



SCHOOL OF **PUBLIC HEALTH**

CPH 509A

INTERNSHIP GUIDELINES

MPH IN PRIMARY HEALTH CARE & HEALTH DISPARITIES

CPH 509A INTERNSHIP

MPH IN PRIMARY HEALTH CARE & HEALTH DISPARITIES

INTRODUCTION

Students in all Master of Public Health programs must complete a graduate internship or field experience. For students in the Primary Health Care & Health Disparities program, this is a 6-credit, minimum 200-hour experience that includes an annotated bibliography, regularly submitted journals, and an oral presentation. The internship is an opportunity to demonstrate mastery of skills acquired in eight competency areas. The culminating experience builds on the internship and requires students to address all of the program's competencies. For PHCHD students, the culminating experience requires a final integrative paper. These guidelines focus on the field experience only.

Information, including a video of current students and alumni sharing wisdom about their field experiences, can be found on the SPH website:

<http://ohsu-psu-sph.org/index.php/current-students/field-experience/>

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RECOMMENDED INTERNSHIP TIMELINE

2 terms prior

- Review internship website: <http://ohsu-psu-sph.org/index.php/current-students/field-experience/>
- **Talk with faculty adviser, potential preceptors**
- **Confirm all core and required courses will be completed prior to beginning the internship**
- Get application from John Jessup, internship faculty coordinator
- If interested in an international internship, start discussions with your faculty coordinator. There are numerous requirements needed before an international placement can be approved.

1 term prior

- Enroll in CPH 507A for 1 credit as needed to fulfill the required program 58 credits
- Confirm site and preceptor credentials with internship faculty coordinator
- **Work with faculty coordinator and preceptor to craft application and deliverables**
- Submit application to your faculty coordinator by announced deadline; this is typically 4-5 weeks before the beginning of the next term
- Send PowerPoint of preceptor orientation to the internship preceptor at least a few weeks prior to the start of the internship

Term 1 of internship

- Students will for either 3 or 6 credits of CPH 509A (the internship) with the registrar
- Submit annotated bibliography in the first 4 weeks of the internship
- Submit journals to your faculty coordinator either weekly or every 20 hours
- **Keep faculty adviser updated**
- Let your adviser and faculty coordinator know if you have any concerns via email or phone appointment

Term 2 of internship

- Students will register for the second 3 credits of CPH 509A prior to the term starting
- Submit journals weekly or every 20 hours to John Jessup
- Let your adviser and faculty coordinator know of any concerns
- **Keep faculty adviser updated**
- Submit internship Summary Report to your faculty coordinator and preceptor prior to the end of the term
- Plan and give an oral presentation with by given deadline
- Complete internship survey
- Provide student evaluation survey to preceptor

OVERVIEW & REQUIREMENTS

Students are required to work with their faculty adviser and internship coordinator throughout the internship.

1. WHAT IS THE PURPOSE OF THE INTERNSHIP?

The purpose of the internship is to provide students with a supervised opportunity to demonstrate mastery of knowledge and program competencies as students integrate theory and practice in an applied setting. In addition, the internship provides students the opportunity to reflect on the Primary Health Care & Health Disparities program and specified learning competencies in the context of a professional setting; an opportunity to learn new skills; and an opportunity for socialization into a public health field.

2. WHAT IS THE CULMINATING EXPERIENCE?

The culminating experience is the summative experience at the end of the program in which students describe their mastery of the skills and knowledge acquired during the course of study. It builds on the internship, and requires the student to synthesize, integrate and apply skills and competencies acquired through the classroom and their public health experiences. For PHCHD students, this is demonstrated through an integrative paper

See the Culminating Experience guidelines for details.

3. WHO MUST TAKE CPH 509A?

All students in the PHCHD MPH program must take CPH 509A, which is the course number for the internship. Students in the other MPH programs also must complete a 200-hour internship or field experience; however, their course numbers differ.

4. WHAT DOES THE INTERNSHIP INVOLVE?

Students work on a public health issue confronting an agency or organization **onsite** using the knowledge and skills acquired in core and required program coursework. It is an opportunity for students to relate and apply their academic experiences to public health issues.

The internship is integral to the MPH program and is typically the final of multiple points that measure mastery of program competencies. To this end, students must demonstrate mastery of specified competencies through their internship proposal, journal submissions, annotated bibliography, work products, and final summary report. The student must spend

a minimum of 200 hours of work in the internship for a total of 6 credits. Time spent preparing for the internship, writing the learning contract, developing and writing the 15-article annotated bibliography, and writing the final report will be in addition to these 200 hours. Students may register for all 6 credits in one 12-week term or for 3 credits each across two consecutive terms.

Two Terms or One?

It is strongly recommended that students complete the internship over two terms. It is possible to complete the internship over one term. However, doing so compresses the experience and makes meeting deadlines more challenging. If the internship is completed over two terms, the student will receive an incomplete for the first term and a letter grade for both terms when the entire 6 credits of the internship are complete.

The internship experience typically involves the student working on a health-related issue with a public agency, not-for-profit health services organization or in the private sector. It is an opportunity for the student to put into practice her/his academic knowledge in the master's program to the health related issue that is the focus of the experience. Typical activities conducted by students in internship settings include writing, project coordination, media work, volunteer training, project development and public education, grant writing, proposal development, and developing quarterly improvement infrastructure. Projects are not limited to these examples.

