

SUMMER & FALL 2016

Bachelor of Science with a major in Public Health CPH 493 Internship Manual

DRAFT VERSION – February 2016

*Note: check for a final version of the Internship Manual
at the start of your internship semester*



MEL AND ENID ZUCKERMAN
COLLEGE OF
PUBLIC HEALTH

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THE PUBLIC HEALTH INTERNSHP: AN OVERVIEW

By sustaining an environment of 100% engagement, The University of Arizona supports leaders who, through a tailored learning experience, apply their knowledge and solve the world's grand challenges. The internship is the Mel and Enid Zuckerman College of Public Health's required engagement experience for public health majors. These public health-focused, field-based experiences give Public Health undergraduate students opportunities to incorporate classroom learning into public health practice in preparation for future public health employment. The College is a proud supporter of the experiential internship and students in our program have been successful in their internship experiences for over 25 years.

The internship is a cooperative effort undertaken by various community agencies, The University of Arizona, Mel & Enid Zuckerman College of Public Health, and the students to fulfill the following objectives:

1. To provide opportunities for students to establish competencies for a professional career in public health or other health profession.
2. To provide first-hand experiences in the nature of public health services.
3. To apply public health classroom knowledge to health problems in the community and work environments.
4. To design, implement, and/or evaluate projects that benefit the host agencies.
5. To provide opportunities for students and faculty to meet regularly with health professionals other than those inside the University setting.
6. To offer occasions for students to observe the competencies, skills, and responsibilities of professionals at the host agencies.
7. To challenge students to evaluate their personal attitudes and approaches to working with health professionals, host agencies, and the communities served.
8. To encourage students to reflect on their own public health competencies and professional abilities.
9. To provide opportunities for students to obtain job references from health professionals who can testify to their competencies in a professional context.
10. To enable students to identify skills, knowledge, and competencies that may be needed and may be acquired through additional academic study and training.

INTERNSHIP ADVISOR

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ACADEMIC CREDIT

CPH 493A – The required public health internship: All undergraduate students majoring in Public Health are required to complete six units of public health internship credit (CPH 493a).

Requirements of the CPH 493a internship include 250 contact hours and specific academic deliverables. *Pre-requisites:* Only students who have completed CPH 350, have completed the internship orientation activities, have been accepted into the public health major, and have received the approval of the internship advisor may enroll in CPH 493a.

CPH 493B – The elective public health internship: All undergraduate students majoring in Public Health can choose to complete three or six units of public health internship for elective credit (CPH 493b). Requirements of three internship units include 125 contact hours and academic deliverables; a six unit internship requires 250 contact hours and academic deliverables. *Pre-requisites:* Only students who have completed CPH 178, CPH 200, and six other units of CPH credit, have completed the internship orientation activities, and have received the approval of the internship advisor may enroll in CPH 493b.

Enrollment in Internship Units:

- The internship advisor adds students to internship units (CPH 493a or CPH 493b) after receiving and approving the internship work plan (students cannot add themselves through UAccess).
- The student must be enrolled in internship units during the semester/term in order to count internship contact hours.
- Students may distribute the required units and required contact hours over more than one semester/term with the permission of the internship advisor.
- Students can choose to complete two internships at two different agencies. If selecting this option, students will need to complete academic deliverables for both internship sites (including work plans, activity logs, reports, etc.).

Notations on Academic Record:

Students earn a Superior (S), Pass (P), or Fail (F) grade notation on their academic record for their efforts in the internship units. This type of alternative grading is a standard for this type of course (categorized as “individual studies”) at The University of Arizona and these grades are not included in the calculation of the cumulative GPA. More information on how to earn the specific grade can be found in the ‘grading’ section of this manual and on the course D2L site.

When/if students earn a grade of Superior or Pass, the notation “Engaged Learning Experience: Completed” will appear on their official academic record, including the student transcript.

The public health internship engagement learning activity is: *Community Partnership*. Students mobilize both UA and community resources to raise the visibility of community issues; increase individual and organizational commitment to resolving those issues; develop new solutions to old problems; and/or gain new resources or make better use of existing resources to improve outcomes for members of the community.

