California State University
SAN MARCOS

COLLEGE OF EDUCATION,
HEALTH & HUMAN SERVICES

PUBLIC HEALTH INTERNSHIP MANUAL Version 6.0

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Introduction

Internships are an essential component of graduate professional education in public health. An internship ensures the integration of classroom experiences with public health practice. Internships are cooperative efforts between California State University San Marcos (CSUSM) and various non-profit and for-profit community and clinical partners, and governmental agencies to provide MPH and undergraduate students with experiences that will help them be successful in their career as public health professionals.

This Public Health Internship Manual is designed to assist students and site supervisors in planning for and carrying out internships which fulfill the degree requirements. All students completing an MPH degree must complete at least three units (180 hours) of applied practice experience **(PH 693)** and undergraduate students must complete three units (120 hours) of applied practice experience **(PH 493)**.

Purpose

The internship's main purpose is to provide Public Health students with an integrative public health learning experience, where they can apply the skills and knowledge they have acquired through their coursework to real-world experiences. Experiences will vary, but each should provide most, if not all, of the following opportunities:

• A firsthand experience in public health work in their area of training;

• Application of classroom knowledge to practical problems in the field;

• Increased competency for a professional career in public health;

• Design and implementation of a project useful to the internship site, and the student;

• Interaction with public health professionals and becoming knowledgeable about their skills and responsibilities; and,

• Develop and expand a professional network base.

Competencies and Learning Objectives

The Council on Education for Public Health (CEPH) is the governing body and accrediting agency for public health education in the United States. The CEPH sets the criteria for public health programs, which is to "achieve excellence in practice, research and service, through collaboration with organizational and community partners." [1]

CEPH criteria clearly outline that, "MPH students must demonstrate competency attainment through applied practice experiences. The applied practice experiences allow each student to demonstrate attainment of at least five foundational competencies:

1. Evidence-based Approaches to Public Health;
2. Public Health and Health Care Systems;
3. Planning and Management to Promote Health;
4. Policy in Public Health;
5. Leadership;
6. Communication;
7. Inter-professional Practice; and

[1] CEPH mission 2016 – http://ceph.org/about/#

8. Systems Thinking

These competencies are informed by the traditional public health core knowledge areas: biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health sciences (CEPH, 2016)."

Learning Objectives:

After the internship's completion, each student should demonstrate knowledge, skills and competencies acquired during the internship. Success of the internship experience should result in students being able to:

- Distinguish what public health is and is not; differentiate public health from personal health care in theory, ethics and practice, and in terms of legal mandates and funding mechanisms.
- Demonstrate firsthand knowledge of community agencies, organizations, or other workplaces in which public health interventions and/or health risk assessments are carried out, including their mission, organizational structure, primary methods used to prevent illness and injury, any specific populations targeted, and their unique health risks.
- Describe firsthand knowledge and experience with public health services including federal, state and local public health departments (e.g., Health and Human Services, Homeland Security, Environmental Protection Agency, Housing and Urban Development, etc.).
- Demonstrate ability to apply principles and methods of the student's MPH education to a community, workplace or other public health practice environment. This includes the ability to apply one or more of the many public health intervention/health risk assessment strategies used to address health determinants at the individual, group, community, or population level.
- Recognize and describe issues of cultural diversity in public health, including health disparities, risk factors, and social determinants of health.
- Development of leadership skills and ability to effectively interact with public health professionals, leaders and community members from diverse communities.

Roles and Responsibilities

The internship experience should involve active collaboration among the students, internship site, internship site supervisor, and internship coordinator. These responsibilities are as follows:

Role of the student:

Students are the primary beneficiaries of internship training, and their role must be as active as those of the internship coordinator and internship site supervisor.

- Conduct themselves as responsible and mature professionals during the internship, complying with the organization's code of conduct, and meeting all obligations and responsibilities according to schedule.
- Develop an understanding of the internship site's philosophy, policies, standards, and procedures regarding the internship experience.
- Notify the internship coordinator that they are preparing for their internship by seeking advice regarding an area of career interest to develop during the internship, discuss possible placement sites, and develop an appropriate scope of work plan. (Fill out the interest form)
- Maintain active communication with the internship coordinator for guidance and monitoring of internship activities.

- Provide all appropriate documents to the internship coordinator as outlined in the 'Procedures' section of this manual.

International Students: International students must follow additional employment procedures set forth by the Office of Global Programs and Services. https://www.csusm.edu/global/intstudents/employmentf1/index.html

Students Expectations: Students must be mindful that their supervisors are working professionals taking the time and effort to mentor a student. Students should always remain grateful and respectful to their supervisors.

- Be punctual and prepared for all internship duties
- Observing the site's policies
- Adhering to appropriate dress code guidelines
- Demonstrating a commitment to learning by seeking new ideas, trying out new methods and completing all assignments
- Seeking feedback, accepting constructive criticism and implementing suggestions
- Demonstrating self-advocacy by asking questions, seeking clarification and addressing concerns in a timely manner
- Placing professional duties above person convenience

In representing CSUSM and the Public Health Programs, students will be held to the highest personal and professional standards:

- Respect for confidentiality always
- Respect for cultural diversity, needs and preferences
- Prohibited or severely limited use of personal cell phones and email during internship hours
- Prohibited mention of experience on social networking forums
- Adherence to strict personal ethics, including refraining from gossip, emotional displays and sharing of students' own personal situations
- Compliance CSUSM's policy on equitable treatment

If a student is dismissed from an internship site, the internship coordinator and program chair will meet with the student to discuss the concerns of the internship supervisor/site, to determine next steps.

Confidentiality and Security of Records:

Interns will comply with HIPAA and FERPA regulations for internship placements and academic instruction, while maintaining privacy and confidentiality.

Role of the internship site supervisor:

Internship site supervisors are key participants in the internship experience. They oversee all activities and experiences of the student while at the internship site. The quality of their commitment, interest, and efforts greatly influences the outcome of the experience.

Internship site supervisors should ensure a meaningful learning experience for the student with the commitment and enthusiasm of a good teacher. The internship site supervisor is also a responsible official in the organization who ensures that students fully comply with its policies and standards.

The internship site supervisor must hold a degree in public health or a related field for undergraduate students, and a master's degree or higher for graduate students. If the internship site does not have a qualified supervisor,

a CSUSM faculty member may serve as a co-supervisor. In cases where the internship has been approved by the internship coordinator, a CSUSM faculty member may also serve as the primary site supervisor. This person should have expertise in assigned project areas, experience, and the ability and desire to supervise and mentor. Please note that students cannot be supervised by fellow MPH students.

Internship site supervisors should:

- Develop an understanding of CSUSM's MPH program's philosophy, policies, standards, and procedures pertaining to internship experience.
- Actively participate in preparing the student's job description (i.e. Internship Learning Contract) and internship activities.
- Make the student feel welcome in the agency, facilitate the student's workplace orientation, assign appropriate tasks, and provide suitable and regular time for supervisory discussion with the student.
- Certify completion of internship by the student and return an evaluation of the student's performance to the internship coordinator.
- Take a proactive stance in all matters pertaining to the experience, including providing the internship coordinator with up-to-date information on their agency for inclusion in the internship experience, resource files, and facilitating possible long-term practical training arrangements at the internship site.
- Submit a CSUSM Internship Site Supervisor for Evaluation of the student by the end of the internship. An evaluation link will be sent to the site supervisor by the internship coordinator at least two weeks prior to the internship end as indicated on the approved Internship Learning Contract.

