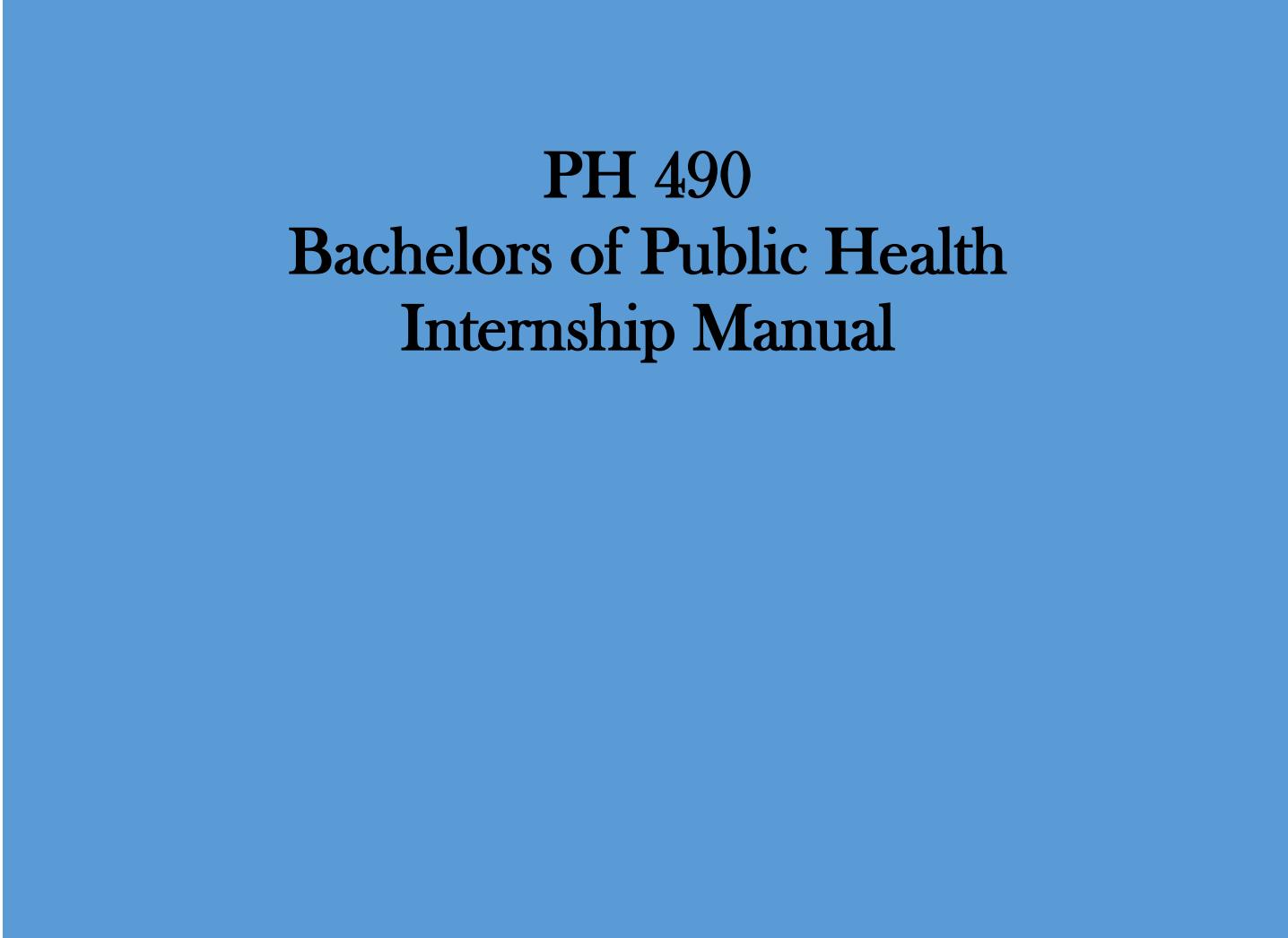




Western Kentucky University

Department of Public Health



PH 490

Bachelors of Public Health

Internship Manual

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Internship Details

An internship with a credit load of 6 hours will consist of 400 clock hours completed in a suitable public health setting, under the supervision of an agency staff member that serves as the preceptor. Students are actively involved in selecting the internship placement. It is the student's responsibility to arrange their internship placement. Internships will require a minimum of 10 weeks to complete.