The student will spend a minimum of 200 hours of work in the Internship experience. This can be conducted in one ten-week term or across more than one term. It can also be split up between two internship sites/experiences. During the Internship, students are expected to keep a weekly journal of work-related experiences and reflections about the internship. This is to be sent to the internship coordinator weekly or every 20 hours. Those hours worked at the internship site over 20 hours without being reported through the journal and sent to the internship coordinator **will not be counted**.

Prior to or early in the internship students need to read 15 professional journal articles on the issue/s they will be work on. The student will write a one paragraph summary on each article as it relates to their internship, this is not a summary of the whole article (see Annotated Bibliography format). This assignment is considered homework and the time spent on it is not included in the 200 internship hours.

Time spent on the following are considered homework and not to be counted as part of the 200 direct Internship hours: Search for internship site; Writing up of, and development and communication with preceptor and internship coordinator about the learning contract; Reading and summary writing of the required 15 journal articles; writing of journal; and Internship Evaluation Report

At the end of the internship, the student must prepare and submit examples of the work products created during the internship.

Should a problem arise during your placement, **contact the internship coordinator as soon as possible**. Most problems can be resolved if addressed early by working closely with both the preceptor and

Placement at current employer: In some circumstances, students may use their current employer as their internship site. Students using their current employer as their internship site will be required to work on a project *outside* the normal scope of their employment position.

Clinical and lobbying activities: No internship shall include lobbying or clinical practice. This includes students who hold clinical licensure or who currently lobby in their professional lives. Any clinical or lobbying activities to which a student agrees are to be performed outside the context of internship, will not count toward the 200-hour requirement, and are not sanctioned by OHSU.

Use of personal vehicles: Students may use personal vehicles to get to/from internship activities. However, students may not drive placement staff or clients in their personal vehicle.

internship coordinator. In rare instances, it may be necessary to find another more appropriate placement.

5. WHEN IN THE MPH PROGRAM SHOULD THE INTERNSHIP TAKE PLACE?

Students must **complete all core and program required courses before** beginning the internship if CPH 509A is being completed in one term. If the internship is being completed over two terms, students may enroll concurrently in **one** required course during the first term of a two-term internship; all other core and program required courses must be completed prior to beginning the internship.

6. IS ATTENDANCE AT THE INTERNSHIP ORIENTATION REQUIRED?

No. Other OHSU-PSU programs may have field experience/internship orientations that students can attend but these will be somewhat different than the PHCHD Internship. When students begin the second year of their Program of Study they are encouraged to read these Guidelines from beginning to end and then contact the Internship Coordinator about potential sites for their Internship. A phone appointment will be set up to explore the best options for the student and develop a plan for the next two terms.

7. HOW DO I IDENTIFY AN INTERNSHIP SITE?

Sites for internships are identified in a number of ways, including:

- Students' research into existing agency and organizational postings
- Announcements of opportunities posted on MPH listservs
- Sites identified in consultation with the students' faculty advisers

See Appendix H for a list of recent internship/field experience sites.

Students are advised to research internship opportunities 1-2 full terms prior to the term during which they plan to do their internship. This is to ensure that there is sufficient time to make a final decision and to obtain all necessary approvals.

Students need to work with their faculty advisers throughout the entire internship process, including meeting with their faculty advisers to help determine an appropriate internship site. Advisers may recommend meeting with other faculty depending upon student interests. Students also are encouraged to conduct a series of informational interviews to help select the site for their internship. In these informational interviews, students should be prepared to explain concisely the internship requirements and to ask specific and targeted questions that will help determine whether there is good fit between CPH 509A requirements and the needs of the site. It is useful to email or carry a list of the internship competencies to any site interviews.

8. WHO MAY SERVE AS PRECEPTOR?

Internship preceptors must have public health credentials, by virtue of formal training or position and experience. Potential preceptors will be evaluated on a case-by-case basis. It is recommended while conducting informational interviews with prospective preceptors that you discuss their public health qualifications to serve as a preceptor. ***The internship preceptor may not be a current SPH primary faculty or adviser at OHSU or at Portland State University, nor can preceptors be current students regardless of position.***

9. WHEN DO I NEED TO TURN IN MY APPLICATION & LEARNING CONTRACT?

Students are responsible for ensuring the complete Application & Learning Contract (Appendix B), including appropriate signatures, are submitted **at least one month prior to beginning the internship (a deadline will be announced for each term).**

Students must allow for sufficient time to complete all documents and approval processes. Students will not be registered for CPH 509A until all paperwork has been signed, submitted, and approved.

10. HOW DO I REGISTER FOR THE INTERNSHIP?

Registration for CPH 509A requires approval by the internship coordinator. Students will submit all required documentation associated with the Application & Learning Contract to the internship coordinator (Appendix B). Following the submission of completed paperwork and receipt of all approvals, the internship coordinator will register the student for the appropriate CPH 509A credits. Students do not need to submit a special registration form.

