



AUGUSTA UNIVERSITY

**COLLEGE OF ALLIED
HEALTH SCIENCES**

Interdisciplinary Health Sciences

The Master of Public Health Program

Internship Manual

MPHC 8722



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INTRODUCTION

This manual is intended to provide clear and concise guidance to MPH students in selecting and completing a Public Health Internship. The MPH Internship must be in partnership with a public health organization, such as a community-based organization, clinical/healthcare setting, school-based setting, federal/state/local public health agency or research institution.

The MPH Internship is intended to offer hands-on experience in the field of public health while blending in practical skills with academic learning. The Internship aims to afford students with opportunities to apply and test public health concepts and theories in realistic settings and improve knowledge related to core public health competencies and concentration-specific competencies. The MPH Internship allows students to enhance the skills needed to become successful in their chosen fields. Students will continue to develop and grow their knowledge, skills, and competencies as life- long learners.

This Internship Manual is also available to students via the program website and serves as a reading requirement for the internship course, MPH 8722. All survey templates included in this document are available on the program website and administered through the online survey tool, Qualtrics®.

PURPOSE

The MPH internship offers practical learning experiences in the areas of Environmental Health, Health Informatics, Health Management, and Social and Behavior Sciences. The internship is supervised by the MPH Internship Coordinator (an MPH faculty member) in consultation with a qualified preceptor at the internship site and the student's Academic Advisor. The Site Preceptor plays a crucial role in ensuring that the student receives hands-on field experience in public health and attains the internship goals and objectives identified at the onset.

Goals of the Internship

The broad goals of the internship are to enable the intern to:

1. Establish, implement and evaluate learning goals and objectives;
2. Integrate public health theory with community-based practice;
3. Expand understanding of the role of health-related agencies in the community setting;
4. Gain an understanding of the organization and policy issues, administration, research, funding sources, program activities and evaluation, and challenges faced by community health organizations;
5. Improve communication and professional skills through on-the-job training;
6. Assume specific roles and responsibilities for planning, implementing, administering, and/or evaluating some particular part of the agency's program(s);
7. Analyze the role of public health in agency activities and the health of the community.

MPH Concentration Specific Competencies

Environmental Health

1. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
2. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
3. Discuss multiple risk management and risk communication approaches to issues of environmental justice and equality.
4. Develop a testable model of environmental insult.

Health Informatics

1. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
2. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
3. Use information technology to access, evaluate, and interpret public health data.
4. Use informatics methods and resources as strategic tools to promote public health.
5. Use informatics & communication methods to advocate for community public health programs and policies.

Health Management

1. Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the U.S.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

Social and Behavioral Sciences

1. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
2. Apply ethical principles to public health program planning, implementation, and evaluation.
3. Specify multiple targets & levels of intervention for social & behavioral science programs/policies.

MPH Competencies Reinforced

The MPH Internship will reinforce some or all of the following competencies from the MPH program:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels .

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health .
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity leadership .
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges .

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation .
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on inter-professional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

INTERNSHIP REQUIREMENTS

The emphasis of the MPH Internship is to integrate newly acquired skills and knowledge into professional practice. All MPH students are required to complete the MPH Internship, MPHC 8722. There is no exception. Students must have completed a minimum of 12 credit hours in the MPH program before enrolling in the Internship. **The Internship is 5-credit hours and requires a minimum of 125 hours of field experience.**

The MPH Internship Coordinator manages enrollment in MPHC 8722 – MPH Internship. Students must attend the Mandatory MPH Internship/Capstone Orientation held in spring semesters prior to enrolling in the MPHC 8722. During the orientation, the MPH Internship Coordinator will provide the student with the Internship Manual, including a listing of potential internship sites (Appendix A). The student may either select a location from the list or choose a different site. The student is responsible for contacting the site and arranging for the Internship in advance of the Internship semester.

1. MPH students are expected to identify an organization and establish an agreement to complete the internship. The internship is subject to approval by the student's Academic Advisor and the Internship Coordinator. A student is allowed to fulfill the internship experience in his/her place of employment based upon specific guidelines to promote optimal learning for students in such circumstances:
 - a. The internship responsibilities are outside the scope of their current duties and responsibilities.
 - b. The Site Preceptor is not the student's current supervisor.
2. Once the student has identified a practice site the student must develop a detailed work plan (Appendix B), including specific/customized learning objectives to be accomplished during the internship in consultation with the Site Preceptor. The work plan will include learning objectives of the internship and must be approved by the Site Preceptor, Academic Advisor and Internship Coordinator before starting the internship. The goal of this process is to ensure that both the student and the internship organization benefit from the arrangement. Once the Internship Coordinator and Academic Advisor approve the objectives, the Internship Confirmation Form (Appendix C) will be used to confirm the final work plan.