The public health engagement learning competency is: *Professionalism*. Students develop a heightened understanding of themselves and others as they participate in various experiences to build their knowledge of professional etiquette and expertise. Based on these experiences, students learn to communicate in an articulate and positive manner, act with integrity, and expand the boundaries of expectation toward a standard of excellence in their work and life.

RESPONSIBILITIES OF THE INTERN

1. To select an agency that will afford the intern the opportunity to apply public health concepts in a real-world setting. **A clinical-based internship (such as shadowing a physician or physical therapist) is not allowed.**
2. To work with the preceptor to develop an individual work plan, with clear learning objectives and related proposed activities. At this time, the intern and preceptor should also discuss expectations for the intern's schedule (including the regular weekly schedule and any known unavailability of either the intern or the preceptor during the semester); expectations for appearance; and any other expectations or agency policies.
3. After approval by the internship advisor and formal enrollment in the internship units, to complete the proposed activities listed in the work plan, accepting the responsibility for the quality of performance. The intern will inform the preceptor of any problems that may interfere with completing any activities on schedule. The intern will also maintain an activity log documenting the work achieved. *(See activity log handout on the course D2L site.)*
4. To communicate with the preceptor before an expected arrival time when illness or other emergency prevents the intern from participation in the scheduled experience.
5. To consult with the preceptor for guidance and approval of the intern's performance throughout the internship. At a minimum of two points during the internship, the intern should ask for formal feedback from the preceptor, using the mid-term and final evaluation forms. *(See evaluation handouts on the course D2L site.)* The intern is encouraged to share with the preceptor impressions and concerns about the experience as it progresses.
6. To share with the internship advisor any concerns not addressed/resolved by the preceptor.
7. To engage in the D2L discussions to reflect on one's own professional development and public health agencies. *(More information is posted on the course D2L site.)*
8. To complete an initial and final report. The initial report provides an orientation to the agency, an understanding of the population that the agency serves, and an interview with the preceptor. The final report links the experience to the classroom learning and critiques the intern's experiences during the internship. *(More information is posted on the course D2L site.)*
9. To complete a community service questionnaire for College reporting purposes on our student engagement experiences. *(More information is posted on the course D2L site.)*
10. Note: This final requirement is only for students enrolled in CPH 493a (the required internship): Produce and submit a professional ePortfolio. *(More information is posted on the course D2L site.)*

RESPONSIBILITIES OF THE AGENCY

1. To communicate the agency's purpose, mandates, policies, programs, rules, and regulations of the agency to the intern.
2. To have an Associate Agreement with the U of A, only if the agency desires.
3. To provide a total of 250 hours (for six units of credit) of work/service during the semester of the internship in public health-related activities. These hours will be distributed over the 15 weeks of the internship (approximately 17-20 hours per week for 15 weeks; Note: the student can elect to pursue a three unit internship for a total of 125 contact hours).
4. To confer with the student to determine his/her responsibilities with the agency.
5. To assign to the intern a preceptor(s) who will supervise the quality and quantity of the intern's work and provide guidance and direction for the intern's professional growth and development.
6. To immediately notify the internship advisor of any problem with the intern.
7. To arrange for the following suggested contacts and observations:

Intra-Agency:

- a. Conferences with the agency director, department heads, support personnel, etc.
- b. Observation of key health education programs, board meetings, etc.
- c. Field visits with policy makers, sanitarians, health educators, etc.

Inter-Agency:

- a. Contacts with other community agencies and professionals who work cooperatively with the host agency in meeting its goals (i.e. Department of Economic Security staff, home economics extension agent, AHCCS, school food services, school health services, recreation services, etc.).
- b. Observations of community partnership or coalition meetings.

