Public health focuses on monitoring, achieving, and improving the health of a population and is practiced in a variety of settings. The public health professional applies knowledge and skill from the core content areas of public health (biostatistics, epidemiology, environmental health, health services administration, and social and behavioral sciences) to design, manage, and evaluate solutions to public health problems.

Using the internship site as the "organizational laboratory," the Master of Public Health (MPH) student begins to integrate and apply new knowledge and to develop and practice the skill sets necessary for success as a public health professional.

The internship is intended to develop direct understanding and experience in public health or health promotion organizations thereby exposing the student to organizational cultures, management systems, operations and resources, programs and services, and target populations. Such knowledge, skills, abilities, and experiences will continue to develop and grow as each student graduates and becomes a life-long learner and practitioner of public health.

This manual, provided to students at orientation and available via the department website, serves as the main required reading for the internship “course” in conjunction with a project site on Canvas. All materials contained in this manual are provided in electronic form on the project Canvas site.
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Purpose

The MPH Internship provides a structured and supervised opportunity for the student to apply classroom knowledge and skills of public health and health promotion, to a practice setting. The practice experience occurs in a carefully selected health services organization approved by the MPH Program Director and is jointly supervised by program faculty and a qualified, program-approved, preceptor. Ideally, the preceptor serves as a professional mentor for the student illuminating the transition from education to professional practice.

Internships are either volunteer (unpaid) or formal (paid) placements; either are acceptable; each has their benefits and drawbacks. Similarly internships can be local, regional, out-of-state or international as long as they meet the same basic requirements outlined in this manual.

In many cases, the internship is a springboard to the capstone (thesis or project), where the student builds on the internship experience to plan and implement the internship or thesis and extend the relationship with the organization, and/or to other professional opportunities.

Internship Experience Objectives

The objectives of the MPH Internship are to:

• Provide a practice setting for the student’s application and integration of core public health knowledge.
• Experientially prepare the student with inter-disciplinary skills and competencies.

Consistent with the competency model, upon successful completion of this course, each student will be able to:

• Apply the principles of planning, design, development, budgeting, management and quality assessment to organizational and community initiatives.
• Prepare methodologically sound programming and evaluation plans and research proposals.
• Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
• Assess public health organizations in terms of their stated mission, set of core values, and vision.
• Demonstrate leadership through effective team building, negotiation, and conflict management skills.
• Demonstrate effective written and oral skills for communicating public health concepts, data and solutions with diverse professional and lay audiences.
• Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
• Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.
Suggested Outline and Timeline for Summer Internship

The majority of full-time MPH students are placed in their internship during the summer between their first and second year; this is the recommended time. The diagram below outlines the major tasks in order for interning during the summer and completing the final internship deliverables to successfully pass the internship course, HLTH 6471. The manual content is organized using these steps.

**Planning January**
- Talk to other MPH students about their internship experiences; review Canvas site
- Identify a possible agency and contact potential preceptors; begin drafting goals and objectives (see Appendix A)
- Submit Appendix A to MPH Director with draft goals and objectives

**Getting ready March-May**
- Complete agency requirements/waivers including criminal background check and/or drug screen
- Register for HLTH 6471 - Summer Session 1
- Obtain professional liability coverage
- Receive notification from PHS Department of formal placement at your internship site

**Placement June-August**
- During the first week of your internship, finalize internship goals and objectives, and submit to MPH Director for approval.
- Submit progress reports for every 30-40 hours of effort
- Begin crafting Internship Final Report

**Wrap-up September-December**
- Have your preceptor complete and submit Appendix C: Preceptor Internship Evaluation
- Submit Appendix D: Student Internship Evaluation
- Submit a first draft of the internship report in October; revise and resubmit as needed; submit final draft by last day of fall semester
Planning the Internship

As the emphasis of the internship is on the integration and application of newly acquired knowledge and skills into one’s professional practice, waivers are not given for this requirement. For most full-time students, your internship will occur in the summer between your first and second year of study. You should begin planning in January of the year you wish to have your internship. The following outlines the prerequisites and steps for planning the internship experience.

**Eligibility.** Students must have completed or be concurrently completing HLTH 6201–6205 and at least 18 credits of graduate level work. Exceptions to this requirement are at the discretion of the Program Director.

**Choosing an agency.** Consider one or all of the following dimensions when trying to select an agency. Having a sense of who, what, where and how will help you identify relevant agencies.

- **Population.** What population group do you want to serve? Consider age, gender, race, sexual orientation, families, workers, etc...
- **Health issue or behavior.** Consider the 10 leading causes of death from both a public health perspective (tobacco, physical activity, diet, etc…) and a clinical perspective (cardiovascular disease, cancer, etc…).
- **Fundamental social factors:** poverty, crime, housing, education, voting
- **Setting:** health department, clinics, hospitals, hospice, nursing homes, schools, community centers.
- **Public health discipline.** Epidemiology, biostatistics, environmental or occupational health, social and behavioral determinants, health administration
- **Delivery focus.** What phase of public health interests you? Advocacy (working with groups to influence people on a particular issue); health education (delivery education programs/messages for primary or secondary prevention); hands-on screening or treatment; research.
- **Geography.** Can you travel? Local, state, regional, national, international.

Please consult MPH students who recently completed an internship, the student’s advisor and/or the MPH Director, who can suggest organizations meeting a student’s specific interests and support the student in this process.

**Use the HLTH 6471 Canvas project site.** All MPH students have access to this Canvas site from the time they are first accepted into the program.
Students are permitted to conduct an internship at their current place of employment provided that their internship responsibilities are outside their current scope of duties and their internship preceptor is someone other than their current supervisor.

**Defining the scope of the internship.** In consultation with the practice site or organization develop a short, formal proposal of the work or project to be accomplished during the internship (see Appendix A). This proposal will be refined in consultation among the student, the practice site preceptor, and the MPH Director. *Proposed activities must be at a graduate level,* consistent with the competency development expected for the internship, and all stakeholders benefit from this arrangement, including the student, the agency, the University, and (foremost) the community served by the organization.

**Enroll in HLTH 6471.** The MPH Program Director is the instructor. Enrollment is on a “permission only” basis. A permit to register will only be issued once the previous steps have been completed.