3. Prior to register for MPHC 8722, the student must submit: (1) the Work Plan, (2) the Internship Confirmation Form, (3) the Abstract Form (Appendix D) approved by his/her Academic Advisor , and (4) the MPH Internship Rules (Appendix E) signed by the student.
4. The student will complete at least 125 hours of internship within the selected organization during the semester of enrollment in the MPHC 8722 course.
5. The student will electronically submit progress reports to the MPH Internship Coordinator via Desire-to-Learn (D2L). Each report must include one reinforced competency and one concentration-specific competency performed, met or completed.
6. Throughout the Internship, the student is required to keep record of the Internship Time Log (Appendix F). The time log is submitted to the Internship Coordinator via D2L at the end of the semester.
7. If necessary, the MPH Internship Coordinator may request a site visit or a teleconference with the Site Preceptor during the internship.
8. By mid-term, the Internship Coordinator will request the Preceptor's Evaluation of the Intern (Appendix G) about the student's progress. It is the student's responsibility to work with the preceptor to complete this form in a timely manner.
9. The student will prepare a final report describing their internship experience that will be evaluated by the MPH Internship Coordinator.
10. At the end of the semester, the preceptor will be requested to assess the student (Appendix H) and submit the evaluation through the Qualtrics®.
11. The student will complete a self-evaluation of the internship experience as well as an organizational assessment using a structured assessment tool (Appendix J) and submit the evaluation through the Qualtrics®.
12. The Internship Coordinator will assigned a grade of Pass/Fail after evaluating the student's overall performance.

ROLES AND RESPONSIBILITIES OF INVOLVED PARTIES

1. **Student:** Graduate students are expected to take the initiative in identifying an appropriate organization and initiating, planning, and executing the internship in a timely manner. This requirement ensures that the organization selected is the 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 chosen concentration. The internship will enable interactions that can enhance the student's employability following graduation.
2. **Internship Coordinator:** The Internship Coordinator's role is to assist students in identifying an appropriate Internship site; provide the student and the preceptor with copies of the MPH Internship Manual & Syllabus; maintain a record of preceptor qualifications; and ensure that students complete all the required steps in the Internship process, including the paperwork necessary for successful completion of the Internship. The Internship Coordinator is also responsible for entering the student's final grade into the system.
3. **Academic Advisor:** The Academic Advisor's key role is to advise students in identifying participating organizations and productive practical experiences, in line with the student's concentration and career aspirations.
4. **Site Preceptor:** The Site Preceptor is responsible for student learning during the internship. Site receptors preferably have a graduate degree in public health. However, individuals who work in public health, and have an undergraduate degree with relevant professional certification (e.g., Certified Industrial Hygienist—CIH, Certified Health Education Specialist—CHES, etc.) are also acceptable.

INTERNSHIP TIMELINE

Two months prior to the start of the internship:

1. The student should contact the Internship Coordinator to review the Internship Manual and the site listing; identify a site and preceptor; discuss a broad (initial) work plan with the preceptor and share with the Academic Advisor and Internship Coordinator.
2. The Internship Coordinator will determine if there is an affiliation agreement between the university and the agency. If not, the Internship Coordinator will notify the student and begin the process to execute an affiliation agreement.
3. At this initial stage, the Internship Coordinator will also contact the Site Preceptor and provide him/her with a copy of the Internship Manual. The Internship Coordinator will also obtain a copy of the preceptor's professional resume to ascertain preceptor's qualifications and maintain a copy for the program records.
4. Augusta University and the internship site selected must meet all requirements stipulated in the college-agency affiliation agreement before a student is cleared to begin an internship.
5. If an agreement already exists, the Internship Coordinator will inform the student of organizational requirements. The student is responsible for complying with any additional requirements of the agency prior to being cleared to begin the internship.

One month prior to the start of the internship:

1. The student is expected to fulfill all organizational requirements such as background checks, drug screenings, and immunization records. Please review AU policy on criminal background checks and drug screening, and provide the appropriate documentation of immunization records if needed (e.g., TB test)
2. Ensure that all documentation has been officially generated for placement at the agency. Once all the prerequisites are complete and the internship placement is confirmed, the student can begin the internship. Please note that students who are unofficially volunteering at an agency are not officially in a recognized internship until a formal agreement is in place with the selected agency.

One week prior to starting the internship:

1. The student must submit customized learning objectives for the internship in consultation with the Site Preceptor and Academic Advisor, develop a detailed work plan with final approvals from all parties involved including the Site Preceptor, Academic Advisor, and Internship Coordinator.
2. The student is required to sign the MPH Internship Rules before beginning the Internship.

During the Internship:

1. At the end of each week, the student will submit a brief progress report on Desire2Learn (D2L). These will be saved and also included in the final report.
2. At mid-term, the student is expected to work with the preceptor to complete the Progress Evaluation form, and submit the form to the Internship Coordinator by the established due date.

The final week of the internship:

The following items must be submitted to the Internship Coordinator during the last week of the Internship.

- i. Final Internship Report via D2L
- ii. Preceptor's evaluation of the intern via Qualtrics®
- iii. Student's self-evaluation of internship experience and organizational assessment via Qualtrics®

AFFILIATION AGREEMENTS

The affiliation agreement process (between AU and the internship site) can take as little as two months or longer depending on the levels of approval required by the internship site in completing legal requirements.

1. No student will be officially placed in an internship until an agreement is signed, and the student has completed all requirements outlined in the agreement.
2. Students are strongly encouraged to plan well ahead of time, due to the unpredictability of the timeline in securing an affiliation agreement.
3. Many organizations require criminal background checks, drug screens, proof of immunization and other organizational-specific requirements. AU has specific requirements for how these assurances should be gathered and paid for if the organization does not conduct them.
4. Students unable to arrange an internship due to issues surrounding their criminal background check, drugscreen or other requirements will be unenrolled from the MPH program.