RESPONSIBILITIES OF THE AGENCY (cont'd)

8. To plan service/work activities that strengthen the intern's knowledge, skills, and competencies and enlarge his/her understanding of public health processes and practices. These activities should be planned jointly by the preceptor and the intern for the mutual benefit of the agency and the intern. Some suggested activities are listed; however, the agency and the intern are not limited to these:
 - a. To conduct a community assessment for use in developing a program plan.
 - b. To plan, implement, and evaluate a health education program for a selected target population in the community.
 - c. To plan, conduct, and evaluate a series of health education sessions for a group of agency clients who have a shared health need (WIC participants, food stamp recipients, persons with diabetes, overweight persons, etc.).
 - d. To plan, conduct, and evaluate an in-service training series for agency staff.
 - e. To research, prepare, and evaluate a teaching aid/tool or other methodology needed in the agency.
 - f. To provide consultation to a community group that receives services from the host agency.
 - g. To counsel clients attending agency clinics or programs (prenatal, family planning, well-baby, chronic diseases, STD prevention, etc.).

RESPONSIBILITIES OF THE PRECEPTOR

1. To obtain administrative approval to supervise students in the agency.
2. To assist the intern in developing a mutually agreeable work plan.
3. To complete and submit a MEZCOPH Preceptor Agreement form, as well as submit a current resume.
4. To introduce and orient interns to personnel and programs in the agency so that the intern will feel comfortable in the work environment.
5. To interpret the policies and procedures of the agency and the need for the intern's compliance with local policies and procedures while working in the agency.
6. To provide the intern with information on the agency's program(s) and services, identifying needs that exist in the agency and in the community.
7. To serve as a role model for the intern.
8. To schedule weekly, mutually convenient meeting times with the intern for guidance, assistance, and evaluation.
9. To be available to the intern for an interview on the agency and their professional career path as the intern develops their initial report.
10. To maintain communication with the internship advisor regarding the intern's performance, including immediately notifying the internship advisor of any problem with the intern.
11. To complete and email an evaluation of the intern at the mid-point of the internship and at the end of the internship to stephks@email.arizona.edu
12. To certify and email the intern's activity log to stephks@email.arizona.edu

FORMS THAT REQUIRE PRECEPTOR COMPLETION AND/OR APPROVAL

(request blank templates from intern or internship advisor)

- A) Work Plan
- B) Preceptor Agreement and resume
- C) Mid-Term Evaluation
- D) Final Evaluation
- E) Activity Log

RESPONSIBILITIES OF THE INTERNSHIP ADVISOR

1. To orient the student to the purpose and objectives of the internship and answer any questions that the student may have along the way of searching for and securing an internship experience.
2. To orient each agency health professional/preceptor to the purposes and objectives of the internship and explore the preceptor's interest and willingness to accept responsibility for intern supervision.
3. To review with the intern the goals, objectives and activities for personal and professional development during the internship.
4. To give final written approval for the conditions and plans for the intern's placement and work with the preceptor.
5. To maintain open and on-going communication with the agency, preceptor, and interns.
6. To direct the academic deliverables of the internship using the D2L course site.
7. To assign the final grade for the enrolled units.

ACADEMIC DELIVERABLES & DUE DATES

Note: more details about all academic deliverables will be listed on the D2L course site

SUMMER 2016

Special notice regarding summer term due dates – due to the variability in the start and end dates of summer internship experiences, the due dates are dependent on the individual student's internship timeframe – see D2L for more information about your assigned deadlines.

<i>Deliverables</i>	<i>Due Dates</i>
Work plan and preceptor agreement	May 2, 2016
First day of the Summer term and first day that contact hours can begin being “counted”	May 16, 2016
D2L discussions <i>OR</i> Reflection journals - for student's abroad, off the grid, or otherwise without internet connection (a student interested in this option should speak with Stephanie before the summer begins)	To be determined
Initial report	To be determined
Mid-term evaluation	To be determined
Final day for counting contact hours	August 5
Final evaluation	To be determined, but no later than August 5
Activity log	To be determined, but no later than August 5
Community service questionnaire	To be determined, but no later than August 5
Final report	To be determined, but no later than August 5
ePortfolio (this deliverable is only required for students enrolled in CPH 493a)	To be determined, but no later than August 5

FALL 2016

<i>Deliverables</i>	<i>Due Dates</i>
Work plan and preceptor agreement	August 5, 2016
First day of the Fall semester and contact hours can begin being “counted”	August 22, 2016
First D2L discussion	September 6-8, 2016
Initial report	September 16, 2016
Second D2L discussion	September 27-29, 2016
Mid-term evaluation	October 10, 2016
Third D2L discussion	November 15-17, 2016
Final evaluation	December 9, 2016
Activity log	December 9, 2016
Community service questionnaire	December 9, 2016
Final report	December 9, 2016
ePortfolio (this deliverable is only required for students enrolled in CPH 493a)	December 9, 2016

GRADING

It is especially important throughout the internship course deliverables that the student explains how they incorporated public health concepts and skills into the internship.

