results, findings, and recommendations (see the section **Outline for the Internship Report** for details), no later than two weeks following the conclusion of the internship.
- Following the submission of the final practicum report, conduct a final self-evaluation of the practicum experience using the **Student Internship Evaluation Form**.
- Schedule the internship defense using the **Internship Oral Defense Scheduling Form**. Students attempting to graduate in a specific semester must schedule their defense at least one month prior to the end of that semester.
- Complete the internship defense of the final practicum report. During the defense, a student will be evaluated on each of the competencies stated on the **Table of Competencies for MPH Internships**, using the **Internship Defense Evaluation Form**.
- Following the defense, the Internship Coordination Committee will review the evaluations of the preceptor, the practicum report, and the oral defense to determine a final decision of Pass or Fail on the Public Health Internship course.
 - If a decision of Pass is earned, students are required to incorporate all changes/recommendations to the final practicum report as necessary within two weeks following the defense, or during a timeframe approved by the Internship Coordination Committee. Students must also complete any additional department requirements such as poster, presentation, and/or seminar. These requirements will be verified by the faculty advisor at the time of the decision.
 - If a decision of Fail is warranted, the student will be notified in writing regarding appropriate remediation plans prior to the next enrollment in the Internship in Biomedical/Pharmaceutical Industry course.

Preceptor Roles and Responsibilities

The preceptor's responsibilities include the following:

- Provide technical and administrative oversight to the student throughout the practicum period.
- If Institutional Review Board (IRB) approval is required, the preceptor must work with the student to prepare IRB documentation for all involved agencies, including the University of West Florida. This process must be completed prior to the student engaging in internship activities where such approval is necessary.
- Provide periodic feedback and guidance to the student in writing and/or through meetings. Preceptors are asked to be scrutinizing in their assessment of the intern and the overall internship experience to ensure the internship is a positive experience for the student, the preceptor, and host internship site. Feedback from preceptors in the following areas is expected and welcomed:
 - overall assessment of student's academic competence
 - appropriateness of student's work ethic
 - student's ability to adhere to the MPH Honor Code
 - student's overall professionalism
 - student's communication effectiveness
 - student's ability to work independently
- Maintain communication with the UWF MPH Program office in order to facilitate the student learning experience.
- Review the student's progress through formal monthly evaluations using the **Monthly Internship Review Form**.
- Collaborate with the faculty advisor to address overall project issues as necessary.
- Conduct a final evaluation of the student's practicum experience using the **Preceptor Internship Evaluation Form**. This form is required before the student can receive credit for the internship course. This form should be completed within three weeks of the conclusion of the internship to assist the faculty advisor in assigning the final grade for the internship (pass/fail). Students are required to submit their final written report to the preceptor within two weeks of the conclusion of the internship. Preceptors are encouraged to schedule an exit interview following the review of this report to provide final professional feedback to the intern, as he/she prepares for the oral defense of the internship experience to the Internship Coordination Committee.

Faculty Advisor Roles and Responsibilities

The faculty advisor is a member of the Internship Coordination Committee who provides general oversight of the practicum. In this role, the faculty advisor engages in the following activities:

- Helps identify prospective internship sites.
- Provides advice to students about site selection.
- Works in collaboration with the student and the preceptor on the development of the specific practicum plan to ensure consistency with established program competencies for the MPH internship experience.
- If Institutional Review Board (IRB) approval is required, the faculty advisor must work with the student and the preceptor to ensure all IRB documentation for all involved agencies, including the University of West Florida has been submitted and approved. This process must be completed prior to the student engaging in internship activities where such approval is necessary.
- Reviews overall progress of the student during the practicum process and provides feedback to the student as necessary, through review of each [Monthly Internship Review Form](#).
- Queries preceptors at the 60 hour and 90 hour targets to ensure that the student and the preceptor/internship site is an appropriate match.
- Coordinates with the student the final date and time of the oral defense of the internship.
- Communicates with the Internship Coordination Committee on any issues that arise and require the collective effort of the ICC.