ESTABLISHING INTERNSHIP GOALS & OBJECTIVES

The student is responsible for developing and honing customized goals and objectives for the internship as well as seeking approvals from all parties (i.e., the Site Preceptor, the Academic Advisor, and the Internship Coordinator) before starting the internship. The student may use the MPH 8722 course syllabus and the MPH Manual as guides to develop goals in consultation with the Site Preceptor, Academic Advisor and Internship Coordinator. Internship goals must be consistent with the MPH program competencies and the relevant concentration (i.e., Health Informatics and Health Management). Once goals are established, the student will develop learning objectives to track progress towards each goal. Bloom's taxonomy of learning objectives may be consulted with a focus on levels 4-6 (application-synthesis-evaluation). Student objectives should reflect higher-order learning including "Plan, Assess, Evaluate, Design, Develop, Deliver, Manage, Implement, Report, Analyze, and Prepare." Evidence could include reports, presentations, photographs, and other indicators of service delivery.

Once the student and preceptor have reached preliminary agreements, a completed work plan articulating the mutually agreed upon goals and other agency-specific details must be sent to the Academic Advisor and the Internship Coordinator for approval; the Internship Coordinator will officially confirm that the internship has been established.

WEEKLY PROGRESS REPORTS

During the internship, students must submit weekly reports updating their progress to the Internship Coordinator. These periodic reports should summarize:

- Key activities conducted or completed during the period.
- Progress towards stated goals and objectives.
- Barriers (if any) to project completion and learning experiences

Students must submit the reports via D2L. The reports should not be formal or lengthy; instead, they should be relevant, concise and succinct. As a guide, students should not need more than 30 minutes to complete the report. These reports should be saved and aggregated to be included as a single appendix in the final report.

SITE-VISIT OR CONFERENCE CALL (OPTIONAL)

During the internship, the Internship Coordinator may request a brief meeting with the intern and the preceptor. For internships outside the Augusta area, a phone call or videoconference may be substituted. Meetings are routinely held with first-time preceptors/agency placements. The meeting usually has the following purposes.

1. Ensure the intern is engaged at the site and that the site is providing the experience agreed upon.
2. To address any questions, concerns and suggestions the preceptor or intern might have about the internship.
3. Review course deliverables and or expectations for the final report, evaluations and other topics of importance to the preceptor or student.

INTERNSHIP FINAL REPORT

The final internship report is a substantial assignment, comparable to a capstone project. Students are required to develop the final report to demonstrate the accomplishment of learning objectives, following the format below.

1. **Title Page:** State a concise, professional, descriptive title for the internship project, including the project title, site name, name(s) of the preceptor, course number, and semester (e.g., Fall 2019).
2. **Executive Summary:** Describe the internship experience, the essential results, and conclusions in about 500 words (double-spaced). Use subheadings for Objectives, Methods, Results, and Discussion to organize the content.
3. **Table of Contents:** Include a succinct Table of Contents with pages indicated for key sections.
4. **Introduction:** Provide background and purpose for the internship experience.
5. **Goals and Objectives:** Indicate the customized internship goals and objectives in the narrative form.
6. **Literature Review:** Provide a review and synthesis of the literature pertaining to the organization, population, and problems that are relevant to the internship.
7. **Methods:** Provide an organizational summary paragraph for the content that follows in this section.
 - a. Setting – Describe the internship site.
 - b. Opportunities and constraints – Describe the steps taken toward achieving each objective and the barriers faced (if any) to attaining objectives.
 - c. Preceptor – Describe the role of the internship preceptor(s) at the agency or organization. Describe the preceptor’s education and experience.
 - d. Timeline – Summarize the major events and describe the progress made the internship (regarding submitted weekly progress reports).
 - e. Results – Provide an overview of your results then review and summarize each objective and how they were accomplished.
 - f. Synthesis – Be objective, integrate, and reflect on how the internship experience may relate to:
 - The Literature Review
 - MPH coursework
 - Opportunities for Applying Classroom Skills
 - Enhance your training in the MPH program
8. **Discussion and Conclusions:** Summarize general conclusions drawn from the internship experience. Describe any new avenues of inquiry that the internship experience generated. Describe any observation of operational or practice issues that may affect future project selection.
 - a. Socialization: Describe the socialization experience(s) provided by the internship.

- b. **Mentorship:** Discuss mentorship opportunities gained from the internship.
 - c. **Leadership:** Discuss opportunities provided by the internship to learn about leadership and decision-making.
 - d. **Improvement:** Describe shortcomings and provide recommendations for improving the internship experience and/or student academic preparation.
9. **References:** (A minimum of 10 references are required). Literature referenced in the report should be consistent with the American Psychological Association (APA) Sixth Edition style or another widely accepted style used within the professional setting.
10. **Appendices:** Include copies of tangible products of the internship experience. Also, include a comprehensive but brief account of your progress reports. These appendices will illustrate that the student met and accomplished the objectives of the internship. The student may need to obtain agency and/or preceptor permission to utilize certain documentation, ensuring that the agency or its clients' confidentiality/proprietary interests are maintained.
11. **Final Report Presentation:** Your report is expected to be between 14 to 18 pages long, excluding the title page, Executive Summary, and appendices. The report should be double-spaced, using Times New Roman, 12-point font. Use 1-inch margins on all sides. Include page numbers beginning with the Executive Summary. The report should be submitted to the Internship Coordinator and Academic Advisor through the D2L drop box.