**Major deliverable.** The major deliverable from this phase is the approved (by MPH Program Director) Appendix A.

**HLTH 6471 Canvas Project Site**

In addition to this manual, the Internship Canvas project site serves as your primary resource for planning, conducting and completing the internship. Resources available through the internship resource site include:

1. A listing of over 125 previous internship sites and current or former MPH employers.
2. Syllabus for the HLTH 6471 course detailing all requirements
4. Internship Information Session handouts
5. Discussion board for pre-internship questions and questions which arise during the internship
6. All internship related forms that students must complete
7. Information for internship preceptors
8. A copy of the preceptor survey
9. Information on preparing internship progress reports and example reports from previous years
10. Information on preparing the final internship report and example reports (in draft, with feedback, and in final form) from previous years.

**Role of the Preceptor**

The preceptor is responsible for the student’s learning during the internship experience. The preceptor should be master’s prepared in public health, health promotion, or a related discipline (or be bachelor’s prepared, CHES certified, and have at least three years of professional practice
experience) and be engaged in professional public health practice. Preceptors should not be current UNC Charlotte MPH students. The responsibilities of the preceptor are as follows:

- The preceptor works with the student to define the expected activities and deliverables consistent with the organization’s needs and capacity, the student’s interests, and the requirements and expectations of the MPH Program.
- The preceptor identifies, during the planning stage, any organizational requirements (e.g., background checks, drug screens, HIPAA training) and procedures needed to a) clear the student to be engaged as an intern at the agency and b) to assist the MPH Director in generating the formal agreement between the University and the organization to host the intern. [Note: Depending on organizational requirements and concerns raised by either party as to the specific language of the agreement, this process may take up to several months. Students are strongly advised to plan accordingly.]
- The preceptor plans the internship experience and directs the student.
- The preceptor serves as a role model for the student and advises the student routinely.
- The preceptor periodically consults with responsible faculty on the student’s progress.
- The preceptor completes a student evaluation form at the end of the internship experience.

Students are encouraged to provide the summary and a link to (or a copy of) this manual to prospective preceptors when negotiating an internship. Students also are advised to encourage prospective preceptors to contact the MPH Director to clarify any issues the student is unable to address.

Role of the Faculty Advisor

The faculty academic advisor assists students in the identification of participating organizations and worthwhile experiences as part of the regular advising and course planning process. Advisors may assist students in preparing the initial Appendix A form to submit to the MPH Director.

Student Responsibilities

Students are expected to take the initiative in identifying an appropriate organization and initiating the planning for the internship in a timely manner. This requirement ensures the organization selected is most appropriate to assist the student in integrating and applying his or her knowledge and skills in a practice setting consistent with the student’s career aspirations. The internship experience is one of several “portfolio building” activities within the MPH program. Such experiences, professional contacts, and interactions can enhance one’s understanding of a specific niche within the broad field of public health and also enhance one’s employability following graduation.

Students are encouraged to share this manual (at least the synopsis appendix for preceptors) with potential preceptors and to involve the MPH Director, as needed, when planning the internship experience.

Failure to meet these deadlines may delay the start of an internship (one cannot begin until the formal placement letter has been issued and/or signed) or prompt assignment of a course grade.
Reminder – deadlines are intended to signal the last date at which a task should be completed. Early submission is welcomed and encouraged.

Several months prior to beginning the internship, the student must meet or email communicate with the internship preceptor and, using this manual as a guide, establish the student and organizational goals for the internship.

**Preparing Appendix A: Establish goals and objectives**

At least two months prior to beginning the internship, the student must meet or communicate with the internship preceptor and, using this manual and the course syllabus as a guide, establish the student and organizational goals for the internship. The student should derive internship goals consistent with the MPH program competency domains outlined in the MPH Student Handbook, the minimum competency set for this course (listed in this manual and in the course syllabus), the student’s professional development needs and interests, and the organization’s capacity and willingness to support the internship. The student is encouraged to share a copy of the internship overview (Appendix E), which summarizes the internship process and the responsibilities of a preceptor, during this negotiation. Preceptors are sent a copy of this document with their preceptor letter.

Once the goals for the internship are established, the student will develop objectives designed to contribute to the achievement of each goal. These objectives need to show adequate graduate level content of the planned experience. Please consult references on Bloom’s taxonomy of learning objectives and focus on levels 4-6 (application-synthesis/evaluation).


Think in terms of the ‘deliverables’ ... the tangible products/evidence attached as an appendix to the internship report that will ‘prove’ the goals were achieved.

‘Evidence’ can include photos, programs, surveys or questionnaires, reports, presentations, email correspondence, and other indicators of service delivery.

The student and preceptor will update and finalize, as needed, the goals and activities within the first twenty hours/one week of the internship by providing written documentation to the MPH Director and requesting permission for substantive changes as far in advance as is practicable.
Once Appendix A has been submitted, the college will generate the university required formal placement letter and/or affiliation agreement. Please note the following:

**Establish an affiliation agreement.** For voluntary (unpaid) positions, a formal affiliation agreement between the agency and our college is required. We already have affiliation agreements with many local and regional agencies. If an affiliation agreement does not exist, *the affiliation agreement process can take as little as one-two weeks to one-two months (or longer)* depending on the levels of approval required by both organizations in completing their due diligence and meeting their respective legal requirements.

We cannot officially place students in a voluntary internship until an affiliation agreement is signed and the student has complied with all requirements outlined in that agreement. [Students are free, however, to ‘volunteer’ at the agency, provided the agency will permit them to do so ahead of the formal internship placement.]

Given the unpredictability of this timeline, students are strongly advised to plan well ahead.

**Obtain student professional liability insurance.** ALL students engaging in a voluntary internship must purchase and provide proof of student professional liability insurance. See details below and visit: [http://publichealth.uncc.edu/student-resources/internship-requirements](http://publichealth.uncc.edu/student-resources/internship-requirements)

**Meet other agency requirements.** Many organizations require criminal background checks, drug screens, and proof of immunization, among other organization-specific requirements. Unless paid by the organization, the student is responsible for these costs. The College and University have specific requirements for how these assurances should be gathered and paid for if they are not conducted by the organization. See [http://publichealth.uncc.edu/student-resources/internship-requirements](http://publichealth.uncc.edu/student-resources/internship-requirements) for details. *Note: Criminal background checks of international students typically take 45 days to complete.*

As noted on the acknowledgement form signed upon matriculation into the program, students unable to arrange an internship due to issues surrounding the criminal background check, drug-screen or other requirements will be disenrolled from the MPH Program. Please see the policy included as Appendix B in this manual for further details.

