

BYU **Public Health**

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Table of Contents

Section 1: Department Policy & Requirements

Department Welcome Letter	1
Department of Public Health Internship Policy.....	2
Department Internship Vision.....	4
Department Internship Purpose	4
Credit/Hours	5

Section 2: Health Promotion Internships

Health Promotion Internship Requirements.....	7
Pre-Requisite Courses.....	7
Course Learning Outcomes.....	7
Ideal Characteristics of Internships	7
Ideal Functions of Internships	8
Ideal Locations of Internships	8
Supervisor Requirements	8
Standards to which Interns will be held	8
Necessary Deliverables	9
Assessment Mechanism	9
NCHEC Areas of responsibilities and competencies	10-21

Section 3: Health Science Internships

Health Science Internship Requirements	23
Pre-Requisite Courses	23
Course Learning Outcomes.....	23
Internship Requirements	23
Skills & Knowledge a Health science student may bring to an internship.....	24
Examples of Health Science Internships	26

Section 4: Environmental/Occupational Health Internships

Pre-Requisite Courses.....	29
Course Learning Outcomes.....	29
Ideal Characteristics of Internships	30
Ideal Functions of Internships	30
Ideal Locations of Internships	30
Supervisor Requirements	30
Standards to which Interns will be held	30
Necessary Deliverables	30
Assessment Mechanism	31

Section 5 : Epidemiology Internships

Pre-Requisite Courses.....	33
Course Learning Outcomes.....	33
Ideal Characteristics of Internships	33
Ideal Functions of Internships	33
Ideal Locations of Internships	34
Supervisor Requirements	34
Standards to which Interns will be held	34
Necessary Deliverables	36
Assessment Mechanism	36

Section 6: Developing an Internship & Obtaining Approval

Emphasis Specific Pre-Requisites.....	38
Mandatory Internship Meeting	39
Securing an Internship	40
Developing your Internship.....	43
Forms	44
Registration	51

Section 7: Starting Your Internship

Beginning Internship Hours.....	54
Daily Logs.....	54
Form E	
Sample Daily Logs	
Midpoint Evaluations.....	56
Form F	
Form F2	
Supervisor Final Evaluation.....	56
Form H	
Agency Recommendation.....	57
Form G	
Thank You note/letter.....	57
Digital Photos.....	58
Leave the Internship Early.....	58

Section 8: Internship Written Report

Written Report Format	60
Grading	63
Due Date.....	64
T-Grade.....	64

Section 9: Internship Coordinator

Contact Information	67
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Section 10: Internship Forms

Internship Forms.....	69
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Section 11: Frequently Asked Questions

Frequently Asked Questions.....	71
Starting an Internship.....	71
Credits & Hours	72
Forms	74
Daily Logs	76
Registration.....	77
Written Reports	77
Grading	77

Section 12: Break Down of Responsibilities

Internship Responsibilities.....	80
Student Intern Responsibilities.....	80
Internship Coordinator Responsibilities.....	81

Section 13: Net IDs

Net ID.....	83
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Section 1:

Welcome Letter

Department Internship Policy

Background & Introduction

Welcome Letter		1.1
Department Policy		1.2
Department Vision		1.3
Department Purpose		1.4
Credits/Hours		1.5

Section 1.1



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Department Welcome Letter

Dear Public Health Student,

It is with great pleasure that I welcome you to your public health internship. The purpose of the internship is to “apply professional competencies in public health”. During the internship, students will “obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating” (see Department Learning Outcomes). The internship allows students the opportunity to apply theories from the classroom into real world public health settings. This is your culminating experience, your capstone, your time to SHINE!

Many students are anxious about the internship process. They most often report not knowing where to start or even where to look for internships. Some students procrastinate finding an internship until a few weeks before the semester begins, thus delaying the approval and registration process. Tip of the day: Start early! It’s never too early to start thinking about where you want to do your internship. It may be too early to apply, but it is always better to plan it out, set deadlines, and prepare yourself for the internship so you can look forward to your future: graduation, employment, and/or graduate school.

This guide, the Department of Public Health Internship Policies and Procedures Manual, will give you step-by-step instructions throughout the entire internship process. This is your ‘textbook’; you should print it out and take it to the internship with you. When questions arise, check the manual first. If you want to ensure a top grade in the internship, follow the steps in this manual and be your best professional self.

Please consider this internship your first job in public health, work hard, be impressive, and always go the extra mile. I am excited to be a part of the success you will experience when you fully engage and commit to your internship. Best to you!

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Lutz".

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The internship is curriculum-based practical work experience in a public health field of study that enhances learning. The Department of Public Health Internship Policy is informed by the BYU Internship Policy, best practice in public health education, and accreditation standards. It sets forth the guiding principles of a public health internship that would be requisite of all undergraduate and graduate internships in the department.

Guiding Principles

- Experiences should have material relevancy to a public health discipline.
- Students should be expected to use a variety of skills and knowledge based on defined student learning outcomes.
- Internships must be with an external agency/organization that can serve as an extension beyond the classroom.
- Internships must be overseen by a qualified internship preceptor from an agency/organization. Qualified preceptors are to be defined by each emphasis area or program faculty.
- Students may not receive grades or internship credit under the supervision of any immediate family members.
- Students may not fulfill internships for organizations owned by immediate family members.
- Students may not intern as a self-on-site supervisor or intern for another student.
- Departmental resources (e.g., experiential learning monies) should be directed to internship opportunities that match departmental priorities.

Internship Deliverables

The internship is designed to help students meet learning outcomes outlined by each emphasis area or program.

- Students define ahead of time which learning outcomes will be achieved through the internship experience. Appropriate learning outcomes are defined by each emphasis area or program.
- Students work with their preceptor ahead of time to define deliverables that align with the learning outcomes.
- Students must provide deliverables in a final written report that clearly link to the learning outcomes.

Host Agency/Organization

In order to be an approved public health internship site, an agency or organization that is engaged in improving population health and typically delivers one or more of the 10 Essential Public Health Services. These locations can include governmental, non-governmental, non-profit, for-profit, and university settings (e.g., Student Health Services, Student Wellness). If a student chooses to do an internship in an agency/organization where they work, their products and deliverables must not be associated with their typical work activities.

10 Essential Public Health Services

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate, and empower people about health issues

4. Mobilize community partnerships and action to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable
8. Assure competent public and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

Source: Centers for Disease Control and Prevention

<http://www.cdc.gov/od/ocphp/nphpsp/essentialphservices.htm>

Internship Preceptor

A qualified on-site preceptor in a workplace must be identified to help direct the larger part of student learning.

- Preceptors should have the background and experience to provide guidance and evaluate students relative to their internship learning outcomes.
- Typically, preceptors have training in public health (e.g., health promotion, environmental/occupational health, or epidemiology) and several years of work experience. Exceptions may include individuals with comparable work-related experience in the learning outcomes associated with the internship.
- Preceptors should have the time and ability to provide regular guidance (direction and feedback) to students through the internship.

Curriculum and Learning Committees

The department curriculum and learning committees (MPH and undergraduate) will function as the committees responsible for policy and practice related to internships administered through the department. Each emphasis coordinator will be represented on the undergraduate committee. Committees will be responsible for:

- Internship policies and procedures including learning outcomes, student expectations such as products and deliverables, and assessment.
- Supporting the internship coordinator to ensure appropriate fit of internships and help resolve questions regarding the suitability of the internship experiences.

Department Internship Coordinator

For undergraduate internships, the internship coordinator:

- Develops and maintains resources and connections that help site preceptors and students work together.
- Ensures university expectations and policies (e.g., IRAMS, Kennedy Center Guidelines) regarding internships are followed.
- Determines the suitability of the internship experiences using guidelines established by the department.
- Works with the emphasis area coordinator to resolve unique questions regarding suitability or appropriate fit of internships as questions arise.
- Approves deliverables prior to the commencement of an internship and ensures their alignment with learning outcomes.
- Ensures a balance in deliverables while recognizing each emphasis area has unique expectations.
- Monitors student progress and helps resolve any concerns between the student or internship provider.
- Evaluates final internship reports.

Section 1.3

Department Internship Vision

Over the course of the public health program, students receive knowledge through in-class instruction by department faculty. In addition to this classroom-based instruction, students may have the opportunity to gain hands-on experiences through an internship, which together, can give them the skills and competencies they will need to work in public health or other health fields.

By participating in an internship, students learn to apply academic learning to real world situations, perform tasks and work related to his/her career interests, receive supervision and training in a mentoring relationship, and explore the possibility of permanent employment in public health, or continue their education in graduate school. For many students, the internship experience will be their first exposure to working with public health agencies with the end goal of ‘bridging the gap’ between what is learned in the classroom (theory) and public health practice (application).

The Department of Public Health is committed to helping students have the best internship experience possible. This experience is intended to be a partnership between the student, the health agency, the agency supervisor, the department internship coordinator (Stephanie Lutz), and the faculty and staff in the Department of Public Health, in addition to University Internship Office support. The expectation is that students perform in the internship at the highest professional level, take the internship seriously, employ their best communication skills, commit significant time and energy to the internship, respect and be mentored by their supervisor, sacrifice, work hard, stay focused, and be the best representative of themselves, the Department, and the University so relationships can be maintained and future interns will be welcomed.

Section 1.4

Department Internship Purpose

The purpose of the internship is to “apply professional competencies in public health.”
(<https://learningoutcomes.byu.edu/Instructors/course-instructors/09674/001/HLTH+496R/662544/1311>).

During the internship, students will “obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating” (see above link).

The internship is considered a culminating experience *required* for all Health Promotion, Health Science, and Environmental/Occupational Health students; it is offered as elective credit for Epidemiology students. This culminating experience should align the curriculum with the Department’s Learning Outcomes (see <https://learningoutcomes.byu.edu/Programs/unit-programs/1311>).

Our program is not an internship placement program. The student is responsible for securing his or her own internship. The Department Internship Coordinator is available to provide resources and guidance during the entire internship process.

Students will have the opportunity to examine potential internships based on professional and academic goals. Students will need to refine their resume, apply and interview for several opportunities, and ultimately accept an internship based on preference. Once committed to a specific internship, students should fulfill all agreed upon expectations as a matter of integrity and honesty. In addition to the experience gained, students will pay tuition and

receive credit for their culminating experience. Prior to beginning the internship, all students must complete certain prerequisite courses; no concurrent enrollment, no exceptions.

Listed below are the main purposes of the public health internship:

- Help students gain an understanding and appreciation for the roles, duties, and responsibilities of full-time professionals in public health;
- Expose students to professional organizations and associations;
- Encourage participation in public health activities on local, state, national, and international levels;
- Provide students with leadership and professional development opportunities;
- Give students an opportunity to participate in program planning, implementation, and evaluation of programs within various health-related agencies and organizations;
- Help establish professional contacts and references through networking.

Section 1.5

Credits/Hours

Internship Credits & Hours

1 credit of internship= 42 hours of internship work

Health Promotion students = 6 credits required, 252 hours total (can take up to 9 credits)

Health Science students = 3 credits required, 126 hours total

Environmental/Occupational students = 3 credits required, 126 hours total

Epidemiology students = up to 3 credits in electives, up to 126 hours total

In order for internship hours to be counted toward the public health major, students must be registered for the appropriate course, Health 496R. The section of this course is dependent on emphasis, as well as when, and where the student is interning. For instance, public health students doing an International internship during spring or summer will be assigned a unique section through the Kennedy Center. In general, students will simply select their section based on their emphases.

** Internship work done prior to approval and registration will result in zero credit. No retroactive credit for any experience will be given. No exceptions; this is a University Internship Office Policy.

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipPolicy-10Feb14.pdf>

Section 2:

Health Promotion Internships

Health Promotion Internship Requirements | 2.1

Areas of Responsibility, Competencies and Sub-competencies for Health Education Specialists,
2015 (NCHEC) | 2.2

Section 2.1

Health Promotion Internship Requirements

Health Promotion students will have the opportunity and requirement to complete a 6.0 credit skill-based internship, and gain valuable hands-on experience in a practical setting. As is the case with all public health internships, there are prerequisite classes that must be completed prior to beginning the internship. All courses must be completed with a minimum C- or greater. Students cannot be concurrently enrolled in a prerequisite course and their internship; no exceptions.

Prerequisite courses

Health 210 Foundations of Public Health
Health 312 Introduction to Planning, Interventions, and Evaluation
Health 313 Introduction to Data Collection and Analysis
Health 314 Health, Disease, and Their Determinants, Part 1
Health 315 Health, Disease, and Their Determinants, Part 2
Health 316 Influencing Health through Health Systems and Policy
Health 330 Principles and Practices of Health Promotion
Health 431 Health Communications and Advocacy
Health 434 Advanced Evaluation Methods
Health 439 Advanced Program Planning

Course Learning Outcomes

The internship is designed to integrate the concepts of public health and health promotion learned in the classroom with real-world experience. A health promotion intern should gain experience in both their emphasis-specific and department-wide course learning outcomes:

1. Show evidence of participation in competencies and areas of responsibility appropriate for your public health emphasis: (internship coordinator evaluation)
Health Promotion: a minimum of 8 sub-competencies from at least 4 competencies spanning at least 2 of the 7 Areas of Responsibility, Competencies, and Sub-competencies for the *Health Education Specialty Practice Analysis 2015*.
2. Demonstrate professionalism at the internship site, including dress and grooming, collegiality, appropriateness, communication, and punctuality (preceptor evaluation).
3. Demonstrate professional competence and ability to complete assigned tasks and meet the agency's expectations (preceptor evaluation).
4. Practice ethical standards appropriate to the internship site (preceptor evaluation).
5. Successfully complete the hour requirement for the internship (internship coordinator evaluation).
Successfully complete the internship deliverable to the Internship Coordinator (internship coordinator evaluation).