Role of internship site:

This is the agency/organization where the internship will be completed. Internship sites should:

- Design an internship position that meets the need of the agency and is related to public health
- Assign an appropriate professional management-level staff member from within the agency to be the internship site supervisor that provides training and consistent guidance to the student. Supervisor must have at least an undergraduate degree in public health or related field; master's degree preferred.
- Follow the guidelines set forth in the CSUSM Memorandum of Understanding (MOU) policy.
- Have a CSUSM University Clinical or Community Based Education Partnership Agreement on file
- Email any Internship Opportunities directly to the Public Health Internship Coordinator
- Ensure the internship position consists of professionally related work assignments and tasks
- Ensure a safe and appropriate learning environment
- Permit, as needed, a CSUSM faculty/staff member to conduct site visit(s)
- Provide a workplace orientation to the student including safety and emergency procedures
- Allow the intern to meet with their supervisors and receive feedback on their activities on a regular basis
- Verify internship hours are completed
- Undertake the responsibility of the agency' hiring process of the student including necessary background checks
- CSUSM internship sites (department) that require work at other agencies must consult with the Procurement Office to ensure that their department has the appropriate Memos of Understanding (MOU) set in place.

Role of the internship coordinator:

The internship coordinator maintains an active list of available and qualified internship sites for students. They provide guidance to students in identifying appropriate placement sites in the database, and postings of internship opportunities through networking opportunities. One of the coordinator's most important functions is to ensure that internship experiences are valuable learning opportunities for students and that the internship sites chosen are appropriate.

The internship coordinator must approve each student's internship experience. Students should meet with the internship coordinator regarding internship requirements and opportunities as early as their first semester to discuss areas of interest and potential sites. The internship coordinator can help provide information as to the types of possible worksites, tasks and responsibilities to consider and whether a particular internship would fulfill the core objectives of the student's particular concentration. Based on the student's interests, the internship coordinator may suggest that the student meet with PH faculty with expertise in the student's area of interest. The internship coordinator will make final approval of the internship site.

The internship coordinator is responsible for reviewing and approving completed internship learning contracts, maintaining records, and providing resources for career and internship opportunities.

They may also:

- Address any needs regarding agreements with internship sites
- Monitor internship activities to ensure high standards
- Intervene when appropriate in situations that may arise during the internship – should be Intern. professor
- Arrange for appropriate activities for students and internship site supervisors to ensure high-quality practice training, possibly to include a professional development conference
- Undertake appropriate developmental activities to expand opportunities for high-quality placements
- Maintain and update a comprehensive database of past internships, ensuring it serves as a valuable resource for students in the department.
- Actively seek and cultivate new internship opportunities, including onboarding new internship sites both locally and internationally

Policies, Procedures, and Approval Process

Policies

The student, site supervisor, internship site, internship coordinator, and internship professor must all follow university and department guidelines:

- For Students: https://csusm.sharepoint.com/sites/phc
- For Internship Sites and Site Supervisors: https://www.csusm.edu/publichealth/index.html

The following labor practices for internships must be followed and are listed for quick reference:

- Fair Labor Standards Act: https://www.dol.gov/whd/regs/compliance/whdfs71.pdf

International students must follow additional employment procedures set forth by the Office of Global Programs and Services. https://www.csusm.edu/global/intstudents/employmentf1/index.html

Internship Units

Supervised internship experience involving the practical application of public health principles. **Undergraduate students are required to complete a minimum of 120 hours, and graduate students must complete a minimum of 180 hours.** All internships must be approved by the Public Health Internship Coordinator. Students earn credit by enrolling in a three-unit applied internship course and satisfactorily completing both the internship and all required assignments outlined in the plan of study. May be repeated once for credit.

Programs: Internship Track

(Undergraduates SWIFT): PH493 Internship, required to be completed during last summer of program.

(Undergraduate Students): Option to complete Field Experience PH 439 or Research PH 499

(Graduate Students): Completion of all Year 1 required MPH courses: PH 501, 502, 503, 504, 505, 506, and 507.

Selecting an Internship Site

Planning and preparation for enrolling in the PH Internship course begins in the semester before the internship begins. Students are asked to fill out an Internship Interest Form that is emailed to them during their first semester of the program.

Prior to deciding on the internship placement, CSUSM Public Health recommends a self-assessment of skills, personality traits, interests, goals and preferences for work settings (office, lab, field, etc.). Please contact **CSUSM Career Center** to schedule an appointment for individualized guidance. CSUSM Career Center offers career assessment tools that you may find helpful.

There are several other resources to help a student identify an internship site:

- Consult with the Internship Coordinator or faculty advisor
- CSUSM Public Health – opportunity announcements will be sent by the Internship Coordinator
- Students are also encouraged to participate in CSUSM Public Health/CSUSM sponsored activities. In addition, consider attending networking functions including community events, conferences, professional mixers and other activities that increase networking skills and produce internship/career opportunities. Opportunities for these events will be sent through the CSUSM Public Health list-serve and can lead to successful internships.

The student is responsible for initiating contact with a proposed internship site(s). Students should approach potential sites as if they were future employers and submit a cover letter and resume to the contact provided. The resume should include relevant experience, related coursework, and applicable skills. For assistance with cover letter/resume development and interviewing skills, contact CSUSM Career Center and/or go to the Public Health Central - SharePoint for tutorials and additional resources.

A quality internship experience is dependent on how prepared a student is. Therefore, careful attention and sufficient time should be invested in selecting the right site. When choosing an internship site, the student should ask themselves several questions:

- Does the agency/project qualify as an appropriate CSUSM Public Health internship?
- Are the duties/responsibilities appropriate and relevant to my concentration and skills?
- Will I be able to apply what I am/have been learning in my academic program?

- Will I learn a new skill(s) that I have wanted to learn?
- Is the work setting/environment a good fit for my personality?
- Will I have the opportunity to participate in training, conferences, or other professional development events?
- Does the Internship Site Supervisor have sufficient time and interest in being a mentor or a supervisor?
- Is there a potential thesis/capstone project opportunity?

Background checks | Allow time for hiring process: students interested in government agencies, agencies with vulnerable populations, etc. may be required to complete an extensive background check, which can add 6-8 weeks (about 2 months) to your hiring timeline. Be sure to add that time to your schedule. This process may delay your start date!

Internship Credit at Current Place of Employment

If a student currently works in a public health environment, the Internship Coordinator can approve internship units at the worksite if it demonstrates that the experience is **not part** of current assigned work-related duties. It is the student's responsibility to negotiate a reassignment of work tasks and provide thorough documentation and evidence that this concern has been satisfied. Students can petition for this option by checking the Current Place of Employment box at the front of the Internship Learning Contract and submitting a copy of their current job description along with the Internship Learning Contract to the Internship Coordinator.

Procedures

Students

1. **Complete** Online Public Health Internship Orientation – in the Public Health Central SharePoint Internship folder and complete the quiz.
2. **Identify** an internship site(s) (See Selecting an Internship Site). Students must adhere to the agency hiring process – this may delay anticipated start dates.
3. **Consult** with Internship Coordinator if site has a University Clinical or Community Based Partnership Agreement on file. If not, then the Internship Coordinator will work with potential internship site(s) to obtain one.
4. **Draft** the Internship Learning Contract (ILC) with Internship Site Supervisor and submit to Public Health Internship Coordinator via **EMAIL** and **COPY** the site supervisor according to the deadlines set forth by the Internship Coordinator. The Public Health Internship Coordinator may ask for edits before approving.
5. **Submit the Internship Learning Contract** as early as two months prior to a planned internship, but at least one week before the last add/drop day of the semester**. This contract will be part of the final course assignment.**
6. **Obtain** a permission number from Public Health Internship Coordinator and register for PH Internship course. A permission number will only be given if an approved Internship Learning Contract has been submitted; the online Public Health Internship Orientation has been completed; and the Internship Site has a Partnership Agreement Form on file.
7. **Complete the required internship hours** at the approved site and submit a signed timesheet as part of the final course assignment. (Timesheet form available in the Public Health Central)
8. **Submit all** internship course **assignments** as indicated on the syllabus, including evaluations (see Evaluations). The Internship professor will email the online evaluation form to the Student and Site

Supervisor separately two weeks before the end of the internship as indicated in the Internship Learning Contract.