Students must discuss and have their proposal approved by the faculty **internship coordinator prior to beginning any work associated with the internship requirement. Students must also be officially enrolled in CPH 507C or 509A prior to doing any work with the internship site and the term the student has enrolled in needs to have started (first day of classes).**

11. HOW DO I COMPLETE THE INTERNSHIP?

Successful completion of the internship requires demonstrated mastery of stated learning competencies, completion of all placement deliverables, and submission of journals and other required materials. Students are responsible for submitting all materials on time. **Final materials are due typically the last week of the term in which the placement is completed.** Specific deadlines are given each term. The internship coordinator will then review assignments and the preceptor evaluation and then assign a letter grade. All materials should be submitted via email to the internship coordinator by the end of the term.

10. HOW ARE CREDITS AND GRADES ASSIGNED FOR THE INTERNSHIP?

Assessment of a student's performance in the field experience is based on the quality of materials submitted (Application & Learning Contract, journal submissions, annotated bibliography, evidence of products developed and skills in competency areas, level of professionalism, and the

Feedback on application

materials: Students are welcome to meet with the internship prior to submitting paperwork for the internship. Students may want to bring drafts of the application and learning contract, which will allow time before the application submission deadline for revisions if there are gaps or questions.

Background checks: Some sites, including most public agencies, require background checks. Most sites that require them have internal processes to address this; if your site does not and you need to have a background check done, please contact the internship coordinator.

Immunization records:

Some sites, including many public agencies, may require immunizations. Please contact the OHSU Student Health Center with a list of required immunizations and make an appointment to receive the appropriate immunizations.

evaluation of the site preceptor). If the internship is completed over two terms, the student will receive an incomplete grade for the first term and then the same letter grade for both terms when the entire 6 credits of the internship are complete.

11. WHAT DO I NEED TO DO IF MY INTERNSHIP HAS A RESEARCH COMPONENT THAT INVOLVES HUMAN SUBJECTS?

The PHCHD program requests that students find projects that will **not involve** identifiable human data for their internships; doing so will likely both speed the process of review and ease completion of work. The PHCHD program is not a research-based program; consequently, research-based internships are discouraged. Except for the proficient use of published research and its application, the internship competencies are not easily developed or demonstrated in a research-based site.

OHSU requires research conducted with humans and/or human data to be reviewed through the Institutional Review Board (IRB). It is important to note that only the IRB can determine whether or not research is exempt from full review, and that OHSU's terms for reviewing research by graduate MPH students may differ from those at the internship site.

Projects planned with preceptors or agencies already having obtained human subjects approval either at OHSU or through another institution may simply provide confirmation that the student has been added to the personnel list of the protocol

approval. All MPH students must complete two online modules through [OHSU's integrity office offered by CITI](#): 1) Responsible Conduct of Research and 2) Human Subjects Research. If no human subjects approval is active and one is required, students may need to submit full proposals via OHSU's [eIRB system](#) for review.

Please note that in all cases involving human subjects research, work on the project and registration for the course may not begin until OHSU IRB approval has been obtained.

12. WHAT DO I NEED TO DO IF I AM PLANNING AN INTERNATIONAL INTERNSHIP?

International placement preparations and authorizations will be addressed on a case-by-case basis. In general, all international internships must involve a reputable host agency or organization; students may not simply go alone, but at this time an OHSU faculty member must be in the country of the internship site. Please meet early with your advisor and faculty internship coordinator if you are interested or planning on an international internship. Plan to submit all materials at least one full term in advance of your planned internship. Presently there are one month internship opportunities in Jinotepe, Nicaragua during Spring and Fall terms.

Please meet early with the internship if you are planning on an international field experience as institutional approvals and paperwork will be required. In addition to the Application & Learning Contract, the student must also submit the following:

- ☐ [Risk Management Off Campus Authorization Form](#)

Protection of human subjects:

IRB requirements need to be addressed any time you gather information from people about their lives. This is particularly true when working with vulnerable populations. **IRB review and approvals take time, so start early or structure your internship to not need review.**

- ❑ Complete the Pre-Travel Consultation Appointment at JBT Health & Wellness and have met the [Student Health Travel](#) requirements regarding immunizations
- ❑ Complete the [Office of International Services Travel Screening submission](#)

Please submit all materials at least one full term (two terms are preferred) in advance of your planned internship. Processes begun after that point may not receive necessary approvals in time for planned departure out of the country. Please note that all international field experience must involve a host, host agency, or organization; university-sanctioned field experiences will not be approved in the absence of a formal host.

13. INTERNSHIP AGREEMENT

Most sites do not require this agreement. OHSU maintains standing internship/practicum agreements with public agencies; no work is required on the student's part to maintain standing agreements. The OHSU-PSU School of Public Health currently does not require such an agreement with agencies and organizations, but the field placement site may. Please check with your preceptor if this is applicable to your site. Direct inquiries about this to the internship coordinator.

14. TELL ME AGAIN WHEN I NEED TO SUBMIT MY DOCUMENTATION

Documentation for internships **must be submitted approximately one month before the start date** for the internship (specific deadlines are given each term). ***Applications involving IRB review and international travel must be submitted much earlier***, at least one full term before the planned start date to allow for the additional procedures and paperwork required.