Internship sites should be chosen very carefully to meet the career goals of the student. It is wise to select an internship that is similar to the type of employment a student desires. It is also wise to complete an internship in the community where employment will be sought, because the internship will provide networking contacts that often lead to employment.

While serving in an internship position, students should behave as an employee: conform to usual dress standards; be prompt and on time for expected business hours; be willing to accept all reasonable work assignments; try to complete specific projects, leading to a finished product. While an internship is a learning opportunity for students, there is also the intent that students make a tangible contribution to the agency where they serve.

Requirements for Preceptors:

Each internship must have a preceptor who works within the organization that is sponsoring the internship. Preceptors should have a bachelor's degree in the appropriate field. In rare cases, an individual with seniority, many years of applied experience and regular continuing education, can function as the preceptor.

Competencies

There are numerous generic skills and competencies that can be gained by an internship. However, the purpose of the Bachelors of Public Health internship is to provide an opportunity for students to strengthen their public health competencies. These competencies relate to the Essential Public Health Services:

1	Monitor health status to identify and solve community health problems
2	Diagnose and investigate health problems and health hazards in the community
3	Inform, educate, and empower people about health issues
4	Mobilize community partnerships and action to identify and solve health problems
5	Evaluate effectiveness, accessibility, and quality of personal and population-based health services
6	Develop policies and plans that support individual and community health efforts

Because the setting and activities of internships vary greatly, it is not feasible to structure an internship so that all of the above competencies are addressed. However, it is expected that in all internship placements, continuous and occasion activities will be related to several of the competencies.

Interns will have a faculty supervisor from the Department of Public Health and also a principal supervisor/preceptor within the agency where they are placed. They will be responsible to the agency supervisor/preceptor for day-to-day activities and seek out this person for assistance as appropriate. The faculty supervisor is also available to discuss and mediate concerns that students may have. It is required that the agency of placement be involved in community activities directly related to the goals of public health. The staff member assigned to supervise an intern must have appropriate professional credentials suitable for supervising and mentoring an undergraduate level intern.

Components of the Internship

Each internship placement should have the following components:

1. An opportunity to work with a practicing professional who is functioning as a leader, or in a similar capacity, for a public health institution, private agency, or organization is the basis for the field internship. This professional will be recognized as a preceptor by the program.
2. Students should have the opportunity to attend as many, and as varied as possible, managerial meetings involving a variety of people in the organization, such as the medical staff, administrators, health educators, epidemiologists, environmentalists and other professionals. In this way, the student gains a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.
3. The student should be assigned one or more specific projects to carry out during the field internship. The projects should be designed so the student has major responsibility, perhaps working with others in the organization, and the result should be a product, written or otherwise, that is of value to the organization. The number and types of projects performed by the student are left to the discretion of the preceptor in recognition of the agency's needs, time constraints, and the student's interests and capabilities.
4. The student should conduct other smaller functions within the organization that contribute to an understanding of the complexities that the organization faces. Any reasonable activity in which the student contributes to the organization through assisting other individuals, and which provides a learning experience for the student, are appropriate.
5. The student should undertake other activities that the preceptor may

assign and which have mutual benefit thus further exposing the student to the organization and the complexities of its working environment.

6. The student develops an understanding of the political context within which public health activities are conducted.

7. The student meets regularly with a preceptor who can guide the student and serve as a role model; the student attends appropriate meetings and seminars.

Due to the wide diversity in field internship opportunities available to students, it is unwise for the program to delineate further the specific nature of the training. However, it is imperative that the preceptor and student, with faculty advisor and internship program director agree on the scope of responsibilities and duties that the student will assume at the beginning of the field internship period.