International Students: International students must follow employment procedures set forth by the Office of Global Programs and Services. https://www.csusm.edu/global/intstudents/employmentf1/index.html

Starting an Internship Early: Students can start an internship before the semester in which they are requesting credit as soon as registration begins for that semester. Please consult with the Public Health Internship Coordinator for that date. All student procedures listed above must still be met. **Please note,** university policy does not allow students to bank hours.

Finishing an Internship Late: Students can request more time beyond the end of the semester to complete their internship hours. They must consult with the Public Health Graduate Advisor to start this process. Students must take an Incomplete (I) grade by filling out a Public Health Incomplete Contract with a new end date. The Public Health Graduate advisor will approve the contract once it is filled out. Once the internship and assignments are complete, an updated contract will be sent to the student from the Internship Professor with the corresponding grade. Failure to fulfill an incomplete grade within a calendar year will result in an IC grade (F grade equivalent). See the University Catalog for full description of the Incomplete Grade: http://catalog.csusm.edu/content.php?catoid=3&navoid=279#grading-system-and-policies.

Internship Sites and Site Supervisors

1. **Submit** a University Partnership Agreement through Adobe sign.
2. **Email** Internship Opportunity Announcement to the Internship Coordinator.
    a. Internship Opportunity must comply with the Department of Labor's guidance on Internship Programs and Fair Labor Standards Act. The Public Health Internship Coordinator is available for consultation and can assist Internship Sites with creating the Internship Opportunity Announcement specific for Public Health students. (See Appendix D – Internship Opportunity Outline)
3. **Conduct** interview(s) for internship and select student. The Internship Site is responsible for hiring requirements set forth by their agency policies, including background checks.
4. **Draft** the Internship Learning Contract with student (s). Revise as necessary until final approval is received.
5. Use the Internship Learning Contract as the internship job description.
6. **Submit** an Internship Opportunity Announcement to the Public Health Internship Coordinator. Please indicate if the opportunity is for graduate students only or for undergraduates as well - under the qualifications section of the form.
7. **Keep records** of student's internship hours using the timesheet provided. Students will need to submit the approved timesheet as part of their final assignment.
8. **COMPLETE the student evaluation** provided at the end of the internship (See Appendix C).
9. Approval Process

Internship Learning Contract

Students and Internship Site Supervisors must follow the guidelines set forth in the Internship Learning Contract. This includes creating a Scope of Work with at least (3) goals each containing (2) objectives, and the PH Competency Checklist. Once a draft Internship Learning Contract is created, submit the contract to the Internship Coordinator via email. The Internship Coordinator will provide approval or request resubmission with revisions. Once the Internship Coordinator approves the final Internship Learning Contract, the student will be

provided an electronic copy with the Internship Coordinator's approval and date. Students must have an approved Internship Learning Contract on file before they can register for the class. The final approved Internship Learning Contract must be submitted in the student's Final Portfolio as part of the syllabus requirements in Cougar Courses.

Public Health Internship Orientation

Students must complete the Public Health Internship Orientation before obtaining a registration permission number. The orientation is available online to students via the Public Health Central SharePoint >Internship folder. Once completed, the Internship Coordinator will receive confirmation.

How to Register for PH Internship Courses

Students need to officially register for the PH Internship course through myCSUSM using a CRN number and permission code. This code will be given to the student by the Internship Professor after following paperwork has been submitted:

- Internship Site has a Partnership Agreement on file with CSUSM- department
- Completed the Public Health Internship Orientation (See Public Health Central>SharePoint>Internship Orientation)
- Approved Internship Learning Contract has been submitted to the Public Health Internship Coordinator

Course Requirements

(**Graduate program**) PH 693 is a graded or report in progress (RP) course. It may be repeated once for credit. Enrollment is restricted to Public Health graduate students. Prerequisites are completion of all Year 1 required courses (PH 501, 502, 503, 504, 505, 506, and 507).

(**Undergraduate program**) PH 493 Prerequisites are to be completed by following plan of study courses (PH 303, 304,306, 333, 404, 407, 431 or 431).

The student will have several course requirements per the faculty syllabus including:

- Literature Review
- Internship Experience Reflection
- Final Portfolio: Internship Learning Contract with approval, Timesheet, Literature Review, Internship Experience Reflection, Student Evaluation of Internship, Site Supervisor Evaluation of Student, and examples of Internships activities/products.

Evaluation

Evaluation of the internship experience by both the student and the Internship Site Supervisor is a crucial component of the program. These evaluations allow students to reflect on their learning and performance, and they help the Internship Coordinator assess the quality of placement sites for future cohorts.

The CSUSM Public Health Department is committed to ensuring that internships are meaningful and beneficial for students, faculty, and community partners. To support this goal, all students and Internship Site Supervisors are required to participate in the evaluation process.

A student's final grade is based on the satisfactory completion of all internship requirements outlined in the course syllabus, including the submission of online evaluations by both the student and the Internship Site Supervisor. These evaluations are reviewed by the professor to determine whether credit is awarded for the internship experience.

Student Evaluation

The purpose of the student's evaluation of their field placement experience is three-fold:

- To assess whether the student met their learning goals and objectives identified in the Internship Learning Contract.
- To assess the satisfaction/usefulness of the internship experience in complimenting CSUSM Public Health coursework.
- To determine whether the experience contributes to an integrative experience.

Site Supervisor Evaluation

The purpose of the field supervisor's evaluation is two-fold:

- To assess whether the student met their learning goals and objectives identified in the Internship Learning Contract.
- To assess their satisfaction with the student's knowledge, skills, education, performance, attitude, progress, and overall experience.

Evaluation Procedures

To receive credit for the internship, both the student and the Internship Site Supervisor must complete online evaluations which will be emailed directly to the student and site supervisor. An example can be found in the Appendix Section of this Internship Manual. These evaluations must be completed **two weeks before the semester term ends**. Please communicate with your Internship Site Supervisor to make sure their evaluation is completed within two weeks of the completion of the internship or one week before finals so that it will be available for the faculty to give you credit for your internship.

Required forms

Internship Site

Request to Initiate New Partnership Agreement (contact Internship Coordinator)

Student

Internship Interest Form – online link emailed by Internship Coordinator during student's first semester

Completion of Public Health Internship Orientation – online at Public Health Central > Internships fold Internship Learning Contract (ILC) – online at Public Health Central – SharePoint > Internships folder

(**see Appendix A**)

Student Evaluation – online at Public Health Central>Internships folder **(see Appendix B**)

International Students – https://www.csusm.edu/global/intstudents/employmentf1/index.html

Internship Site Supervisor

Internship Opportunity Announcement – Outline available (**see Appendix D**)

Internship Learning Contract (**see Appendix A**)

Internship Site Supervisor Evaluation (**see Appendix C**)

Timelines for students

Successful internship experience requires ***significant planning***. Timelines can differ depending on the intended semester to begin the internship. The following timelines describe the necessary activities for internships based upon the cohort models that begin in the summer and spring. Dates are approximate, and specific dates and deadlines will be determined each year.