**Major deliverables.** In this phase, the student is responsible for obtaining professional liability insurance and meeting any other requirements of the internship organization. The major deliverable from this phase is the *formal internship placement letter* from the Department of Public Health Sciences.
For volunteer internship placements, there must be an affiliation agreement between the college and agency. Students in volunteer internship placements must meet the following requirements before the formal start of the internship:

1. Student has signed the acknowledgment of the College's criminal background check and drug screening policy (expected to be completed during the first two weeks of matriculation into the program).
2. Student has provided the College proof of professional liability insurance.
3. Student has provided the College any agency-required documentation such as proof of criminal background check, drug screening, HIPAA training, and blood borne pathogen training) and/or immunization records, etc. All agency-related requirements must be met in order for the formal internship placement letter to be generated.
4. Preceptor/Agency has signed and returned the formal placement letter (if needed).

For paid or formally organized internships, no further actions are needed for formal placement provided the

1. Student has signed the acknowledgment of the College’s criminal background check and drug screening policy (expected to be completed during the first two weeks of matriculation into the program).
2. Student has provided the MPH Program Director a formal letter/email/offer of the position.
**Placement**

**Formal placement**

Once the student and preceptor have been sent the *formal internship placement letter* from the college, the student can officially begin the internship.

During the internship, students must meet the following requirements in order to successfully complete the internship, which results in a passing grade for HLTH 6471.

- The student will complete a minimum of 160 hours of public health internship experience with the selected organization.
- The student will submit periodic progress reports to the MPH Director or designee.
- The MPH Director or designee may make one site visit or request a teleconference during the internship, especially for internships involving first time preceptors.

**Major deliverables.** In this phase, major deliverables for students are: submitting the 4 progress reports and completing the negotiated internship goals and objectives in Appendix A and/or the 160 hours, whichever takes longer.

**Periodic Progress Reports**

Students are to submit updates to the faculty advisor after every 30-40 hours of effort. These 4-5 updates should summarize:

- Key activities conducted or completed during the period,
- Status of and progress on stated project objectives,
- Barriers to project completion and barriers to learning, and
- Progress towards the overall internship goals.

These updates should e-mailed to the MPH Director. The progress reports do not need to be formal or lengthy; relevant, concise, and succinct reports are encouraged. As a guide for the student, a sufficient progress report can be completed in less than 30 minutes. As the weekly hours spent vary across internships, reports are expected after the first 20 hours (finalizing goals) and after every 30-40 hours of effort thereafter (e.g., 4-5 reports in total).

The student is expected to save and aggregate these reports to include as a single appendix to the final internship report.

**Completion of Hours**

While a timesheet/log is not required, a student is expected to have a mechanism to track hours spent on the internship and to defend the assertion that the 160 hours of effort has been met. The preceptor must corroborate this assertion.
Site visit

At some point during the internship, the MPH Director may arrange (or the student or preceptor may request) a brief (usually 1 hour) meeting with the intern and the preceptor. For internships held outside of the immediate Charlotte area, a phone or video conference may be substituted. Such meetings have four primary purposes: 1) ensure the intern is engaged at the site and that the site is providing the experience promised, 2) address any questions/concerns/suggestions the preceptor might have about the student, the process, or opportunities for further collaboration, 3) addresses questions/concern/suggestions the intern might have about the internship, course expectations, and future opportunities, and 4) review course deliverables/expectations vis-à-vis the final report and evaluations. Any other topics of import to the preceptor or student can be added to this agenda.

Professionalism.

Conduct. Students are advised to maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community. Students should know and abide by the six areas of ethics for a health educator (see MPH Student Manual).

Mobile use. When you are working with the community and/or meeting with agency representatives, possible preceptors or employers, DO NOT CHECK YOUR PHONE OR TEXT. It is rude and sends the message that whoever is communicating with you is more important than the person/people with whom you are meeting. If you are expecting an urgent call or text (for example, someone having surgery), then let the person know that you will need to check your phone. Otherwise, turn it off and put it away. Not everyone is a slave to their phone.

Attire. Dress for the job you want, not the job you have. If you haven’t previously visited the agency, consult previous interns, a faculty member or the MPH Director about appropriate attire. If there’s some doubt in your mind, don’t wear it. Avoid very casual clothes on a first meeting (e.g. blue jeans, sneakers, t-shirts, cropped shirts, anything with fashionable rips or tears, flip flops, or tops with spaghetti straps). You want people to remember you for your knowledge and skills, not what you wore or how you looked. Err on the conservative side. For those with extensive body art, less is more. Consider long sleeves and pants. Once you have the internship or job, then ask your supervisor about what is normal office attire or appropriate for your role.

Do not chew gum.

Electronic Communication Courtesies. Students sending UNC Charlotte-related communications should do so as responsible professionals. Electronic communications are far more prone to misinterpretation than many other forms of communication. Their brevity and lack of non-verbal cues heightens this possibility. Writing good electronic communications requires students to raise dramatically their level of sensitivity to the potential reactions (misinterpretations) of diverse readers. When communicating electronically, always “take the high road” of graciousness and sensitivity. If you are in doubt, do not send the email as it provides a permanent record. Students should bear in mind that for communication to be effective, the message must be
meaningful and understood by the recipient and should not require great effort on the recipient's part, especially if the student is requesting action or response as a result... make it easy for the recipient to respond.

Do not write maliciously or negatively about anyone or any place in an email; never “flame out” in an email. Many organizations archive emails for years. There are many rules and regulations that limit the confidentiality of workplace email exchanges when using workplace computers or organization-provided email addresses.

Email etiquette: Ensure the email contains a brief descriptive subject line. Include a proper salutation, e.g., "Dear Dr. ...." Make sure the person’s name is spelled correctly. Always err on the side of the higher title. Compose a brief, organized message that is appropriate in tone and formality given its purpose and recipient. Close the message with your name (and title if appropriate and not included as part of a signature block). Ensure the message is spell-checked/proofed before it is sent.