Internship Coordination Committee Roles and Responsibilities

The Internship Coordination Committee (ICC) currently consists of Drs. John Lanza (Chair), Justice Mbizo (Lecturer in Public Health), Melanie A. Sutton (Associate Professor) and George L. Stewart (Director, Master of Public Health Program and School of Allied Health and Life Sciences). The ICC engages in the following activities:

- Approves all preceptors submitted for approval using the [Preceptor Approval Form](#). The [Preceptor Approval Form](#) is submitted first, to ensure students have identified a local preceptor to oversee the internship project.
- Approves all proposed internship projects/experiences submitted for approval using the [Internship Approval Form](#). The [Internship Approval Form](#) outlines the scope and subject of the study which has been approved by the local preceptor, along with a description of the relevant competencies to be attained during the placement using the [Table of Competencies for MPH Internships](#) (see [Appendix](#) for a copy of these competencies).
- Communicates with the faculty advisor regarding any issues requiring ICC intervention.
- Oversees and approves all internship defenses in face-to-face or Web conferencing formats.

Outline for the Internship Report

The practicum report is a formal, professional, written document. The report should thoroughly and completely describe your practicum experience. The final report should be submitted to the faculty advisor no later than two weeks following the conclusion of the internship. The final report should include the following content:

- **Title/Author page**
 - Include on a separate cover sheet.
- **Abstract**
 - In 500 words or less, describe the goals of the project, activities, and results.
- **Overview of Host Organization**
 - Briefly (approximately 2 pages) describe the host organization. Background information should include the agency's or unit's public health mission and goals, major activities and other information pertinent to the project topic, etc. Indicate the dates of your practicum and number of hours worked per day/week. Describe financial assistance received, if any.
- **Practicum Rationale**
 - Briefly (approximately 4 pages) outline the public health problem/need/issue that the practicum was meant to address.
- **Literature Review**
 - Provide details of current approaches to this same public health program/need/issue using peer-reviewed articles, and cited using standards supported by *The American Journal of Public Health* (AJPH), such as American Medical Association (AMA) style citation guidelines or an equivalent citation standard utilized in comparable journals (e.g., American Psychological Association or APA style).
 - For examples of citations in APA style, see online tutorials of the UWF library (<http://library.uwf.edu/>) and review this publication:
 - *Publication Manual of the American Psychological Association* [ISBN-10: 1557987912 or ISBN-13: 9781557987914].
 - Address: What have others done? How is your approach different? What is the impact of your approach, locally, regionally, and nationally? What is innovative about your approach?
- **Goals and Objectives**
 - State (approximately 5 pages) the specific goals and objectives for your practicum. Describe the competencies attained during the placement.
- **Results**
 - Describe the activities/tasks performed.
 - Address how the goals and objectives were accomplished.
 - Describe all data collected (quantitative or qualitative), types of data analysis performed, and major findings. Where appropriate, present data in tables or graphs.
 - List/describe any written documents or products which were produced as a result of the practicum.
- **Discussion**
 - Provide a discussion based on the work accomplished. What lessons were learned about public health practice from the experience?
 - Discuss all findings and tie results to the literature review.
 - Structure the discussion to ensure the literature review and findings weave together.
 - Address: Was the need for the project addressed satisfactorily?
 - Discuss any unexpected outcomes observed.
 - Discuss additional lessons learned. Indicate positive and negative aspects of the experience. Identify any barriers or limitations you encountered.
- **Recommendations**
 - Provide recommendations based on the project. How can/will the agency benefit from the project?
- **Appendices**
 - Required appendices: a summary of activities tied to the internship competencies and original copies of each **Monthly Internship Review Form** completed during the internship.
 - Additional appendices include work accomplished during the practicum: copies of reports or documents written, materials produced, agenda of trainings held, and other items as deemed appropriate.
- **References**
 - Provide a listing of all references, using standards supported by the AJPH or APA.

Outline for the Internship Defense

Students must schedule their internship defense using the [Internship Oral Defense Scheduling Form](#). The defense will be scheduled within two months of the request. Students who fail to meet this requirement within two months will not be eligible to defend until the following semester. Students attempting to graduate in a specific semester must schedule their defense at least one month prior to the end of that semester. Students within UWF's geographic area (residence within 50 miles of UWF) must complete the defense requirement at UWF. Students outside the geographic area of UWF must complete the defense using Web conferencing. Webcam expenses are the responsibility of the student. Software to engage in Web conferencing is available free of charge, and inexpensive Webcams can be utilized with this service. Students will also be required to show photo identification prior to the defense, using a UWF-issued Nautilus card.