Fall Internship model for Spring Cohort – Undergraduate and MPH

SEMESTER	**MONTH**	**ACTION**
***First Semester** in MPH*	Any time	Consult with Internship Coordinator
	August - September	**Update Resume** – consult Internship Coordinator and/or Career Center
	October – November	**Complete Internship Interest Form** – students to fill out form (email link sent by Internship Coordinator)
	September – December	**Familiarize with MPH Internship Manual** – available in MPH Central
	September – December	**Complete Public Health Internship Orientation** – email link sent by Internship Coordinator
	December – February	**Seek Out internship opportunities** (See Selecting an Internship Site)
***Second Semester** in MPH*	Any time	Consult with Internship Coordinator
	January - March	**Apply** for internship opportunities (See Selecting an Internship Site) – allow time for background checks
	March – April	**Select** Internship Site – allow time for background checks
	March – April	**Develop** Internship Learning Contract
	April – May	**Submit** Learning Contract – see approval process
	May – June	**Register** for course (PH 693) MPH, (PH493) Undergrad
	May – June	**Submit** Student Placement form – Office of Internships
***Third Semester** in MPH*	June[2]	**Start** Internship – follow syllabus requirements (semester in 10 weeks)
	Any time	Consult with Internship Coordinator
	August[3]	**Finish** Internship – submit final portfolio per syllabus requirements

[2]Early start available in mid-May for Fall cohort. Students who fall outside of the cohort model may be able to start as early with the completion of core courses.

[3] Extensions beyond the semester are available.

Summer Internship model for Fall Cohort – Undergraduate, SWIFT Program and MPH

SEMESTER	MONTH	ACTION
First Semester	Any time	Consult with Internship Coordinator
	January – February	**Update Resume** – consult Internship Coordinator and/or Career Center
	February – March	**Complete Internship Inquiry Form** – students to fill out form (email link sent by Internship Coordinator)
	February – March	**Familiarize with MPH Internship Manual** – available in MPH Central
Second Semester	Any time	Consult with Internship Coordinator
	April – May	**Complete Public Health Internship Orientation** – email link sent by Internship Coordinator
	May – July	**Seek Out internship opportunities** (See Selecting an Internship Site)
Third Semester	July	**Apply** for internship opportunities (See Selecting an Internship Site) – allow time for background checks
	July – August [4]	**Select** Internship Site – allow time for background checks and **Develop** Internship Learning Contract
	July – August	**Submit** Learning Contract – see approval process
	End of August	**Register** for course (PH 693) MPH, (PH493) SWIFT, (PH493) Undergrad **Start** Internship – follow syllabus requirements (semester is 16 weeks)
	Any time	Consult with Internship Coordinator
	September – November	**Fulfilling** internship hours and requirements
Fourth Semester	November – December[5]	**Finish** Internship – submit final portfolio per syllabus requirements

Fall

Internship[6]

A fall internship falls outside of the cohort model and may or may not be available depending on enrollment numbers. Check with the Internship Coordinator.

[4] Early Internship can start if ILC is approved and course code available.
[5] Students who fall outside of the cohort model may be able to start early with the completion of core courses.
[6] Fall internships can start as early as August 1.

Appendix A – Internship Learning Contract (ILC)

CSUSM PUBLIC HEALTH
INTERNSHIP LEARNING CONTRACT

STUDENT NAME: _____

AGENCY AND DEPARTMENT/DIVISION: _____

SITE SUPERVISOR NAME: _____

DATES OF PLACEMENT: _____

Submit this sheet signed by both the student and the site supervisor, and include:

☐ **SCOPE OF WORK**

Must be completed by the student with guidance from an internship supervisor. Use the following documents, create a Scope of Work to detail the project(s) to be completed during the internship.

- Instructions for Creating Scope of Work
- Scope of Work Template
- Scope of Work Sample
- Tips for Writing Goals and Objectives
- Useful Verbs for wring Goals and Objectives

☐ **COMPETENCY CHECKLIST**

Use the provided MPH Competency Checklist

- Indicate **THREE** Public Health Foundational competencies which are to address or enhance the internship training experience.
- Indicate **TWO** Track Specific competencies which are to address or enhance the internship training experience.

☐ **CURRENT PLACE OF EMPLOYMENT, if applicable**

If the internship is at the current place of employment, then check this box and **include a copy of the current job description.** (See "Internship Credit at Current Place of Employment" in the Public Health Internship Manual for procedures)

I have participated in the development of the internship proposal and agree to the conditions specified above. If it becomes necessary to alter any of the specified conditions, I agree to make the changes known to each person whose signatures appear below.

STUDENT SIGNATURE	DATE
INTERNSHIP SITE SUPERVISOR SIGNATURE	DATE
PUBLIC HEALTH INTERNSHIP COORDINATOR APPROVAL	DATE

CSUSM PUBLIC HEALTH | INTERNSHIP LEARNING CONTRACT

INSTRUCTIONS FOR CREATING SCOPE OF WORK

Timeline:

- Meet with the internship site supervisor to discuss tasks
- Compose a draft Scope of Work based upon discussion with internship site supervisor
- Scope of Work **must** follow the format in the Sample Scope of Work
- Submit the draft Scope of Work to the Internship Coordinator via email.
- Revise Scope of Work based upon recommendations (if needed)
- Internship Coordinator must approve Scope of Work
- Submit a signed Internship Contract, MPH Competency Checklist and Scope of Work as ONE document via email to Public Health Internship Coordinator

Required Elements:

- **Goals:** Develop a broad statement describing what you wish to achieve. *List at least **3 goals***.
- **Objectives:** Break down the goals into smaller parts that provide specific, measurable actions by which the goal can be accomplished. *List at least **2 objectives for each goal***.
- **Activities:** Detail specific activities you will undertake for each objective
- **Start-End Date:** Estimate the time to complete each activity
- **Responsible Parties:** If applicable, list names of others who may be assisting you with the completion of each activity
- **Tracking Measures (Evaluation):** Determine how you will evaluate your progress. By what means will you demonstrate that an activity has been completed?

Important Notes:

- A sample Scope of Work can be viewed below and can also be downloaded from the MPH Central
- A tip sheet title How to Write Goals and Objectives can also be found below or on the MPH Central
- **Important:** Should it be necessary to modify the Scope of Work during the internship, please submit a revised copy, noting relevant changes, to the Internship Coordinator.

CSUSM PUBLIC HEALTH | INTERNSHIP LEARNING CONTRACT

SCOPE OF WORK TEMPLATE

SCOPE OF WORK FOR _____

Goal 1:
Public Health Foundational Competency:
Track Specific Competency:

Objective(s)	Activities	Start/End Date	Who Is Responsible	Tracking Measures

Goal 2:
Public Health Foundational Competency:
Track Specific Competency:

Objective(s)	Activities	Start/End Date	Who Is Responsible	Tracking Measures

Goal 3:
Public Health Foundational Competency:
Track Specific Competency:

Objective(s)	Activities	Start/End Date	Who Is Responsible	Tracking Measures

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SAMPLE SCOPE OF WORK

GOAL 1: To develop a broad based outreach program about breast and cervical cancer re-screening for underserved minority women in San Diego by the end of summer 2012. **MPH Competencies: Public Health Foundational Competencies #4 and #6; HP Competencies #3**				
Objectives	*Activities*	*Start/End Date*	*Person Responsible*	*Tracking Measure*
1. Research guidelines and state requirements for the design of the broad based materials by the end of May.	a. Review all CDS program letters and scope of work guidelines for broad based materials. b. Review previous SOW for last period's broad based plan. c. Research possible outreach materials within budget. d. Create templates that fit within the state guidelines and PFP's internal objectives.	5.18.17 – 5.27.17	Intern	a. Checklist of requirements. b. Lists of possible materials and costs
2. Meet with representatives from the targeted groups to design and finalize materials by mid-June.	a. Create contact at community based organizations that serve the priority population. b. Set up meetings with representatives to brainstorm material ideas and content that would be appropriate for the specific groups. c. Meet with ethnic task forces to discuss and finalize the material templates.	5.31.17 – 6.15.17	Intern, Health Education Coordinator, Task Force Members	a. Draft of potential materials b. Meeting notes from individual CBO meetings c. Meeting minutes from ethnic task force meetings
3. Submit broad based outreach plan by July 1 to the state for approval.	a. Finalize materials for each priority group. b. Finalize evaluation methods for the broad based outreach plan. c. Submit draft of plan to preceptor for edits and feedback. d. Submit final plan to the CDP:EWC program for approval.	6.27.17 – 6.30.17	Intern, Health Education Coordinator	a. Draft of submission b. Feedback sheet from preceptor c. Plan submitted and accepted by deadline
4. Create and obtain broad based outreach materials by early August.	a. Finalize design of the materials. b. Obtain proofs from printers. c. Obtain approval from CDP:EWC for purchase d. Have materials in hand ready for distribution.	7.1.17 – 8.3.17	Intern, Health Education Coordinator	a. Cost estimates b. Design proofs c. Materials ready for distribution

GOAL 2: To conduct a community analysis on demographic and health statistics for those residing in Los Angeles County by the end of the summer semester.

MPH Competencies: Public Health Foundational Competencies #1; HP Competency #1

Objectives	*Activities*	*Start/End Date*	*Person Responsible*	*Tracking Measure*
1. Conduct a literature review on demographic, breast and cervical cancer, and healthy lifestyle statistics for	a. Use electronic search engines to obtain data sources b. Retrieve and review reports. c. Summarize county and SPA data in tables.	6.2.17 – 7.1.17	Intern	a. Tables summarizing data b. Lists of references

GOAL 3: To update and finalize a grant proposal template to secure funding for the Ethnic Task Forces at PFP by mid-June 2012

MPH Competencies: Public Health Foundational Competencies #1; HP Competency #1

Objectives	*Activities*	*Start/End Date*	*Person Responsible*	*Tracking Measure*
1. Update RFA template by June 10th.	a. Review current template and past grant submissions. b. Review current cancer statistics and incorporate into template. c. Update narratives on current task force work and goals. d. Update information about PFP's work, mission and objectives.	5.25.17 – 6.10.17	Intern, Health Education Coordinator	a. Draft of RFA template b. Feedback from health education coordinator
2. Create a component to add a new task force for the LGBTQ community by June 10th.	a. Review current cancer statistics for the LGBTQ community. b. Identify a need within that community for cancer prevention education and resources. c. Create a narrative about a LGBTQ task force.	6.6.17 – 6.10.17	Intern, Health Education Coordinator	a. Draft of RFA template b. Feedback from health education coordinator

GOAL 4: To conduct one or two tailored education classes on breast and cervical health and cancer prevention.

MPH Competencies: HP Competency #5				
Objectives	*Activities*	*Start/End Date*	*Person Responsible*	*Tracking Measure*
1. Prepare for tailored education class on breast and/or cervical health by July.	a. Review current literature on breast and cervical cancer. b. Review current PFP education materials on breast and cervical cancer. c. Attend 2-4 classes on breast and cervical cancer.	6.1.17 – 7.1.17	Intern, Health Education Coordinator	a. Notes on breast and cervical cancer b. Sign-in sheets from classes attended.
2. Conduct a tailored education class on breast and/or cervical health during the month of July.	a. Present a class on breast and/or cervical cancer. b. Answer questions from audience about breast and cervical cancer. c. Administer a pre/post test survey.	7.1.17 – 8.3.17	Intern, Health Education Coordinator	a. Sign-in sheet b. Flyer advertising class. c. Pre/Post test survey results.

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TIPS FOR WRITING GOALS AND OBJECTIVES

Although many different courses will cover in depth writing goals and objectives for health promotion programs, grants, and organizations, we have compiled a few tips to help write your goals and objectives early in your career.

What are Goals and Objectives?

A goal is an overarching principle that guides decision making. Objectives are specific, measurable steps that can be taken to meet the goal. A common way of describing goals and objectives is to say that:

- Goals are broad Objectives are narrow
- Goals are general intentions Objectives are precise
- Goals are intangible Objectives are tangible
- Goals are abstract Objectives are concrete
- Goals are generally difficult to measure Objectives are measurable

Example

- Goal:
    - Develop an increased understanding of careers in health education by the end of the Fall 2006 semester
- Objectives:
    - Find five job descriptions for health education related jobs by the beginning of December
    - Interview two current health education professionals by the end of November
    - Identify three organizations that employ health educators by the end of September

These are not the only definitions of goals and objectives. Goals and objectives are used in different ways for different purposes, and several of your classes will offer you greater insight into using goals and objectives.
Throughout your master program, you will come to appreciate the importance of measurable goals. Measurable goals and objectives are essential for evaluating progress. Your personal goals are no different.

SMART

A useful way of making goals and objectives more powerful and measurable is to use the SMART mnemonic. While there are plenty of variants, SMART usually stands for:

S – Specific
M – Measurable
A – Attainable
R – Relevant
T – Time-bound

For example, instead of saying "I will talk to people about health education" say "I will interview three current health educators including questions about their position and career development by December 1, 2006".

CSUSM PUBLIC HEALTH | INTERNSHIP LEARNING CONTRACT

USEFUL VERBS FOR WRITING GOALS AND OBJECTIVES

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Choose	Apply	analyze	Arrange	Appraise
Identify	Cite examples of	Demonstrate	Appraise	Assemble	Assess
List	Demonstrate use of	Dramatize	Calculate	Collect	Choose
Name	Describe	Employ	Categorize	Compose	Compare
Recall	Determine	Generalize	Compare	Construct	Critique
Recognize	Differentiate	Illustrate	Conclude	Create	Estimate
Record	between	Interpret	Contrast	Design	Evaluate
Relate	Discriminate	Operate	Correlate	Develop	Judge
Repeat	Discuss	Operationalize	Criticize	Formulate	Measure
Underline	Explain	Practice	Deduce	Manage	Rate
	Express	Relate	Debate	Modify	Revise
	Give in own words	Schedule	Detect	Organize	Score
	Identify	Shop	Determine	Plan	Select
	Interpret	Use	Develop	Prepare	Validate
	Locate	Utilize	Diagram	Produce	Value
	Pick	Initiate	Differentiate	Propose	Test
	Report		Distinguish	Predict	
	Restate		Draw conclusions	Reconstruct	
	Review		Estimate	Set-up	
	Recognize		Evaluate	Synthesize	
	Select		Examine	Systematize	
	Tell		Experiment	Devise	
	Translate		Identify		
	Respond		Infer		
	Practice		Inspect		
	Simulates		Inventory		
			Predict		
			Question		
			Relate		
			Solve		
			Test		
			Diagnose		

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MPH COMPETENCY CHECKLIST

Competencies are statements describing the knowledge base and skill set California State University San Marcos Master of Public Health Students should possess upon graduation. The following inventory contains both **Public Health Foundational** Competencies and **Track Specific** competencies.