Ideal characteristics of an internship

Ideally, the internship will be a culminating experience that allows health promotion students an opportunity to apply skills that were acquired during their undergraduate experience, become more marketable for employment, and gain practical experience. Due to high enrollment and a saturated local market, there is an increasing need for flexibility in terms of the location of the internship, the qualifications of the preceptor, and the actual duties and responsibilities of the Health Promotion intern. With increased flexibility in internship location and supervisor,

there is increased rigidity in providing evidence that the work completed in the internship aligns with the emphasis-specific learning outcomes. Essentially, students have more responsibility to prove the work completed is public health/health promotion and coordinates with NCHEC Areas of Responsibility, Competencies, and Sub-competencies.

Ideal functions of an intern

The NCHEC Seven Areas of Responsibility are used as a guiding framework for qualifying internships. In whatever capacity the intern functions, it is necessary for the intern to address a minimum of 8 Sub-competencies from at least 4 Competencies spanning at least 2 Areas of Responsibility. It is incumbent on the intern to identify which Sub-competencies and Competencies are being addressed and to provide significant and adequate evidence such that the Internship Coordinator can easily assess the intern's performance and assign a grade.

Ideal locations

A qualifying Health Promotion internship is primarily located in a setting (either physically or topic area) where the health of underserved or vulnerable populations is a priority. These locations could include community, healthcare, government, schools, and business/worksite settings. Note that it is the responsibility of the intern to provide evidence that the setting is appropriate, based on data or other evidence that the health of underserved or vulnerable populations is prioritized. No setting is immediately assumed to be eligible or disqualified based on having hosted previous interns.

Preceptor (supervisor) qualifications

A qualified on-site preceptor in a workplace must be identified to help direct the larger part of student learning in the internship. The intern must provide evidence that the preceptor is qualified to work and supervise interns in a setting where the health of underserved or vulnerable populations is prioritized. Examples of evidence include years of work experience, projects completed, education and training in a public health discipline, certifications, skills, and job title/description. Typically, the preceptor will have formal training in public health and several years of work experience. Exceptions may include individuals with comparable work-related experience in the learning outcomes associated with the internship.

Standards to which the intern will be held

NCHEC Seven Areas of Responsibility

1. Assess Needs, Resources, and Capacity for Health Education/Promotion
2. Plan Health Education/Promotion
3. Implement Health Education/Promotion
4. Conduct Evaluation and Research related to Health Education/Promotion
5. Administer and Manage Health Education/Promotion
6. Serve as a Health Education/Promotion Resource Person
7. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Source: National Commission for Health Education Credentialing, Inc. <https://www.nchech.org/responsibilities-and-competencies>

Necessary intern deliverables

In order to receive a letter grade for their internship experience, health promotion students will be held to the same standard as all public health students and will be required to submit a written report aligning internship activities with key competencies. Students will include an overview of their internship, examples of how their experience aligns with the standards for their emphasis, and tangible products produced in their internship as evidence of their curricular alignment. In addition, students will log their hours each day they work and provide a narrative based on their experiences that day. The format for the reports is digital; reports will be uploaded into the internship system. Reports are due 5 days before the last day of University classes; late submissions will be subjected to a 2%-point penalty per day and may jeopardize timely graduation.

Assessment mechanism

The responsibility to provide evidence of meeting the required number of NCHEC competencies is entirely the responsibility of the health promotion intern. This will be done in narrative form at the end of the experience and evidence will be found in the written report. Student grades will be based on the following formula: 60% graded by the department internship coordinator based on the evidence provided in the written report, the remaining 40% of the grade will be based on the supervisor/preceptor evaluation of professionalism.

Section 2.2



Areas of Responsibilities, Competencies, and Sub-competencies for Health Education Specialists - 2015

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The Seven Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified by the 2015 Health Education Specialist Practice Analysis (HESPA) project and serve as the basis of the CHES exam beginning in October 2016 and the MCHES exam in April 2016. The Sub-competencies shaded **yellow** and **blue** are advanced-level only and will not be included in the entry-level, CHES examination. However the advanced-level Sub-competencies will be included in the MCHES examination.

Color Key

Advanced – 1
Advanced – 2

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies	
Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion	
1.1	Plan assessment process for health education/promotion
1.1.1	Define the priority population to be assessed
1.1.2	Identify existing and necessary resources to conduct assessments
1.1.3	Engage priority populations, partners, and stakeholders to participate in the assessment process
1.1.4	Apply theories and/or models to assessment process
1.1.5	Apply ethical principles to the assessment process
1.2	Access existing information and data related to health
1.2.1	Identify sources of secondary data related to health
1.2.2	Establish collaborative relationships and agreements that facilitate access to data
1.2.3	Review related literature
1.2.4	Identify gaps in the secondary data
1.2.5	Extract data from existing databases

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies	
1.2.6	Determine the validity of existing data
1.3	Collect primary data to determine needs
1.3.1	Identify data collection instruments
1.3.2	Select data collection methods for use in assessment
1.3.3	Develop data collection procedures
1.3.4	Train personnel assisting with data collection
1.3.5	Implement quantitative and/or qualitative data collection
1.4	Analyze relationships among behavioral, environmental, and other factors that influence health
1.4.1	Identify and analyze factors that influence health behaviors
1.4.2	Identify and analyze factors that impact health
1.4.3	Identify the impact of emerging social, economic, and other trends on health
1.5	Examine factors that influence the process by which people learn
1.5.1	Identify and analyze factors that foster or hinder the learning process
1.5.2	Identify and analyze factors that foster or hinder knowledge acquisition
1.5.3	Identify and analyze factors that influence attitudes and beliefs
1.5.4	Identify and analyze factors that foster or hinder acquisition of skills
1.6	Examine factors that enhance or impede the process of health education/promotion
1.6.1	Determine the extent of available health education/promotion programs and interventions
1.6.2	Identify policies related to health education/promotion
1.6.3	Assess the effectiveness of existing health education/promotion programs and interventions
1.6.4	Assess social, environmental, political, and other factors that may impact health education/promotion
1.6.5	Analyze the capacity for providing necessary health education/promotion
1.7	Determine needs for health education/promotion based on assessment findings
1.7.1	Synthesize assessment findings
1.7.2	Identify current needs, resources, and capacity
1.7.3	Prioritize health education/promotion needs

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

1.7.4	Develop recommendations for health education/promotion based on assessment findings
1.7.5	Report assessment findings
Area II: Plan Health Education/Promotion	
2.1	Involve priority populations, partners, and other stakeholders in the planning process
2.1.1	Identify priority populations, partners, and other stakeholders
2.1.2	Use strategies to convene priority populations, partners, and other stakeholders
2.1.3	Facilitate collaborative efforts among priority populations, partners, and other stakeholders
2.1.4	Elicit input about the plan
2.1.5	Obtain commitments to participate in health education/promotion
2.2	Develop goals and objectives
2.2.1	Identify desired outcomes using the needs assessment results
2.2.2	Develop vision statement
2.2.3	Develop mission statement
2.2.4	Develop goal statements
2.2.5	Develop specific, measurable, attainable, realistic, and time-sensitive objectives
2.3	Select or design strategies/interventions
2.3.1	Select planning model(s) for health education/promotion
2.3.2	Assess efficacy of various strategies/interventions to ensure consistency with objectives
2.3.3	Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
2.3.4	Apply principles of cultural competence in selecting and/or designing strategies/interventions
2.3.5	Address diversity within priority populations in selecting and/or designing strategies/interventions
2.3.6	Identify delivery methods and settings to facilitate learning
2.3.7	Tailor strategies/interventions for priority populations
2.3.8	Adapt existing strategies/interventions as needed

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies	
2.3.9	Conduct pilot test of strategies/interventions
2.3.10	Refine strategies/interventions based on pilot feedback
2.3.11	Apply ethical principles in selecting strategies and designing interventions
2.3.12	Comply with legal standards in selecting strategies and designing interventions
2.4	Develop a plan for the delivery of health education/promotion
2.4.1	Use theories and/or models to guide the delivery plan
2.4.2	Identify the resources involved in the delivery of health education/promotion
2.4.3	Organize health education/promotion into a logical sequence
2.4.4	Develop a timeline for the delivery of health education/promotion
2.4.5	Develop marketing plan to deliver health program
2.4.6	Select methods and/or channels for reaching priority populations
2.4.7	Analyze the opportunity for integrating health education/promotion into other programs
2.4.8	Develop a process for integrating health education/promotion into other programs when needed
2.4.9	Assess the sustainability of the delivery plan
2.4.10	Design and conduct pilot study of health education/promotion plan
2.5	Address factors that influence implementation of health education/promotion
2.5.1	Identify and analyze factors that foster or hinder implementation
2.5.2	Develop plans and processes to overcome potential barriers to implementation
Area III: Implement Health Education/Promotion	
3.1	Coordinate logistics necessary to implement plan
3.1.1	Create an environment conducive to learning
3.1.2	Develop materials to implement plan
3.1.3	Secure resources to implement plan
3.1.4	Arrange for needed services to implement plan
3.1.5	Apply ethical principles to the implementation process
3.1.6	Comply with legal standards that apply to implementation

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies	
3.2	Train staff members and volunteers involved in implementation of health education/promotion
3.2.1	Develop training objectives
3.2.2	Recruit individuals needed for implementation
3.2.3	Identify training needs of individuals involved in implementation
3.2.4	Develop training using best practices
3.2.5	Implement training
3.2.6	Provide support and technical assistance to those implementing the plan
3.2.7	Evaluate training
3.2.8	Use evaluation findings to plan/modify future training
3.3	Implement health education/promotion plan
3.3.1	Collect baseline data
3.3.2	Apply theories and/or models of implementation
3.3.3	Assess readiness for implementation
3.3.4	Apply principles of diversity and cultural competence in implementing health education/promotion plan
3.3.5	Implement marketing plan
3.3.6	Deliver health education/promotion as designed
3.3.7	Use a variety of strategies to deliver plan
3.4	Monitor implementation of health education/promotion
3.4.1	Monitor progress in accordance with timeline
3.4.2	Assess progress in achieving objectives
3.4.3	Ensure plan is implemented consistently
3.4.4	Modify plan when needed
3.4.5	Monitor use of resources
3.4.6	Evaluate sustainability of implementation
3.4.7	Ensure compliance with legal standards
3.4.8	Monitor adherence to ethical principles in the implementation of health education/promotion
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion	
4.1	Develop evaluation plan for health education/promotion

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

4.1.1	Determine the purpose and goals of evaluation
4.1.2	Develop questions to be answered by the evaluation
4.1.3	Create a logic model to guide the evaluation process
4.1.4	Adapt/modify a logic model to guide the evaluation process
4.1.5	Assess needed and available resources to conduct evaluation
4.1.6	Determine the types of data (for example, qualitative, quantitative) to be collected
4.1.7	Select a model for evaluation
4.1.8	Develop data collection procedures for evaluation
4.1.9	Develop data analysis plan for evaluation
4.1.10	Apply ethical principles to the evaluation process
4.2	Develop a research plan for health education/promotion
4.2.1	Create statement of purpose
4.2.2	Assess feasibility of conducting research
4.2.3	Conduct search for related literature
4.2.4	Analyze and synthesize information found in the literature
4.2.5	Develop research questions and/or hypotheses
4.2.6	Assess the merits and limitations of qualitative and quantitative data collection
4.2.7	Select research design to address the research questions
4.2.8	Determine suitability of existing data collection instruments
4.2.9	Identify research participants
4.2.10	Develop sampling plan to select participants
4.2.11	Develop data collection procedures for research
4.2.12	Develop data analysis plan for research
4.2.13	Develop a plan for non-respondent follow-up
4.2.14	Apply ethical principles to the research process
4.3	Select, adapt and/or create instruments to collect data
4.3.1	Identify existing data collection instruments
4.3.2	Adapt/modify existing data collection instruments
4.3.3	Create new data collection instruments
4.3.4	Identify useable items from existing instruments
4.3.5	Adapt/modify existing items