Field Internship Sites

The Department of Public Health faculty believe that a wide range of organizations and agencies can provide a valuable field internship experience for the student. Therefore, the Internship Supervisor will work with the student to identify and arrange field internship sites that meet the specific needs of individual students in terms of their own career interests and identities. In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. Examples of types of sites are listed below:

- Federal Agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, Health and Human Services, Occupational Safety and Health Administration
- state, county, or city health departments
- other state and local health and social service agencies
- managed care organizations
- neighborhood health centers and community clinics
- hospitals (public, not-for-profit, for-profit, psychiatric, rehabilitation)
- community mental health centers
- environmental health consulting companies
- industrial settings
- voluntary health agencies
- other health-related agencies

Procedures for Field Internship

The internship supervisor will work with the student to identify appropriate training sites for the field practicum experience. Students are expected to prepare their resume or other documentation as required, and be available for interviews at the proposed agency.

While the internship supervisor will attempt to work with each student in obtaining an appropriate site, he/she cannot guarantee placement at a specific site nor assure the specific content of the experience. All reasonable efforts will be made for a successful placement.

Details regarding starting dates, ending dates, hours of work, specific working conditions, and similar matters are to be worked out among the preceptor, the internship supervisor, and the student. A good match between the student and the site is one element that increases the likelihood of a successful field experience. The most important aspect is the match between the knowledge and skills of the particular student and the demands of the tasks assigned by the site.

When a student has been selected for a field internship site and the Internship Supervisor has designated a preceptor, the internship supervisor will confirm with the preceptor and the organization that the field internship is also arranged. The internship

supervisor, in consultation with other designated faculty, will maintain contact with the preceptor as appropriate during the field internship.

As needed, the internship supervisor and/or designated faculty will be available for consultation with either students or preceptors regarding field internship activities. The student is expected to perform at a high level, to work hard, and to meet the requirements specified by the preceptor. The preceptor is expected to assure that the student is monitored, is given adequate and appropriate work assignments, and is provided with day-to-day supervision of the student's work.

The internship supervisor will assume the stance that intervention between the organization and student is appropriate only in instances of significant problems and that part of working in an organization is fitting into the organization's environment. The internship supervisor will intervene only in instances where performance on the part of the student or supervision on the part of the preceptor appears to be inadequate.

Based on reports submitted by the student and by the preceptor and informal communication with the preceptor, the internship supervisor will give the student a grade for the field internship activity. The internship supervisor, if necessary, will discuss with students any difficulties during the field internship including failure to perform adequately, interpersonal problems, or other results of the working experience that might reflect on students' potential professional development. Suggestions for additional course work, for example, in technical areas that might further contribute to the student's professional development and competence will be provided by the faculty so that appropriate electives can be selected. Grading is based on:

Interim Field Internship Reports	30%
Final Field Internship Report	35%
Preceptor Report on Student	30%
PowerPoint slides	5%

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

NOTE: In those instances where the field experience extends beyond the academic semester the student was registered for PH 490, a grade of X; indicating an incomplete grade thus far will be assigned until all hours, reports, forms and preceptor evaluation are complete.

Summary for the Student

The Department of Public Health faculty assumes responsibility for the organization and conduct of required field internship and is available throughout the field internship period

to work with the student and the preceptor on an as-needed basis, formally or informally, to ensure that the needs of all parties are met as fully as possible. Any problems that do arise will be addressed quickly. Where problems cannot be resolved directly between the student and the preceptor, the Internship Supervisor will determine, with designated faculty input, an appropriate resolution.

Internship Documentation

Public health interns should document internship performance with the same procedures as all other public health interns. This documentation includes the internship contract, a short description of the agency where the internship is completed, an on-going journal of time committed to the internship, submitting any products generated (such as reports created, media material produced, outlines of presentations made), and completion of the performance inventories by the student and a preceptor at the site of the internship. The faculty supervisor will provide a more detailed outline of these requirements.

The Preceptor

The involvement of the preceptor in the design, implementation, supervision, and evaluation of all aspects of the fieldwork experience is significant. The Department of Public Health regards the preceptor as the person best able to ensure that the student devotes significant time and energy to improving skills and effectiveness in areas where the student is inherently weak, lacks experience, or is simply uncomfortable. The preceptor has significant responsibility for the development of the student at his/her institution.