Instructions: Before beginning the internship, identify the competencies you aim to address or enhance through your experience. Place an "X" next to **at least three** Public Health Foundational Competencies and **two** Track-Specific Competencies. You are encouraged to select all competencies that reflect the full range of skills you expect to develop or apply during your internship. At the conclusion of the internship, you will have the opportunity to reflect on how these competencies were demonstrated through your final portfolio submission.

PUBLIC HEALTH FOUNDATIONAL COMPETENCIES **(MINIMUM OF THREE)**		
PH 1	**Evidence-based Approaches to Public Health**: Apply epidemiological methods to the breadth of settings and situations in public health practice	
PH 2	**Evidence-based Approaches to Public Health**: Select quantitative and qualitative data collection methods appropriate for a given public health context	
PH 3	**Evidence-based Approaches to Public Health**: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	
PH 4	**Evidence-based Approaches to Public Health**: Interpret results of data analysis for public health research, policy or practice	
PH 5	**Public Health & Health Care Systems**: Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	
PH 6	**Public Health & Health Care Systems**: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	
PH 7	**Planning & Management to Promote Health**: Assess population needs, assets and capacities that affect communities' health	
PH 8	**Planning & Management to Promote Health**: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	
PH 9	**Planning & Management to Promote Health**: Design a population-based policy, program, project or intervention	
PH 10	**Planning & Management to Promote Health**: Explain basic principles and tools of budget and resource management	
PH 11	**Planning & Management to Promote Health**: Select methods to evaluate public health	

	programs	
PH 12	**Policy in Public Health**: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	
PH 13	**Policy in Public Health**: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	
PH 14	**Policy in Public Health**: Advocate for political, social or economic policies and programs that will improve health in diverse populations	
PH 15	**Policy in Public Health**: Evaluate policies for their impact on public health and health equity	
PH 16	**Leadership**: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	
PH 17	**Leadership**: Apply negotiation and mediation skills to address organizational or community challenges	
PH 18	**Communication**: Select communication strategies for different audiences and sectors	
PH 19	**Communication**: Communicate audience-appropriate public health content, both in writing and through oral presentation	
PH 20	**Communication**: Describe the importance of cultural competence in communicating public health content	
PH 21	**Interprofessional Practice**: Perform effectively on Interprofessional teams	
PH 22	**Systems Thinking**: Apply systems thinking tools to a public health issue	
TRACK SPECIFIC COMPETENCIES **(MINIMUM OF TWO)**		
HEALTH EDUCATION & PROMOTION COMPETENCIES		
HP1	Apply and integrate evidence-based research, including identifying appropriate data sources and using informatics, to assess a public health issue	
HP2	Apply principles of leadership in designing, creating, and implementing organizational policies, strategies, and interventions that address a significant public health problem for diverse populations	
HP3	Integrate principles of leadership to develop and manage effective interdisciplinary teams to evaluate and address regional health inequities and power imbalances	
HP4	Plan, design, and implement a theory-driven, multi-media communication campaign to diverse communities to influence health promotion program and policy decisions	

HP_5	Apply and synthesize health promotion strategies to community health improvement initiatives through research methodologies and community engaged projects	
GLOBAL HEALTH COMPETENCIES		
GH_1	Evaluate how historical, economic, political, and socio- cultural factors facilitate or hinder cooperation among national and non-governmental organizations that address global health issues	
GH_2	Synthesize global health data to assess their significance and develop strategies to address health problems through the application of evidence-based practice	
GH_3	Evaluate global health interventions related to national healthcare systems and multilateral institutions/organizations, particularly in underserved and low-resource community settings	
GH_4	Apply leadership principles and systems thinking to analyze global health problems/issues and advocate for data-informed solutions	
GH_5	Analyze strategies to address cultural intelligence in communicating health disparities across socially, demographical, or geographically defined populations	

INTERNSHIP LEARNING CONTRACT SUBMISSION CHECKLIST

☐ Signature page:

- filled out
- signed by student and internship site supervisor (wet or electronic)
- Current place of employment, if applicable

☐ Scope of Work:

- Goals – at least three (3)
- Objectives – at least two (2) in each Goal
- Competencies – identified in each Goal

☐ MPH Competency Checklist:

- Filled out from all competencies identified in Scope of Work

☐ Email ILC to Internship Coordinator

- One packet to Internship Coordinator
- Copy Internship Site Supervisor on the email submission
- Follow timelines indicated in Internship Manual and MPH Central
- Submissions less than one week prior to the semester add/drop period will not be accepted

---

Review of ILC Submission

The internship Coordinator will review the ILC and will either approve with signature or request edits.

Approval of ILC

Once approved by the Internship Coordinator, they will give instructions to the student and site supervisor to complete the registration process. See Procedures/Students in the Internship Manual.

Appendix B – Student Evaluation

CSUSM Public Health | MPH Student Evaluation of Internship

Default Question Block – ONLINE LINK WILL BE EMAILED

DO NOT FILL OUT SAMPLE

Q1 When did you take your internship course?

Q2 Please provide your name below:

Q3 Please provide your Internship Site Supervisor's Information:

Name of Internship Site (1) _____
Internship Supervisor's Full Name (2) _____
Supervisor's Title (3) _____
Supervisor's Email (4) _____
Supervisor's Phone (5) _____

Q4 Please answer the following regarding your placement:

Start Date (mm/dd/yy) (1) _____
End Date (mm/dd/yy) (2) _____
Total hours worked (3) _____

Q5 Was this a paid opportunity?

Q6 Was this conducted at your current place of employment?

Q7 Through what source(s) did your find your Internship? Please select all that apply.

Campus website (1)
MPH Central Internships listing (2)
Faculty referral (3)
Internship coordinator (4)
Personal contacts (5)
Current employer (paid work done during the semester) (6)
Other, please specify: (7) _____

Q8 Please indicate the primary reason you selected your internship.

Paid (1)
Internship site supervisor had potential for being a good mentor (2)
Learn new skills (3)
Improve a skill you already had (4)
Explore a new content area (5)
Focus on a particular population (6)
Extend a previous experience (7)
Manageable to finish in X hours (8)
Clearly useful to the agency (9)
Other, please specify: (10) _____

Q12 Please indicate the second most important reason you selected your internship.

Paid (1)
Internship site supervisor had potential for being a good mentor (2)
Learn new skills (3)
Improve a skill you already had (4)
Explore a new content area (5)
Focus on a particular population (6)
Extend a previous experience (7)
Manageable to finish in X hours (8)
Clearly useful to the agency (9)
Other, please specify: (10) _____

Q11 Please indicate the third most important reason you selected your internship.

Paid (1)
Internship site supervisor had potential for being a good mentor (2)
Learn new skills (3)
Improve a skill you already had (4)
Explore a new content area (5)
Focus on a particular population (6)
Extend a previous experience (7)
Manageable to finish in X hours (8)
Clearly useful to the agency (9)
Other, please specify: (10) _____

Q15 Evaluation of Internship Site:

	Exceeded Expectations (3)	Met Expectations (2)	Did Not Meet Expectations (1)
Workspace/Facilities (1)	○	○	○
Opportunities to interact with public health professionals (2)	○	○	○
Opportunities to interact with community members (i.e. agency clients, general public) (3)	○	○	○
Support of Internship Learning Contract Goals and Objectives (4)	○	○	○

Display This Question:

If Evaluation of Internship Site: = Did Not Meet Expectations

Q17 You indicated one or more of the elements of your Internship Site did not meet your expectations. Please let us know why you felt this way so we can continue to improve our internship program.