During the oral defense of the internship report, the student must be prepared to professionally address questions regarding stated learning objectives, activities, outcomes, attained competencies, and lessons learned. A general guideline for summarizing your report in PowerPoint form prior to questioning would be:

Introduction/Statement of the Problem

Public Health Significance of the Project

Include brief summary of literature review

Methods

Must address the following questions: who?/what?/when? and methodology used to collect data and methods for data analysis

Results

Highlight major findings and unexpected outcomes

Discussion/Conclusion

Must briefly state conclusions and recommendations based on the findings

Must address lessons learned about public health practice from the experience

Summarizing the report should be approximately 15-20 minutes. The remainder of the defense period will consist of questions and is generally expected to conclude within an hour. Students will be evaluated during the defense using the [Internship Defense Evaluation Form](#). A final decision regarding satisfactory completion of the internship experience will be based on the evaluation from the preceptor combined with numerical scoring of the oral defense and final practicum report, as follows:

Internship Project Performance, as demonstrated by work hours/oral defense		25%
Written Project Report	20% - Quality and appropriateness of written report	75%
	15% - Conclusions	
	25% - Defense of conclusions	
	15% - Recommendations	
	25% - Defense of recommendations	

Internship Resource Guide

Internships will generally be conducted at public health departments, state health departments, or federal agencies with a public health mission. The resources summarized below are recommended to all students searching for internship sites and/or preparing for an internship interview.

UWF's Career Services

11000 University Parkway, Bldg. 19

Pensacola, FL 32514

Phone: (850) 474-2254

Website: <http://www.uwf.edu/career>

Account Setup: click on "JasonQuest"

As a first step to begin researching possible internship sites, students should proceed to UWF's Career Services site and open a JasonQuest account. This account will allow students to view possible positions for companies that have already registered with UWF. Students should also contact UWF's Career Services by phone to set up a face-to-face appointment (or telephone appointment if the student's residence is outside of Pensacola). This brief appointment will allow students to learn about ways UWF's Career Services can assist. To prepare for this appointment, students must have a resume handy in electronic form and ready to upload to JasonQuest.

SAHLS Student Job Resource Center

Website: <http://uwf.edu/sahls/masters-bm/>

Account Setup: click on "Student Job Resource Center", then "Sign Up Now"

The School of Allied Health and Life Sciences has partnered with AfterCollege as a student internship/employment resource. To use this site to search for an internship, follow these steps:

1. Proceed to: <http://uwf.edu/sahls/masters-bm/>
2. Click on: "Student Job Resource Center"
 - From this page, students can click on "Sign Up Now" to create an account to receive weekly updates, store jobs of interest, and post a resume.
3. Next, under "AfterCollege Job Channels", click on "Internships"
 - Under "Internships by Industry", search related fields such as "Health Care & Medicine", "Research and Development", "Social Services", etc.
 - Under "Internships by Location", search for internships by state

Given the competitiveness of the internship/job market, students are *strongly encouraged* to set up an appointment with UWF's Career Services early in their academic program for resume and cover letter assistance, as getting professional feedback on the way a student markets their readiness for an internship position is an important part of this process. With both the SAHLS AfterCollege account and the JasonQuest account with UWF's Career Services, since job postings change regularly, students are encouraged to immediately start a file of prospective employers and their contact information when they begin using these accounts. This will streamline the internship search and facilitate job hunting as a student approaches graduation. Finally, students are also encouraged to provide feedback to their faculty advisor on the utility of these resources.

The following are examples agencies that can serve as internship sites:

John Lanza, M.D. Ph.D., MPH, Director
Escambia County Health Department
1295 West Fairfield Drive
Pensacola, FL 32501
Phone: (850) 595-6500
E-mail: John_Lanza@doh.state.fl.us
Web site: <http://www.escambiahealth.com/>

Karen Chapman, M.D., MPH, Director
Okaloosa County Health Department
Administrative Building
221 N.E. Hospital Drive
Fort Walton Beach, FL 32548-5066
Phone: (850) 833-9245
E-mail: Karen_Chapman@doh.state.fl.us
Web site: <http://www.co.okaloosa.fl.us/health.html>