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

4.3.6	Create new items to be used in data collection
4.3.7	Pilot test data collection instrument
4.3.8	Establish validity of data collection instruments
4.3.9	Ensure that data collection instruments generate reliable data
4.3.10	Ensure fairness of data collection instruments (for example, reduce bias, use language appropriate to priority population)
4.4	Collect and manage data
4.4.1	Train data collectors involved in evaluation and/or research
4.4.2	Collect data based on the evaluation or research plan
4.4.3	Monitor and manage data collection
4.4.4	Use available technology to collect, monitor and manage data
4.4.5	Comply with laws and regulations when collecting, storing, and protecting participant data
4.5	Analyze data
4.5.1	Prepare data for analysis
4.5.2	Analyze data using qualitative methods
4.5.3	Analyze data using descriptive statistical methods
4.5.4	Analyze data using inferential statistical methods
4.5.5	Use technology to analyze data
4.6	Interpret results
4.6.1	Synthesize the analyzed data
4.6.2	Explain how the results address the questions and/or hypotheses
4.6.3	Compare findings to results from other studies or evaluations
4.6.4	Propose possible explanations of findings
4.6.5	Identify limitations of findings
4.6.6	Address delimitations as they relate to findings
4.6.7	Draw conclusions based on findings
4.6.8	Develop recommendations based on findings
4.7	Apply findings
4.7.1	Communicate findings to priority populations, partners, and stakeholders
4.7.2	Solicit feedback from priority populations, partners, and stakeholders
4.7.3	Evaluate feasibility of implementing recommendations
4.7.4	Incorporate findings into program improvement and refinement

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

4.7.5 Disseminate findings using a variety of methods

Area V: Administer and Manage Health Education/Promotion

5.1 Manage financial resources for health education/promotion programs

5.1.1 Develop financial plan

5.1.2 Evaluate financial needs and resources

5.1.3 Identify internal and/or external funding sources

5.1.4 Prepare budget requests

5.1.5 Develop program budgets

5.1.6 Manage program budgets

5.1.7 Conduct cost analysis for programs

5.1.8 Prepare budget reports

5.1.9 Monitor financial plan

5.1.10 Create requests for funding proposals

5.1.11 Write grant proposals

5.1.12 Conduct reviews of funding proposals

5.1.13 Apply ethical principles when managing financial resources

5.2 Manage technology resources

5.2.1 Assess technology needs to support health education/promotion

5.2.2 Use technology to collect, store and retrieve program management data

5.2.3 Apply ethical principles in managing technology resources

5.2.4 Evaluate emerging technologies for applicability to health education/promotion

5.3 Manage relationships with partners and other stakeholders

5.3.1 Assess capacity of partners and other stakeholders to meet program goals

5.3.2 Facilitate discussions with partners and other stakeholders regarding program resource needs

5.3.3 Create agreements (for example, memoranda of understanding) with partners and other stakeholders

**Health Education Specialist Practice Analysis (HESPA) 2015
Competencies and Sub-competencies**

5.3.4	Monitor relationships with partners and other stakeholders
5.3.5	Elicit feedback from partners and other stakeholders
5.3.6	Evaluate relationships with partners and other stakeholders
5.4	Gain acceptance and support for health education/promotion programs
5.4.1	Demonstrate how programs align with organizational structure, mission, and goals
5.4.2	Identify evidence to justify programs
5.4.3	Create a rationale to gain or maintain program support
5.4.4	Use various communication strategies to present rationale
5.5	Demonstrate leadership
5.5.1	Facilitate efforts to achieve organizational mission
5.5.2	Analyze an organization's culture to determine the extent to which it supports health education/promotion
5.5.3	Develop strategies to reinforce or change organizational culture to support health education/promotion
5.5.4	Facilitate needed changes to organizational culture
5.5.5	Conduct strategic planning
5.5.6	Implement strategic plan
5.5.7	Monitor strategic plan
5.5.8	Conduct program quality assurance/process improvement
5.5.9	Comply with existing laws and regulations
5.5.10	Adhere to ethical principles of the profession
5.6	Manage human resources for health education/promotion programs
5.6.1	Assess staffing needs
5.6.2	Develop job descriptions
5.6.3	Apply human resource policies consistent with laws and regulations
5.6.4	Evaluate qualifications of staff members and volunteers needed for programs
5.6.5	Recruit staff members and volunteers for programs
5.6.6	Determine staff member and volunteer professional development needs
5.6.7	Develop strategies to enhance staff member and volunteer professional development

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

5.6.8	Implement strategies to enhance the professional development of staff members and volunteers
5.6.9	Develop and implement strategies to retain staff members and volunteers
5.6.10	Employ conflict resolution techniques
5.6.11	Facilitate team development
5.6.12	Evaluate performance of staff members and volunteers
5.6.13	Monitor performance and/or compliance of funding recipients
5.6.14	Apply ethical principles when managing human resources

Area VI: Serve as a Health Education/Promotion Resource Person

6.1	Obtain and disseminate health-related information
6.1.1	Assess needs for health-related information
6.1.2	Identify valid information resources
6.1.3	Evaluate resource materials for accuracy, relevance, and timeliness
6.1.4	Adapt information for consumer
6.1.5	Convey health-related information to consumer
6.2	Train others to use health education/promotion skills
6.2.1	Assess training needs of potential participants
6.2.2	Develop a plan for conducting training
6.2.3	Identify resources needed to conduct training
6.2.4	Implement planned training
6.2.5	Conduct formative and summative evaluations of training
6.2.6	Use evaluative feedback to create future trainings
6.3	Provide advice and consultation on health education/promotion issues
6.3.1	Assess and prioritize requests for advice/consultation
6.3.2	Establish advisory/consultative relationships
6.3.3	Provide expert assistance and guidance
6.3.4	Evaluate the effectiveness of the expert assistance provided
6.3.5	Apply ethical principles in consultative relationships

Area VII: Communicate, Promote, and Advocate for Health, Health

**Health Education Specialist Practice Analysis (HESPA) 2015
Competencies and Sub-competencies**

Education/Promotion, and the Profession

7.1	Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques
7.1.1	Create messages using communication theories and/or models
7.1.2	Identify level of literacy of intended audience
7.1.3	Tailor messages for intended audience
7.1.4	Pilot test messages and delivery methods
7.1.5	Revise messages based on pilot feedback
7.1.6	Assess and select methods and technologies used to deliver messages
7.1.7	Deliver messages using media and communication strategies
7.1.8	Evaluate the impact of the delivered messages
7.2	Engage in advocacy for health and health education/promotion
7.2.1	Identify current and emerging issues requiring advocacy
7.2.2	Engage stakeholders in advocacy initiatives
7.2.3	Access resources (for example, financial, personnel, information, data) related to identified advocacy needs
7.2.4	Develop advocacy plans in compliance with local, state, and/or federal policies and procedures
7.2.5	Use strategies that advance advocacy goals
7.2.6	Implement advocacy plans
7.2.7	Evaluate advocacy efforts
7.2.8	Comply with organizational policies related to participating in advocacy
7.2.9	Lead advocacy initiatives related to health
7.3	Influence policy and/or systems change to promote health and health education
7.3.1	Assess the impact of existing and proposed policies on health
7.3.2	Assess the impact of existing and proposed policies on health education
7.3.3	Assess the impact of existing systems on health
7.3.4	Project the impact of proposed systems changes on health education
7.3.5	Use evidence-based findings in policy analysis
7.3.6	Develop policies to promote health using evidence-based findings
7.3.7	Identify factors that influence decision-makers
7.3.8	Use policy advocacy techniques to influence decision-makers

**Health Education Specialist Practice Analysis (HESPA) 2015
Competencies and Sub-competencies**

7.3.9	Use media advocacy techniques to influence decision-makers
7.3.10	Engage in legislative advocacy
7.4	Promote the health education profession
7.4.1	Explain the major responsibilities of the health education specialist
7.4.2	Explain the role of professional organizations in advancing the profession
7.4.3	Explain the benefits of participating in professional organizations
7.4.4	Advocate for professional development of health education specialists
7.4.5	Advocate for the profession
7.4.6	Explain the history of the profession and its current and future implications for professional practice
7.4.7	Explain the role of credentialing (for example, individual, program) in the promotion of the profession
7.4.8	Develop and implement a professional development plan
7.4.9	Serve as a mentor to others in the profession
7.4.10	Develop materials that contribute to the professional literature
7.4.11	Engage in service to advance the profession

Section 3:

Health Science Internships

Health Science Internship Requirements | 3.1

Section 3.1

Health Science Internship

Health Science students will have the opportunity and requirement to complete a 3.0 credit skill-based internship, and gain valuable hands-on experience in a practical setting. As is the case with all public health internships, there are prerequisite classes that must be completed prior to beginning the internship. All courses must be completed with a minimum C- or greater. Students cannot be concurrently enrolled in a prerequisite course and their internship; no exceptions.

Prerequisite courses

Health 210 Foundations of Public Health
Health 313 Introduction to Data Collection and Analysis
Health 314 Health, Disease, and Their Determinants, Part 1
Health 315 Health, Disease, and Their Determinants, Part 2
Health 316 Influencing Health through Health Systems and Policy
Health 423 Integrating Public Health and Primary Care
Health 425 Working with Vulnerable and Diverse Populations

Course Learning Outcomes

The internship is designed to integrate the concepts of public health and health promotion learned in the classroom with real-world experience. A health promotion intern should gain experience in both their emphasis-specific and department-wide course learning outcomes:

1. Show evidence of participation in competencies and areas of responsibility appropriate for your public health emphasis: (internship coordinator evaluation)
2. Health Science: a minimum of 1 of the Health Science emphasis-specific learning outcomes.
3. Demonstrate professionalism at the internship site, including dress and grooming, collegiality, appropriateness, communication, and punctuality (preceptor evaluation).
4. Demonstrate professional competence and ability to complete assigned tasks and meet the agency's expectations (preceptor evaluation).
5. Practice ethical standards appropriate to the internship site (preceptor evaluation).
6. Successfully complete the hour requirement for the internship (internship coordinator evaluation).
7. Successfully complete the internship deliverable to the Internship Coordinator (internship coordinator evaluation).

A Health Science student is responsible to demonstrate that their proposed internship meets the following requirements:

1. **Purpose of an internship:** The purpose of an internship is to gain real-world practical experience working alongside professionals involved in improving population health or health care.
2. **Functions of an intern and competencies to be achieved:** The internship is designed to integrate the concepts of public health and health science learned in the classroom with real-world experience. A Health Science intern must gain experience in at least one of the following Health Science emphasis-specific competencies:
 - (a) Building cultural competency to work among diverse populations and settings
 - (b) Analyzing major public health issues in vulnerable and marginalized populations

- (c) Engaging in inter-disciplinary collaboration between the public health sector and other sectors
- (d) Improving access to and quality of health care services through integration with public health, especially by addressing social determinants of health inequities
- (e) Managing and analyzing quantitative health-related data

To identify an internship that aligns with Health Science emphasis-specific competencies, students should think broadly about the many ways in which diverse organizations may improve population health. For example, students may consider not only the Ten Essential Public Health Services, but also how organizations contribute to delivering those services in ways that address social determinants or health inequities. See here: [Ten Essentials & Social Determinants](#). As another example, students may consider various ways in which quantitative data are used to improve population health. See here: [Using Data in Public Health Delivery](#).

Activities such as working as a secretary or receptionist in a health care clinic do not fulfill the learning objectives of a Health Science internship. For examples of internships that would fulfill the learning objectives, see below.

3. **Locations for an internship:** A Health Science internship will usually be located in an organization that provides the context and support necessary for the student to meet the internship requirements and successfully complete the planned projects and tasks.

The host organization may be any organization whose work involves improving population health or health care. This includes organizations within the traditional public health system as defined by CDC: “All public, private, and voluntary entities that contribute to the delivery of essential public health services within a jurisdiction.” Additional organizations that qualify are those clearly engaged in improving population health or health care. Some examples include for-profit companies, think tanks, media outlets, legislatures, political organizations advocating for social justice, hospitals, health care clinics, and academic institutions that align with the specific Health Science emphasis competencies of the proposed internship.

4. **Qualifications of an internship preceptor:** A Health Science internship preceptor must be qualified to mentor the student in the Health Science emphasis-specific competencies that the student proposes to emphasize in their internship. Further, the preceptor must be committed to mentoring the student. Preceptor qualifications may be demonstrated by their academic degree or by their experience in the field.

Skills and knowledge a Health Science student may bring to their internship

During the process of brainstorming internship ideas and investigating options, students should consider what they are prepared to do as an intern based on their core public health and Health Science emphasis-specific coursework. The following summary of concepts can guide this thinking.

A. Scientific Foundations of Public Health and Human Health

- **Public Health Science Skills** – ability to explain core values, functions, and concepts of public health across the globe and in society, including the history and philosophy of public health; identify opportunities for promoting health and preventing disease across the life span and in various settings, and for enhancing public health preparedness; and the ability to apply basic public health sciences in the promotion of health and prevention of disease.
- **Strong Background in the Biological Sciences** – deep understanding of the pathophysiology of diseases and the biological, chemical, and physical science aspects of health and disease.

- **Public Health View from a Social Determinants of Health Lens** – ability to analyze the influence of socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- **Lifespan Development** – ability to take into consideration the biological, social, and psychological factors of age groups in communicating health information, designing interventions, and identifying and addressing health-related needs across age group populations.
- **Knowledge of Public Health Policy** – understanding of various health policies including policy-based programs such as Medicare and Medicaid and how these impact access to care.

B. Health Systems and Advocacy in a Global Society

- **Systems Thinking** – ability to recognize the dynamic interactions among sectors, organizations, and actors with which public health professionals interact to achieve health improvements.
- **Identifying Population Health Challenges** – ability to identify population health concepts, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
- **Health Policy and Advocacy** – ability to identify the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government, as well as the importance of advocating for public health policies.
- **Global Health** – ability to analyze and view the improvement of health and achieving equity for all people worldwide from a global and multidisciplinary perspective.
- **Comparative Health Systems** – ability to analyze and compare the organization, structure, and function of health care systems and outcomes across international settings.

C. Evidence-based approach to Public Health

- **Accessing and Evaluating Health Information** – ability to identify sources and compile relevant and appropriate information when needed, and the knowledge of where to go to obtain the information, and the skills to evaluate the information.
- **Assessment and Data Collection** – ability to choose and design data collection instruments and collect data from populations in order to assess community needs, assets, and health problems, and to integrate this information to describe public health issues and design interventions.
- **Data analysis and Interpretation** – ability to analyze, recognize meaningful results, interpret results data in an appropriate way to various types of audience.
- **Data Visualization** – ability to help people understand the significance of data by placing it in a visual context.
- **Epidemiologic Methods** – ability to appreciate, understand, and apply epidemiologic methods in population health-based inquiry.

D. Effective Communication Across Diverse Populations and Audiences

- **Public Health Communication Strategies** – ability to frame and effectively communicate public health messages and exchange information with colleagues, other professionals, clients, policy-makers, interest groups, media, and the public in oral presentations, teaching, print and electronic media, motivational interviewing, and interpersonal relations.
- **Motivational Interviewing** – ability to conduct motivational interviewing across diverse communities and populations to help internally motivate individuals and families to change their behavior.
- **Writing in the Public Health Sciences** – ability to articulate in writing the basic concepts of public health and convey an understanding of their value and importance to the public.

- **Cultural Competency** – ability to consider the cultural contexts in which public health professionals work; the role of gender, race, ethnicity, and other evolving demographics affecting population health; and the values and perspectives of diverse individuals, communities, and cultures and how these influences impact health behaviors, choices, and practices.
- **Collaboration** – ability to form partnerships and alliances with other individuals and organizations in order to enhance public health interventions and working relationships.

Examples of Health Science internships

Health Science students are encouraged to consult with Health Science faculty members – Len Novilla, Randy Page, Jeff Glenn, Chantel Sloan, and Evan Thacker – to brainstorm about host organizations and internship opportunities that align with Health Science emphasis-specific competencies. Here are several example internship ideas that align with Health Science emphasis-specific competencies:

- Working with a health policy think tank to compare how diverse health care systems and health care delivery services are organized, operated, governed, and financed. (Competencies: d, e)
- Working with physicians and nurses in community health centers to implement screening for social determinants of health among their patients. (Competencies: b, d)
- Working with health services researchers in a field setting to train community health workers in using mobile technologies for capturing data during home health visits. (Competencies: c, e)
- Working with a school district to conduct language interpretation for school-based health screenings for immigrant children and their parents. (Competencies: a, b, c)
- Working with an emergency medical service to analyze trends of common preventable injuries on a university campus, identify root causes, and implement interventions. (Competencies: c, e)
- Working with a special education company to develop products or materials such as curricula, lesson plans, health apps, or other health technology to support parents of children with developmental disabilities. (Competencies: a, b)
- Working with health care delivery professionals to observe care providers, services, and health conditions in the context of different national health systems and analyzing, comparing, and contrasting these indicators with health care in the US or other countries. (Competencies: a, d)
- Working with an international public health organization through a BYU global health internship program in Africa, Latin America, or Asia, involving health or development outreach activities and developing cultural competence skills. (Competencies: a, b, d)
- Working with a health care system to improve outreach and follow-up care for non-English speaking breast cancer screening patients. (Competencies: c, d)
- Working with a non-profit organization to identify barriers to health care access in rural Malawi. (Competencies: a, b, d)
- Working with a state health department to analyze survey data about high-risk sexual behaviors among low-income individuals. (Competencies: b, e)
- Working with a health care technology company to analyze health insurance claims of client firms to improve health outcomes and reduce employer costs. (Competencies: c, d, e)
- Working with a state prison system to evaluate a program to improve dental hygiene among inmates. (Competencies: a, b, c, d, e)
- Working with a state legislator to conduct a policy analysis and generate support for legislation that increases health insurance coverage for low-income families. (Competencies: b, c, d)
- Working with a public health laboratory to develop and implement new assays or protocols for analyzing biological samples of emerging infectious diseases. (Competencies: c, e)

- Working with an art museum to develop tours for members of the community living with Alzheimer's disease and their caregivers. (Competencies: a, c)
- Working with medical clinic staff that serves refugee populations to develop a system to track whether patients adhere to provider follow-up recommendations. (Competencies: c, d, e)
- Working with a health organization to provide mobile health outreach activities (screenings, health education, training health workers, home health visits, language interpretation) to vulnerable populations. (Competencies: a, b, d)
- Working with a health department using GIS mapping skills to visualize the spatial distribution of the occurrence of a health or disease issue of interest, to inform planning, decision-making, and delivery of public health or health care services. (Competencies: b, d, e)
- Working with a family practice physician to use a public health technology (for example, PhotoVoice) to capture data on upstream social determinants of health for patients and their families and integrate these with clinical data. (Competencies: c, d, e)
- Working with primary care clinic leadership to implement a data sharing procedure with academic researchers or public health agencies to investigate patterns of disease in the community served by the clinic. (Competencies: b, c, e)

Section 4:

Environmental/Occupational Internships

Environmental/Occupational Health Internship Requirements | 4.1

Section 4.1

Environmental/Occupational Health Internship Requirements

Internships for Environmental/Occupational Health (EH/OH) students is a required course; students will complete a 3.0 credit internship and gain valuable skills and experiences by applying their curriculum in a practical setting. As is the case with all public health internships, there are prerequisite classes that must be completed prior to beginning the internship. All courses must be completed with a minimum C- or greater. Students cannot be concurrently enrolled in a prerequisite course and their internship; no exceptions.

Prerequisite courses

Health 210 Foundations of Public Health

Health 312 Introduction to Planning, Interventions, and Evaluation

Health 313 Introduction to Data Collection and Analysis

Health 314 Health, Disease, and Their Determinants, Part 1

Health 315 Health, Disease, and Their Determinants, Part 2

Health 322 Environmental Health

Health 324 Occupational Health and Safety

Health 428 Sampling and Exposure Assessment Lab 1

Course Learning Outcomes

The internship is designed to integrate the concepts of public health and environmental/occupational health learned in the classroom with real-world experience. An environmental/occupational health intern should gain experience in both their emphasis-specific and department-wide course learning outcomes:

1. Show evidence of participation in competencies and areas of responsibility appropriate for your public health emphasis: (internship coordinator evaluation)
 - i. Environmental/Occupational Health: a minimum of 2 EH/OH emphasis-specific learning outcomes (Adapted from NHCEC's Seven Areas of Responsibility).
2. Demonstrate professionalism at the internship site, including dress and grooming, collegiality, appropriateness, communication, and punctuality (preceptor evaluation).
3. Demonstrate professional competence and ability to complete assigned tasks and meet the agency's expectations (preceptor evaluation).
4. Practice ethical standards appropriate to the internship site (preceptor evaluation).
5. Successfully complete the hour requirement for the internship (internship coordinator evaluation).
6. Successfully complete the internship deliverable to the Internship Coordinator (internship coordinator evaluation).

Ideal characteristics of an internship

Ideally, the internship will be a culminating experience that allows EH/OH students an opportunity to apply skills that were acquired during their undergraduate experience, become more marketable for employment and/or graduate school, and gain practical experience in EH/OH. Ideally, EH/OH internships will be paid positions

working under the direction of seasoned environmental or occupational health professionals. Definition of EH/OH: activities related to air, water, food, soil, radiation, chemicals, injuries, workplace safety and health, etc.

Ideal functions of an intern

Ideally, interns will perform functions related directly to Environmental and Occupational health, including occupational exposure assessments, evaluation and monitoring of environmental hazards, evaluations of existing control measures, review of workplace accident trends, etc.

Ideal locations

Ideally, internships will take place in local, national, or international EH/OH departments within government agencies, non-profit organizations, or private industry.

Preceptor (supervisor) qualifications

A qualified on-site preceptor in a workplace must be identified to help direct the larger part of student learning in the internship. The intern must provide evidence that the preceptor is qualified to work and supervise interns in an EH/OH setting. The preference is to have a preceptor who has a degree in EH/OH or a related field with several years of work experience in EH/OH. Exceptions may include an engineer who is working on an EH/OH project.

Standards to which the intern will be held

Seven Areas of Responsibility

1. Assess Needs, Resources, and Capacity (company) for EH/OH issues
2. Plan EH/OH Strategies, Interventions, and Programs
3. Implement EH/OH Strategies, Interventions, and Programs
4. Conduct Evaluation and Research related to EH/OH
5. Administer and Manage EH/OH Strategies, Interventions, and Programs
6. Serve as an EH/OH Resource Person
7. Communicate, Promote, and Advocate for Health, EH/OH, and the Profession

Adapted from National Commission for Health Education Credentialing, Inc.

<https://www.nchec.org/responsibilities-and-competencies>

Necessary intern deliverables

In order to receive a letter grade for their internship experience, EH/OH students will be held to the same standard as all public health students and will be required to submit a written report aligning internship activities with key competencies. Students will include an overview of their internship, examples of how their experience aligns with the standards for their emphasis, and tangible products produced in their internship as evidence of their curricular alignment. In addition, students will log their hours each day they work and provide a narrative based on their experiences that day. The format for the reports is digital; reports will be uploaded into the internship system. Reports are due 5 days before the last day of University classes; late submissions will be subjected to a 2%-point penalty per day and may jeopardize timely graduation.

Assessment mechanism

The responsibility to provide evidence of meeting the adapted Seven Areas of Responsibility is entirely the responsibility of the EH/OH intern. This will be done in narrative form at the end of the experience and evidence will be found in the written report. Student grades will be based on the following formula: 60% graded by the department internship coordinator based on the evidence provided in the written report, the remaining 40% of the grade will be based on the supervisor/preceptor evaluation of professionalism.

Section 5:

Epidemiology Internships

Epidemiology Internship Requirements | 5.1

Section 5.1

Epidemiology Internship Requirements

Internships for epidemiology students are not required but can be completed as elective credit. Though not required, internships that allow the student to gain valuable and practical experiences in epidemiology and public health are always encouraged. As is the case with all public health internships, there are prerequisite classes that must be completed prior to beginning the internship. All courses must be completed with a minimum C- or greater. Students cannot be concurrently enrolled in a prerequisite course and their internship; no exceptions.

Prerequisite courses

Health 210: Foundations of Public Health

Health 313: Introduction to Data Collection and Analysis

Health 314: Health, Disease, and their Determinants, Part 1

Health 315: Health, Disease, and their Determinants, Part 2

Health 345: Principles of Epidemiology

Health 440: Introduction to Statistical Computing in Epidemiology (SAS)

Health 447: Introduction to Biostatistics

Course Learning Outcomes

The internship is designed to integrate the concepts of public health and epidemiology learned in the classroom with real-world experience. An epidemiology intern should gain experience in at least one of the following Epidemiology emphasis-specific competencies:

1. Show evidence of participation in competencies and areas of responsibility appropriate for your public health emphasis: (internship coordinator evaluation)
 - i. Epidemiology: a minimum of 8 sub-competencies from at least 3 Skill Domains from *Competencies for Applied Epidemiologists in Governmental Public Health Agencies Tier 1: Entry-Level or Basic Epidemiologist*.
2. Demonstrate professionalism at the internship site, including dress and grooming, collegiality, appropriateness, communication, and punctuality (preceptor evaluation).
3. Demonstrate professional competence and ability to complete assigned tasks and meet the agency's expectations (preceptor evaluation).
4. Practice ethical standards appropriate to the internship site (preceptor evaluation).
5. Successfully complete the hour requirement for the internship (internship coordinator evaluation).
6. Successfully complete the internship deliverable to the Internship Coordinator (internship coordinator evaluation).

Ideal characteristics of an internship

Epidemiology students who choose to do an internship for elective credit should select an internship that will cover one or more crucial epidemiology skill, but most public health internships would be considered acceptable for elective credits. However, students choosing a non-epidemiology focused internship must have completed appropriate preparatory course work for that internship in order to be qualified to perform those skills in their internship. For instance, doing a primarily health promotion internship at a location like the Utah Department of Health may require additional course work like Health 431 Health Communications & Advocacy and/or Health 439

Advanced Program Planning. If you have questions, please consult with Stephanie Lutz or an epidemiology faculty member.

Ideal functions of an intern

Epidemiology internships that cover the following skills are highly encouraged, as they will best prepare students for employment and graduate school in epidemiology or related disciplines:

- Developing research questions
- Conducting Literature Reviews
- Study Design
- Data Collection
- Data Analysis
- Surveillance
- Outbreak Investigation
- Reporting of Research Findings (including: oral/poster presentations, fact sheets/infographics, figures/graphs, other data visualization, technical reports, and/or journal articles).

Ideal locations

Ideal locations for epidemiology students will include governmental agencies (state or county health departments) and non-governmental agencies or organizations (any agency engaged in epidemiology or health-related data collection/analysis).

Preceptor (supervisor) qualifications

In order to serve as a supervisor for an epidemiology intern, as a minimum, they must have a Bachelor's Degree and/or significant experience in epidemiology or health-related research, data collection, and analysis.

Standards to which the intern will be held

Epidemiology students doing an internship should ensure their internship will align with any of the 10 Essential Public Health Services, but particular attention should be paid to #1, #2, #5, 9, and #10 (all 10 are listed below). In addition, internship tasks should also align with the Competencies for Applied Epidemiologists in Governmental Public Health Agencies Tier1: Entry-Level or Basic Epidemiologist (also listed below).

10 Essential Public Health Services

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships and action to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable
8. Assure competent public and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

Competencies for Applied Epidemiologists in Governmental Public Health Agencies Tier 1: Entry-Level or Basic Epidemiologist

1. Assessment and Analysis

- a. Recognize public health problems pertinent to the population
- b. Conduct surveillance activities
- c. Identify acute and chronic conditions or other adverse outcomes in the population
- d. Apply principles of good ethical/legal practice as they relate to study design and data collection, dissemination, and use
- e. Organize data from surveillance, investigations, or other sources
- f. Analyze data from an epidemiologic investigation or study
- g. Summarize results of the analysis and draw conclusions
- h. Assist in developing recommended evidence-based interventions and control measures in response to epidemiologic findings
- i. Assist in evaluation of programs

2. Basic Public Health Sciences

- a. Know how the causes of disease affect epidemiologic practice
- b. Identify the role of laboratory resources in epidemiologic activities
- c. Use identified informatics tools in support of epidemiologic practice

3. Communication

- a. Prepare written and oral reports and presentations to communicate necessary information to the agency staff
- b. Recognize the basic principles of risk communication
- c. Incorporate interpersonal skills in communication with agency personnel, colleagues, and the public
- d. Use effective communication technologies

4. Community Dimensions of Practice

- a. Provide epidemiologic input into epidemiologic studies, public health programs, and community public health planning processes at the state, local or tribal level
- b. Participate in development of community partnerships to support epidemiologic investigations

5. Cultural Competency

- a. Describe population by race; ethnicity; culture; societal, educational and professional backgrounds; age; gender; religion; disability; and sexual orientation
- b. Establish relationships with groups of special concern (e.g. disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)
- c. Describe surveillance systems that include groups subject to health disparities or other potentially underrepresented groups (using standard categories where available)
- d. Conduct investigations using languages and approaches tailored to population
- e. Use standard population categories or subcategories when performing data analysis
- f. Support public health actions that are relevant to the affected community

6. Financial and Operational Planning and Management

- a. Conduct epidemiologic activities within the financial and operational plan of the agency
- b. Describe the financial planning and budgetary process of the epidemiology program
- c. Implement operational and financial plans

- d. Use skills that foster collaborations, strong partnerships and team building to accomplish epidemiology program objectives

7. Leadership and Systems Thinking

- a. Support the organization's vision in all programs and activities
- b. Use performance measures to improve epidemiology program effectiveness
- c. Promote ethical conduct in epidemiologic practice
- d. Practice professional development
- e. Prepare for emergency response

8. Policy Development

- a. Support the application of epidemiologic knowledge to the development and analysis of public health policies

Source: Centers for Disease Control and Prevention <https://www.cdc.gov/appliedepicompetencies/pdfs/aec-summary-tier1.pdf>

Necessary intern deliverables

In order to receive a letter grade for their internship experience, epidemiology students will be held to the same standard as all public health students and will be required to submit a written report aligning internship activities with key competencies. Students will include an overview of their internship, examples of how their experience aligns with the standards for their emphasis, and tangible products produced in their internship as evidence of their curricular alignment. In addition, students will daily log their hours and provide a narrative based on their experiences that day. The format for the reports is digital; reports will be uploaded into the internship system. Reports are due 5 days before the last day of University classes; late submissions will be subjected to a 2% point penalty per day and may jeopardize timely graduation.

Assessment mechanism

Student grades will be based on the following formula: 60% graded by the department internship coordinator based on the written report, the remaining 40% of the grade will be based on the supervisor/preceptor evaluation.

Section 6:

Developing an Internship & Obtaining Approval

Emphasis Specific Prerequisites		6.1
Mandatory Internship Meeting		6.2
Securing an Internship		6.3
Developing Your Internship		6.4
Forms		6.5
Registration		6.6

Section 6.1

Emphasis Specific Prerequisites

Fulfillment of prerequisite courses with minimum grade

Students must complete all prerequisite courses with a C- or greater. Students cannot begin their internship for credit, and complete the required courses later; no exceptions. There is also no concurrent enrollment. This means students cannot be enrolled in the course and doing their internship at the same time; no exceptions.

Students often ask why. The Department of Public Health expects students to have mastered the course material with minimum proficiencies. For example, a student wanting to do a diabetes education internship who received a D in Health 314 or 315 wouldn't be a qualified candidate. When diabetes is often associated with co-morbidities, a mastery of chronic diseases would be expected. A certain grade would ensure the agency that the student has a mastery of the subject. In addition, sending a student into an internship before they have taken core classes like Health 434 Research Evaluation and Health 439 Program Planning is a disservice to the agency and the student. The supervisor would expect students to complete certain tasks that they would only be able to do having taken those courses. This will serve the students, agency, and department well when the student is academically prepared to complete an internship for credit.

Prior to internship approval, the department internship coordinator will verify course completion and grades. If a student receives below a C-, the student is required to retake the course before they can begin their internship. No exceptions.

Health Promotion (10 courses)

- Health 210 Foundations of Public Health
- Health 312 Introduction to Planning, Interventions, and Evaluation
- Health 313 Introduction to Data Collection and Analysis
- Health 314 Health, Disease, and Their Determinants, Part 1
- Health 315 Health, Disease, and Their Determinants, Part 2
- Health 316 Influencing Health through Health Systems and Policy
- Health 330 Principles and Practices of Health Promotion
- Health 431 Health Communications and Advocacy
- Health 434 Evaluation Methods
- Health 439 Program Planning

Health Science (7 courses)

- Health 210 Foundations of Public Health
- Health 313 Introduction to Data Collection and Analysis
- Health 314 Health, Disease, and Their Determinants, Part 1
- Health 315 Health, Disease, and Their Determinants, Part 2
- Health 316 Influencing Health through Health Systems and Policy
- Health 423 Integrating Public Health and Primary Care

- Health 425 Working with Vulnerable and Diverse Populations

Environmental/Occupational Health (8 courses)

- Health 210 Foundations of Public Health
- Health 312 Introduction to Planning, Interventions, and Evaluation
- Health 313 Introduction to Data Collection and Analysis
- Health 314 Health, Disease, and Their Determinants, Part 1
- Health 315 Health, Disease, and Their Determinants, Part 2
- Health 322 Environmental Health
- Health 324 Occupational Health and Safety

Epidemiology (8 courses) *internship not required, but elective

- Health 210 Foundations of Public Health
- Health 313 Introduction to Data Collection and Analysis
- Health 314 Health, Disease, and Their Determinants, Part 1
- Health 315 Health, Disease, and Their Determinants, Part 2
- Health 345 Principles of Epidemiology
- Health 440 Computer Applications in Epidemiology
- Health 447 Introduction to Biostatistics

*Students in Environmental/Occupational Health and Epidemiology *may* do a non-credited internship for experience only and not be required to complete the prerequisite courses as an internship is not required for their emphasis. In addition, all students who want to do an internship for credit but don't qualify for public health credit because they have not completed the prerequisite courses can do internship credits in another department (i.e. LS 199R or 399R), but those credits will not apply to their major or necessarily progress them toward graduation. If you have questions about this, please contact Stephanie Lutz, MS, CHES.

Section 6.2

Mandatory Internship Meeting

Attendance at a one-hour mandatory group internship meeting is required for all students planning to do their internship for public health credit. Mandatory internship meetings are held at the beginning of each major semester (Fall and Winter semesters). Multiple meetings with differing days and times will be held during the 3rd and 4th weeks of September and January. Students must attend a meeting within a year of beginning the internship. Meeting dates, times, and location will be sent to all students via the emailed weekly Department Newsletter and will be posted on the website as well as various social media outlets. Students are responsible to watch for those announcements and find a time to attend.

Meetings will cover 4 areas: 1) Tips to finding an internship, 2) How to apply to an internship, 3) 15 Steps to completing an internship and 4) Internship form explanation. Unfortunately, the department internship coordinator is unable to accommodate individual student meetings; therefore, students must attend one of these group meetings to gain this critical information.

Attendance at the meeting will be recorded and documented. If a student is unable to attend, they must read the 4 covered areas in document form, read the Department Internship Policy, and the Internship Policy and Procedure manual in its entirety, email the department coordinator that these tasks have been completed, and sign and date a Statement of Internship Policy Acknowledgement, which will be kept on file. The internship coordinator will not hold private appointments to individually go over what was covered in the meetings; students are responsible to read and retain that information on their own. Attendance at a meeting more than a year in advance to gather information is supported, but attendance will not count unless it is within one year. Students will need to attend another meeting closer to the actual internship to receive credit.

Section 6.3

Securing a Public Health Internship

Start Early

Students should start looking for a public health internship EARLY, ideally 4 to 6 months before they plan to intern. The internship approval and registration process can take up to 2 months though it is usually much faster. Students should not wait to secure an internship in the few weeks before the semester begins. Last minute internship applications *may not* be approved immediately due to timing; internship applications submitted early can always be approved. Some internships (i.e. Washington Seminar, Kennedy Center Global Public Health Internships, Marriott School On-Campus Internships, Intermountain Healthcare, etc.) have lengthy application processes that require additional time, paperwork, approvals, and deadlines several months in advance. The student is responsible for all deadlines and should plan accordingly.

Internship Location Resources

This is not an internship placement program; students must identify, locate, and secure their own public health internship. When students spend their time, effort, and energy securing their own internship, they are much more likely to be personally and professionally invested and experience higher levels of success in the internship. It is the responsibility of the Department Internship Coordinator to provide internship location resources to students, but it is the responsibility of the student to search, identify, secure and obtain approval for that internship. As the advising motto goes, “I advise (about internships), you decide (about internships)” (The National Academic Advising Association (NACADA)).

The first place students should go to familiarize themselves with the internship process is our department website: <https://ph.byu.edu/>

From here, click on the “Undergrad Internships” tab. This will take you to the “Internship Links” page (see below). The “Internship Manual” is this document. The “Internship Recommendations” are described below in #2. The “Internship Forms” take you to the forms that need to be submitted and approved before the internship begins (described in Section 3.3 of this manual).

Department Website: ph.byu.edu, click “Undergrad Internships”. This link connects you to the “Internship Links”, where all internship information can be found. When agencies want an internship to be seen by students, the specifics of the internship will be found under “Internship Postings”. These are current internship needs and change often. All students have access to these listings 24 hours a day, year-round.

BYU Public Health [SIGN IN](#)

[ABOUT](#) [PROGRAMS](#) [FACULTY AND STAFF](#) [ALUMNI AND CAREERS](#) [UNDERGRAD INTERNSHIPS](#) [SCHOLARSHIPS](#)

Internship Links

Internship Manual

All the information you need to find, apply for, and succeed in your internship experience.

Internship Recommendations

Click here to browse our database of previous internships, including advice and reviews from past students about the agencies they interned with.

Global Health Internship Program

Click here to browse internship opportunities in global settings.

Internship Forms

Once you're ready to begin the application process click here to begin.

Internship Grant

Click [here](#) to download the internship grant form for Spring/Summer 2018.

Internship Postings

Company	Position	Contact
UDOH HIV surveillance program	Intern Position	UDOH Project Lead - Nuzhat Majid-nmajid@utah.gov - (801)538-6162
Y Be Fit - BYU Internship	Health Coach	ybefitdirectors@gmail.com
Utah Chapter of the Society For Public	Internship	Julia Glade (JGlade@slco.org)

Quick Guides

- 15 Steps to Complete Your Internship
- Required Forms
- How to Apply
- Tips for Finding Your Internship
- Internship Grant

These listing are updated several times a week so students should check back often. Just because the internship is not listed at the top does not mean it is not a valid internship. It is worth the student's time each week to read the current listings and look back at older listings. Most often, all contact information and details about the internship can be found in these individual listings.

In addition to the Internship Postings, another internship resource is found in the same location and is labeled "Internship Recommendations". These listing are broken down by geographic location. Public Health internships are listed under Utah, National, and International.

BYU Public Health [SIGN IN](#)

[ABOUT](#) [PROGRAMS](#) [FACULTY AND STAFF](#) [ALUMNI AND CAREERS](#) [UNDERGRAD INTERNSHIPS](#) [SCHOLARSHIPS](#)

Internship Links

Internship Manual

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Quick Guides

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- Required Forms
- How to Apply
- Tips for Finding Your Internship
- Internship Grant

Note: If a student is looking to complete their gerontology minor, their public health internship must meet all the requirements AND include work in a target audience of 50 and older.



Utah



National



International

Current students can read about previous public health students' internship experiences here. Each student has the opportunity to report his or her internship experience and recommendation in Form G. The purpose is for future students to read about the past experiences of graduated students. If they leave their name and email, they have agreed to be contacted. If it is left anonymous, they have agreed to have their recommendation form viewed but do not want to be contacted. Students value other students' opinions; take time to read through these recommendations and make a list of the internship worth more investigation.

Department Weekly Newsletter. Each Wednesday afternoon, public health majors receive the weekly Department Newsletter via email. All students declared a public health major will receive this newsletter. However, if a student changes their email or the newsletter goes to SPAM, they may not receive the newsletter. It is the responsibility of the student to ensure they receive the weekly newsletter and read it each week. Unique (often paid) and timely (need interns immediately) internship opportunities are sent in the newsletter. It is a significant benefit to students to read the newsletter each week and take advantage of these opportunities. Deadlines, scholarship information, curricular changes, and other important departmental news are included each week. If you do not receive this newsletter, please contact Beth Liechty at beth.liechty@byu.edu

On-campus resources. Students should take advantage of on-campus resources to help identify internship opportunities. First, students should sign up to receive information about internship through BYU Bridge (<https://byu-csm.symplicity.com>). Students can find out about Internship Fairs on campus, when employers will be on campus for internship/job interviews, and networking events. Also, the Marriott School of Business offers on-campus internships (<http://marriottschool.byu.edu/explearn/oci/>) for students to work on an internship team while completing the internship. Internships must meet all public health criteria, but this is a great opportunity for students taking classes and completing their internship while on campus. Lastly, students should be familiar with the University Internship Office (<https://intern.byu.edu>), student tab, where they can find information about the internship approval process, internship application (IRAMS), and deadlines for registration.

Network. Students should take advantage of all the networking opportunities while they are a student. This means talking to professors, public health professionals, family members, and friends about their internship goals and seeking out contacts. Students should attend extra lectures and panel discussions held in the college and University for this purpose. Students should also set up and maintain a LinkedIn account; it will significantly contribute to the networking experience. Do not forget to sign up for BYU's Handshake <http://handshake.byu.edu/>

BYU Career Services

handshake

SELECT AFFILIATION

Please select the option that best represents your affiliation with the University.

CURRENT STUDENT Individuals who are currently enrolled at BYU as students.	RECENT GRADUATE Individuals who have graduated from BYU within the last three years.
ALUMNUS Individuals who graduated from BYU more than three years ago.	EMPLOYER Individuals who are employers representing companies looking to recruit at BYU (current career fairs, local information sessions, field placements, etc.).

Section 6.4

Developing your Internship

Follow these steps to be most successful in securing your internship.

1. Decide what you want to learn or do during the internship. Also, decide what areas you are most interested in working as far as content, target population, or agency. Based on where you will be living, you may choose a public health internship in the area you reside.
2. Start looking **EARLY**, preferably 4-6 months before starting your internship. Certain internships require more than 4-6 months preparation time (e.g. Kennedy Center for International travel, Washington Seminar, certain agencies like Utah Valley Hospital, etc.).
3. Brainstorm a list of agencies where you would like to do an internship. Start a Google spreadsheet and record the information there. Use the departmental resources on our website (described above). Talk with faculty. Spend time each week entering potential internship locations and update your spreadsheet as you apply. If you are not sure whether or not the agency would be an appropriate place to do an internship, send the Department Internship Coordinator an email with the agency name, website, and tasks you would be completing.
4. Refine your resume. Update as needed to reflect your college education vs. high school experience. Take your resume to the University Career Services (<https://ucs.byu.edu>) in 2400 WSC for review with advisors specializing in resumes. Today's resume is modern, simple, and quantifies experience. Time to get it ready for your future!
5. Provide a writing sample, a paper you wrote around 2 pages long that you can include with your application. It can be an opinion editorial, disease research brief, reflection paper, etc. Think of it as an opportunity to show the internship agency what you are capable of. Make sure it is well edited and refined.
6. Draft an email. Call the secretary/receptionist at the agency to find out who to address your email to. Ask who is in charge of the interns and request their email. Your email should be professional, well composed, and humble. TIP: The biggest mistake students make when contacting an agency is sounding entitled and demanding. "I'm a student at BYU who needs an internship. Let me know." Prepare your email to include the following:
 - a. Name & class (junior, senior, etc.) at BYU
 - b. Area of study (public health & emphasis)
 - c. Requirements of the internship 10 EPHS, emphasis competencies, credits/hours, tangible products, etc.)
 - d. List things you like about the agency
 - e. List the skills/competencies you possess that will contribute to the agency
 - f. Reasons why you want to intern with this agency
 - g. Include a resume and sample of your writing
 - h. A day and time you will follow up with the agency

TIP: Students often say "Thank you for taking the time to read this email. I look forward to hearing from you soon." That requires the agency supervisor to push reply, think about the internship position, draft an email, etc. That is work for them. Take the work out by instead saying "Thank you for taking the time to review my email, resume, and writing sample. I will follow up with you on Monday at 10 a.m. by calling your number. If you aren't available, I will leave a message and call back." You just made it easy for them; they just need to answer the phone when you call. Don't be pushy or demanding; be humble and flexible. Be sure

to follow-up with a phone call when you said you would to set up an appointment to meet with him/her in person to discuss potential internships.

7. Apply for multiple internships at the same time in hopes you hear back from 1-2 quickly. Applying to only one internship then waiting to hear back from them will significantly delay the process and may result in late registration. While actively looking, students should apply to as many as five (5) per week until they accept one.
8. Set up an interview. Show up early, dress professionally, and come prepared to talk about the agency. During the interview, attentively listen to the supervisor as to the tasks they expect you to perform in the internship. Ask questions. Take notes. Listen intently. Then, articulate what you want to learn in your internship, your most marketable skills, and how you can contribute to their agency. Also, be prepared to discuss possible internship responsibilities (Form B) and tangible products to be produced. You may want to bring a portfolio with examples of the work you have done. For instance, a copy of your program plan from Health 439 would show some of your best work.
9. Follow up after the interview with a thank you email, letter, or hand-written note within one (1) day of interviewing. Better yet, bring a blank thank you card with you. After the interview, take a few minutes to write the Thank You card and leave it with the secretary/receptionist. This immediate follow up will leave a lasting impression on the supervisor and show your gratitude.
10. Accept an internship offer. Once you have accepted, stop applying to other internships and stop looking for other internships. Once the agency extends an offer and you accept, they let the other applicants know the position has been filled. If you change your mind or decide you want to apply to other internships, they cannot just call the next best candidate. They have already invested time, effort, energy, and resources on you. You have committed to that internship, it is a matter of integrity, be true to your word!

Section 6.5

Forms

Once you have accepted an internship, it is time to fill out the forms for approval. All forms are electronic and can be found online. There are four (4) forms that must be approved before the internship begins. Forms A & B are departmental forms and are found on the department website under “Undergrad Internships”, “Internship Forms”. Forms C & D are University forms. They can be linked from our website or accessed directly on the University Internship Office website, <https://intern.byu.edu/>, student tab. Forms are sequential; you cannot move on to the next until the previous form is approved. Give yourself time to get all the forms submitted and approved. This may take several days, even weeks or longer.

Department Forms: Forms A and B

To begin filling out the forms, go to our department website, ph.byu.edu, click on “Undergrad Internships”, and click on “Internship Forms”.



It will take you to our department Public Health Internship page.

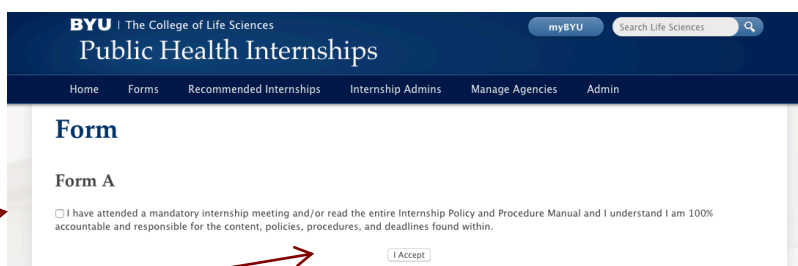


The internship forms are found behind BYU's password protected site; you will need a valid NetID login and password. Click "Required Forms" and login.

Click "Start an Internship".



Read the Form A statement, be sure you understand what you are agreeing to, which states you attended a Mandatory Meeting (or signed a Statement of Policy Acknowledgement), and are 100% accountable and responsible for what is found in the Internship Policy and Procedure Manual. You are agreeing to refer to the Manual regularly if questions arise. You are also agreeing to all internship requirements, department policies, due dates and deadlines, grading policies, and written report requirements by clicking this box. You are now under contract as to what you are accountable for. If there is ever a question, the Coordinator will refer you back to what you agreed to in this contract.



Form A: Internship Site Pre-approval

This is the first form the student will fill out to begin the internship approval process. Typically, this form will be completed once the student has accepted the internship. However, students can also submit this form prior to acceptance if they are questioning whether it will be approved or not. This form is simple and should only take a

few minutes to fill out if the student has the needed information. The coordinator will try to have the form approved 24-72 hours after submission.

Students will include their full name, student ID number, email address, phone number, the semester for the internship, number of credits (not # of hours), and their emphases (labeled “Student Info”). They will also include information about the internship agency by selecting from a list the name of the agency (or entering a new agency), agency website, city, and state (labeled “Agency Info”). Lastly, students will input the supervisor’s full name, degree or experience, phone number, and email address. IMPORTANT: The email address MUST be entered correctly, as the entire on-line approval system is built around the supervisor’s email address. Failure to enter the email address correctly will result in delayed approvals and extra time to reprogram the system. It is the student’s responsibility to input the email address accurately.

The next section of Form A consists of checking boxes that will apply to the students’ emphasis specific learning outcomes. Again, checking these boxes means the student agrees to those terms and enters in to that binding contract. The check boxes outline the requirements for the student’s emphasis and will differ among emphasis areas.

The last section of Form A gives the students an opportunity to provide a brief summary of the proposed internship as it relates to public health, in no more than 150 words. This narrative allows students the opportunity to describe the internship they will be participating, as they understand it, and its relationship to their public health curriculum. Again, the details of the internship may not be known yet (that will be entered in Form B), but this narrative should include the overview and basic tasks to be accomplished in the internship. Please provide enough information for the Department Internship Coordinator to make a decision to approve or deny the internship.

This pre-approval process will ensure that you do not complete all the necessary forms and then discover that the agency or supervisor may not be the most appropriate fit for the public health internship. Please note, approval of this form does not mean the overall internship is approved, this is pre-approval. The final approval comes when the Department Internship Coordinator and Agency Supervisor approve the Internship Responsibilities (Form B).

Form B: Internship Responsibilities/Projects

Each intern will develop 5 major internship responsibilities and/or projects with their Internship Agency Supervisor. Students should plan to sit down with their supervisor to discuss projects and tasks to be completed in the internship. Set up an appointment or make arrangements for a phone call with your agency internship supervisor and make a list of the internship responsibilities. Please be as specific as possible. The student will need to take meticulous notes as to their projects/tasks, as these will need to be entered into Form B for approval. These internship responsibilities should include a detailed description of the 5 major tasks to be completed during the internship.

These projects/tasks should be related to public health and the emphasis specific learning outcomes. The work associated with these responsibilities should result in multiple tangible products. Think of it like this: in order to justify the number of hours in the internship, students must provide evidence of their work. For example, developing 5 fact sheets for the agency would not take 252 hours for a 6 credit Health Promotion internship. Students must include enough tangible evidence to be commensurate with the number of hours in the internship. Be creative. Consult with the agency supervisor and department internship coordinator with questions.

After developing the 5 major internship responsibilities/projects, the student will input those into Form B online for Department Internship Coordinator and Agency Supervisor approval. This becomes a 3-way contract between

the student, the department coordinator and the agency supervisor. All 3 are working with the understanding these are the projects that will get done. If they change, it is the responsibility of the student to contact the internship TA or Stephanie Lutz to have those edited on Form B. Failure to update the projects may result in point loss on the final report. It is okay if not all the projects are completed. But if a new project is started, it needs to be edited and updated on Form B.

Once approved by the department coordinator, an automatic email will be sent to your agency supervisor for electronic approval. **Make sure their email is correct on Form A.** Failure to correctly input the email will result in computer programming issues at the end of the semester, jeopardizing grade submission and graduation. Supervisors must obtain a BYU NetID username and password for approval of this form and other forms. If they have been a student at BYU previously, they should already have a NetID. Instructions for creating a NetID username and password can be found on page 65. You are responsible for helping your supervisor set up a username and password. Please encourage them to keep this information in a secure place; they will need it for their midpoint evaluation (Form F2) and final supervisor evaluation (Form H) at the end of the internship.

The internship is not officially approved until both the Department Internship Coordinator and Agency Supervisor approves the internship responsibilities form (Form B).

University Forms: Forms C and D

After completing Forms A and B, the student is required to complete the University Internship forms, Forms C and D. It is the responsibility of the student to complete all University forms in a timely manner before they can register for Health 496R. The Department Internship Coordinator does NOT manage these forms; the University Internship Office manages them. <https://intern.byu.edu>

NOTE: There is a UNIVERSITY HOLD on your registration until these forms are submitted and approved. You do NOT need an add code to register for the internship. Students needing to register early for scholarships or other reasons will NOT be able to register until their IRAMS application is submitted AND approved by both the department coordinator and University Internship Office.

If you have questions about these forms, please call the University Internship office at (801) 422-3337 or email at internship@byu.edu

Form C: IRAMS

Form C, or IRAMS (Internship Registration and Management System), is completed online. It can be accessed through the University Internship Office page, <https://intern.byu.edu/section/students> or through the myMAP registration process.

BYU

Academic Internship Office

Search

STUDENTS

PROVIDERS

COORDINATORS

Internship Application

Application Instructions

1
2
3

IMA Database

IHC Student Checklist

Department Internship Coordinators List

Internship Providers will want to contact the Department Internship

Department Sites

This is a list of all departments that have internship information online. It is not intended to be a comprehensive list of all

Benefits of Internships

The benefits of internships are broad and vary between the students, the internship providers,

Or here in the AIM system.

HLTH 496R - Academic Internship.

Description	Senior capstone experience.
Credit Hours	0.5(min)-9.0(max) credit hours, ARR class hours a week, and 0 lab hours
Headers	HLTH 496R: An APPROVED Internship Application is required before adding. HLTH 496R section 001: For Public Health majors. HLTH 496R section 002: For Gerontology majors.
Prerequisites	HLTH 439.
Recommended	None
Note	None
When Taught	Fall; Winter; Spring; Summer.

This form is straightforward and is similar to the Department Form A. It requires students provide personal information (name, address, email, phone) as well as agency information (name of supervisor, location, city, state, website), and course registration information (which class the student is registering for, who is the department coordinator, how many credits/hours, etc.). This should take less than 10 minutes to complete.

For more detailed instructions on how to complete IRAMS, use this link: <https://intern.byu.edu/application-instructions-pdf>

Students doing global internship DO NOT need to complete Form C. Instead, they will need to submit certain paperwork from the Kennedy Center. Please work with the Kennedy Center (paperwork accessible on the Kennedy Center website). More information can also be found on this link: <https://intern.byu.edu/international-internships>

****NOTE:** Some organizations require extensive paperwork be completed before the IRAMS application will be approved. **Utah Valley Hospital and all Intermountain Healthcare agencies** are examples. Students must complete a drug screen, criminal background check, provide proof of immunizations, provide evidence of TB

48


screening, etc. This can take SEVERAL WEEKS to complete. The student is also responsible for the \$ to complete these tests. Plan ahead. These documents must be uploaded as attachments to the IRAMS application. Again, your IRAMS application (Form C) will not be approved until all the requirements are met. For more information regarding Intermountain Healthcare, go to this website. <https://intern.byu.edu/hospitals-and-medical-facilities>

BYU has entered into a legal and binding agreement with Intermountain Healthcare that ALL BYU STUDENT INTERNS will complete this process, no exceptions. If you have questions, contact the University Internship office at 801-422-3337.

Scroll to the bottom of the “Students” page. Here you will find the “Student Obligation Documents” and all the additional tests that need to be done for IHC in the “Student IHC Documents”.


For international students, an internship is called Curricular Practical Training (CPT). Students wishing to apply for CPT must complete the following steps in addition to the normal internship process: Student has been enrolled for at least...

academic merit...



Intermountain Healthcare Interns and Other Hospitals

If you're interning with Intermountain Healthcare (and/or other various medical providers), documentation of current immunizations, background check results and drug screen results need to be uploaded on the Student Obligation Documents page...



International Internships

International Study Programs (ISP) at the David M. Kennedy Center for International Studies offers a variety of programs designed to meet the needs of departments and students including study abroad, field studies, internship programs, and...

CONTACT INFO

FAVORITE LINKS

RELATED SERVICES

CONNECT WITH US

Form D: Master Agreement

Form D, or the Master Agreement, is a University form that outlines liability between BYU and the internship agency. This form is to be signed by the Agency Internship Supervisor and the University Internship Office. Please print and have the agency supervisor sign and date the left side. Adrienne Chamberlain from the University Internship Office will sign the right side. This is a binding and legal document good for 10 years. You may scan and email it to Stephanie or send it directly to the Internship Office (internship@byu.edu) in 5435 HBLI, phone 801-422-3337.



Department Internship Coordinators List

Internship Providers will want to contact the Department Internship Coordinator regarding their internship opportunity. Department Internship Coordinators will determine the academic merit of an

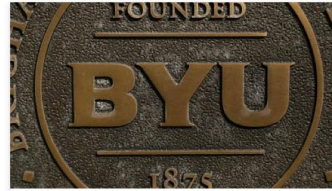
internship opportunity as well as advertising potential...



Why BYU interns?

Creates the opportunity to recruit future employees. (In one year, Hewlett Packard recruited 70% of its new hires from its pool of interns.)

Gives the opportunity to evaluate prospective employees.



Working with BYU

Internship Providers will want to coordinate with a department's internship coordinator to determine the academic merit of an internship opportunity as well as advertising the internship opportunity to students.



Internship Master Agreement

Internship Providers should send a copy of a signed Internship Master Agreement to internship@byu.edu or to BYU Internship Office at 5435 HBLL Provo, UT.

This form can also be accessed using the link provided below: <https://intern.byu.edu/internship-master-agreement-0>

Form D (Master Agreement) is only necessary if there has never been a BYU student at that agency before. If a BYU student has interned at that agency within the past 10 years, you will NOT need to have another one signed. The agreements are valid and held on file. If you would like to find out if there is a Master Agreement already signed for your agency, you may check the database here:

https://sa.byu.edu/ps/ps/EMPLOYEE/HRMS/c/Y_INTERNSHIP_STUDENT.Y_INT_IMA_SEARCH.GBL?nb

Global Internships

Students doing a global internship have a different process than domestic students. They will still need to complete Forms A & B (see those sections above) on our department internship website, in addition to separate paperwork through the Kennedy Center that will need to be signed, scanned, and uploaded into the student's profile.

Explanations on the process can be found on the University Internship website.

<https://intern.byu.edu/content/international-internships>

For international students, an internship is called Curricular Practical Training (CPT). Students wishing to apply for CPT must complete the following steps in addition to the normal internship process: Student has been enrolled for at least...

academic merit...



Intermountain Healthcare Interns and Other Hospitals

If you're interning with Intermountain Healthcare (and/or other various medical providers), documentation of current immunizations, background check results and drug screen results need to be uploaded on the Student Obligation Documents page...



International Internships

International Study Programs (ISP) at the David M. Kennedy Center for International Studies offers a variety of programs designed to meet the needs of departments and students including study abroad, field studies, internship programs, and...

CONTACT INFO

FAVORITE LINKS

RELATED SERVICES

CONNECT WITH US

Section 6.6

Registration

Once you have completed Forms A-D and they have been approved, you can register for the internship course. Please register for the internship course as early as possible so it appears on your schedule and tuition can be paid. It is important to note an internship can be added at any time (except after the discontinuance deadline) in the semester, even after the add/drop deadline.

Students will register for is Health 496R, Instructor: Stephanie Lutz. Please register for the correct section number based on your emphasis (indicated in registration). Also, please note the number of credits

- **Health Promotion students, register for section 1**
- Public Health students doing a Gerontology minor must register for Health 496R, section 2
- Public Health students doing an International internship will be assigned their own section of Health 496R by the Kennedy Center

You may sign up for all required credit hours in one semester or split the credits between semesters. You must enroll for internship credit during the semester that you plan to complete the internship.

PLEASE NOTE: You may register for the internship up to 3 times. "R" in Health 496R means repeatable, up to three (3) times. For example, you could take 2 credits in spring, 2 credits in summer, and 2 credits in fall.

Late Registration Policy

Students may add the internship at any time, even after the add/drop deadline. The process is simple as long as it is before the discontinuance deadline (this is typically about 3 weeks before the end of the semester/term). If it is past

the discontinuance deadline, the student will need to complete an online petition process found on the Registration Office website <https://registrar.byu.edu/petitions>.

Students whose internship applications are approved by the Internship Office after the add/drop deadline and before the discontinuance deadline will be automatically added into the internship course by the Records and Registration Office. Once the Internship Office approves a student's internship application, IRAMS will send an automatic email to the Registration Office staff to have the class added to the student's schedule. For more information, use this link: <https://intern.byu.edu/after-adddrop-deadline>

Changing the # of credits after registration

Students who need to adjust the number of credits in their internship after the add/drop deadline will need to contact the Department Internship Coordinator immediately. It is possible to change the number of credits, but it is controlled by the Petition Office. This is an online process, <https://enrollment.byu.edu/registrar/petitions>. Students will fill out a form online, request the credit adjustment, and wait for a response, usually within 72 hours. Credit adjustments must be made before the discontinuance deadline.

Section 7:

Starting your Internship

Begin the Internship		7.1
Daily Logs		7.2
Midpoint Evaluations		7.3
Final Supervisor Evaluation		7.4
Agency Recommendation		7.5
Thank You and Photos		7.6
Digital Photos		7.7
Leave the Internship Early		7.8

Section 7.1

Begin the Internship

The public health internship can officially begin when all the forms have been submitted and approved, the student is registered for Health 496R in the correct section, tuition is paid, and the semester has started. Students wishing to start their internship hours before the first day of the semester must have all forms approved, be registered for the course, and have approval from the Department Internship Coordinator to count hours prior to the start of the semester.

Any hours spent meeting with the supervisor, participating in trainings or meetings, or performing tasks before the semester begins CANNOT count unless all forms are approved and the student is registered. The University cannot and will not grant retroactive credit for the internship courses in any situation. This includes granting internship credit for past experiences or any experience that has already been completed or started without appropriate registration. If students request an exception to count hours before the prerequisite courses are done or before they are registered for the course, their request will be denied (Department and University Policy).

Section 7.2

Daily Logs (Form E)

The purpose of the daily log is to allow students the opportunity to write and reflect upon each day they work in their internship. Entries should focus on the completed tasks for the day and how the day's accomplishments align with classroom knowledge and completed curriculum ("Application" section). In addition, students will identify which of the 10 Essential Public Health Services and/or Emphasis Specific Competencies they used that day and to what capacity ("Competencies Used" section).

Every day the student works at the internship, they are required to complete a daily log entry in the Internship Forms online. Students do not need to enter anything on the days they are not at the internship. Students should plan to spend the last 15-20 minutes of each day writing the daily log entry. This must be done in Form E online; daily logs should not be kept in a Word or Google document to be uploaded later.

Each log is time stamped and dated. That means, if a student does not fill out the daily log each day, the dates will not be congruent, and there will be a point deduction. Students should not keep the log elsewhere, then cut & paste it in to the forms. It must be kept in Form E daily so the Internship Coordinator can review at any time. Failure to do so will result in point loss.

Each day, students will fill out two sections per entry: (1) Application and (2) Competencies Used.

The **Application** section is a time to reflect on how the accomplished tasks relate to the bigger picture of public health. This section should explain the tasks accomplished that day, skills developed, lessons learned, and how what the student learned in the classroom (theory) applies to what is learned in the internship (application). Each day, this section should be 4 to 6+ sentences.

The **Competencies Used** section should list at least (1) Essential Public Health Service and/or (1) Emphasis specific competency used that day AND a brief explanation of how they were used. The EPHS and/or Emphases

Competency can be cut & pasted into the section but the explanation regarding how they were used must be original thought. Each day, this section should be 4-6+ sentences.

Sample Daily Logs

Daily Log Sample #1

3/1/19

3/1/19

4.00

- Applications:** Working with other agencies that work with refugees is essential in us understanding resources, I am finding this. I feel more and more need to reach out to other health educators (encouraged in this organization), to understand how they manage public health plans from their organization. I learn so much from them. One such person is Charise, who works with elderly refugee citizens in Salt Lake, and forwarded me a lot of resources on person centered trauma therapy techniques, or ways to interact with people to be sensitive based on their trauma. I learned a little bit about this health issue in HLTH 434 while reading a book about the adaptation of the Hmong people in California and the conflict they had with the health system. Lack of cultural and individual understanding leads to disaster in trying to "solve" health issues. I did a lot of research today using these materials Charise sent me, as well as created a handout for health education for parents this week during our program about how to help children develop healthy social skills. I will want to practice presenting it in a simple manner, since the refugee parents english level is very basic.
- Competencies Used:** Today was mostly spent researching and therefore I was using health competency #1 "Research Health Education Strategies", especially that of trauma informed care, as well as the background of understanding trauma and attachment disorder. I record these summaries of what I am learning in google docs for our whole team to access. I also met with our supervisor today to talk a little bit about visions for the future, therefore I also applied health competency # 10 "Research for New Innovations", which I did by talking with other team members. I was in contact today with our child life specialist to make sure the education materials I was making was in coordination with her lesson plan for this week.