FINAL EVALUATIONS

Preceptor Evaluation of the Intern

At the end of the internship, the student must ensure that the preceptor completes an evaluation of the intern sent to her/him through Qualtrics®.

Student's Self- Evaluation of Internship Experience and Organizational Assessment

At the end of the internship, the student is requested to complete an evaluation of the internship experience through Qualtrics®.

Final grading

MPHC 8722 – MPH Internship is evaluated using a Satisfactory/Unsatisfactory grading scale. The following criteria will be used to evaluate the performance of the student.

- Final Internship Report
- Progress Reports
- Time Logs
- Mid-term Evaluation
- Preceptor Evaluation of the Intern
- Intern's Self-Evaluation and Organizational Assessment

The purpose of the internship is to determine a student's ability to:

- Apply learned concepts and skills to a practical setting;
- Accept responsibility, assess situations, make or recommend decisions based on the assessment, and evaluate the effectiveness of his/her work;
- Adapt well to work in difficult situations, manage time effectively and use the agency resources, procedures and structure effectively;
- Communicate effectively both orally and in writing;
- Present ideas, negotiate and resolve conflicts in a professional manner;

- Work effectively in diversified task-oriented groups, and;
- Adhere to commitments made to the agency, colleagues, and clients with professional integrity.

RELEVANT POLICIES & PROCEDURES

All MPH students are expected to know and follow applicable program policies and procedures. “Not knowing” does not excuse a violation. Students are also expected to know and abide by the policies and procedures outlined by the College of Allied Health Sciences, the Graduate School, and Augusta University.

Confidentiality of Records and Georgia Open Records Act:

Refer to AU Student Manual <https://www.augusta.edu/student-life/documents/2018studentmanualnew.pdf>

Students have the right to restrict the release of information or authorize the release of information to specified individuals. To restrict the release of your information, complete the FERPA Opt-Out Form. Requesting confidential status will prevent employees of Augusta University from providing any directory or confidential information to you or other parties. When a confidentiality restriction is in place, Augusta University can only discuss a student’s information with the student, and the student must provide a state-issued picture identification for information to be discussed or if the student wants to remove the restriction.

Request for Confidential Status Form

To remove the confidential status, complete the bottom of the FERPA Opt- Out Form. Students may complete a FERPA consent form to authorize release of their academic record information to specific individuals named in the release by completing the Authorization to Release Information Form.

FERPA – Right to Privacy

Federal Educational Rights and Privacy Act (FERPA) of 1974 protects the privacy of student records and regulates how the information is utilized. Students may also view policies and procedures in the AU Student Manual.

UNSATISFACTORY ACADEMIC STANDING

- **Academic Suspension and Dismissal:** For dismissal and suspension policies, refer to AU Student Manual <https://www.augusta.edu/student-life/documents/2018studentmanualnew.pdf>
- **Notification of Unsatisfactory Progress:** The Registrar’s Office will inform a student in writing of unsatisfactory academic progress and, after consultation with Program Director, will make recommendations, if appropriate, to the Program Directors Group. If the case is forwarded to the PDG, the student has a right to request to meet with the PDG. Upon review, the PDG makes a recommendation to the Chair.

STUDENT CONDUCT AND POLICIES

Student Rights: Students will be given due process in disciplinary matters including a right to know of charges against them, the right to a hearing before a tribunal and the right to appeal to the President of the University. Students are adult members of the community and are subject to prosecution for criminal acts on or off campus. Campus police are state law enforcement officers with full powers of arrest. Students may not assume that activities on the campus provide them with any special protection.

Academic Honesty: Student Code of Conduct and Procedures are located at <https://www.augusta.edu/student-life/conduct/>. The following is a statement of the responsibilities of students, as individuals and as groups at Augusta University. It is the official record of conduct rules and regulations affecting students. The responsibilities apply to the Augusta University campus; property of other units of the University System of Georgia, institutions with formal or informal agreements with Augusta University and AU sponsored functions on or off campus. The University recognizes that honesty and integrity are necessary to its academic function. The regulations (outlined in the above link) protect the equity

and validity of the university's grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life. Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences.

Faculty Responsibility: It is the instructor's responsibility to practice and preserve academic honesty and to encourage it among students. The instructor should clarify in the course syllabus situations that may differ from the generally stated policy. The instructor, whenever possible, will explicitly state the intent and purpose of each assignment so that the student may complete the assignment without unintentionally committing academic honesty. It is the responsibility of the faculty member to provide appropriate oversight of assignments, examinations, internship components, and other course requirements. Finally, it is the responsibility of the instructor to provide the student with written notice of any suspected violations regarding the academic conduct policy.

Student Responsibility: It is the duty of the student to practice and preserve academic honesty. Each student should be aware of the specific policies governing academic conduct for the program(s) and course(s) in which he or she is enrolled, as well as the grievance and appeals processes put in place for adjudicating such policies. If the student has any doubt about a situation, he or she should consult with his or her instructor. It is also the student's responsibility to maintain his/her correct address on record with Augusta University so that official notification of the student regarding academic misconduct can be carried out in timely fashion.

CRIMINAL BACKGROUND CHECKS

The AU applicant background check shall include, at a minimum, the following: 1) Social security number verification; 2) Seven year multi-county or statewide felony and related misdemeanor criminal record search; 3) Two standard employment history references; 4) HHS/OIG List of Excluded Individuals/Entities - GSA list of Parties Excluded from Federal Programs; 5) Education verification (highest degree received); 6) One professional licensure verification - professional disciplinary action check; and 7) Certification and designation check.

The roles of involved parties, including students, the department, clinical or internship affiliates, and AU Legal Affairs, are as follows:

Students:

1. Complete background checks prior to participating in clinical or internship experiences, as directed by the Program.
2. Pay for the cost of background checks.
3. Have background checks completed by an agency specified by the Department, clinical site or internship affiliates (if requested). Students will be notified in ample time to complete these requirements.
4. Interact directly with the agency if an adverse report is produced

Department:

1. Provide instructions to students for completing the background check.
2. Serve as a repository of background check certification of completion
3. In the case of an adverse background check results, provide counsel for the student regarding:
 - a. Ability to complete course requirements;
 - b. Impact on the student's status in the Program; and
 - c. Potential impact on the student's ability to take credentialing exams.

Internship Affiliate:

1. Provide evaluation of adverse background check and accept or deny the student permission to participate in clinical or internship experience at that facility.
2. Communicates its decision to the agency performing the background check and the Program in which the student is enrolled.

AU Legal Affairs:

1. Evaluate language in clinical or internship contracts to aid in crafting consistent and appropriate language.
2. Compose standard language or policy, consistent with current legal interpretation, to help guide departments in areas related to background checks.

Failure of a student to comply with this policy will result in the student being denied permission to enroll or continue enrollment in the Program. If the student believes his background check report is incorrect, the student will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The student will not be able to participate in clinical or internship experience until the matter is resolved. The inability to participate in clinical or internship experience could result in the student receiving an incomplete, withdrawal or failing grade in the clinical or internship course; and denial of permission to continue enrollment in the Program.

If an adverse background check is produced, there is a possibility that the Program will be unable to find clinical or internship sites which will accept the student. In this case, the student will be unable to complete clinical or internship course requirements, and a grade of “F” will be given for that course. Such circumstance will preclude the student’s ability to successfully complete the Program and will be denied permission to continue enrollment. If the Program is able to secure other clinical or internship sites for the student to complete his clinical or internship coursework, the student is to understand there is a possibility that the credentialing agencies may not allow him to take their examinations based on the adverse background check, irrespective of Program completion. Therefore, it is incumbent upon the student to check with such agencies regarding his particular case and his future ability to take those examinations.

VIOLATIONS OF INTERNSHIP EXPECTATIONS

When a student has violated one or more of the expectations for their internship, the Internship Coordinator will determine whether the violation warrants a warning and/or dismissal. If the student continues to violate internship expectations after receiving a warning, the student will be dismissed from the internship.

Dismissal

The student will have the opportunity to appear before the Program Governance Committee to refute the facts, offer other information, or make any other statement concerning the proposed dismissal. See <https://www.augusta.edu/compliance/policyinfo/policy/student-academic-grievance.pdf>

Appendix A – Potential MPH Internship Sites
****These are not active sites, but a list of sites a student may be interested in pursuing an internship****

Archbold Memorial Center, Inc. (Umbrella Facility)	Ms. Bailey Carter	(229)228-2795	
Atlanta Medical Center (Umbrella Facility)	Ms. Andrea Sweeten	(404)265-4641	(404)265-3903
Augusta University Medical Associates (formerly Med College of GA Physicians Practice Group Foundation) (Umbrella Facility)	Ms. Ashely Alldredge (auma)	(706)721-7475	(706)722-5693
Bon Secours Saint Francis Health System (Umbrella Facility)	Ms. Noreen Bachman	(864)255-1652	
Carolinas Hospital System, Florence SC (Umbrella Facility)	Ms. Roxanne Hardwick	(843)661-3745	(843)661-3935
CDC's Office of Public Health Preparedness and Response. (OPHPR).	Mr. Daniel Parker	DParker2@cdc.gov	(770) 488-7854
Children's Healthcare of Atlanta, Inc. (Umbrella Facility)	Ms. Jennifer Bay, BSN, RN-BC	(404)785-7640	(404)785-7817
Coffee Regional Medical Center (Umbrella Facility)		(912)383-5629	
Coliseum Medical Centers (Umbrella Facility)	Ms. Redonna Bunch MT(ASCP)SBB	(478)464-5486	
Dekalb Regional Health System (Umbrella Facility) (CW)	Mr. Don Fears	(404)501-5790	(404)501-5969
Doctors Hospital - Augusta, GA (Umbrella Facility)	Ms. Angela McIntosh	(706)651-6883	(706)651-6194
East Central Regional Hospital (Umbrella Facility)	Mr. James Bentley	(706)790-2037	(706)790-2036
East Georgia Regional Medical Center (Umbrella Facility) (CW)	Ms. Michelle Woods	(912)486-1511	
Emory (PT,OT) (includes Emory Univ Hosp, Emory Crawford Long Hosp, & Wesley Woods Geriatric Hosp) (Umbrella Facility)	Ms. Barbara Hewett	(404)712-2574	(404)712-5974

Erlanger Health System	Ms. Jill Steelman	(423)778-6893	
Fairview Park Hospital (Umbrella Facility)	Ms. Sharon Howell	(912)275-2000	(912)272-0211
Floyd Medical Center (Umbrella Facility)	Ms. Ruth Smith	(706)509-5000	
Genesis ElderCare Rehabilitation services, Inc. DBA Genesis Rehab services, Inc. (Umbrella Facility)	Ms. Elizabeth Burke	(610)925-4225	
Georgia Department of Public Health. (CW,CON,MPH)	Ms. L'aina Rash, MEd, CHES		
Georgia Highlands College (MPH)	(Dr.) Michelle Boyce	(706)295-6326	(706)204-2341
Georgia Southern University (MPH)	http://jphcoph.georgiasouthern.edu/		
Georgia War Veterans Nursing Home (Umbrella Facility)	Mr. Carlton Deese	(706)721-2531	
Grady Health System (Umbrella Facility); Grady Memorial Hospital Corp d/b/a	Ms. Janice Washington	(404)616-1000	
Gwinnett County Public Schools (Umbrella Facility)	Ms. Cindy Terry	(678)301-6077	(678)301-6067
Gwinnett Hospital System (Umbrella Facility)	Ms. Jennifer Brooks	(678)312-3431	
Lexington Medical Center (Umbrella Facility)	Ms. Tori Gude	(803)791-2564	
Meadows Regional Medical Center, Inc.(Umbrella Facility)	Ms. Diana Sowell, BSN, RN	(912)535-5878	(912)535-5877
Medical Center of Central Georgia (Umbrella Facility, Navicent Health)	Ms. Sherry Haizlip, MSN, RN,	(478)633-1933	(478)633-1854
Medical University Hospital Authority (MUSC)(Umbrella Facility)	Mr. Daniel A. Handel	(843)792-7846	(843)792-0313

Memorial Health University Med Center - Savannah, GA (Umbrella Facility)	Ms. Karianne Butt	(912)350-3349	
Northeast Georgia Medical Center (Umbrella Facility, Northeast Georgia Health System, Inc.)	Ms. Laquita Dooley, RN	(770)219-3817	(770)531-6287
Northside Hospital (Umbrella Facility) (covers: Atlanta, Cherokee, Forsyth.)	Ms. Marsha Blakey	(404)303-3977	(404)851-8520
Phoebe Putney Memorial Hospital, Inc. (Umbrella Facility)	Ms. Melanie Finlayson	(229)312-4331	(229)312-4311
Phoebe Sumter Medical Center (Umbrella Facility)	Ms. Angel Lamb	(229)931-1129	
Piedmont Athens Regional(CW) (formally Athens Regional Medical Center) (Umbrella Facility)	Ms. Susan Clarke	(706)475-4569	(706)475-6670
Piedmont Healthcare, Inc. (Umbrella Facility)	Ms. Nancy Brannon	(404)605-4570	
Professional Health Services (covers all NHC (National HealthCare Corporation) facilities) (Umbrella Facility)	Ms. Jane Marshall	(864)223-1950	(864)388-7318
Redmond Regional Medical Center (Umbrella Facility)	Ms. Sherry White	(706)802-3013	(706)291-0971
Regional Therapy Services, Inc. (Umbrella Facility)	Ms. Pam Reed	(229)985-0486	(229)890-3397
Sarasota Memorial Health Care System (Umbrella Facility)	Mr. Dave Hocker	(941)917-7959	(941)917-6145
South Georgia Medical Center (Umbrella Facility)	Mr. Anthony Fleming	(229)259-4741	(229)249-3279
Southeast Georgia Health System	Mr. Carlton A. DeVooght, FACHE	(912)466-7140	(912)466-7194

St. Francis Hospital - Columbus, GA (Umbrella Facility)	Ms. Tammy Shelley	(706)596-4000	(706)596-3012
Tanner Medical Center, Inc. (Umbrella Facility)	Ms. Stephanie Yates Compliance	(770)812-8140	
The Medical Center, Inc. (Columbus Regional Healthcare System, Midtown Med Center) (Umbrella Facility)	Ms. Cheryl Gillenwaters	(706)660-6367	(706)660-6508
University Hospital (Umbrella Facility) (covers all augusta locations & McDuffie)	Ms. Cheryl McDowell	(706)774-2888	(706)774-8672
Upson Regional Medical Center (Umbrella Facility)	Ms. Holly Roland	(706)647-8111	
Upstate Affiliate Organization (AKA Greenville Health System, covers Oconee Medical Center, Baptist Easley Hosp)	Ms. Natalie Carey	(864)455-5494	(864)455-8434
Velux Greenwood, LLC.	https://ehscareers.com		
Virginia Department of Health (MPH)	Ms. Michelle E. Johnson	(804)864-7079	
West Georgia Health (Umbrella Facility)	Ms. Cheryl McVay	(706)812-2166	
Womack Army Medical Center	raymond.p.sanders.civ@mail.mil	(910)907-7698	(910)643-1727

Appendix B – Internship Work Plan

Student's Name:		Phone Number:	
Preceptor Name:			
Organization Name & Department/Division (if applicable):			
Address:	City:	State:	Zip:
Telephone Number:		Fax Number:	
E- mail:			
<p>Student's Career Objective Statement – This statement must be an explicit description of the student's career objective; i.e. what public health role the student envisions pursuing upon completion of the program.</p>			
<p>Student's Internship Objectives - Use the space below to list the objectives the student will target during the internship. Please match at least one core and concentration competencies* to each objective; use additional space if necessary. The objectives and competencies must be logically associated with and supportive of the student's career objective statement.</p>			

The student will work an average ____ hours per week. Start Date: _____ Complete Date: _____

Student's Signature: _____ Date: _____

Preceptor's Signature: _____ Date: _____

Description of the project (Max-200 words):

--

MPH Academic Advisor's Name: _____

MPH Academic Advisor's Signature: _____ Date: _____

Approval:

Does not meet the criteria

Meet Criteria

Exceed the criteria

Advisor's Comments:

Appendix D – MPH Internship Confirmation Form

Dear Internship Preceptor:

The purpose of this letter is to confirm your willingness to serve as a preceptor to a currently enrolled MPH student. As you are aware, students enroll in the Master of Public Health at Augusta University are required to complete a practical field experience. As a program accredited by the Council of Education for Public Health (CEPH), the internship experience must emphasize the development of practical skills. CEPH states that “students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization.”

The MPH 8722 Internship course serves as an experiential learning opportunity to hone selected public health and public health informatics competencies. Thus, the goal of the internship is to provide students with real-life experiences that prepare them for employment and/or promotion opportunities upon graduation.

Details regarding the requirements of internship, including the role of the preceptor, are available in the MPH Internship Manual at https://www.augusta.edu/alliedhealth/ihs/mph/documents/mph-internship-manual_revised100218a.pdf

Please provide the following information and your signature to confirm your willingness to serve as a preceptor:

Student Name: _____

Your Name: _____ Title: _____

Your Email Address: _____

Telephone Number: _____

Name of Your Organization: _____

Your Signature: _____ Date: _____

Please return this completed form to the participating student who will forward it to the Master of Public Health program. If you have any questions or concerns, please contact vdicks@augusta.edu for internship information.

Thank you for supporting our program and contributing to the development of a public health professional!

Sincerely,

MPHC 8722 Course Coordinator

Appendix E – MPH Internship Rules

1. Securing a site

As stated in the Internship Manual and MPHC 8722 course syllabus, the goal of the Internship is to offer the student practical learning experiences in the areas of Health Informatics and health Management. It is the student's responsibility to secure an internship site; however, this task is completed with the assistance of the MPH Internship Coordinator

2. Orientation to Site

Once a site is secured, the student may be required to complete an orientation based on the site's policies that may include a background check, drug screen, and/or other administrative requirements. The costs associated with these items are the student's responsibility.

3. Reporting to the Site

- a. Student is required to wear an Augusta University student identification while attending the intern site.
- b. Student is required to dress professionally, wearing business casual attire, unless otherwise required the intern site.
- c. Schedule:
 - Student is required to develop a work schedule with the preceptor.
 - The work schedule is at the discretion of the preceptor. Although the site may be flexible, student is required to consider the coursework a priority and must make every effort to meet the needs of the site
 - The on-site time amount varies based on the project and the agreement between the student and his/her preceptor; however, a minimum of 125 hours is required for the completion of the course/internship.

4. Evaluation

During the course, the preceptor's evaluation of the student, at mid-term and the end of the Internship, will be submitted to the MPH Internship Coordinator for the final grade.

I have read the above "MPH Internship Rules" and understand that failure to abide by these rules may result in withdrawal from the Internship and/or the MPHC 8722 course's failing grade.

Student Name: _____

Student's Signature: _____

Date: _____

**Appendix G – Preceptor’s Evaluation of MPH Intern
(Mid-term)**

Dear Preceptor,

Please complete this evaluation and review it with the MPH intern. The intern is responsible for submitting the signed form to the MPH program via Desire-To-Learn assignment function. If you have any questions or concerns, please contact the internship coordinator.

Thank you,

MPH Internship Coordinator

Please complete the below:

Student Name: _____

Preceptor Name and Title: _____

Preceptor Email: _____ Phone: _____

1. Has the intern made satisfactory progress on the objectives? Yes No
If NO, please explain:

2. Do you anticipate that the intern will satisfactorily complete all the objectives set by the end of the internship experience? Yes No
If NO, please explain:

3. Is the intern’s work of professional quality? Yes No
If NO, please explain:

4. Has the intern been punctual in his/her attendance? Yes No
If NO, please explain:

Preceptor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

Appendix H - MPH Preceptor's Evaluation of Intern

Dear Preceptor:

Please complete this evaluation of your intern. Your feedback on this survey will help us to evaluate and improve the MPH internship program for future MPH students. Your evaluation will be kept confidential; we will only share summary information in a way that no individual preceptor or student can be identified.