Do not compose email messages in all caps: USING ALL CAPS IN AN EMAIL MESSAGE IS OFTEN INTERPRETED AS YELLING. Instead, use an underscore at the first and last letters of a word you wish to emphasize, like_this_.

Attachment etiquette. Use commonly available formats (e.g., *.doc [many organizations might not yet support *.docx formats], *.pdf, * xls). Ensure attachments have meaningful file names for the message’s recipient. For example, a student named Carmen Diaz, knowing that her professor would receive 50 attachments named “report.doc,” would name her internship report “Diaz_Cameron_InternshipReport_1AUG2011.doc.”

Dismissal. Students can be dismissed from the internship if they demonstrate behavior that conflicts with professionalism essential to Public Health practice. This may include, but is not limited to: displaying problems for which the student does not respond to appropriate treatment or counseling within a reasonable period of time; engaging in public health practice for which the student has not been authorized; displaying conduct which violates the Code of Student Academic Integrity, violating the Code of Ethics for the Health Educators, or threatening the physical, emotional, mental, or environmental health or safety of others or the student himself or herself. The academic consequences of being dismissed from an internship placement can range from being placed in another internship with a possible delay in degree progress (requiring an additional semester) to failing the course and potential charges through campus student conduct policies. See Relevant/related Policies and Procedures for further details.
Once the student has completed the 160 hours of the formal placement, or met the internship goals and objectives, s/he must document the experience and complete the required evaluation procedures.

- The student will write a well-constructed internship report (10-20 pages, excluding appendices) detailing the internship experience, referencing and integrating core public health knowledge that will be evaluated by the Program Director or designee.
- The preceptor will evaluate the student using the Preceptor Internship Evaluation form (Appendix C).
- The student will evaluate the internship experience using the Student Internship Evaluation form (Appendix D).
- The MPH Director or designee will evaluate the student's overall performance in the internship and assign a grade of pass or unsatisfactory.

**Major deliverables:** Final internship report, Appendix C and Appendix D.

**Course Assessment**

The HLTH 6471 is graded on a Pass/Fail basis; the final grade will be determined by the MPH Director. The grade is based on each student's performance on the following criteria:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Relative Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutually established internship goals between the preceptor and student (Appendix A)</td>
<td>10%</td>
</tr>
<tr>
<td>Progress Reports (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptor Internship Evaluation (Appendix C)</td>
<td>20%</td>
</tr>
<tr>
<td>Student Internship Evaluation (Appendix D)</td>
<td>10%</td>
</tr>
<tr>
<td>Student Internship Report (2 drafts 10% each, the final 20%)</td>
<td>40%</td>
</tr>
</tbody>
</table>

For further details on the course requirements, please consult the HLTH 6471 syllabus located on the Canvas project site.

**Internship Final Report**

As a requirement of passing the Internship course and to demonstrate application of public health knowledge and skills, the student will draft and internship final report summarizing accomplishment of the established goals and assuring accountability during the field experience. Each student intern is required to prepare and submit a report based on the following format. Please follow the outline carefully and format as indicated. Students may submit at most 2 drafts and make associated revisions before the final report is submitted to the MPH Director. Each draft should be a complete draft of the entire report with all sections and all supporting evidence in appendices. Plan accordingly in order to be finished in the semester following the internship.
INTERNSHIP REPORT OUTLINE

TITLE PAGE

EXECUTIVE SUMMARY
Concisely describes the internship experience and the salient results and conclusions

TABLE OF CONTENTS

1.0 INTRODUCTION
1.1 Problem or Issue (What is the public health problem(s) or issue(s) that you were addressing with your internship)
1.2 Objectives (the approved learning/outcome objectives of the Internship experience from Appendix A)
1.3 Background (Describe the public health problem, citing relevant literature and statistics, organizational context, rationale for selecting this organization and set of activities... references to at least 5 peer reviewed items are required)

2.0 METHODS [the 'HOW']
2.1 Setting (Description of the site at which you did the internship, including physical space, clientele served, number of employees, etc…)
2.2 Oversight (The background, training, and role(s) of your Internship preceptor(s); how often you met; how feedback was communicated; the type of feedback and supervision you received)
2.3 Methods (methods used to achieve each project objective listed in 1.2; do not describe outcomes in this section)
2.4 Timeline (outline of key project activities/dates; refer to and include aggregated progress reports as an appendix)

3.0 RESULTS [the 'WHAT']
Provide a brief overview paragraph of your products/results. Next introduce, by objective, the results/evidence that each objective was met (or not) in section 3.1
Introduce the objectives and results then review/summarize each objective in detail
3.1 Objective X (This section should be organized according to the objectives stated in section 2.2 above...restate each objective; state whether the objective was met or not, and then summarize the supporting evidence, introducing/referring to supporting appendices.)
3.2 Integration and reflection. Describe how the internship experience integrated the student's course work from the MPH Program. The scope of this section may be the overall Internship experience, the project, or a specific situation/set of activities described as a detailed case study. (This analysis is an essential part of the report and will be an important element used in assessing the adequacy of the Internship Report.)
3.3 Reflection (Describe and give specific examples of how the internship experience relates back to the literature review, integrated MPH course work, afforded opportunities to apply skills acquired in the classroom, and enhanced your training in the MPH program that augmented knowledge and understanding of public health practice.)
4.0 DISCUSSION AND CONCLUSIONS
Summarize general conclusions drawn from the internship experience. Describe any new avenues of inquiry that the internship experience suggested to be a more effective public health practitioner. Indicate any exposure to or observation of operational or practice issues that will affect future course selection
4.1 Socialization. Describe the socialization experiences that the internship opportunity afforded, e.g., helped to teach about professionalism or how to behave in particular roles.
4.2 Mentorship. Discuss the opportunities that the internship provided to learn about the art of mentorship
4.3 Leadership. Discuss the opportunities the internship provided to learn about the art of leadership
4.4 Improvement. Describe shortcoming and recommend options for improving the internship experience and/or student academic preparation for it.
(Feel free to add any other relevant items or issues in any section of your report.)

REFERENCES (A minimum of 5 references are required)
Referenced literature in the report should be consistent with the American Psychological Association (APA) style or another widely accepted style used within the professional setting.