_____

Q16 Evaluation of Internship Site Supervisor:

	Always (3)	Sometimes (2)	Never (1)
Internship Site Supervisor was available (1)	○	○	○
Provided clear direction (2)	○	○	○
Assigned relevant and appropriate tasks (3)	○	○	○
Provided helpful and timely feedback on my work (4)	○	○	○

Q19 Evaluation of Internship Experience:

a. Considering the Goals and Objectives you developed for your Internship Learning Contract, how did you meet those goals and objectives?

Q20 b. What were the main tasks/responsibilities you had during your experience? Please select the top five from the list below.

Data collection/data entry (1)
Needs assessment (2)
Grant writing/fundraising (3)
Community outreach (4)
Facilitate trainings (5)
Lab work/field sampling (6)
Statistical analysis (7)
Program planning and development (8)
Database development (9)
Public speaking (10)
Develop educational materials (11)
Policy research/analysis (12)
Literature review (13)
Evaluation (14)
Program implementation (15)
Facilitate meetings (16)
Advocacy (17)
Drafting policy/legislation (18)
Other #1, please specify: (19) _____

Other #2, please specify: (20) _____
Other #3, please specify: (21) _____

Q21 c. List any products that you developed (i.e. curriculum, data collection tools, brochures, etc.) and whether they are currently being used by your host agency.

_____

Q22 d. How successful overall was the internship in helping you obtain new skills and competencies?

Q23 Please list examples for part d above.

_____

Q24 Please rate the success of your internship in providing you with . . .

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
A first hand experience in the nature of public health work and the ability to differentiate public health from personal health care in theory, ethics, and practice. (1)	○	○	○	○
Opportunities to apply principles and methods acquired through MPH classroom education, including by not limited to program planning and intervention/health risk assessment strategies, data collection/analysis, critical literature review assessments, etc. addressing health determinates at the individual, group, community, or population level. (2)	○	○	○	○
Opportunities to recognize and describe issues of cultural diversity in public health, including health disparities, risk factors and social determinants of health. (3)	○	○	○	○
Opportunities to interact with public health professionals, leaders, and/or communities member to develop and expand leadership skills and expand a professional network base. (4)	○	○	○	○
Ability to demonstrate your firsthand knowledge of internship site and agencies that partner with the internship site, including mission, services offered, organizational structure, and ethical standards. (5)	○	○	○	○
Increased competency for a professional career in public health. (6)	○	○	○	○
Multiple opportunities to obtain new skills and demonstrate MPH competency attainment as indicated in the Scope of Work. (7)	○	○	○	○
My overall rating of the internship as a valuable learning experience is: (8)	○	○	○	○

Display This Question:

If Please rate the success of your internship in providing you with . . . = Fair

Or Please rate the success of your internship in providing you with . . . = Poor

Q25 You rated one or more of the elements of your program as Fair or Poor. Please tell us why you feel this way so we can continue improving our internship program.

Q26 Are you planning on staying an additional semester?

Q27 Please explain why you will or will not be staying an additional semester.

_____

Q28 If you had to do your internship all over again, what would you do differently?

Q29 Would you recommend that a student do an internship with this organization next year?

Q30 Please explain why you would or would not recommend this organization.

Q31 Evaluation of CSUSM Public Health Internship Guidance

	Excellent (3)	Good (2)	Poor (1)
The CSUSM Public Health Internship Manual (1)	○	○	○
Online Internship Orientation (2)	○	○	○
Guidance by Internship Coordinator (3)	○	○	○
Information on internship/career opportunities (4)	○	○	○

Display This Question:

If Evaluation of CSUSM Public Health Internship Guidance = Poor

Q32 You indicated that one or more elements of your Public Health Internship Guidance was Fair or Poor. Please tell us why you feel this way so we can continue improving our internship program.

_____

Q33 How clear were the CSUSM Public Health policies and procedures for the internship?

Clear (3)
Somewhat clear (2)
Unclear (1)

Q34 Please specify what, if anything, you would liked to have more clarity on.

_____

Q35 Please provide any other feedback or recommendations you have for the internship program.

_____

Appendix C – Site Supervisor Evaluation of Student

CSUSM Public Health | MPH Internship Supervisor's Evaluation of Student
Default Question Block – ONLINE LINK WILL BE EMAILED
DO NOT FILL OUT SAMPLE

Thank you for serving as an MPH Internship Site Supervisor for our students. This evaluation is the final commitment of your role at the supervisor to this student's internship experience and is designed to provide feedback on the student's job performance assisting the student in their academic, personal, and professional development. Your feedback is a crucial part of the internship experience.

Before starting…

- This evaluation should take no more than 45 minutes to complete, and you can stop the evaluation at any point and restart where you left off. Just use the link in the email that was sent to you.
- Please have the Internship Learning Contract for this student accessible, as you will be required to report on the specifics.

During the evaluation…

- Record your appraisal of the student's performance in the evaluation.
- Provide detailed feedback where possible in order to help the student is encouraged.

After the evaluation…

- Once you submit the evaluation, a copy of the evaluation will be made available to the Internship Coordinator.
- Please feel free to discuss your evaluation with the student.

Thank you for taking the time to serve as an internship site supervisor. Your participation and expertise has been greatly valued by all of us in the MPH program.

Q1 Student Name:

First Name (1) _____
Last Name (2) _____

Q2 Internship Supervisor Information:

First Name (1) _____
Last Name (2) _____
Title (3) _____

Q3 Agency Information:

Agency Name (1) _____
Department (2) _____

Q4 Type of Agency:

Government Agency (1)
Hospital/Managed Care (2)
Community Clinic/Health Care (3)
Nonprofit Organization (4)
Research (5)
Pharmaceutical/Biotech (6)
University/Academic Institution (7)
Other, please specify: (8) _____

Q5 Dates of Internship:

Start Date (mm/dd/yy) (1) _____
End Date (mm/dd/yy) Note: if you have not yet finished your internship, please indicated your anticipated End Date (2) _____

Q6 Did the student complete their 180 required hours?

Q7 How many hours remain at the time of completing this evaluation?

SECTIONS I-IV

Please evaluate the student's skills, personal qualities, and overall performance in the four sections below.

SECTION I. INTERPERSONAL SKILLS

	Exceeds expectations (5)	Meets expectations (4)	Short of expectations (3)
Ability to communicate with staff (1)	○	○	○
Ability to communicate with clientele (2)	○	○	○
Ability to work with and for others (3)	○	○	○
Ability to seek and use help (4)	○	○	○
Openness to constructive criticism (5)	○	○	○
Ability to work independently (6)	○	○	○

SECTION II. PERSONAL QUALITIES

	Exceeds expectations (5)	Meets expectations (4)	Short of expectations (3)
Decision making skills (1)	○	○	○
Trustworthiness (2)	○	○	○
Initiative (3)	○	○	○
Creativity (4)	○	○	○
Dependability (5)	○	○	○
Punctuality (6)	○	○	○
Professional appearance (7)	○	○	○
Ability and willingness to learn (8)	○	○	○
Adherence to agency rules/norms (9)	○	○	○

SECTION III. SKILLS

	Exceeds expectations (5)	Meets expectations (4)	Short of expectations (3)
Verbal communication (1)	○	○	○
Written communication (2)	○	○	○
Analyzing problems (3)	○	○	○
Problem solving (4)	○	○	○
Organization (5)	○	○	○
Follow-through (6)	○	○	○
Ability to meet deadlines (7)	○	○	○

SECTION IV. OVERALL RATING

	Exceeds expectations (5)	Meets expectations (4)	Short of expectations (3)
Taking all items into consideration, how would you rate this student's performance at your agency (1)	○	○	○

Q12 Briefly describe the candidate's professional strengths and areas of opportunity for improvement.

