



SCHOOL OF  
**PUBLIC HEALTH**

CPH 509A

INTERNSHIP/FIELD EXPERIENCE GUIDELINES

MPH IN PRIMARY HEALTH CARE & HEALTH DISPARITIES

## CPH 509A INTERNSHIP/FIELD EXPERIENCE

### MPH IN PRIMARY HEALTH CARE & HEALTH DISPARITIES

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#### 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 to 3 terms prior

- Review internship website: <http://ohsu-psu-sph.org/index.php/current-students/field-experience/>  
[Attend Internship/Field Experience webinar which is offered through the Nexus conference software the second week of each term.](#)
- **Talk with faculty adviser and other faculty about potential preceptors**
- **Confirm all core and required courses will be completed prior to beginning the internship**
- Get application from Internship faculty coordinator (Coordinator)
- If interested in an international internship, start discussions with your faculty advisor and the Coordinator. There are numerous requirements needed before an international placement can be approved.

### 1 term prior

- Confirm site and preceptor credentials with Coordinator
- Send Preceptor link to the preceptor resources at least a few weeks prior to the start of the internship: <https://ohsu-psu-sph.org/graduate-fieldandculminating-experience/>
- **Work with the Coordinator and preceptor to craft application and deliverables**
- Submit final application to your faculty coordinator by the 8<sup>th</sup> week of the term

### Term 1 of internship

- Students will enroll for either 3 or 6 credits of CPH 509A (the internship) with the registrar. The Sakai CPH 509A site will be used for Course Materials and Submission of assignments. Submit journals at midterm and end of term in Sakai. Format examples are under Course Materials.
- Schedule FE Update meeting/phone call with the Coordinator at midterm (week 5) and end of term (week 10).
- Let your adviser and/or the 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
- Submit journals at midterm and end of term in Sakai. Share a copy of the final journal with the preceptor.
- Schedule FE Update meeting/phone call with the Coordinator at midterm (week 5) to review progress and review requirements for completion.
- Submit annotated bibliography by the end of the term in Sakai. Directions and examples are under Course Materials.
- Develop PowerPoint presentation for Oral Presentation. Guidelines and format information is available on Sakai.
- Schedule date and time for the Oral Presentation by week 8 with **Laura Ehrlich** [ehrllich@ohsu.edu](mailto:ehrllich@ohsu.edu) , 503-494-2557
- Complete electronic internship evaluation survey
- Encourage preceptor to complete the electronic evaluation survey.

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## 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 contract, 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 maintaining a journal will be in addition to these 200 hours. Students may register for all 6 credits in one 11-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 eleven 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 journal of work-related experiences and reflections about the internship. This is submitted to Sakai midterm and at the end of the term.

During the internship students will read 15 professional journal articles on the issue/s they are working 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 in Sakai). 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; and the writing of the journal.

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

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 WEBINAR REQUIRED?

**No, but it is strongly encouraged.** The PHCHD program has an online webinar the second week of each term. 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/in person/ Nexus meeting will be set up to explore the best options for the student and develop an internship plan.

## 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 start researching internship opportunities 2-3 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 in advance or bring a copy 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 by week 8 of the term preceding the beginning the internship.**

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 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.** The internship coordinator will then review assignments and the preceptor evaluation and following the oral presentation, assign a letter grade. All materials should be submitted in Sakai 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, 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 and the oral presentation). 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. Please meet early with the internship coordinator 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** (week 8 of the preceding 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 schedules an oral presentation with the program office, completes the electronic internship evaluation form and submits the following documents in Sakai:

- Final summary journal documenting activities, the alignment with program competencies, and achievement of the student's learning objectives articulated on the learning contract
- 15 article annotated bibliography
- Copies of work products
- Copy of PowerPoint used for oral presentation.

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## 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
<p>Assess, analyze and synthesize the health status of a vulnerable population</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Jan. 5 Accessed current data on this population’s family planning needs (see Teen Family Planning Assessment under Appendix A)</li> <li>☐ Jan 16 Created survey tool with preceptor (see Teen Survey Tool under Appendix B)</li> <li>☐ I often try to steer them clear of actually doing surveys because of the extra authorizations needed</li> <li>☐ Feb. 22 Wrote survey results up (See Analysis of Teen Survey document under Appendix C)</li> </ul>
PHCHD Program Competency	Learning Objective	Tasks or Activities that demonstrate skill in the competency area
<p>Apply quality improvement and risk management principles in the development, management and/or evaluation of population health services</p>	<p>Evaluate program implementation, compliance and quality improvement in collaboration with preceptor in preparation for Title X review.</p>	<ul style="list-style-type: none"> <li>• Jan. 6 reviewed and outlined Title X review tool (See outline doc under Appendix D)</li> <li>• Jan. 7 prioritized tool metrics with preceptor based on program goals (see QI Plan document under Appendix E)</li> <li>• 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)</li> <li>•</li> </ul>

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## REQUIRED DOCUMENTS TO EARN CREDIT FOR THE INTERNSHIP

### 1. LITERATURE REVIEW/ANNOTATED BIBLIOGRAPHY

During the internship students need to read 15 professional journal articles on the issue/s they will be working 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 at midterm (week 5) and at the end of the term (week 10) . Details of each section are given in Appendix D.