APPENDICES. Include copies of tangible products of the internship experience, etc., as well as a compendium of the progress reports. Specifically introduce and briefly summarize each appendix within the body of the report. These appendices serve as the ‘evidence’ that a given objective was accomplished. Agency/preceptor permission might be needed (or content redacted) to ensure that the agency’s or its clients’ confidentiality/proprietary interests are maintained. Each appendix should be titled and begin on its own page. Appendices should be labeled and sequenced based on the order in which they first appear in the report text. The first appendix referenced in the report is Appendix A; the second is Appendix B...

NOTE: The report is generally between 10 to 20 pages long, excluding appendices. The report should summarize/introduce – not duplicate – information provided in the appendices. The nature of the appendices may allow for a substantially shorter written narrative. The student must ensure that all required content is provided.

Preceptor Evaluation of the Intern
At the end of the experience, the student must ensure that the preceptor completes an evaluation of the student using the form shown in Appendix C of this manual. The preceptor should send (mail, email, fax) the completed form to the MPH Director.

Student Evaluation of Internship Experience
At the end of internship, the student will evaluate the internship experience using the form included as Appendix D of this manual. The student assessment must be returned (mail, email, fax) to the MPH Director.

Writing Resource Center
Students are strongly encouraged to schedule an appointment with the UNC Charlotte Writing Resource Center (http://wrc.uncc.edu/) prior to submitting the initial draft of their Internship Final Report. The Writing Resource Center provides one-to-one writing support/instruction to students of all writing abilities. For more information, call 704-687-1899, or e-mail wrchelp@uncc.edu.
Relevant /Related Policies & Procedures

The Department of Public Health Sciences, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in the MPH & Graduate Certificate in Community Health Programs. Because of the nature of professional public health practice, the Department of Public Health Sciences has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective public health professionals. All MPH and Graduate Certificate students are expected to read, understand, know, and follow the applicable program policies and procedures. "Not knowing" does not excuse a violation.

In addition to the MPH & Graduate Certificate Program policies and procedures discussed in this section, students are expected to know and abide by the policies outlined for the College of Health and Human Services, the Graduate School (see http://graduateschool.uncc.edu/academics/catalog.html), and the University (university-level policies can be found at http://legal.uncc.edu/policies/). UNC Charlotte policies apply to students while at an internship site. Directly relevant university-level policies that students should know and abide by while at an internship site include the following:

- **Student Appeals and Grievances** (http://legal.uncc.edu/policies/up-403)
- **The Code of Student Responsibility** (http://www.legal.uncc.edu/policies/up-406)
- **The Code of Student Academic Integrity** (http://legal.uncc.edu/policies/up-407)
- **Student Grievance Procedure** (http://legal.uncc.edu/policies/up-411)
- **Sexual Harassment Policy and Grievance Procedures** (http://legal.uncc.edu/policies/up-502)

The Equal Employment Opportunity Commission (EEOC) guidelines define sexual harassment as follows:

Harassment on the basis of sex is a violation of Section 703 of Title VII, which states that: "Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when --

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment"

**Reporting sexual harassment.** A student needs to:
• Document the incident. Keep a written record of the time, place, person, and action and any witnesses.

• Discuss the offense with the Agency Preceptor and MPH Internship Director

• Seek resolution. If a resolution cannot be reached, the student will be removed from the internship placement (without penalty) and an alternative placement will be sought.

• Responsible Use of University Computing and Electronic Communication Resources (http://legal.uncc.edu/policies/up-307).

Violations of Expectations

When a student may have violated one or more of the expectations for interns, the MPH Program Director will determine whether the violation warrants a warning and follow-up or dismissal. The MPH Director may temporarily suspend the student from further course or internship involvement pending the issuance of the written and oral warning or the outcome of the procedure for dismissal.

Warning and Follow-up. Where the MPH Director determines that violation of any of the standards should be addressed through warning and follow-up, the MPH Director and/or Agency Preceptor will provide the student with oral and written warnings outlining the exact nature of the behavior, standards, and changes the student needs to make. Written evaluation of necessary changes shall be carried out by the MPH Director and/or Agency Preceptor and shared with and signed by the student. Should the student subsequently fail to meet any of the standards or changes stated, dismissal from the internship and/or the MPH Program may occur.

Dismissal. Where the MPH Director determines that the procedure for dismissal from the internship and/or the MPH program should be invoked, s/he will provide the student with a written statement of the facts upon which the proposal to dismiss is based. The student will have the opportunity to appear before the Public Health Program Governance Committee (PHPGC) to refute the facts, offer other information, or make any other statement concerning the proposed dismissal. The MPH Program Director and PHPGC will consider that information together with the information upon which the proposal to dismiss was based and determine whether adequate cause for dismissal has been established. The MPH Director will notify the student of the decision.

Post-dismissal Procedures. Refer to the MPH Student Manual and/or the related college and university policies. Note: Upon dismissal from a course, the student may invoke the “Academic Grievance Policy of the College of Health and Human Services.” Per the current College of Health and Human Services Handbook, the written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to of the Chair of the Department of Public Health Sciences, following steps 1 and 2 of the “Academic Grievance Policy.”
# Appendix A: Internship Contact Form

## Student Information

Student Name: ___________________________ BANNER ID: __________________

Contact Information During Internship:

Email: ________________________________ Phone No:_____________________

## Agency Information

Agency/Organization: ______________________________________________________

Address: ________________________________________________________________

____________________________________________

Telephone: ____________ Fax: ________________

## Preceptor Information

Preceptor Name: _________________________________________________________

Degrees: _________________________________________________________________

Years in organization: _____________________________________________________

Title: ________________________________________________________________

Telephone: ________________ Fax: ________________

Email: ________________________________

This internship is (circle one): paid unpaid

If unpaid...is the internship part of an organized internship program? (Yes/No)

is the internship within current place of employment? (Yes/No)

Semester/Year of Registration: ______________________________

Proposed Start Date: _____________ Proposed End Date: _________________

Proposed Internship Goal(s) and Objectives:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix B: CBC/Drug Screen Policy

Dear MPH Student:

As a student in the MPH Program in the Department of Public Health Sciences, College of Health and Human Services, you will complete an internship (practical field placement) at an appropriate public health agency. Formal relationships with agencies for internships are managed at the college level. Most agencies require our students to complete criminal background checks and drug screening prior to entering the agency for any educational experience. Therefore, to complete your program requirements with an agency, you must obtain any required criminal background checks and drug screens (the cost of which is your responsibility) and provide other requisite documentation.