15. HOW DO I COMPLETE THE INTERNSHIP?

At the end of the internship experience, the student requests that her/his preceptor complete the **Student Evaluation Form** and send the form to the internship coordinator. In addition, the student provides an assessment of their acquisition of the program competencies through the **Internship Summary Report** that documents the experience and the final product(s) submitted to the organization, indicates the utility of the experience for the student, and offers personal reflection and proofs on:

- ❑ achievement of the student's learning objectives articulated on the learning contract
- ❑ opportunities for integration of curricular content in practice
- ❑ demonstration of each of the program competencies.

COMPETENCIES & LEARNING OBJECTIVES

- 1. HOW DO I ADDRESS PROGRAM COMPETENCIES?** The internship is a competency-based experience demonstrating mastery of knowledge and skills developed during the MPH program. Students' individual learning objectives, as expressed in the Application & Learning Contract, must be mapped to the Primary Health Care & Health Disparities program learning competencies below.

For students enrolling in PHCHD program Fall 2014 or later, the following competencies apply*:

- ☐ Assess, analyze and synthesize the health status of vulnerable populations.
- ☐ Identify, develop and manage interventions to promote and protect the health of populations at risk.
- ☐ Lead and participate in inter-professional efforts to address health inequities with community partners.
- ☐ Conduct, participate in or apply research which improves the health of a population.
- ☐ Assess and integrate cultural beliefs and practices into public health interventions.
- ☐ Understand the principles of public health ethics and apply them to public health practice.*
- ☐ Develop and apply effective communication strategies across multiple sectors of the community.*
- ☐ Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities.
- ☐ Apply program planning and quality improvement principles in the development, management and/or evaluation of population health services.
- ☐ Demonstrate basic skills in development of a grant proposal.
- ☐ Employ techniques to manage human, fiscal, and other public health resources.

*Applies to students who matriculated Fall 2015 and Fall 2016

For students enrolling in the PHCHD program prior to Fall 2014, the following competencies apply:

- Assess the health status of vulnerable populations.
- Plan, specify, and manage interventions to promote and protect the health of populations at risk.
- Lead and participate in interdisciplinary efforts to address health disparities.
- Collaborate with community partners to create, maintain and modify health promotion and risk reduction programs.
- Conduct, participate in, or apply relevant research with vulnerable populations.
- Enact cultural competency in diverse communities
- Communicate policy options for the health of populations at risk.
- Articulate how ethics affect the practice of public health.

- 2. WHAT IS A LEARNING OBJECTIVE?** Students are encouraged to work with the internship coordinator to refine appropriate internship learning objectives and associated tasks/activities. Together, learning objectives and activities must:

- ☐ Map to an PHCHD program competency
- ☐ Describe the performance of a major cognitive skill (knowledge, comprehension, application, analysis, synthesis, and evaluation)
- ☐ **Emphasize data analysis, synthesis, and evaluation**
- ☐ Begin with an *action verb* that matches how the performance will be assessed
- ☐ Be explicitly measurable through **at least three** learning tasks/activities per learning objective
- ☐ Identify the intended outcome or product, not the process

Writing Effective Learning Objectives

- ❑ Brief specific statements of what a student will *do*; typically one sentence
- ❑ Use *measurable* action verbs; in other words, someone will be able to determine easily if objectives have been met

Appropriate and ***measurable action verbs*** for each of the skill areas per Benjamin Bloom's taxonomy of learning* might include the following:

- ❑ **Knowledge:** arrange, define, duplicate, label, list, name, order, recognize, relate, repeat, reproduce, count, define, meet, review, study
- ❑ **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, report, restate, review, select, translate
- ❑ **Application:** apply, choose, demonstrate, employ, illustrate, interpret, operate, practice, schedule, solve, use, write
- ❑ **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, test
- ❑ **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, write
- ❑ **Evaluation:** appraise, assess, attach, choose, compare, determine, estimate, judge, predict, rate, select, support, value, evaluate

Avoid unmeasurable verbs such as:

- ❑ Understand, embrace, embody, address, respect, appreciate, honor, etc.
 - If you are going down this path, stop yourself and ask: What *measurable* and *active* verb would show my understanding, appreciation, and so on.

*Much has been written about Bloom's taxonomy as well as subsequent revisions to it. If you would like to learn more, begin with a simple search.

3. WHAT DOES A LEARNING OBJECTIVES MATRIX LOOK LIKE?

Create a table with table with **three columns**:

Column 1 - Program Competencies: Choose which program competencies you will address using the guidelines above.

Column 2 - Learning Objectives: Indicate the specific and measurable learning objectives you have developed for your Field Experience. Be certain you have at least one learning objective for each of the broader program competencies you will address.

Column 3 - Learning Tasks/Activities: Identify the specific activities through which you will satisfy both program and learning objectives. Activities must relate specifically to the associated learning competencies; ***plan for a minimum of three sequential activities for each learning objective***. Be explicit as you will use these objectives and activities as the basis for reflection and measurement of your accomplishments during the placement.

Changes to the field experience require a revised matrix

Any proposed changes to agreed-upon activities must be approved by the internship *prior to* implementing such changes. Alterations to the learning objectives and matrix will be required to accompany changes in planned activities.

