

## HEALTH SCIENCES 693A: SUPERVISED FIELD TRAINING (Internship) MASTER OF PUBLIC HEALTH PROGRAM

### Key Points

- Students may register for HSCI 693A only upon completion of 21 units in the MPH program;
- For MPH students admitted Fall 2016 and beyond, Internship is 300 hrs;
- Students should register for 693A the semester *\*before\** they plan to graduate;
- Students should locate an Internship Site and Preceptor *\*before\** registering for 693A;
- Students may NOT begin accruing Internship hours prior to the beginning of the semester registered for 693A

### Purpose

The purpose of the internship is to provide the student with an opportunity to apply theories, principles and skills learned in the course of the academic program, and it should provide the Internship Supervisor (Preceptor) and the Internship Coordinator (Susan Cohen, MPH) with an opportunity to assess the professional strengths and weaknesses of the student. The student should complete the internship with a sense of accomplishment and professional competence.

### Placement

It is the responsibility of the student, to secure an appropriate internship site that has a qualified MPH Preceptor *\*before\** enrolling in 693A. Students are advised to use the approved [Internship Site List](#) to locate a Preceptor for inquiry. If the student wishes to locate a new Site (not on the list), the site must be approved and become a contracted organization with CSUN. Please see Susan Cohen for directions on how to get a new site approved. It is recommended that the new site approval process begin at least one semester prior to the semester in which the student wants to begin their internship hours. After approval of the new site, a permission number will be issued to the student by the MPH Graduate Coordinator to register for 693A.

### Duration

Students should expect to spend two semesters in field training, depending on full-time student status, and number of hours completed per week. Internship work schedules will be negotiated between the student and the Preceptor. Students register for 693A only once, and receive 2 units upon completion of internship hours. Students may complete hours during the summer *\*only\** if registered in 693A the Fall or Spring prior. Currently, the MPH Program does not allow a student to begin Internship in the Summer.

*\*Please note: to confer the MPH degree, the student must be registered as a CSUN student. This means that if a student has passed the Comprehensive exam, but has NOT completed Internship hours, the student must **pay CSUN tuition/fees** to receive a “complete” in 693A, and receive the degree of MPH. We strongly advise the student ensure completion of Internship hours the semester the Comprehensive Exam (HSCI 697) is taken!*

### **Meeting and Reports**

Each student in 693A is required to attend the Internship seminar during the semester registered for the course. Students are required to submit Internship forms via Moodle in order to initiate recording of official “hours”, and to record hours throughout the semester until completion.

### **Grading**

Grading of the field training experience is on a CR/NC basis. If Internship hours are incomplete at the end of the first semester, an “Incomplete” (I) grade is awarded – a student has one academic year to complete the Internship hours and receive a CR (credit) grade. The grade received for HSCI 693A is based upon the following criteria:

- Evaluation of the student’s field work by the Preceptor
- Attendance at 693A class sessions, and completion-submission of all Moodle assignments

### **One’s Job as an Internship Site**

It is not advisable for students to intern at their current place of work. However, under certain circumstances, an internship may be possible. The following criteria must be met:

- The Preceptor is not their employer or immediate supervisor;
- The hours involved in Internship are distinct from their current employment hours;
- The Internship activities are distinct from their employment activities; and
- The arrangement has been approved by Susan Cohen.

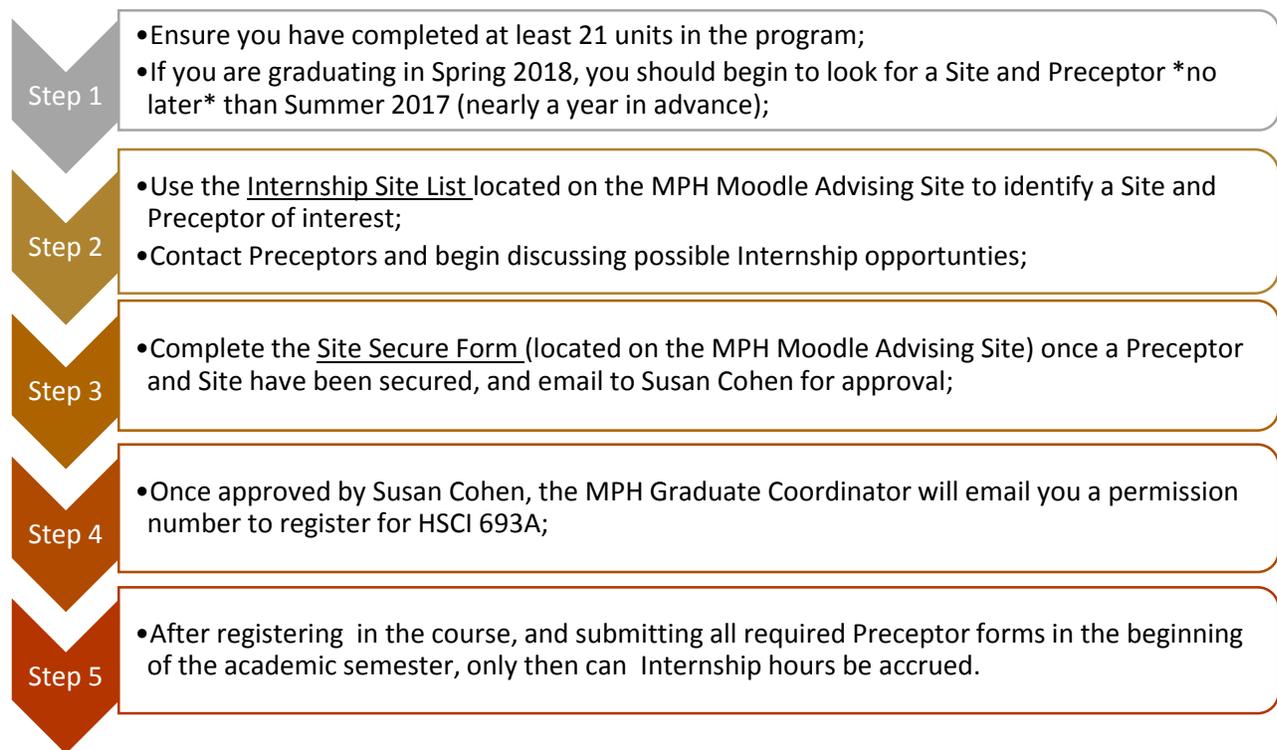
### **Internship Activities**

Students should strive to be involved in a comprehensive range of Community Health Education/Epidemiology experiences that facilitate accomplishment of at least the field training objectives identified with the Preceptor. Agencies and Preceptors differ in their approaches to achieve those objectives. For instance, one agency may involve the student in a main project from beginning to end, and another agency might involve the student in pieces of several different projects and activities. It is recommended students communicate clearly with their Preceptors regarding expectations of activities and fulfillment of objectives.

### **Frequently Asked Questions**

- Please see the separate and updated list of FAQs posted on the Moodle MPH Advising Site.

**Internship Flowchart Guide:** The following flowchart is intended to assist in successfully locating, enrolling in, and initiating Internship.



## **Specific Duties and Responsibilities**

### MPH Intern

MPH Internship requires that the student, throughout the field experience, actively participates in defining and re-defining their original field training objectives and evaluating her/his own personal and professional growth and development. The student should:

- Define student goals and objectives for the field training experience in cooperation with Internship Coordinator and Preceptor.
- Develop a mutually acceptable set of field training objectives with the Preceptor and Internship Coordinator. Mutual obligations should be defined to include a description of the student's specific field training responsibilities, work plans, and time commitments. This should be submitted to the Internship Coordinator prior to beginning the experience.
- Acquire and analyze pertinent information related to the agency and its functioning.
- Establish working relationships with agency personnel and appropriate community representatives involved in the field training projects.
- Complete field training assignments as directed by the Preceptor.
- Adhere to the agency's work schedule and attend all assigned and appropriate meetings regardless of when held.
- Participate actively in the field training seminar with Internship Coordinator.

- Evaluate and integrate suggestions and criticism.
- Keep and share with the Preceptor and Internship Coordinator a weekly log of activities.

### Internship Coordinator (Susan Cohen, MPH)

The role of the Internship Coordinator includes administrative, consultative, supportive and evaluative responsibilities. Throughout the field experience, the Coordinator maintains ongoing relationships with the student and the Preceptor. Appropriate supervision requires that this individual have in-depth knowledge of the student and the subject matter the student is expected to learn during field training. The Internship Coordinator should:

- Inform students about the availability of Internship Site opportunities.
- Serve as a consultant and resource to the student in the definition of Internship goals and objectives and selection of an appropriate Site.
- Provide the Preceptor with information, consultation, etc., helpful in planning for the placement and development of the student.
- Be available and accessible to the students and agency throughout the Internship.
- Evaluate student progress and development on basis of Preceptor reports, student self-evaluation and the Coordinator's own observation.
- Encourage the student and the Preceptor to provide constructive feedback regarding the academic preparation of the student as well as the operation of the field training program

### Preceptor

The role of the Preceptor is one the supervisor would usually perform with a new, entry-level employee. Throughout the Internship the Preceptor assumes a primary and critical role in educational and professional development of the student. This involves providing guidance, instruction, information and counseling within a supportive and professionally stimulating environment. In very selected cases when the Preceptor does not hold a MPH degree, arrangements must be made for an appropriate professional health educator to be involved in the field experience. The Preceptor should also:

- Provide the student with an orientation to the agency. This should include information about the purpose, history, policies, organization and personnel of the agency.
- Orient other appropriate agency personnel to the CSUN MPH Internship.
- Plan assignments and work schedules with the student in fulfillment with the student's goals and objectives for the Internship and the agency's goals and objectives.
- Provide adequate office space and support services for the student.
- Introduce the student to agency personnel, other professionals and community representatives with whom she/he will be associated.
- Provide opportunities for the student to become aware of the relationships between placement agency and its immediate community.

- Provide opportunities for the student to become aware of the relationships between placement agency and other local, state, regional and national agencies both in the private and public sectors.
- Encourage the student to work independently while providing opportunities for information gathering and sharing.
- Meet with the student at predetermined times (weekly) to discuss and evaluate the student's performance, progress and problems.
- At the conclusion of the field training experience, provide the Internship Coordinator and the sponsoring agency with a written evaluation of the student's performance (form to be provided by the Internship Coordinator via Moodle).

### **Objectives of Field Training**

- Objective: To provide an opportunity for the student to become oriented to the purpose of the agency and the duties and function of its personnel. Activities associated with this objective are as follows:
  - Opportunity to discuss the functions and purposes of administration with the administrator.
  - Opportunity to discuss the various job roles with staff members.
  - Opportunity to determine the health education related activities performed by other agency personnel, e.g.:
    - Public Health Nurse in her/his work with families or in other settings.
    - The sanitarian in his/her enforcement/education role.
    - Volunteers or others providing supplementary services to clients or parents.
  - Opportunity to identify the role of community health educator in:
    - Administrative planning sessions.
    - Individual planning sessions with the administrator or other staff.
    - Directing planning sessions in the community.
    - Representing the agency on community-wide planning bodies.
  
- Objective: To provide an opportunity for the student to learn and acquire proficiency in applying professional skills related to effective program planning and preparing the foundation for action. Activities associated with this objective are as follows:
  - Student observation of planning meetings in various settings to determine:
    - The structure of the planning group.
    - The dynamics of the group's process.
    - The leadership role exerted by the health educator.
    - The steps in the planning process.
    - The planning methods, techniques and procedures.
  - Opportunity for the student to learn and acquire proficiency in applying planning skills:
    - Required to determine community and individual needs.

- Required in the determination, formulation and statement of program objectives.
  - Required to determine the community organization structure and leadership.
  - Required to determine social and cultural characteristics of a community.
  - Required to determine and select activities, methods, techniques and materials which relate to the objectives of a program.
  - Required in using group work methods when working with staff or community groups.
- Objective: Provide an opportunity for the student to acquire competence in skills underlying the effective design, development and use of instruments for evaluating program progress and attainment of program objectives. Activities associated with this objective are as follows:
- Opportunity to learn procedures related to reporting program progress and measurement of the educational components of programs.
  - Opportunity for the student to participate in helping groups evaluate health-related projects.
  - Opportunity for the student to apply evaluation skills in determining the effectiveness of health education activities.
  - Opportunity for the student to take an active role in the evaluation of a continuing program.
- Objective: To provide the student with an opportunity to observe, to learn, and to acquire proficiency in applying technical skills required to effectively develop, implement, utilize and evaluate a variety of educational and instructional media for use in attainment of “educational” objectives of a program. Activities associated with this objective are as follows:
- Opportunity to utilize various audio-visual methods and equipment.
  - Opportunity to design supplementary visual aids used in educational endeavors.
  - Opportunity to develop and utilize educational and instructional materials for use with a specific target group.
  - Opportunity to apply skills in the pre-testing and or instructional materials.
- Objective: To provide an opportunity for the student to become familiar with the administrative duties of the health educator. Activities associated with this objective are as follows:
- Opportunity to understand the rationale for the assignment of duties within a health education program.
  - Opportunity to discuss methods of personnel supervision.
  - Learning the agency “channels” and their meaning and purpose.
  - Acquaintance with budgeting problems and procedures.
  - Opportunity to become familiar with inter-agency decision-making processes.
- Objective: To provide an opportunity for the student to become familiar with duties related to the communication of health information. Activities associated with this objective are as follows:

- Opportunity to answer requests from the public and/or staff for educational materials and resource people.
  - Opportunity to learn how policy is developed over the selection and use of educational materials.
  - Opportunity to use mass media in the interpretation of the agency's program.
- Objective: To provide opportunity for the student to gain experience in working with community groups. Activities associated with this objective are as follows:
- Opportunity to gain experience working with a variety of community groups.
  - Opportunity to contribute the educational methods of programs developed by community groups.
  - Opportunity to plan programs with existing community groups and to assist them to determine groups needs and objectives, methods and techniques, data gathering and evaluation.
- Objective: To Provide the Student with an Opportunity to Gain Understanding Individual Health Education Attitudes and Practices and the Factors which Determine or Assist in Bringing About Constructive Change in Health Practice. Activities associated with this objective are as follows:
- Opportunity to observe individual functioning in health related behavioral activity.
  - Opportunity to make an individual educational diagnosis on a need for the individual to improve a health practice.