In response to these requirements, the College of Health and Human Services has revised its policy regarding criminal background checks and drug screening. (The policy follows this letter.)

Please complete and sign the Drug Screening and Criminal Background Check Acknowledgement and Agreement and return it to Julie Ann Howell in the Department of Public Health Sciences, CHHS 431 [jhowel35@uncc.edu, 704.687.7191; 704.687.1644 (fax)] by the end of the add/drop period of your first semester as a matriculated degree student.

You are reminded that you must comply with agency requirements such as obtaining the results of your criminal background check and drug screening BEFORE you begin HLTH 6471 Internship or any comparable class. Failure to comply with these requirements in a timely manner may result in an unsatisfactory (failing) grade.

Unless facilitated by your agency, criminal background checks must be performed by the state appointed vendor, Certiphi. Please refer to the Clinical Agency Compliance on the college’s website at http://publichealth.uncc.edu/student-resources/internship-requirements for specific details. No other agency’s criminal background check will be accepted.

Drug screening information is provided on the same webpage. You, as a student, are responsible for keeping the results of the criminal background check and the drug screen to demonstrate compliance to each affiliation agency. UNC Charlotte College of Health and Human Services will not keep records of student results and therefore cannot verify for you or the agency if you are in compliance with the agency’s policy. (Our records will only note whether you have complied with these procedures or not; they do not contain their findings.)

If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one attempt to find a replacement site. A student may be dismissed from a program because education affiliation agencies will not accept a student based on the results from the criminal background check and/or drug screen.

Please also refer to your student & internship manual and other related college policies and procedures for other procedural and academic requirements for internships/practica.

Sincerely,

Jan Warren-Findlow, MBA, PhD
Associate Professor, Public Health Sciences
Director, MPH Program
Jwarren1@uncc.edu
704.687.7908
www.publichealth.uncc.edu
1. **Introduction**

It is a condition of initial enrollment in the College of Health and Human Services (CHHS) Programs, and a condition of eligibility to continue enrollment, that CHHS students meet all academic and other requirements imposed by CHHS, as well as all requirements of each external health and human service agency where CHHS attempts to place the student in a given semester.

CHHS must secure the cooperation of independent external health and human service agencies (“Agencies”) to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Agencies will not accept students who do not meet requirements that apply to employees at the Agency, including drug tests and criminal background checks. Because criminal background checks are now required by the North Carolina Board of Nursing for all licensure applicants, and because of recommendations from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), many Agencies now require that CHHS students who will intern at their sites successfully complete criminal background checks and drug screening.

Many public and private schools and social services agencies also require criminal background and drug screening of CHHS students who interact with elementary/high school students and social service clients. Thus, in addition to meeting all CHHS academic and other requirements, students have the additional responsibility to meet requirements imposed by each Agency where they will receive clinical or field education, including internships.

A student who is rejected by one or more Agencies because of failure to meet that Agency’s criminal background and/or drug testing requirements may be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

2. **Agency Criminal Background Check Requirements**

   a. **Comply with the criminal background check requirements at each agency to which students are assigned.**

      In some cases, the Agency will facilitate criminal background checks. Students will usually bear all expense associated with meeting these requirements. **CHHS will receive notice only that the student has been accepted or rejected by the Agency.** If a student is rejected, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

   b. **Undergo a criminal background check by a CHHS-approved agency.**

      Some Agencies require that students obtain criminal background checks on their own. In these cases, students should apply to a CHHS-approved criminal investigation agency for a criminal background check to be conducted at the student’s expense. The criminal investigation agency will provide the background check results to the student. **Students are responsible for keeping the original criminal background check and sharing the results with each Agency that they are assigned to.** If a student is rejected from an Agency, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.
3. **Agency Drug Screening Requirements**

   a. **Comply with the drug screening requirements at each agency to which students are assigned.**

   In some cases, the Agency will facilitate drug screening. Students will usually bear all expense associated with meeting these requirements. **CHHS will receive notice only that a student has been accepted or rejected by the Agency.** If a student is rejected from an Agency, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

   b. **Undergo drug testing by a CHHS-approved drug screening laboratory.**

   Some Agencies require that students obtain a drug screening on their own. In these cases, students should apply to a CHHS-approved independent drug screening laboratory for a drug test to be conducted at the student’s expense. **Students will be given the original results, which they are responsible for sharing with the Agency.** If the result is positive, and the Agency rejects the student, CHHS will attempt to place the student at another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

6/1/05
DRUG SCREENING AND CRIMINAL BACKGROUND CHECK
ACKNOWLEDGEMENT AND AGREEMENT

UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES
EDUCATION PROGRAMS REQUIRING EXTERNAL HEALTH OR HUMAN SERVICE AGENCIES

Student’s Printed Name

CHHS Program

1. I understand and acknowledge that the UNC Charlotte College of Health and Human Services (CHHS) has affiliated with several health care and human services facilities (hereinafter “Agencies”) to provide internships, field placements or clinical experiences for students in the CHHS (hereinafter “Students”). I further understand and acknowledge that the Agencies have a compelling interest in the integrity of their services and the health and safety of their patients, others who may come into contact with Students, and the Students themselves.

2. I understand and acknowledge that in order to protect their interests, many Agencies require Students to comply with their drug testing and/or criminal background check policies and to undergo drug testing and/or criminal background checks as conditions of participating in their education programs. In addition, such Agencies often require that Students submit to the required drug testing and/or criminal background checks at the Students’ own expense. I understand that the CHHS will provide Students with information to obtain the drug testing and/or criminal background checks required by the Agencies.

3. I understand and acknowledge that a Agency may, in accordance with its policies, reject or expel a Student from its Agency based on the results of the drug testing and/or criminal background checks.

4. I am or will be enrolled as a student in the CHHS, and I plan to participate as a Student in an educational experience at an Agency.