### 3. ORAL PRESENTATION

Students will schedule a time for an oral presentation to the internship coordinator and the program director. Other faculty, students, colleagues and the preceptor are welcome to attend. Students who reside in or near the Portland metropolitan area will present in-person on the OHSU campus. Students who reside outside of the Portland metropolitan will present via Nexus conference software. Arrangements need to be made through the program office by week 8 of the term the student is completing the internship. **Laura Ehrlich, [ehrllich@ohsu.edu](mailto:ehrllich@ohsu.edu) , 503-494- 2557 will coordinate the time, date and location of the presentation.** The oral presentation will address: a summary of the internship experience, how the program competencies have been meet, a reflection of the MPH program experience 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 an online survey that asks questions about your internship, including preparation, meeting of competencies, and your preceptor and site. Results may be shared with your adviser.

An online evaluation survey will also be sent to your preceptor via email. 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. The preceptor's feedback will be considered in the grading process.

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## 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\*:

1. Assess, analyze, and synthesize the health status of vulnerable populations.
2. Identify, develop and manage interventions to promote and protect the health of populations at risk.
3. Lead and participate in inter-professional efforts to address health inequities with community partners.
4. Conduct, participate in or apply research which improves the health of a population.
5. Assess and integrate cultural beliefs and practices into public health interventions.
6. Apply program planning and quality improvement principles in the development, management and/or evaluation of population health services.
7. Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities. (optional)
8. Demonstrate basic skills in development of a grant proposal. (optional)
9. Employ techniques to manage human, fiscal, and other public health resources. (optional)

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: SAMPLE APPLICATION & LEARNING CONTRACT**



**SCHOOL OF  
PUBLIC HEALTH**

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	
<del>PLEASE COMPLETE THE FOLLOWING ITEMS.</del>	
EMAIL ADDRESS	

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:

\_\_\_\_\_

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## APPENDIX C: STUDENT CHECKLIST FOR PREPARING FOR INTERNSHIP

- \_\_\_\_\_ 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 provided a signed copy of my CPH 509A Application and Learning Contract from my preceptor.

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## APPENDIX D: THE INTERNSHIP JOURNAL

As the internship experience begins, students will start a weekly journal of activities and reflections on the experience.

- During the internship, students will submit their journal weekly to Sakai at midterm (week 5) and at the end of the term (week 10). This provides the opportunity to review how the experience is meeting the student's learning objectives.
- The students are also expected to schedule a mid-term and end of term conference call/meeting with the internship coordinator for feedback and guidance.

Examples of the journal format can be found on Sakai, CPH 509A.

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## 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** (sample in Appendix B ) and discuss with internship coordinator for final review
- In the learning contract, develop a competency objective table with your preceptor. This involves developing at least one objective (deliverable) for each competency area.
- Submit a final completed copy of the **Application and Learning Contract** to your preceptor, and internship coordinator for their approval
- 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 a weekly internship journal (examples in Sakai)
- Meet or communicate by phone with internship coordinator at midterm (week 5) and at the end of the term (week 10)
- Fulfill the Learning Contract as specified
- Schedule the oral presentation by week 8 of the term when the internship will be completed. Contact **Laura Ehrlich**, [ehrllich@ohsu.edu](mailto:ehrllich@ohsu.edu) , 503-494- 2557
- Submit in Sakai CPH 509A the final journal summary, the annotated bibliography, work products and copy of the oral presentation PowerPoint.
- Complete the online Student Internship Evaluation

### Internship Faculty Coordinator

- Process with the student their professional goals and where to pursue internship opportunities
- Review and approve the Application and Learning Contract
- Meet with student twice a term and provide guidance on their progress in addressing the program competencies and the organizational expectations.
- Assist in problem solving issues that might arise during the internship
- Organize the final review and grading of student internship work
- Debrief student on their internship experience to review their internship experience and 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; provide guidance on their progress in addressing the program competencies and the organizational expectations.
- Confer with the student's internship faculty coordinator as necessary via email or phone call.
- Debrief with the student at the end of the internship experience
- Complete the online Student Evaluation Form



**APPENDIX F: EXAMPLES OF MPH INTERNSHIP/FIELD EXPERIENCE SITES**

<b>Agencies and Organizations</b>
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

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

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

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