Student Name: _____

Preceptor Name and Title: _____

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

Date: _____

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
I. Using the scales, please indicate the degree to which the student fulfilled agreed-upon the time commitment, and completed internship assignments in the time frame agreed in advance.					
II. Using the scales, please indicate the degree to which the student demonstrated professionalism in her/his performance, appearance, and in all interactions with the preceptor and with other employee in the organization.					

III. Using the scales, please indicate the degree to which the student demonstrated that s/he met your expectations for each competency during the internship.

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree	NA
Evidence-based Approaches to Public Health						
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.						
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.						

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree	NA
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.						
4. Interpret results of data analysis for public health research, policy or practice.						
Public Health & Health Care System						
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.						
6. Discuss the means by which structural bias, social inequalities and racism undermine health and create challenge to achieving health equity at organizational, community and societal levels.						
Planning & Management to Promote Health						
7. Assess population needs, assets and capacities that affect communities' health.						
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.						
9. Design a population-based policy, program, project or intervention.						
10. Explain basic principles and tolls of budget and resource management.						
11. Select methods to evaluate public health programs.						
Policy in Public Health						
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.						
13. Propose strategies to identify stakeholders and build coalitions and partnership for influencing public health outcomes.						
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.						
15. Evaluate policies for their impact on public health and health equity leadership.						
16. Apply principles of leadership, governance and management, which include creating a vision, empowering other, fostering collaboration and guiding decision making.						
17. Apply negotiation and mediation skills to address organizational or community challenges.						

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree	NA
Communication						
18. Select communication strategies for different audience and sectors.						
19. Communicate audience-appropriate public health content, both in writing and through oral presentation						
20. Describe the importance of cultural competence in communicating public health content.						
Inter-professional Practice						
21. Perform effectively on inter-professional teams.						
System Thinking						
22. Apply system thinking tolls to a public health issue.						

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
IV. How satisfied were you with the student's performance					

V. Comment Section – Please respond to all of the following:

1. Please provide an example(s) of competency area(s) in which the student demonstrated strengths.

2. Please provide specific examples of the student's behavior or performance in any instance where the student did not meet your expectations for performance.

3. Please describe your overall impression of the student's performance.

4. Please identify any areas where the student's academic preparation for assigned work could be improved.

5. Please describe the value of the internship for your organization.

6. If you have the opportunity in the future, would you consider sponsoring another intern from Augusta University MPH Program?

Yes

No

Appendix J – Intern’s Evaluation of the Internship

Dear Student: Please complete this evaluation. Your feedback on this survey will help us to evaluate and improve the MPH internship program for future MPH students. Your evaluation will be kept confidential; we will only share summary information in a way that no individual student or preceptor can be identified.

Student's Name: _____

Preceptor's Name and Title: _____

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

Estimated total hours spent at the Internship site: _____

Date: _____

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
1. The practice site preceptor fulfilled her/her responsibilities agreed upon outlined in the syllabus for MPH 8722.					
2. The preceptor was available and provided information and mentorship during the internship.					
3. My needs for resources, including space and computer equipment were met during the internship.					
4. The internship and the project allowed me to integrate course theory and content presented in the MPH program in a practice setting.					
5. My faculty advisor was available to address questions and provide feedback during the internship.					

COMPETENCY DOMAINS – Compare your confidence in your ability at the beginning to your ability at the end of the MPH internship.

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
Leadership					
1. I am more confident to share and articulate, model and reward professional values and ethics in public health organization.					
2. I am more confident to demonstrate and reward cultural sensitivity and diversity and understand it in the health care sector					
3. I am more confident to demonstrate a high level of emotional intelligence.					
4. I am more confident to use effective team development methods and be an effective team player.					
5. I am more confident to critically analyze information and situations.					
6. I am more confident to use system and strategic thinking models and methods to make decisions and solve problems in the role of public health organizations.					
System Thinking					
1. I am more confident to apply basic concepts and tools that are integral to strategic planning and/or management in the public health sector.					
2. I am more confident to understand, monitor, and interpret the impacts of legal, regulatory, and political environments on public health organizations.					
3. I am more confident to apply a public health perspective to my public health discipline.					
Communication & Informatics					
1. I am more confident to demonstrate the ability to apply concepts and tools of strategic planning and/or management.					
2. I am more confident to demonstrate an ability to apply a public health perspective to health care management.					
3. I am more confident to demonstrate an ability to interpret the impacts of legal, regulatory, and political environments in chosen discipline.					

	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
Professionalism					
1. I am more confident to identify all of the major stakeholders of chosen discipline within organizations and understand their interests.					
2. I am more confident to use consensus and conflict resolution to promote relationships in the organization.					
3. I am more confident to listen and response effectively to the ideas and thoughts of others.					
4. I am more confident to speak clearly and effectively with individuals and in groups, in formal and informal settings.					

OVERALL

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
How satisfied were you with your internship experience, overall?					

Do you have any suggestion?