The student you select will have a variety of educational objectives and competencies as well as interests and skills. The competencies the Bachelors of Public Health program seeks to develop in all undergraduates is included in the evaluation you will complete on the student at the end of their work. The first step in the training process is to review the student's objectives, education and preparation, and professional work experience and this evaluation form. Learning objectives and competencies should be agreed upon with the student.

During the course of the initial discussions with the student it will be useful to have the student clarify objectives. Consider whether his/her objectives for the placement are appropriate and thoughtfully selected. They may be very specific; more often they are vague and general. Discuss the objectives and clarify them by asking:

- What do you hope to accomplish during this period?
- Are there particular skills you need/want to practice or develop?
- What are your short-term and long-term goals?
- To achieve this objective, I would have you (describe activity). How does that compare to what you have in mind?

Discuss potential projects and the conditions under which you prefer to have the student work. Include supervision schedule, work hours, stipend, travel, access to support staff, etc. Once accord is reached, formalize it by outlining mutual expectations in the written agreement Student Activities/Learning Objectives/Competencies which the student completes and you and the student sign.

EXPECTATIONS OF THE SITE: The site shall make its facilities available to be used for education purposes. The site shall provide the trainee access to available information or sources of information which will further his or her education while assigned to the site.

RELATIONSHIP OF THE UNIVERSITY AND THE TRAINING SITE: The time, location, and circumstances of all training related to this agreement shall be subject to prior approval of the University and the training site, to be mutually agreed upon.

EVALUATION: At the conclusion of the field practicum, the preceptor is requested to complete an evaluation of the student (Preceptor Report on Student).

FACULTY AVAILABILITY: The Faculty will provide overall supervision of the field practicum activity including placement and evaluation follow-up. We rely on the preceptor for the day-to-day supervision of the student. However, we ask the preceptor to call us immediately if any significant problems arise

**Western Kentucky University
Department of Public Health**

Student Application for Internship

Name: _____

Address: _____

City, State, Zip _____

Phone _____ e-mail _____

Credit Hours _____

Type of Organization (Please check one)

Community Service Agency _____

Health Department _____

Hospital _____

Nursing Home _____

Government Office _____

Other _____

Preceptor Name _____

Preceptor Title _____

Preceptor Department _____

Phone _____ Fax _____ e-mail _____

Signature: _____ Date: _____

Western Kentucky University, Department of Public Health, Bowling Green, KY, Phone 270-745-4797, Fax 270-745-4437

**Western Kentucky University
Department of Public Health**

Application for Internship Site Application

Agency Name: _____

Street Address _____

City, State, Zip _____

President/CEO of Agency/or Signature Party _____

Mailing Address _____

Phone _____ Fax _____ e-mail _____

Type of Organization (Please check one)

Community Service Agency _____

Health Department _____

Hospital _____

Nursing Home _____

Government Office _____

Other _____

Preceptor Name _____

Preceptor Title _____

Preceptor Department _____

Phone _____ Fax _____ e-mail _____

Signature of person completing this form _____

Phone _____ Date _____

Western Kentucky University, Department of Public Health, Bowling Green, KY, Phone 270-745-4797, Fax 270-745-4437

**Western Kentucky University
Bachelors of Public Health Program**

Student Activities/Learning Objectives/Competencies

Report of Intended Field Internship Activities

Student: _____

Preceptor: _____

Site: _____

List major projects to be performed (as agreed to by Preceptor):

List competencies for the student (The student will be able to....) See the Preceptor Report on Student for ideas.

List other duties and responsibilities:

This statement of responsibilities is acceptable to us (signatures required):

Student

Preceptor

Advisor

Western Kentucky University
Bachelors of Public Health Program
Agency Profile, Journal Assignment, and Performance Report

Agency Profile

During the course of the internship, students should collect information and write a report that addresses the following:

1. What are the goals, objectives, or missions of the organization?
2. What kind of activities and services does it sponsor?
3. What is the brief history of the organization, or the specific unit in which the internship is being completed?
4. Who are the principal personnel in the organization, and what are their titles and duties? Concentration should be on those that have the most direct contact with the intern and the unit where the internship is being done.
5. Does the unit where the internship is being done have close working relationships with other units in the institution? Briefly describe.
6. Does the unit where the internship is being done have close working relationships with other organizations in the community? Briefly describe.