5. Because participation in agency-related educational programs is a degree requirement for students in the CHHS program indicated above, I understand that I may be required to undergo a criminal background check and/or drug screening as a condition of my participation in an internship, field placement or clinical experience at an external health and human service agency.

6. As a condition of participating as a Student in an education program, I hereby agree to comply with the criminal background check requirements at each Agency to which I am assigned. If the Agency facilitates criminal background checks, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the Agency requires that I undergo a criminal background check prior to my placement, I agree to undergo a criminal background check by a CHHS-approved agency at my own expense. I will then submit my original results to the Agency, which shall determine whether the results of my criminal background check are acceptable.

7. I hereby agree to comply with the drug screening test requirements at each Agency to which I am assigned. If the Agency facilitates drug screening, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the Agency requires that I undergo drug screening prior to my placement, I agree to undergo drug testing by a CHHS approved testing laboratory at my own expense. I will then submit my original results to the, which shall determine whether the results of my drug screening are acceptable.

8. I have read both the CHHS Criminal Background Check and Drug Screening Policy and this Acknowledgement and Agreement, and I understand its contents. I have had the opportunity to ask questions of and discuss the Policy and this Acknowledgement and Agreement with appropriate administrators in the College of Health and Human Services. I understand that I am responsible for meeting the requirements set forth in the Policy and this Acknowledgment and Agreement.

Student’s Signature

Date
Appendix C: Preceptor Internship Evaluation Form

Master of Public Health Program
MPH PRECEPTOR INTERNSHIP EVALUATION

Thank you for your sponsorship of this intern. Please complete this evaluation form and return it to the MPH Program (by mail, email, or fax).

Jan Warren-Findlow, MBA, PhD
Director, MPH Program
UNC Charlotte, CHHS 427B
9201 University City Blvd
Charlotte, NC 28223-0001
jwarren1@uncc.edu
704.687.7908 (phone)
704.687.1644 (fax)

The information will be useful in preparing this student for future work and help us enhance the MPH Program.

Student’s Name:______________________________________________________________

Preceptor’s Name:____________________________________________________________

Preceptor’s Title:______________________________________________________________

Organization in which the Internship was served, including division/unit if applicable:

___________________________________________________________________________
Intern Name: ____________________________________

Using the rating scale below, please indicate the student’s level of performance during the Internship experience on the criteria listed.

1 = Failed to meet expected performance level
2 = Partially met expected performance level
3 = Met expected performance level
4 = Exceeded expected performance level
NA = Not applicable or unable to assess

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student met agreed-upon time commitment (minimum of 160 hours).</td>
<td>1</td>
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<tr>
<td></td>
<td>2</td>
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<td></td>
<td>3</td>
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<td></td>
<td>4</td>
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<td></td>
<td>NA</td>
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<tr>
<td>2. Student was dependable and responsible in carrying out assignments and duties.</td>
<td>1</td>
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<td></td>
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<td></td>
<td>4</td>
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<td></td>
<td>NA</td>
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<tr>
<td>3. Student functioned well within the organization.</td>
<td>1</td>
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<tr>
<td></td>
<td>2</td>
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<td></td>
<td>3</td>
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<td>4</td>
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<td></td>
<td>NA</td>
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<tr>
<td>4. Student functioned well with community stakeholders and/or clients.</td>
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<td></td>
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<td></td>
<td>NA</td>
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<tr>
<td>5. Student was able to identify sources of data and information required for the internship experience.</td>
<td>1</td>
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<td></td>
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<td>NA</td>
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<tr>
<td>6. Student was able to analyze and/or synthesize data and information.</td>
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<td>4</td>
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<td></td>
<td>NA</td>
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<tr>
<td>7. Student completed the necessary background research.</td>
<td>1</td>
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<td>2</td>
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<td></td>
<td>3</td>
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<td></td>
<td>NA</td>
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<tr>
<td>8. Student completed internship assignments/ projects in the agreed-upon time frame.</td>
<td>1</td>
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<td>4</td>
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<tr>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>9. Student’s written work was completed and well prepared.</td>
<td>1</td>
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<td>2</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>10. Student had the necessary knowledge and skills for this Internship.</td>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<td></td>
<td>NA</td>
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<tr>
<td>11. Student conducted him/herself in a professional manner.</td>
<td>1</td>
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<td>2</td>
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<td></td>
<td>3</td>
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<td>4</td>
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<td></td>
<td>NA</td>
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<tr>
<td>12. Student worked well with others.</td>
<td>1</td>
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<td></td>
<td>2</td>
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<td></td>
<td>3</td>
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<td>4</td>
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<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

Revised July 2015
Using the same rating scale as above, please indicate the degree to which the student’s demonstrated level of competence during the Internship experience met your expectations.

<table>
<thead>
<tr>
<th>My expectations for this student’s ability to...</th>
<th>Exceeded</th>
<th>Met</th>
<th>Partially met</th>
<th>Not met</th>
<th>Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of planning, design, development, budgeting, management and quality assessment to organizational and community initiatives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Prepare methodologically sound programming and evaluation plans and research proposals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Demonstrate leadership through effective team building, negotiation, and conflict management skills.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Demonstrate effective written and oral skills for communicating public health concepts, data and solutions with diverse professional and lay audiences.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
</tbody>
</table>
Comments: Please provide comments on the following items:

1. Any of the previous criteria on which the student was rated as poor/failed to meet expected performance level:

2. Your overall impression of the student’s work on this Internship experience.

3. Any areas where the student’s academic preparation for assigned work could be improved.

4. How useful the Internship experience was for your organization.

5. Would you be willing to sponsor another intern from the UNC-Charlotte MPH Program?

Preceptor’s Signature: ______________________________________ Date: __________
Master of Public Health Program
MPH STUDENT INTERNSHIP EVALUATION

Please complete this evaluation form and return it to the MPH Program (by mail, email, or fax).

Jan Warren-Findlow, MBA, PhD
Director, MPH Program
UNC Charlotte, CHHS 427B
9201 University City Blvd
Charlotte, NC 28223-0001
jwarren1@uncc.edu
704.687.7908 (phone)
704.687.1644 (fax)

The information will be used to help us enhance the MPH Program.