Shannon L. Jacobs, M.A., MPH, Administrator
Santa Rosa County Health Department
5527 Stewart Street
Post Office Box 929
Milton, Florida 32572-0929
Phone: (850) 983-5200
E-mail: Shannon_Jacobs@doh.state.fl.us
Web site: <http://www.doh.state.fl.us/chdSantaRosa/>

R. Jason Newsom, M.D., MPH, Director/County Health Officer
Bay County Health Department
597 West 11th Street
Panama City, FL 32401-2330
Phone: (850) 872-4455 ext 1216 or ext 1218
E-mail: Jason_Newsom@doh.state.fl.us
Web site: <http://www.doh.state.fl.us/CHD/Bay>

Crystal Steele, PG, REHP, Interim Administrator
Walton County Health Department
493 N 9th Street
DeFuniak Springs, FL 32433
Phone: (850) 528-2960
E-mail: Crystal_Steele@doh.state.fl.us
Web site: <http://www.doh.state.fl.us/chdwalton/index.html>

Bernard H. Eichold II, M.D., Dr.P.H., F.A.C.P., Health Officer
Mobile County Health Department
251 North Bayou Street
Mobile, AL 36603
Phone: (251) 690-8158
Web site: <http://www.mobilecountyhealth.org/>

Baldwin County Health Department
19823 Donnie Waters Road (Located on Hwy. 90)
Robertsdale, AL 36567
Phone: (251) 947-1910
Fax: (251) 947-5703
Web site: <http://www.adph.org/baldwin/>

Emerging Leaders Program

Web site: <http://hhsu.learning.hhs.gov/elp/howtoapply.asp>

The National Institutes of Health, Washington DC

Web site: <http://www.training.nih.gov/student/>

Provides a wide array of internship opportunities for graduate students in just about any area of public health. The programs are very competitive and have specific deadlines, thus it is important to start the application process early. Some internships programs activities can be carried out outside the DC metropolitan area. Students must read as much as possible about the internship program they intend to apply for.

Centers for Disease Control and Prevention (CDC), Atlanta, GA

A variety of internships are available for both summer and the school year. A listing of programs including fellowship opportunities and minority programs is available in the Public Health and Preventive Medicine office in CSB 669. Short descriptions are provided for most programs. Fellowship opportunities are usually for 1-2 years after completing a degree. The following is a listing of internship opportunities:

CDC/ATSDR Sponsored/Coordinated Student/Training Program

Agency for Toxic Substances and Disease Registry (ATSDR) Research Opportunity
Research Participation Program/ATSDR, Oak Ridge, TN.

Phone (615) 576-3190

Web site: <http://www.cdc.gov/niosh/training/>

Health Resources and Services Administration

The Graduate Student Internship Program (GSIP) offers paid internships in state and city health departments to graduate students in public health. Internship projects are offered in the areas of:

- Data Analysis and Monitoring
- Program Evaluation
- Needs Assessment

Internship projects are announced each January, and applications are due in late February. Internship placements are made in March for three-month projects beginning in May, June, or July. Stipends are \$5,000 for the summer. For more information, contact Dorothy Borzak at (202) 728-2000 or mailto: dborzak@hsrnet.com

Web site: <http://www.mchb.hrsa.gov/mchirc/gsip/>

Post-Internship Employment Resources

Even as students are completing courses and their internship hours, it is important to begin researching future job prospects, using multiple sources, such as:

UWF's Career Services

11000 University Parkway, Bldg. 19

Pensacola, FL 32514

Phone: (850) 474-2254

Website: <http://www.uwf.edu/career>

Students will find UWF's Career Services' and their JasonQuest account to be valuable resources as they seek permanent employment following the internship.

SAHLS Student Job Resource Center

Website: <http://uwf.edu/sahls/masters-bm/> (click on "Student Job Resource Center")

Students will find the School of Allied Health and Life Sciences' Job Resource Center a valuable resource to learn about regional and national job opportunities.

Applying for Internship Credits

Certain resident students and other students that have significantly engaged in public health activities within the last 5 years that fulfill the competencies of the **Table of Competencies for MPH Internships** are qualified to seek internship credits based on these experiences, as follows:

- Students with significant competency-related experiences: During or prior to the first semester of enrollment in the MPH program, the student files a **Credit Request for Internship Experience Based on Previous Public Health Experience Form**.
- Resident students: Residents in preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine completing their academic year in the program may count their practicum year, accredited by the Accreditation Council for Graduate Medical Education, as the required practice skills for the MPH program. For this credit process, the student must submit a **Credit Request for Internship Experience Based on Accredited Practicum Year in Medical School Form**.

In general, credit awarded will be based on tangible evidence of constructive, UWF-MPH competency-related activities within the last 5 years. Credit requests must be signed by the student and then submitted to Dr. George Stewart, Director, School of Allied Health and Life Sciences for review and discussion with the student as needed. Requests for internship credits are considered and approved on an individual basis.

Following the submission and preliminary acceptance of one of these credit request forms, students must submit an **Internship Oral Defense Scheduling Form** within one month. Please keep in mind the final approval for internship credit will only be given following a successful oral defense of activities for which the student is seeking internship credit.

Credit Based on Previous Public Health Experience

Prepare a brief (2-3 page) narrative of the previous public health experience within the last 5 years which:

- (1) Discusses the public health relevance of the previous work experience.
- (2) Describes the student's specific duties at each of the positions listed.
- (3) Indicates the total number of hours worked during the experience, including begin and end dates.
- (4) Discusses the specific skills/competencies acquired or used during the experience (referring to the MPH Program **Table of Competencies for MPH Internships**).
- (5) Attach all tangible products (e.g., authored papers, reports, and oral presentations) with public health relevance completed during the last 5 years.

Credit Based on Accredited Practicum Year in Medical School

Prepare a brief (2-3 page) narrative of the practicum year in medical school and related experiences within the last 5 years which:

- (1) Discusses the public health relevance of the practicum year work experience and related experiences within the last 5 years.
- (2) Describes the student's specific public health-related duties during the practicum year and during related experiences within the last 5 years.
- (3) Indicates the total number of hours worked during the practicum and in related public health experiences within the last 5 years, including begin and end dates.
- (4) Discusses the specific skills/competencies acquired or used during the practicum year and within the last 5 years (referring to the MPH Program **Table of Competencies for MPH Internships**).
- (5) Attach all tangible products (e.g., authored papers, reports, and oral presentations) with public health relevance completed during the practicum period and within the last 5 years.

Post-Internship Employment Resources

Even as students are completing courses and their internship hours, it is important to begin researching future job prospects, using multiple sources, such as:

UWF's Career Services

11000 University Parkway, Bldg. 19

Pensacola, FL 32514

Phone: (850) 474-2254

Website: <http://www.uwf.edu/career>

Students will find UWF's Career Services' and their JasonQuest account to be valuable resources as they seek permanent employment following the internship.

SAHLS Student Job Resource Center

Website: <http://uwf.edu/sahls/masters-bm/> (click on "Student Job Resource Center")

Students will find the School of Allied Health and Life Sciences' Job Resource Center a valuable resource to learn about regional and national job opportunities.

Applicable Forms

Forms to meet the requirements for the Internship are available at the site:

<http://uwf.edu/sahls/masters-ph/forms/>

Required documents include:

- **Table of Competencies for MPH Internships**
- **Certificate of Completion** of the National Institutes of Health “Protecting Human Research Participants”

Required forms include:

- **Honor Code Form**
- **Internship Approval Form**
- **Monthly Internship Review Form**
- **Preceptor Approval Form**
- **Preceptor Internship Evaluation Form**
- **Student Internship Evaluation Form**
- **Internship Defense Evaluation Form**
- **Internship Oral Defense Scheduling Form**

Optional forms include:

- **Credit Request for Internship Experience Based on Accredited Practicum Year in Medical School Form**
- **Credit Request for Internship Experience Based on Previous Public Health Experience Form**

References for required citation/referencing style within the final practicum report:

- Online tutorials of the UWF library (<http://library.uwf.edu/>) on APA style
- *Publication Manual of the American Psychological Association* [ISBN-10: 1557987912 or ISBN-13: 9781557987914] or equivalent reference for AJPH style.

Appendix: Table of Competencies for MPH Internships



**School of Allied Health and Life Sciences
Master of Public Health**

TABLE OF COMPETENCIES FOR MPH INTERNSHIPS¹

The internship is an integral part of the MPH curriculum. It is intended to broaden the student’s perspectives and provide practical experience to complement the theory and content learned in didactic courses. To this end, the School of Allied Health and Life Sciences believes that at the conclusion of the internship experience the MPH candidate must be able to demonstrate the following competencies:

**Master of Public Health - Internship Competencies
Discipline-specific Competency Identification and Specification**

Biostatistics-based Competencies		Check if applicable to proposed internship project
Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.		
A1	Describe the roles biostatistics serves in the discipline of public health.	
A2	Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.	
A3	Apply descriptive techniques commonly used to summarize public health data.	
A4	Describe basic concepts of probability, random variation and commonly used statistical probability distributions.	
A5	Apply common statistical methods for inference.	
A6	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.	
A7	Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	
A8	Interpret results of statistical analyses found in public health studies.	
A9	Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.	
A10	Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.	

Environmental Health-based Competencies		Check if applicable to proposed internship project
Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.		
B1	Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.	
B2	Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.	
B3	Specify current environmental risk assessment methods.	
B4	Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.	
B5	Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.	
B6	Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.	
B7	Develop a testable model of environmental insult.	
B8	Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.	

¹ Table appears in **Master of Public Health Internship Guide** and supports these forms: [Internship Approval Form](#), and [Monthly Internship Review Form](#).

Master of Public Health - Internship Competencies
Discipline-specific Competency Identification and Specification
(cont.)

Epidemiology-based Competencies		Check if applicable to proposed internship project
Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.		
C1	Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.	
C2	Describe a public health problem in terms of magnitude, person, time and place.	
C3	Apply the basic terminology and definitions of epidemiology.	
C4	Identify key sources of data for epidemiologic purposes.	
C5	Calculate basic epidemiology measures.	
C6	Evaluate the strengths and limitations of epidemiologic reports.	
C7	Draw appropriate inferences from epidemiologic data.	
C8	Communicate epidemiologic information to lay and professional audiences.	
C9	Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.	
C10	Identify the principles and limitations of public health screening programs.	

Health Care Policy and Administration-based Competencies		Check if applicable to proposed internship project
Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.		
D1	Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.	
D2	Discuss the policy process for improving the health status of populations.	
D3	Describe the legal and ethical bases for public health and health services.	
D4	Apply quality and performance improvement concepts to address organizational performance issues.	
D5	Demonstrate leadership skills for building partnerships.	
D6	Apply principles of strategic planning and marketing to public health.	
D7	Communicate health policy and management issues using appropriate health channels and technologies.	
D8	Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.	
D9	Explain methods of ensuring community health safety and preparedness.	
D10	Apply "systems thinking" for resolving organizational problems.	

Social and Behavioral Sciences-based Competencies		Check if applicable to proposed internship project
The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.		
E1	Describe the role of social and community factors in both the onset and solution of public health problems.	
E2	Identify the causes of social and behavioral factors that affect health of individuals and populations.	
E3	Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.	
E4	Apply ethical principles to public health program planning, implementation and evaluation.	
E5	Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	
E6	Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.	
E7	Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.	
E8	Describe the merits of social and behavioral science interventions and policies.	
E9	Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	
E10	Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.	

Master of Public Health - Internship Competencies
Cross-cutting and Public Health Biology Competency Identification and Specification

Communications and Informatics-based Competencies		Check if applicable to proposed internship project
The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels, and to strategically design the information and knowledge exchange process to achieve specific objectives.		
F1	Apply theory and strategy-based communication principles across different settings and audiences.	
F2	Describe how societal, organizational, and individual factors influence and are influenced by public health communications.	
F3	Discuss the influences of social, organizational and individual factors on the use of information technology by end users.	
F4	Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.	
F5	Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.	
F6	Use informatics methods and resources as strategic tools to promote public health.	
F7	Use information technology to access, evaluate, and interpret public health data.	
F8	Use informatics and communication methods to advocate for community public health programs and policies.	
F9	Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.	
F10	Apply legal and ethical principles to the use of information technology and resources in public health settings.	

Diversity/Culture-based Competencies		Check if applicable to proposed internship project
The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.		
G1	Differentiate among availability, acceptability, and accessibility of health care across diverse populations.	
G2	Describe the roles of, history, power, privilege and structural inequality in producing health disparities.	
G3	Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.	
G4	Discuss the importance and characteristics of a sustainable diverse public health workforce.	
G5	Explain why cultural competence alone cannot address health disparity.	
G6	Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.	
G7	Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	
G8	Apply the principles of community-based participatory research to improve health in diverse populations.	
G9	Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.	
G10	Explain how professional ethics and practices relate to equity and accountability in diverse community settings.	