The report should have a cover page that contains the student's name, the name of the organization, and the date the report was completed. Reports should be double-spaced, and be seven pages or more.

Journal Assignment

Students should keep a written journal, making entries for each day of the internship. Entries should include:

1. brief synopsis of activities for that day
2. specific accomplishments or activities completed
3. problems that occurred, and how they were resolved
4. experiences that provided for learning and professional growth

The journal may be turned in as a complete package at the end of the internship. It need not be typed, but that is preferred.

Performance Report

Interns are required to be productive, accomplishing tasks and developing products, not just associating with agency personnel or observing agency activities. Therefore, students should produce a thorough report outlining the achievements of the internship, and assessing the accomplishment of the objectives developed for the internship, as stated on the internship contract. In many cases, agencies will assign a specific project that will require the intern's complete effort and attention. In other cases, the student will have an on-going project that will be completed in addition to daily or weekly duties that are assigned by the agency supervisor.

The Performance Report should be typed, double-spaced, in professional format. It could include graphics as appropriate. The Report should be a minimum of 10 pages. In addition to giving details of the project and other activities, the Performance Report should also reflect on ways that the internship was guided by the student's prior course work, identifying strengths and weaknesses in the student's preparation, and new concepts and skills gained. The Report should include examples of situations or tasks in which specific skills were practiced. The student should review the list of the Program objectives, and identify which ones were practiced or in what way their mastery was promoted. The Report should have an appendix with any products or materials produced by the intern on behalf of the agency.

Presentation of Internship Achievements

At the end of the internship, and after completion of the Performance Report, interns will be required to submit a presentation, regarding their internship, to a group of faculty and students. Agency preceptors will also be invited to these presentations. The presentation should use PowerPoint or similar presentation software to outline the location of the internship, the objectives and activities, the end products, and the achievement of internship objectives. The professional skill and the content of the presentation will be considered in assigning a grade for the internship.

**Western Kentucky University
Bachelors of Public Health Program**

The Bachelors of Public Health Program is designed to instill and enhance professional skills in seven broad areas. Those seven areas are stated in the form of objectives for this specialization. In the chart below, you will see on the left had column, the seven instructional objectives. It is anticipated that the BACHELORS OF PUBLIC HEALTH internship will provide an opportunity for students to gain or improve their public health and professional skills.

For each area, please decide whether your internship provided an opportunity to work with activities relevant to the area, and whether it was a major focus of your work.

	Major emphasis	
	Skills improved	Skills didn't improve
Monitor health status to identify and solve community health problems		
Diagnose and investigate health problems and health hazards in the community		
Inform, educate, and empower people about health issues		
Mobilize community partnerships and action to identify and solve health problems		
Evaluate effectiveness, accessibility, and quality of personal and population-based health services		
Develop policies and plans that support individual and community health efforts		

I would would not recommend my site to other students seeking an internship because: _____

If I could change anything about my internship, it would be: _____

My greatest challenge during the internship was: _____

Is there anything else about your internship experience you want to share?

**Western Kentucky University
Bachelors of Public Health Program
Student's Evaluation of the Site**

Name: _____ Preceptor: _____

Internship Site: _____

Overall Assessment of Site

The purpose of this survey is to determine what you thought about your internship experience and the site at which you conducted your internship. This survey also asks questions about the preparation you received for your internship. Indicate your level of agreement by circling the appropriate indicator. Please answer all the questions including the narrative questions at the end. The information you provide will be used to continue the process of modifying the Bachelors of Public Health program to better prepare students for employment opportunities or undergraduate education in public health.

As you reach the last week of your internship, please send this evaluation form to your faculty supervisor. This evaluation form does not require your preceptor's initials.