Student’s Name: ________________________________________________________________

Preceptor’s Name: ______________________________________________________________

Preceptor’s Title: ________________________________________________________________

Organization in which the Internship was served, including division/unit if applicable:

_____________________________________________________________________________
I. Estimate how many hours you spent at the Internship site ________________

II. Using the rating scale below, please evaluate the Internship site/organization and Internship experience you completed by circling the number that best reflects your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Scale:</th>
<th>1: Strongly Agree</th>
<th>2: Agree</th>
<th>3: Disagree</th>
<th>4: Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Being required to write-up the Internship proposal in advance of beginning the Internship was useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. The selection of my Internship site was suited to my needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I would have liked to spend more than 160 hours at the Internship site</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Due to my schedule, I found it difficult to find the 160 hours to spend at the Internship site</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. The Preceptor understood the purpose of the Internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. The Preceptor took time to assist me, when necessary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. The Preceptor had the skill and knowledge to assist me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Staff at the Internship site/organization understood what I was doing there</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. The organization willingly provided the information I needed to carry out my assignments/projects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. If needed, I was provided with space in which to work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. If needed, I was provided with equipment with which to work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Guidelines for the written report were clear and useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. I had the necessary knowledge and skills for this project</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. The Internship provided a ‘real world’ experience for using skills and knowledge learned in the MPH program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Overall, the Internship experience was worthwhile</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Using the rating scale below, please assess your abilities to perform the following competencies during the Internship experience.

<table>
<thead>
<tr>
<th>Compared to a master’s level professional, I can…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of planning, design, development, budgeting, management and quality assessment to organizational and community initiatives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Prepare methodologically sound programming and evaluation plans and research proposals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Demonstrate leadership through effective team building, negotiation, and conflict management skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Demonstrate effective written and oral skills for communicating public health concepts, data and solutions with diverse professional and lay audiences.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
<tr>
<td>Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>U/A</td>
</tr>
</tbody>
</table>
III. Please provide comments below on:

1. Any item above that needs clarification or further comment.

2. Any areas where you believe you were not well prepared for the Internship experience.

3. Any particular positive aspect of the experience, the organization, or the Preceptor.

4. Any suggestions that you may have for improving the Internship experience.

5. Would you recommend this employer for another intern from the UNC-Charlotte MPH Program?

__________________________________________
Student’s Signature: ___________________________ Date: ____________
Dear Prospective Preceptor:

Thank you for your interest in supporting a Master of Public Health (MPH) student through our required internship experience. We realize the effort this requires on your part and greatly appreciate your willingness to mentor an emerging public health professional. We aspire to ensure that our internships result in positive experiences for all stakeholders involved, including our students, the organization, our program, and—most importantly—your agency’s clients, the public.

This letter is intended to briefly outline, from the preceptor’s perspective, the expectations and processes required of our students in arranging and completing an internship. These expectations are outlined in detail in the student’s Internship Manual, which is accessible as a PDF file via our department’s website (http://publichealth.uncc.edu). This summary is divided into three phases: establishing the internship; precepting the internship, and evaluating the internship.

**Establishing the internship.** We expect our master’s students, as part of demonstrating their competence to act as a professional, to identify an appropriate site for their internship and a supervisor (preceptor). The student and preceptor then negotiate the specific arrangements, goals, and deliverables. Prior to the start of the internship, the student is expected to develop a preliminary statement of goals and objectives and to identify a number of organizational details that are needed in order for our College to generate a formal internship placement letter. All agencies who sponsor interns must have an agency-level affiliation agreement with our college, if one does not already exist. The affiliation agreement and the formal placement letter must be in place prior to the start of the internship. (Depending on the needs of the agency, this process may involve development of several iterations spanning several months. Thus, students are advised to plan well ahead.) To generate the formal internship placement letter, the student will need to ascertain:

- Name and mailing address of Agency
- Name, title, phone, fax, and email of preceptor
- Planned start/end dates and approximate weekly hours to be spent on internship
- Brief summary of planned activities/projects for internship experience
- If an agency affiliation agreement is needed, also required are:
  - Name, title, and contact information of Agency signature authority (if different from preceptor)

**Agency requirements/waivers**

Student interns must comply with college and department policies for the internship as well as any agency-specific requirements set forth in the affiliation agreement. **Neither the preceptors nor I can modify the requirements set forth in these affiliation agreements.** Modifications to these requirements can only be made by formal amendment of the agreement by the responsible signature authorities for the Agency and the College.

Generally, I will be in contact with preceptors (by email or phone) prior to the start of the internship, but prospective preceptors are encouraged to contact me at any point in the process.
**Precepting the Internship.** Once the formal placement letter has been issued, the student is free to officially begin the internship. Within the first twenty hours of effort, the student is expected to “finalize” the statement of goals and deliverables with you and report them to me for approval. The preceptor provides oversight and guidance of the intern throughout the experience. We expect master’s students to be self-directed, but recognize that the preceptor will need to provide an orientation to the organization and facilitate acculturation into the agency.

The student intern is expected to provide me with brief progress reports following every 40 hours of internship experience. These progress reports can be used to document changes in the planned scope of activities, etc., due to changing organizational needs and priorities (as is typical in professional practice). For first time preceptors or upon a student or preceptor request, I will phone preceptors to discuss the internship and the internship process with you. The goal of this call is to determine if there are any issues that the program needs to address and/or to get feedback on how we can better prepare our MPH students for their internships. If needed (or practical) a site visit can be arranged, or a skype call may be substituted.

Note: MPH students are required to complete a culminating or “capstone” activity as part of the MPH program. In many cases, interns have identified projects or activities that are part of their internships that they may later build upon for a thesis or project. You are encouraged to discuss options for such a synergy if you wish to continue the relationship with the student, hopefully increasing the benefit to all stakeholders.

Please contact me should any difficulties or concerns regarding the intern or the internship experience arise.

**Evaluating the internship.** At the conclusion of the internship, the preceptor is asked to complete a brief (3-page, typeable PDF) assessment of the intern and to return it to me (by mail, email, fax). The student will provide you this form (or it can be found on the Public Health Sciences website).

Again, thank you for your support of our program and our MPH students. Please feel free to contact me if you have any questions.

Sincerely,

[Signature]

Jan Warren-Findlow, MBA, PhD
Associate Professor, Public Health Sciences
Director, MPH Program
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www.publichealth.uncc.edu