Matrix Examples:

| PHCHD Program Competency | Learning Objective | Tasks or Activities that demonstrate skill in the competency area |
|---|--|--|
| Assess, analyze and synthesize the health status of a vulnerable population | Investigate and report on the family planning health needs of individuals in Washington County with particular emphasis on the unmet family planning needs of individuals requiring free or low-cost family planning services as justification for Title X F P Grant application | <ul style="list-style-type: none"> Jan. 5 Accessed current data on this population's family planning needs (see Teen Family Planning Assessment under Appendix A) Jan 16 Created survey tool with preceptor (see Teen Survey Tool under Appendix B) I often try to steer them clear of actually doing surveys because of the extra authorizations needed Feb. 22 Wrote survey results up (See Analysis of Teen Survey document under Appendix C) |
| PHCHD Program Competency | Learning Objective | Tasks or Activities that demonstrate skill in the competency area |
| Apply quality improvement and risk management principles in the development, management and/or evaluation of population health services | Evaluate program implementation, compliance and quality improvement in collaboration with preceptor in preparation for Title X review. | <ul style="list-style-type: none"> Jan. 6 reviewed and outlined Title X review tool (See outline doc under Appendix D) Jan. 7 prioritized tool metrics with preceptor based on program goals (see QI Plan document under Appendix E) Jan. 8 wrote out timeline for QI strategies and the various evaluation components for the next 2 years. (See QI Plan document under Appendix E) |

REQUIRED DOCUMENTS TO EARN CREDIT FOR THE INTERNSHIP

1. LITERATURE REVIEW/ANNOTATED BIBLIOGRAPHY

Prior to or early in the internship students need to read 15 professional journal articles on the issue/s they will be work on. The student will write a one paragraph summary on each article as it relates to their internship, this is not a summary of the whole article (see Annotated Bibliography format). This assignment is considered homework and the time spent on it is not included in the 200 internship hours.

2. JOURNAL SUBMISSIONS

Throughout the internship, students are required to submit journals after every 20 hours onsite. Details of each section are given in Appendix D.

3. ORAL PRESENTATION

Students will schedule a time for an adobe connect presentation to at least two faculty. The oral presentation will address: how they have met all 11 program competencies, how they have benefited professionally from their MPH studies, and how their studies will influence their anticipated professional trajectory.

4. INTERNSHIP EVALUATION BY STUDENT

Your feedback is invaluable. After your presentation, you will be emailed a link to a survey that asks questions about your internship, including preparation, meeting of competencies, and your preceptor and site. Results may be shared with your adviser.

At the end of the internship, students will be given a link to a survey to provide to their preceptor, with a request for them to fill it out and send directly to the internship coordinator. Questions have to do with the student's work, skills, and professionalism as well as how well their student met the PHCHD competency areas during the internship.

APENDIX A: PHCHD PROGRAM LEARNING COMPETENCIES

There are two sets of program competencies below. The set you are responsible to demonstrate during your internship will depend on when you enrolled in the PHCHD program.

For students enrolling in PHCHD program Fall 2014 or later, the following competencies apply*:

- Assess, analyze and synthesize the health status of vulnerable populations.
- Identify, develop and manage interventions to promote and protect the health of populations at risk.
- Lead and participate in inter-professional efforts to address health inequities with community partners.
- Conduct, participate in or apply research which improves the health of a population.
- Assess and integrate cultural beliefs and practices into public health interventions.
- Understand the principles of public health ethics and apply them to public health practice.*
- Develop and apply effective communication strategies across multiple sectors of the community.*
- Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities.
- Apply program planning and quality improvement principles in the development, management and/or evaluation of population health services.
- Demonstrate basic skills in development of a grant proposal.
- Employ techniques to manage human, fiscal, and other public health resources.

*Applies to students who matriculated Fall 2015 and Fall 2016

For students enrolling in the PHCHD program prior to Fall 2014, the following competencies apply:

- Assess the health status of vulnerable populations.
- Plan, specify, and manage interventions to promote and protect the health of populations at risk.
- Lead and participate in interdisciplinary efforts to address health disparities.
- Collaborate with community partners to create, maintain and modify health promotion and risk reduction programs.
- Conduct, participate in, or apply relevant research with vulnerable populations.
- Enact cultural competency in diverse communities.
- Communicate policy options for the health of populations at risk.
- Articulate how ethics affect the practice of public health.

APPENDIX B: APPLICATION & LEARNING CONTRACT



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Please complete **before** meeting with your internship faculty coordinator.

Student Information:

| | |
|--|--|
| DATE OF APPLICATION | |
| LAST NAME | |
| FIRST NAME, M.I. | |
| ID # | |
| STREET ADDRESS | |
| CITY, STATE, ZIP | |
| MAILING ADDRESS IF DIFFERENT FROM ABOVE | |
| HOME PHONE | |
| WORK PHONE | |
| CELL PHONE | |
| EMAIL ADDRESS | |

PLEASE COMPLETE THE FOLLOWING ITEMS.

1. ENROLLMENT TERM OF GRADUATE INTERNSHIP: _____
2. NUMBER OF CREDIT HOURS COMPLETED IN THE PROGRAM TO DATE: _____
ATTACH A LIST OF COURSES TAKEN AND YOUR PROPOSED REMAINING COURSES OF STUDY.
3. PLEASE ATTACH A CURRENT RESUME SHOWING WORK EXPERIENCE.
4. PLEASE STATE YOUR SPECIFIC CAREER OBJECTIVES.
5. DESCRIBE COURSES TAKEN TO DATE THAT RELATE TO YOUR PROPOSED INTERNSHIP.
6. DEVELOP YOUR LEARNING OBJECTIVES FOR THE INTERNSHIP. BE EXPLICIT, AS YOU WILL USE THESE AS THE BASIS FOR REFLECTION AND MEASUREMENT OF YOUR LEARNING AND ACCOMPLISHMENTS AT THE END OF THE INTERNSHIP. IDENTIFY LEARNING OBJECTIVES AND HOW YOU WILL MEASURE THEM FOR EACH OF THE TRACK COMPETENCIES AND

RELATE THESE TO THE ACTIVITIES THROUGH WHICH YOU WILL SATISFY BOTH. YOU MAY FIND THESE EASIEST TO PRESENT IN A TABLE OR MATRIX FORM.

7. BRIEFLY DESCRIBE EXPERIENCE AND SKILL REQUIREMENTS FOR THIS INTERNSHIP. ATTACH A JOB DESCRIPTION IF ONE IS AVAILABLE; OTHERWISE LIST THE INTERNSHIP ORGANIZATION'S EXPECTATIONS.
8. DESCRIBE THE FINAL PRODUCT OF THE INTERNSHIP THAT YOU WILL SUBMIT TO THE ORGANIZATION. IN ADDITION TO THE AGENCY PRODUCT, YOU WILL ALSO BE EXPECTED TO COMPLETE A SUMMARY REPORT AND AN EVALUATION REPORT ON THE INTERNSHIP THAT WILL BE TURNED INTO YOUR INTERNSHIP COORDINATOR PRIOR TO ISSUANCE OF A GRADE.
9. DATE OF COMPLETION FOR ALL REQUIREMENTS, INCLUDING SUMMARY REPORT AND EVALUATION REPORT:

(Date)

Field Information:

ORGANIZATION

ADDRESS

CITY

STATE

ZIP CODE

PRECEPTOR NAME

TITLE

LIST ALL ACADEMIC DEGREES

PRECEPTOR WORK PHONE & EXT.

FAX

EMAIL ADDRESS

Required Signatures:

STUDENT SIGNATURE

DATE

PRECEPTOR SIGNATURE

DATE

Return this form and attachments electronically to your internship coordinator.

*For more information about Field Experience requirements and processes,
see <http://ohsu-psu-sph.org/index.php/current-students/field-experience/>*

For internship coordinator: Date Received: _____

APPENDIX C: STUDENT CHECKLIST

- _____ I have completed all core and track required courses.
- _____ I have a copy of the courses I have completed to date (unofficial transcript)
- _____ I have a current resume.
- _____ I have stated my career objectives in writing
- _____ I have completed through item 4 of the CPH 509A Application and Learning Contract.
- _____ I have identified a site for my internship/organizational experience
- _____ I have met with my faculty advisor during the term prior to that in which I wish to take CPH 509A to assure adequate preparation for internship
- _____ I have met with the faculty internship coordinator during the term prior to that in which I wish to take CPH 509A to notify of plans and clarify specific tasks (e.g., IRB proposals, international travel plans, off-campus activities authorization)
- _____ I have a description of the experience and skill requirements for my internship.
- _____ I have developed learning objectives for my internship and identified specific deliverables against which my performance of these will be measured
- _____ I have specified how I will demonstrate mastery of the track learning competencies during my internship, and have identified specific activities against which my performance will be measured.
- _____ I have determined the final product I will submit to my internship site.
- _____ I have completed the remaining items on the CPH 509A Application and Learning Contract, and have submitted the entire application to the faculty coordinator for approval.
- _____ I have registered in CPH 509A
- _____ I have provided a signed copy of my CPH 509A Application and Learning Contract from my preceptor.
- _____ I have started my ongoing internship journal using the prescribed two part format
- _____ I have sent status reports (internship journal) approximately every 20 hours of internship work.
- _____ I have provided a copy of and requested that my preceptor submit the Preceptor Evaluation of Student Form
- _____ I have met the obligations of my contract including completion of an Internship Summary Report and Student Evaluation of Internship Form

Student Signature & Date

Faculty Signature & Date

APPENDIX D: THE INTERNSHIP JOURNAL

As the internship experience begins, students will start a daily journal of activities and reflections on the experience. During the internship, students will send their journal weekly (or every 20 hours) to their faculty internship coordinator to provide an update on how the experience is meeting the student's learning objectives and to receive guidance from the internship coordinator. As necessary, students should meet in-person or per phone with their internship coordinator. Feedback will be provided to guide student in the meeting of the internship objectives and demonstration of skill in each competency area. The internship journal needs to follow a prescribed format. Examples can be found in the Sakai Internship in Public Health site under Resources.

Students need to move the competencies and the objectives into the competency table as soon as practical. See the example of the table part of the journal with column on the right truncated (found in the Sakai Internship in Public Health site under Resources).

Develop a three column table with competencies on the left, each with its own cell/row with the appropriate objective/s in the middle column and then the far right column/cells blank at this time. This table will serve as the Activities (or proofs) part of your journal that needs to be sent to me every 20 hours for feedback. There are three journal parts (actually four with the Appendix of the documents you develop).

First part of journal is the time log (with brief description of what you did in 1 to 2 hour increments), keep a running total of hours, second is a brief summary of any meetings including yourself and 2 or more people if you include those meetings as part of your internship hours. Then the third part is the competency table where you will date and describe your learning and activities that show growing competency in each area. This area needs enough detail to convince the reviewer/s that you are competent in each area. I will give you feedback each 20 hours on how to document your work and what you need to do in your context to demonstrate each competency area. In this Activities column you want to create a **compelling description** of how over the course of your internship you have demonstrated skill in each area and are competent to graduate as a PH professional. It is normal to not make entries in every competency Activity cell area every week.

Your final Internship Summary Report will use your entries in the Activities part of your journal and the documents you developed or worked on (included in an appendix) to prove your competency. Many of your journal entries will be able to be cut and pasted into the Internship Summary Report. Again the journal example can be found in the Sakai Internship in Public Health site under Resources.

All of your written deliverables for the precepting agency should be noted in your journal by document name and Appendix letter. This is true of the Internship Summary Report as well. The same Appendix will be used for both your journal and your Internship Summary Report. For some competency areas you may write up a separate document describing your work (this is common for the Assessment synthesis, and the ethics competency). These you will refer to in its appropriate competency area but stage it in the Appendix.

APPENDIX E: RESPONSIBILITIES OF STUDENTS, FACULTY, AND PRECEPTORS

There is a shared responsibility in selecting, monitoring and evaluating an internship:

Students

- ☐ Articulate in writing the kinds of skills or experiences the student is looking to develop or enhance as a result of the internship
- ☐ Identify possible internship sites to discuss with faculty advisor and internship coordinator
- ☐ Complete the **Application and Learning Contract** (found toward the end of this document) and discuss with internship coordinator for final review
- ☐ Number 6 of this contract involves developing a competency objective table with your preceptor. This involves developing at least one objective (deliverable) for each competency area.
- ☐ Provide a final completed copy of the Application and Learning Contract to your preceptor, and internship coordinator for their approval
- ☐ Provide final proposal signed by preceptor and student to the faculty internship coordinator
- ☐ Complete IRB Proposal with faculty member (if applicable)
- ☐ Complete and submit International placement paperwork (if applicable)
- ☐ Complete and submit Off-Campus Activities Authorization if you will be working directly with clients or patients
- ☐ Maintain an ongoing internship journal (with entries sent weekly to preceptor and faculty every 20 hours)
- Students must complete a literature search on best practices related to the work they are doing in the internship site. There is a **minimum of 15 articles** to be written up in an annotated bibliography format (a one or two paragraph summary identifying the most salient information relating to the student work in the internship). This annotated bibliography will be sent to the internship coordinator and provided to the internship preceptor. It should also be included in the Internship Journal Appendix. The time spent reading and writing is homework and not to be included as part of the 200 internship hours. This should be done early in the internship to help bring the student up to speed on the issues related to the internship's identified objectives.
- ☐ Meet or communicate by phone with internship coordinator as needed during the Internship experience
- ☐ Fulfill the Learning Contract as specified
- ☐ Submit Internship Summary Report and Internship Evaluation Report to internship coordinator
- Request that Preceptor complete the Student Evaluation Form and return to student's internship coordinator
- ☐ Ask that the internship preceptor read the Internship Preceptor PowerPoint found in the Sakai Internship in Public Health site under Resources

Internship Faculty Coordinator

- ☐ Process with the student their professional goals and where to pursue internship opportunities
- ☐ Review and approve the Application and Learning Contract
- ☐ Assist in problem solving issues that might arise during the internship
- Read and provide feedback on journal entries to guide student's completing the internship objectives and demonstration of skill in each competency area

- ☐ Will decide when each competency area has been demonstrated adequately
- ☐ Review the Student Evaluation Form and discuss internship experience with the internship preceptor
- ☐ Organize final review of student internship work and provide final grade
- ☐ Debrief student on their internship experience to review their evaluation results, discuss future career options

Preceptors

- Negotiate internship objectives and deliverables and sign the student's Application and Learning Contract. Ensure that the learning contract is fulfilled or approve adaptations as required
- ☐ Provide an orientation to the precepting site for the student upon beginning the internship experience
- Supervise the student through the internship experience; confer with the student's internship faculty coordinator as necessary via email or phone call.
- Complete the Student Evaluation Form and return to the Internship Faculty Coordinator; verbally debrief with internship faculty coordinator on student's performance