Leadership-based Competencies		Check if applicable to proposed internship project
The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.		
H1	Describe the attributes of leadership in public health.	
H2	Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.	
H3	Demonstrate team building, negotiation, and conflict management skills.	
H4	Articulate an achievable mission, set of core values, and vision.	
H5	Demonstrate transparency, integrity, and honesty in all actions.	
H6	Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.	
H7	Demonstrate team building methods for achieving organizational and community health goals.	
H8	Engage in dialogue and learning from others to advance public health goals.	
H9	Apply social justice and human rights principles when addressing community needs.	

Master of Public Health - Internship Competencies
Cross-cutting and Public Health Biology Competency Identification and Specification
(cont.)

Professionalism-based Competencies		Check if applicable to proposed internship project
The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.		
I1	Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.	
I2	Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.	
I3	Analyze determinants of health and disease using an ecological framework.	
I4	Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.	
I5	Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.	
I6	Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.	
I7	Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.	
I8	Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.	
I9	Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.	
I10	Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).	
I11	Value commitment to lifelong learning and professional service.	

Program Planning-based Competencies		Check if applicable to proposed internship project
The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.		
J1	In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.	
J2	Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.	
J3	Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.	
J4	Explain the contribution of logic models in program development, implementation, and evaluation.	
J5	Describe the tasks necessary to assure that program implementation occurs as intended.	
J6	Differentiate the purposes of formative, process, and outcome evaluation.	
J7	Prepare a program budget with justification.	
J8	Explain how the findings of a program evaluation can be used.	
J9	Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses.	
J10	Assess the quality and utility of evaluation reports.	

Systems Thinking-based Competencies		Check if applicable to proposed internship project
The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.		
K1	Identify characteristics of a system.	
K2	Identify unintended consequences produced by changes made to a public health system.	
K3	Provide examples of feedback loops and “stocks and flows” within a public health system.	
K4	Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.	
K5	Explain how systems models can be tested and validated.	
K6	Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.	
K7	Illustrate how changes in public health systems (including input, processes, and output) can be measured.	
K8	Analyze inter-relationships among systems that influence the quality of life of people in their communities.	
K9	Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.	
K10	Analyze the impact of global trends and interdependencies on public health related problems and systems.	

Public Health Biology-based Competencies The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.		Check if applicable to proposed internship project
L1	Explain the role of biology in the ecological model of population-based health.	
L2	Integrate general biological and molecular concepts into public health.	
L3	Explain the biological and molecular basis of public health.	
L4	Articulate how biological, chemical and physical agents affect human health.	
L5	Apply biological principles to development and implementation of disease prevention, control, or management programs.	
L6	Describe how behavior alters human biology.	
L7	Specify the role of the immune system in population health.	
L8	Explain how genetics and genomics affect disease processes and public health policy and practice.	
L9	Identify the ethical, social and legal issues implied by public health biology.	
L10	Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.	

**Master of Public Health - Internship Competencies
Professional Skills**

Students are further expected to demonstrate a dedicated work ethic and consistent professionalism throughout the internship, as evidenced by these professional skills:

Professional Skills		Check if applicable to proposed internship project [all should apply]
Accomplishment of Assignments		
P1	Has acquired appropriate knowledge	_____
P2	Has acquired appropriate skills	_____
P3	Quality and accuracy of work	_____
P4	Work proceeds in orderly and organized fashion	_____
Reliability and Initiative		
P5	Works effectively with minimal supervision	_____
P6	Initiates appropriate actions and follows through to completion	_____
P7	Uses and manages time efficiently	_____
Communication Effectiveness		
P8	Comprehension of oral and written instructions	_____
P9	Communicates information orally with clarity	_____
P10	Written communication is complete, concise and accurate	_____
Interpersonal Relations		
P11	Accepts direction from supervisor	_____
P12	Accepts constructive criticism of performance	_____
P13	Works well with others	_____
Knowledge and Commitment		
P14	Overall quality of internship project	_____
P15	Understanding of project's relevance to public health field	_____
P16	Understanding of organization's role in the larger context of public health community	_____
P17	Commitment to the public health field	_____