Student Internship Quality Assessment

Name _____ Semester _____ Year _____

	Strongly Disagree	Dis-agree	Undecided	Agree	Strongly Agree
This internship supplies me with an effective range of challenges.	1	2	3	4	5
In this internship, I always felt challenged and motivated to learn.	1	2	3	4	5
This internship stretched and broadened my views greatly.	1	2	3	4	5
My preceptor emphasizes relationships.	1	2	3	4	5
This internship builds understanding of concepts and principles.	1	2	3	4	5
My preceptor was available for assistance.	1	2	3	4	5
My preceptor suggests specific ways I can improve.	1	2	3	4	5
The design of this internship lets me learn at my own pace.	1	2	3	4	5
I had no problem with the workload in this internship.	1	2	3	4	5

I felt free to ask questions.	1	2	3	4	5
My preceptor relates to me as an individual.	1	2	3	4	5
The stated goals of this internship are consistently pursued.	1	2	3	4	5
I had an opportunity to determine my internship objectives.	1	2	3	4	5
This internship contributes significantly to my professional growth.	1	2	3	4	5
The relationship of this internship to my education is apparent.	1	2	3	4	5
The regular assignments are related to the goals of this internship.	1	2	3	4	5
I am satisfied with my accomplishments in this internship.	1	2	3	4	5
The internship helped me to be more able to communicate effectively with clients and other professionals.	1	2	3	4	5

Did you work with marginalized populations (groups without much recognition, power, voice or requiring more resources)?

Yes No

Western Kentucky University
Bachelors of Public Health Program
Internship Preceptor Assessment

Internship Site: _____ Preceptor: _____

The following evaluation is based on a five point scale. 1 = Almost never, 5 = Almost always. Please circle the number you believe most accurately portrays the student's performance or behavior. Space for additional observations/or comments is provided at the end of the evaluation.

In each of the following statements, indicate how the student:	Almost Never				Almost Always
establishes himself or herself as a role model for others	1	2	3	4	5
informs everyone of schedule changes and makes alternate plans	1	2	3	4	5
fosters comfortable and communicative atmosphere with others	1	2	3	4	5
can work without constant supervision	1	2	3	4	5
prepares required reports and written assignments on time	1	2	3	4	5
prepares polished and error free reports and written assignments	1	2	3	4	5
conforms to the organizational policies	1	2	3	4	5
observes confidentiality and respect for the personal privacy of others	1	2	3	4	5
uses a communication style appropriate in a business environment	1	2	3	4	5
listens well	1	2	3	4	5
asks questions that indicates an expanded interest aspects of the work	1	2	3	4	5
remains focused on assignments and disregards outside distractions	1	2	3	4	5
utilizes available time with independent study	1	2	3	4	5
can coordinate several activities without confusion	1	2	3	4	5
shows the ability to organize work and manage time effectively	1	2	3	4	5
suggests new or different course of action in problem situation	1	2	3	4	5
seeks and welcomes additional responsibility when appropriate.	1	2	3	4	5
The internship helped the intern to be more able to communicate effectively with clients and other professionals.	1	2	3	4	5

Did student work with marginalized populations (groups without much recognition, power, voice or requiring more resources)?

Yes No

If your organization had a position available, would you consider this student?

Yes No

In your opinion, and in the opinion of others with whom the student has interacted, how would you rate the academic preparation and knowledge base of this student?

Inadequate _____ Adequate _____ Good _____ Excellent _____

The Bachelors of Public Health Program is designed to instill and enhance public health and professional skills. It is anticipated that the internship will provide an opportunity for students to gain or improve skills in some or all of those seven areas.

For each area, please indicate whether the internship provided an opportunity for the student to work with activities relevant to the area. A major focus would be something that was done certainly every week, and perhaps every day. If for a given area you are unsure about whether it was addressed in the internship experience, or whether the intern's skills improved, check the box "No basis to evaluate."

	Major emphasis		No basis to evaluate
	Skills improved	Skills didn't improve	
Monitor health status to identify and solve community health problems			
Diagnose and investigate health problems and health hazards in the community			
Inform, educate, and empower people about health issues			
Mobilize community partnerships and action to identify and solve health problems			
Evaluate effectiveness, accessibility, and quality of personal and population-based health services			
Develop policies and plans that support individual and community health efforts			

Academic suggestions. In general, what areas do you think our students need more knowledge or preparation?