APPENDIX F: RECENT MPH INTERSHIP/FIELD EXPERIENCE SITES

| Agencies and Organizations |
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| AARP |
| American Heart Association |
| American Heart Association |
| Association of Oregon Community Mental Health Programs |
| Cambia Health Solutions |
| Cascade AIDS Project |
| Cascadia Behavioral Health Corporation |
| Catholic Charities Relief Service |
| Center for Evidence-based Policy |
| Center for Family Services Head Start |
| Center for Global Health Tumbes |
| Center for Inquiry Portland |
| Central City Concern |
| Centre for Addiction and Mental Health |
| Children's Hospital of Philadelphia |
| Children's Village Day School |
| City Repair Project |
| Columbia Pacific CCO/CareOregon |
| Community Cancer Center |
| Community Health Center of New River Valley |
| Ecotrust Farm to School Project |
| Elkhart County Health Department |
| Family Walk-In Medical Center |
| Foundation for the Advancement of Cleft Education and Services |
| Fred Hutch Cancer Research Center |
| Friends of Creston Children's Dental Clinic |
| Global Health Access Program |
| Global Washington |
| Harm Reduction Action Center |
| Head Start of Lane County |
| Health Share of Oregon |
| Hilyard Community Center |
| Hood River County Commission on Children and Families |
| ICAN (Ideas for Cooking and Nutrition) Food & Nutrition Program |
| Immigrant & Refugee Community Organization |

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| Indiana University Hospital |
| Intracranial Hypertension Registry |
| Jackson County Health and Human Service |
| Jefferson County Health Department |
| Kaiser Permanente |
| Kaiser Permanente Center for Health Research |
| Kaiser Permanente Community Benefit |
| Legacy Health |
| Lift Urban Portland |
| Linnton Community Center |
| March of Dimes, Washington Chapter |
| Marion County Health Department Reproductive Health Services |
| Molecular Testing Labs |
| Multnomah County Commercial Sexual Exploitation of Children |
| Multnomah County Domestic Violence Coordination Office |
| Multnomah County Health Department |
| Multnomah County Health Department Community Capacitation Center |
| Multnomah County Health Department Future Generations Collaborative |
| National Park Service: Fort Vancouver Historical Site |
| Neighborhood Partnerships |
| New Mexico Dept. of Health, Office of Primary Care & Rural Health |
| New Mexico Dept. of Health, Student Nutrition Activity Clinic |
| Northwest Parkinson's Fund |
| Northwest Portland Area Indian Health Board |
| NW Portland Area Indian Health Board |
| OHA Acute and Communicable Disease Prevention and Oregon's Emerging Infections Program |
| OHA Acute and Communicable Disease Prevention Program |
| OHA Breast and Cervical Cancer Screening Services |
| OHA HIV, STD, & TB Section |
| OHA Maternal & Child Health |
| OHA Oregon Genetics Program |
| OHA Public Health Division |
| OHSU Asian Health & Service Center |
| OHSU Casey Eye Institute Elk's Preschool Vision Screening Program |
| OHSU Department of Neurological Surgery |
| OHSU Department of Psychiatry Developmental Brain Imaging Laboratory |
| OHSU Dept. of Behavioral Neuroscience Fair Neuroimaging Lab |
| OHSU Digestive Health |

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| OHSU Division of Arthritis & Rheumatic Diseases |
| OHSU Division of General Internal Medicine and Geriatrics |
| OHSU Doernbecher Children's Hospital |
| OHSU Executive Vice Provost's Office |
| OHSU Family Medicine/OCHIN Research Group |
| OHSU Institute for Development & Disability |
| OHSU Internal Medicine Clinic |
| OHSU Layton Aging and Disease Center |
| OHSU Moore Institute |
| OHSU Office of Human Resources |
| OHSU Oregon National Primate Center |
| OHSU Richmond Clinic |
| OHSU Women's Health Research & Policy |
| Oregon Academy of Family Physicians |
| Oregon Association of Hospitals and Health Systems |
| Oregon Community Health Information Network (OCHIN) |
| Oregon Department of Agriculture |
| Oregon Department of Education |
| Oregon Food Bank |
| Oregon Foundation for Reproductive Health |
| Oregon Health Authority |
| Oregon Health Care Quality Corporation |
| Oregon Health Latino Coalition |
| Oregon Health Policy and Research |
| Oregon Office on Disability & Health |
| Oregon Patient Safety Commission |
| Oregon Public Health Institute |
| Oregon Rural Practice-Based Research Network (ORPRN) |
| Oregon Tradeswoman, Inc. |
| OSU Family Community Health Program |
| OSU/OHSU School of Pharmacy |
| Our House of Portland Neighborhood Housing and Care |
| Outside In |
| Planned Parenthood of Maryland |
| Planned Parenthood of South Atlantic |
| Population Council |
| Population Services International |
| Portland VA Medical Center Operative Care Division |

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| Portland Women's Crisis Line |
| Providence ElderPlace |
| Providence Health Systems Heart and Vascular Institute |
| PSU Finance and Administration |
| PSU Institute for Sustainable Solutions |
| PSU Student Food Pantry |
| PSU Student Health & Wellness |
| Sanofi Pasteur |
| Seattle and King County Public Health |
| Sexual Assault Resource Center |
| Sexual Awareness Resource Center |
| SPOON Foundation |
| Transition Projects, Inc. |
| Veteran's Affairs Northwest Health Network VISN 20 |
| Veterans Health Administration |
| Washington Co. Health & Human Services: Research, Analytics, Informatics and Data |
| Washington County Public Health Department |
| Western States Center |