SECTION V. ACHIEVEMENT OF PROJECT GOALS AND OBJECTIVES

The Internship Learning Contract (ILC) will be needed for this section and the next. The signed copy was emailed to you by the Internship Coordinator. Please **only use the goals and objectives indicated on the agreed upon Scope of Work** within the ILC for this section. Utilizing the Scope of Work outlined in the Internship Learning Contract**,** assess the extent to which you believe the student achieved their work in the following three sections:

Goals/objectives description

Indicate whether goals/objectives were met

Describe the measure of success for each goal/objective

Q13 How many project goals did the student have for this internship?

Up to five goals can be entered and up to 5 objectives can be entered

	Goal/Objective Description	Met			Measure of Success
	Please list the goal/objective (1)	Yes (1)	No (2)	N/A (3)	Please describe the measure of success below (1)
Goal 1 - Overall (1)		○	○	○	
Goal 1 - Objective 1 (2)		○	○	○	
Goal 1 - Objective 2 (3)		○	○	○	
Goal 1 - Objective 3 (4)		○	○	○	
Goal 1 - Objective 4 (5)		○	○	○	
Goal 1 - Objective 5 (6)		○	○	○	

SECTION VI. ATTAINMENT OF PH STUDENT COMPETENCIES

The Internship Learning Contract (ILC) will be needed for this section. Please only use the PH Competencies indicated in the Scope of Work and PH Competency checklist. Utilizing the PH Competency Checklist in the ILC, assess the extent to which you believe the student mastered these Competencies during their supervised internship experience. Discuss by what means you can determine these were achieved (i.e., measures of success):

First, select the competencies from the drop-down list:
The first three competencies are **foundational**
The last two competencies are **track specific**
Next, evaluate the competence

Q15-17 Please select the three Public Health **Foundational Competency** assessed.

PH 1 - Apply epidemiological methods to the breadth of settings and situations in public health practice (1)
PH 2 - Select quantitative and qualitative data collection methods appropriate for a given public health context (2)
PH 3 - Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (3)
PH 4 - Interpret results of data analysis for public health research, policy, or practice (4)
PH 5 - Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (5)
PH 6 - Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (6)
PH 7 - Assess population needs, assets and capacities that affect communities' health (7)
PH 8 - Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (8)
PH 9 - Design a population-based policy, program, project or intervention (9)
PH 10 - Explain basic principles and tools of budget and resource management (10)
PH 11 - Select methods to evaluate public health programs (11)
PH 12 - Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (12)
PH 13 - Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (13)
PH 14 - Advocate for political, social or economic policies and programs that will improve health in diverse populations (14)
PH 15 - Evaluate policies for their impact on public health and health equity (15)
PH 16 - Apply principles of leadership, governance and management, which include creating vision, empowering others, fostering collaboration and guiding decision making (16)
PH 17 - Apply negotiation and mediation skills to address organizational or community challenges (17)
PH 18 - Select communication strategies for different audiences and sectors (18)
PH 19 - Communicate audience-appropriate public health content, both in writing and through oral presentation (19)
PH 20 - Describe the importance of cultural competence in communicating public health content (20)
PH 21 - Perform effectively on Interprofessional teams (21)
PH 22 - Apply systems thinking tools to a public health issue (22)

Q18-19 Please select the two **Track Specific Competency** assessed.

HP1 - Apply and integrate evidence-based research, including identifying appropriate data sources and using informatics, to assess a public health issue

HP2. Apply principles of leadership in designing, creating, and implementing organizational policies, strategies, and interventions that address a significant public health problem for diverse populations

HP3. Integrate principles of leadership to develop and manage effective interdisciplinary teams to evaluate and address regional health inequities and power imbalances

HP4. Plan, design, and implement a theory-driven, multi-media communication campaign to diverse communities to influence health promotion program and policy decisions

HP5. Apply and synthesize health promotion strategies to community health improvement initiatives through research methodologies and community engaged projects

GH1. Evaluate how historical, economic, political, and socio- cultural factors facilitate or hinder cooperation among national and non-governmental organizations that address global health issues

GH2. Synthesize global health data to assess their significance and develop strategies to address health problems through the application of evidence-based practice

GH3. Evaluate global health interventions related to national healthcare systems and multilateral institutions/organizations, particularly in underserved and low-resource community settings

GH4. Apply leadership principles and systems thinking to analyze global health problems/issues and advocate for data-informed solutions

GH5. Analyze strategies to address cultural intelligence in communicating health disparities across socially, demographical, or geographically defined populations

Q20 Please evaluate the student's current level of competence in the competencies identified above.

	Competent (1)	Somewhat Competent (2)	Not Competent (3)
Foundational Competency 1 (1)	○	○	○
Foundational Competency 2 (2)	○	○	○
Foundational Competency 3 (3)	○	○	○
Track Specific Competency 1 (4)	○	○	○
Track Specific Competency 2 (5)	○	○	○

SECTION VII. Feedback on Student Development

Q21 Identify the areas of professional growth you have noticed in the student over the course of the internship.

Q22 What "professional development plan" would you recommend to the student (e.g., additional courses, skills or experience that would strengthen his/her career potential in public health)?

Q23 In your opinion, how well prepared was the student to undertake the tasks asked of him/her while working on the internship?

Very prepared (4)
Prepared (3)
Somewhat prepared (2)
Not prepared (1)

SECTION VIII: Feedback on Supervisory Experience

Q24 Would you be willing to serve as an Internship Supervisor next semester?

Q25 Please rate the support offered from the CSUSM Public Health program.

	Excellent (1)	Good (2)	Fair (3)	Poor (4)
Communication with the Public Health Internship Coordinator (1)	○	○	○	○
CSUSM Office of Internships (2)	○	○	○	○
Responsiveness (3)	○	○	○	○

Q26 What is your overall rating of the internship experience?

Excellent (4)
Good (3)
Fair (2)
Poor (1)

Q27 We welcome any recommendations or feedback that you have to help us continue to improve the CSUSM Public Health Internship Program.

Q38

MPH Internship Award Nomination: One annual award will be chosen by the Internship Coordinator based upon all the received Internship Site Supervisor nominations.
Criteria

- Made a significant contribution to the internship site (i.e. designed, developed, evaluated investigated a sustainable product to move forward the agenda of the internship site.
- In good standing with the internship site

Do you recommend this student for the MPH Internship Award?

Q39 If you are nominating this student, then please explain your nomination based on the above criteria.

Appendix D – Sample Outline of Internship Announcement

Announcement should include the following elements:

1. Description of the program/project
    a. One paragraph
2. Highlight potential tasks (3-5 tasks)

Assessment	Intervention	Policy	Process
Analyzing and collecting data	Program planning/development	Policy Research	Department, agency, and community meetings
Conduct focus group interviews	Planning workshops, conferences	Advocacy	Consultation
Conduct needs assessment	Providing training/public speaking/presentations	Interpreting regulations/programs from policy	Computer proficiency
Determining program priorities	Setting program objectives		Working with diverse and cultural and ethnic groups
Collecting/analyzing data	Proposal writing/grantsmanship		Working with interdisciplinary teams/groups
Analyses of social, cultural, historical context of problem	Marketing		
	Community organizing		
	Health communications		
	Evaluation research		

3. Include requirements
    - Hours per week
    - Language preference
    - Time commitment
    - Interview
4. Include preferences
    - Prior experiences in…
    - Interests in…
    - Special considerations…
    - Paid/unpaid
5. Contact information and how to apply
    - Submit resume/cover letter or application
    - Email address and webpage where to submit application