It is the student's responsibility to ensure that all deliverables (listed above) are submitted by the stated deadlines. If at any time this is not possible, the student should be in contact with internship advisor and explain the reason for delay and the estimated date the deliverables will be submitted.

Students should follow proper writing style structures in each deliverable (i.e. grammar, citation).

See the "Notations on Academic Record" explanation on page 4 (under the Academic Credit section).

See the Grading Rubric on the next page for more information on how to earn your desired grade.

NOTE: Students must receive superior marks in each of the categories and have turned in all assignments on time to receive an overall Superior grade.

Requested letters of recommendation are rarely written for those who earn a Passing grade.

Incompletes are granted on an individual need basis. Should you be considering an incomplete, please talk with the internship advisor as soon as possible.

Requirement	Superior	Pass	Fail
Work Plan and Preceptor Agreement	Detailed and signed work plan submitted/accepted.	(N/A as students are not enrolled in the academic units without a detailed and approved work plan.)	
D2L Discussions	Thoughtful and respectful engagement during online discussions. Professional communication is maintained at all times.	The discussion posts include all the components however the ideas presented are not fully developed. Professional communication is maintained at all times.	Irregular/no contributions during online discussions OR professional communication is not maintained at all times.
Reports: Initial and Final	The reports include all the components as detailed in the instructions and the ideas presented have clear connections to public health. The reader is interested and engaged by the ideas presented. The reports are professionally presented.	The reports include all the components as detailed in the instructions, however the ideas presented are not fully developed.	The reports are not submitted OR are not professionally presented.
Mid-term evaluation	The mid-term evaluation indicates superior or satisfactory (average) professional behavior.	The mid-term evaluation indicates satisfactory (average) professional behavior.	The mid-term evaluation indicates unsatisfactory or unprofessional behavior.
Final Evaluation	The final evaluation indicates superior professional behavior AND/OR improved professional behavior since the mid-term evaluation.	The final evaluation indicates satisfactory (average) professional behavior.	The final evaluation indicates unsatisfactory or unprofessional behavior.
Activity Log	The activity log indicates the required contact hours were met.	The activity log indicates the required contact hours were met.	The activity log indicates that the required contact hours were not met.
Community Service Questionnaire	The questionnaire is completed in entirety.	The questionnaire is completed in entirety.	The questionnaire is not completed.
ePortfolio (only required for those students enrolled in CPH 493a)	A portfolio is created and includes several examples of the student's best work from their undergraduate career.	A portfolio is created, however the portfolio only includes one or two samples of work.	The final portfolio is not created.

REQUIRED STATEMENTS

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity. The official policy found at:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

Plagiarism: What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas)

The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at:

<http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines>

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: <http://policy.arizona.edu/disruptive-behavior-instructional> and the Policy on Threatening Behavior by Students found at:

http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf

Communications: You are responsible for reading emails sent to your UA account from the internship advisor and the announcements that are placed on the course D2L site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:

<http://www.registrar.arizona.edu/emailpolicy.htm>

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at:

<http://catalog.arizona.edu/2014%2D15/policies/disability.htm>

Engagement: The University policy on Engaged Learning is available at

http://catalog.arizona.edu/2015-16/policies/engagemt_guidelns.htm. For more information on Engaged Learning, students can reach out to Jessica Acuña, 100% Engagement Coordinator with

the Zuckerman College of Public Health (Phone: 520-626-3395 / Email: acunaj@email.arizona.edu). Students can also read more here: <http://ose.arizona.edu/100-engagement/>

Grade Appeal Policy: <http://catalog.arizona.edu/2014-15/policies/gradappeal.htm>

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action.

Smoking and Tobacco Policy: The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: <http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf>