

# Guidelines for Internship Summary Report

Answer the following questions (two page minimum):

1. Provide a brief overview of your internship responsibilities and activities (you can cut and paste this to your site information page).
2. Did this internship provide you with a good overall learning experience? Why or why not? What experiences were the most helpful? Why? What experiences were the least helpful? Why?
3. Were you able to accomplish your learning objectives? Why or why not? Please explain.
4. Our undergraduate program is accredited by [CEPH](#) (Council Education in Public Health). CEPH sets the standards for best practices in public health education. Part of our requirement is assessment of student competencies and learning outcomes. You can find the list of program and concentration competencies below.

Using the list of program and concentration competencies (for your major), which competencies did your internship incorporate? Your internship may cover as few as one or several of the competencies or even a portion of one so include those if applicable. There is no required number so honestly assess your experience and how it matches up to the competencies. Please provide examples.

5. Do you feel you received adequate supervision from your worksite supervisor?
6. What feedback or recommendations do you have to improve the internship experience at this placement site?
7. Would you recommend this internship site to other students? Please explain.
8. Has this internship experience influenced your career goals?
9. Any additional comments you may want to include.

## **CEPH Public Health Domains -Overarching – Embedded in the Health Studies Curriculum**

- Overview of Public Health
- Role and Importance of Data in Public Health
- Identifying and Addressing Population Health Challenges
- Human Health
- Determinants of Health
- Project implementation
- Overview of the Health Care System
- Health Policy, Law, Ethics, and Economics
- Health Communication

### **All baccalaureate students in *Public Health Studies* must attain the following core competencies:**

- Demonstrate knowledge of basic concepts, analyses, methods and evidenced based approaches, health systems, and other aspects of public health.
- Identify population health challenges including social, behavioral, biological, environmental, and other factors that impact human health and contribute to health inequities and inequalities.
- Comprehend the science of human health and disease including opportunities for promoting and protecting health across the lifespan

### **Students in the Community Health Promotion Concentration will learn to:**

- Describe the factors that influence human health and health inequities in the global and environmental context
- Demonstrate knowledge of the basic concepts of ethical, legal, economic, and regulator dimensions of health care and public health policy
- Apply fundamental concepts and features of program implementation including planning, assessment and evaluation.
- Examine the role of communications in public health, including effective and appropriate messaging and strategies for individuals, the public, policymakers and other stakeholder groups.

### **Students in the Healthy Aging Concentration will learn to:**

- Identify the physiological and psychological health issues of aging.
- Demonstrate an understanding of the social and economic aspects of aging.
- Apply knowledge of aging to the administration of aging services and long-term care programs.

### **Students in the School Health Educator Concentration will learn to:**

- Demonstrate an understanding of evidence based educational strategies
- Develop health curricula for middle and high school students.

**Students in the Clinical Health Science Concentration will learn to:**

- Distinguish the role public health plays in the health of individuals and the population.

**Students in the Health Services Administration Concentration will learn to:**

- Identify the primary elements and issues related to the organization, financing, and delivery of the continuum of health services in the United States.
- Understand relevant theories and practices for effective management practice in entry-level positions
- Describe organizational needs in the design and development of operational plans for health programs and services.
- 

**Students in the Indigenous Health Concentration will learn to:**

- Learn in a community-based and community-driven process that centers the strengths and contributions of Indigenous people who have been engaging in public health since time immemorial.
- Understand and address racial health disparities through a critical analysis of racism, colonialism, and power.
- Examine, reflect and engage in discourse into social determinants of health impacts on racialized and oppressed populations that are historically underserved and erased by western institutions.
- Critically analyze harmful data and research practices in order to build a workforce that is accountable to address colonialism and racism embedded within public health and intersecting systems through Indigenous strengths-based approaches.
- Understand the critical need for public health to center Indigenous knowledge to uplift practices of community care, decolonize the Land Back movement, and to foster advocates and allies for Indigenous equity.
- Develop equitable public health solutions rooted in Indigenous wisdom, values, and Indigenous Traditional Ecological & Cultural Knowledges (ITECK) systems.

## **Applied Health and Fitness**

**All baccalaureate students in *the BA/BS in Applied Health & Fitness* must attain the following core competencies:**

Students in the BS/BA Applied Health & Fitness program should be able to:

- Demonstrate knowledge of basic public health concepts, methods, and evidenced based approaches, and the role public health plays in the health of individuals
- Assess health and fitness in individuals, and understand how the human body adapts and responds to physical activity
- Apply critical thinking skills to evaluate health and fitness research
- Apply ethical and empirically based methods to design, implement, and evaluate programs to improve health and fitness