Daily Log Sample #2

3/2/19

3/2/19

6.00

- Applications:** Today I on behalf of my supervisor at the Utah Early Childhood Conference held up at Weber State University. I attended several training sessions, had time to prepare for my own presentation, and taught a small class of Head Start and other childcare providers more about Oral Health. The entire conference was filled with professionals in the field of early child care, ranging from center directors all the way to child studies students. Although this was not primarily a public health conference, I was reminded of the power of collaboration and networking, and also of the importance of stakeholders. Public Health's ability to communicate well with this group can have a direct or indirect effect on the health of children. If these providers understand the importance of oral health for children, for instance, they are more likely to implement education programs and trainings themselves on the topic. As a public health professional, my role is to give them the initial training and information they need and be available as a trusted resource.
- Competencies Used:** Today I used public health service #3, #8, and #4. Most of my efforts were on informing and empowering the teachers and program directors about children's oral health. However, since this was a conference and since they work with children directly, I was also helping to ensure a competent workforce. To a lesser extent, I also fulfilled an invitation from the conference to speak on oral health, which is helping to strengthen the partnership between the Health Department and early child care organizations in the state. Overall, this was another day of presenting that will affect health outcomes indirectly, but are still vital to improving health in the community!

Section 7.3

Midpoint Evaluations

Form F

When the student has completed half of their internship hours (~126 hours for a 6 credit internship), it is time to complete and submit Form F, Midpoint Evaluation, found in the department internship forms. Do not fill this out until half the hours are done, even if it is midterm. If you are spanning the internship over multiple semester, wait until half the hours are complete before submitting form F.

Form F will list the 5 major responsibilities (directly taken from Form B), and require the student briefly explain to what extent each of the responsibilities are being completed. If the responsibility has not been worked on yet, simply state that in the narrative section. If the responsibilities have changed, this is the time to inform the Department Internship Coordinator by email regarding the edits that need to be made to form B. Completing Form F also provides the student with an opportunity to self-evaluate and determine what still must be done to complete the responsibilities and hours.

Once Form F has been submitted, it will be sent to the Department Internship Coordinator for review. At this time, the daily log will also be reviewed for thoroughness and completion. As needed, feedback will be provided via email from the coordinator and/or the internship TA. Please take the feedback seriously and make adjustments to the daily log as needed.

Form F2

The purpose of Form F2 is for the student to receive feedback from their Internship Agency Supervisor mid-semester, thus allowing the student to make adjustments as needed. The Internship Agency Supervisor will complete form F2. The format of the form is simple; the agency supervisor lists 3 things the student is doing well and 3 areas for improvement, with an additional section for comments. Students should review the form online, take the feedback seriously, and make changes as needed to ensure positive feedback on the final evaluation.

Form F2 will automatically be emailed to the Internship Agency Supervisor (to the email provided in Form A) once the student submits Form F (see above). If at any point the Internship Agency Supervisor changes, please contact the Department Internship Supervisor or TA immediately. Completion of this evaluation by the agency supervisor is optional and is not worth any points; however, it does provide the intern with valuable feedback.

Section 7.4

Final Supervisor Evaluation

Form H

A minimum of two (2) weeks before the student has completed the internship hours, Form H, Final Supervisor Evaluation must be sent to the Internship Agency Supervisor. It is the responsibility of the student intern to push

the “submit form to supervisor” button on Form H. This will automatically email a link to the supervisor, requesting them to complete the final evaluation for the student intern.

The only person who can complete the final evaluation is the same person who approved Form B (this person is programmed into the system). **If the internship supervisor has changed, please notify the Internship Coordinator IMMEDIATELY** so it can be changed/updated in the system BEFORE the end of the semester. Failure to do so may result in delayed grade submission and delayed graduation.

The Agency Supervisor will need to use the same NetID and password they used to approve Form B. If they forgot their NetID and/or password or have log in problems, calling OIT at (801) 422-4000; they can easily retrieve the needed information. **DO NOT** have your supervisor create a new ID or password. Creating a new ID or password will only delay/complicate the final evaluation submission. Again, it is the responsibility of the student to give their supervisor enough time to complete the evaluation before the report due date. Very often it leads to delayed grade submission and delayed graduation because the supervisor has gone on vacation, maternity leave, or left their position at the same time Form H is due; plan ahead. A letter grade cannot be assigned without the supervisor evaluation submission.

The evaluation and comments from the Internship Agency Supervisor are confidential and will not be viewable to the student intern in order to ensure honest, accurate reporting from the supervisor. The supervisor’s evaluation of the student is worth 40% of the final internship grade.

Section 7.5

Agency Recommendation

Form G

The student intern will be required to complete the agency recommendation form (Form G) online before the end of the semester. The purpose of this form is to provide meaningful feedback about the internship that the Internship Coordinator can use to assess the quality of the experience to determine if future students should have this same internship. In addition, this recommendation will be viewable online under “Internship Recommendations” for future public health students to read and decide if this is an internship to which they would like to apply. Please be accurate in reporting. The student may remain anonymous or leave their name and email if they wouldn’t mind discussing this internship with future students. A hard copy is not required for the final written report.

Section 7.6

Thank You Note/Letter

Students are required to handwrite a note or type a thank you letter and give it to their agency supervisor prior to leaving the internship. The purpose of the note/letter is to thank the supervisor for allowing the student to intern at the agency and thank them for the mentoring experience. This represents you, the Department, and the University well when a sincere note/letter is given. Please take the time to write a well-composed note/letter, giving specific

examples of lessons learned and skills gained because of that supervisor. A hard copy of the note/letter is required for the final written report; be sure to make a copy.

Tips: A thank you note is typically handwritten on a note card and placed in an envelope. A thank you letter is typically typed and signed and also placed in an envelope. The thank you note/letter must include the date, supervisor's name and address, a well-composed body with supporting sentences, and the student's signature and address to close. Sample letters can be found at: <https://owl.english.purdue.edu/owl/resource/653/02/>

Section 7.7

Uploaded Digital Photos

Students must upload five (5) high quality digital photos as evidence of their presence, experience, and work at their internship. Photos should be creative and well composed with good lighting, zoomed in, and nicely cropped. Photos should not be blurry or undecipherable. At least two (2) of the photos should include the student at the internship. The remaining photos can be of tasks, events, or other happenings at the internship.

To receive points, the photos will be uploaded to the department internship form labeled "Attachments" on the department website. Each photo should be label accordingly: Firstname_Lastname_1-5. The format for the photos is .jpeg. Please be aware of copyright infringements and photography permissions particularly in schools and agencies. The student is responsible for making sure they are not violating copyrights and source citation. By uploading your photos to the website, the student clicks/agrees to a photo release, granting the department internal use of the photographs.

Section 7.8

Leave the Internship Early

If an occasion arises that the student needs to leave the internship early, the student must contact the Department Internship Coordinator immediately. In rare occasions, conflicts may arise between the student and the agency/agency supervisor and the student has been asked to leave or the student decides to leave on their own accord. If this occurs, please call the Department Internship Coordinator as soon as possible to alert her of the situation so issues can be immediately resolved between the student and agency/supervisor and reputations maintained. With the help of the Department Internship Coordinator, the student can find a new internship location mid-semester. This should not wait until the end of the semester. Students can add a new internship at any point in the semester (before the discontinuance deadline) and hours can begin once approvals are made to minimize the time between internships.

Section 8:

Internship Written Report

Written Report Format		8.1
Grading		8.2
Due Date		8.3
T-Grade		8.4

Section 8.1

Internship Written Report

Upon completion of internship hours, students have the opportunity to provide physical evidence of their work by writing a final report of their experience. The purpose of the report is to outline tasks accomplished, align learned classroom theory to practical experience, reflect on applied concepts and future career, quantify internship hours, and provide tangible evidence of their work in a professional report. This is a requirement by the Department as part of the culminating experience Learning Outcomes.

An outline of expectations for the final report is provided in the Written Report Format section. Students should follow this outline as closely as possible to strive for the highest grade. Professionalism in writing and appearance of the report is expected. This report should represent the students' best work and writing and, in the future, can serve as evidence of their work during job and graduate interviews. An online copy of the report is required and will be uploaded into the internship system. The final internship written report is due five (5) days before the end of the semester.

Written Report Format

Report Format

The written report has a very specific format. Please follow all of the formatting guidelines provided below.

General Requirements:

- All paperwork MUST be typed. No handwritten documents will be accepted.
- Use 1.5 line spacing and 1" margins.
- Summary of the Internship Experience MUST be a minimum of six (6) full pages in length.
- The written report MUST include headings for each section, a Table of Contents, and page numbers (exception: the daily log pages do not require page numbers but should be accounted for in the Table of Contents).
- The written report MUST constitute professional, technical writing, not casual conversational writing, though students can write in first person (ie. "In this internship, I learned...")
- No bullet points; full sentences are required.

Professionalism in your writing and presentation of your written report is worth 10% of your total grade (20 points).

Required Sections

The written report should consist of these following sections, in the following order:

TITLE PAGE

On the title page, please include the following:

- Name of Student
- Student ID Number

- Agency where the internship was completed
- Semester the student registered for internship
- Semester the student completed the internship

TABLE OF CONTENTS

The Table of Contents must include the labeled headings for each section and page numbers.

SUMMARY OF INTERNSHIP EXPERIENCE

This section must be a minimum of six (6) full pages in length.

Overview of Internship Experience

The overview section must be at least two (2) FULL pages minimum and is worth 30 points.

- List each of the 5 major responsibilities (as reported in Form B) with description of responsibility completion.
- Describe in detail how each of the major responsibilities was accomplished or to what degree they were accomplished under each responsibility. If the responsibility was not completed, explain the circumstances that prevented the completion.

Skills/Competencies

This section must be at least two (2) FULL pages and is worth 30 points.

- Explain one or more emphasis specific learning outcomes your work included and how you demonstrated it.
 - Points will be deducted for explanations that do not demonstrate an understanding of the competencies and how they relate to your work.
- List and describe the how you met the standards for your emphasis (see emphasis sections).
- Consider answering the following questions:
 - In what areas of public health did you feel unprepared?
 - What courses or concepts prepared you most?
 - What additional courses or concepts do you wish you studied in preparation for the internship?
 - What skills need focus or refinement for employment?
- Describe the skills you developed throughout your internship.

Career

The career section should be at least one (1) FULL page long and is worth 10 points.

- Describe how the internship has prepared you for future employment in public health.
- As a result of the internship experience, describe the type of public health jobs you would be most interested in working.
- Describe how this internship helped prepared you for future employment in public health and draw conclusions on how this internship influenced your decisions.

Tangible Product

This section requires a minimum one (1) FULL page written narrative, not including the tangibles/evidence of your work provided in the notebook. The section is worth 30 points.

- Include at least a one (1) page written description of the tangible product(s)
- When you submit your report, include several examples of your work. These should justify the hours of the internship and provide evidence of your hours in the internship.
- Tangible products should include a variety of examples and include your best work.
- Depending on what the tangible products are, it may not be included in the report, but can be attached separately. If it cannot be included in the report, please attach it separately in the “Attachments” section. Please label each attachment.
- Examples of tangible products could be research reports, surveys, program plans, databases, surveys, survey results, newsletters, a focus group moderator guide, developed curriculum, evaluations, fact sheets, brochures, calendars, etc.

DAILY LOG

Students must include the full daily log in the final written report as found online in the Public Health Internship Forms. The daily log is worth 60 points. Once the hours are complete, students are to push the “Submit Completed Log” button on the bottom of Form E.

This log should not be submitted until the end of your internship.

[Back to Internship Forms](#)


[Submit Completed Log](#)

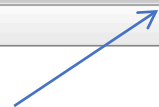


Once the completed daily log is submitted, it can be printed in .pdf form to be included in the final report.

Form Status: In Process

Date Submitted:

			 Export to PDF
Entered Date	Actual Date	Hours	
▼ 3/1/19	3/1/19	5.00	
Applications:	Today I was able to work on some research to create content for our Centro Hispano page. I learned that this is a part of our grant, to share information and facts about dating violence with the community. I am glad I am able to use the skills I learned from my program planning how to use facts to inform the community. I was also able to work on a		



AGENCY RECOMMENDATION FORM

The agency recommendation form is worth 10 points. The agency recommendation is submitted ONLINE, Form G. A copy of the recommendation is NOT required in the written report. PLEASE NOTE: This recommendation is viewable by other students. Please be as professional and as accurate as possible.

THANK YOU LETTER FOR YOUR AGENCY INTERNSHIP SUPERVISOR

The thank you letter is worth 10 points. A hard copy of the thank you letter must be included in the written report. As mentioned, the thank you letter can be typed or handwritten.

FIVE (5) HIGH QUALITY DIGITAL PHOTOS

The photos are worth 10 points (2 points per picture). The five (5) digital must be uploaded in the 'Attachments' section as part of the internship forms. Copies of the photos are NOT required in the final written report.

For the photos, please note the following:

- At least two (2) of these photos must include a picture of the intern
- Label each picture Firstname_Lastname_1-5
- Only upload photos in .jpg format
- Please do not include only pictures of you at your desk. Be creative!
- Please be aware of copyright infringements and photography permissions particularly in schools and agencies. You are responsible for making sure you are not violating copyrights and source citation.

Section 8.2

Grading

Grading Policy

A total of 200 points are possible for the internship. The final grade for the internship is weighted: 60% by the Department Internship Coordinator and 40% by the Agency Supervisor.

Completion of the internship does not guarantee an A grade. The grade for the internship is based on the completed work as described in the written report, daily logs, tangible products, and both the internship coordinator's and supervisor's evaluation of the intern's performance. If the student did not complete the required number of hours, the grade will be graded based on the number of hours completed.

Points Possible

Component	Points Possible
Professional presentation of written report	20
Overview	30
Skills & Competencies	30
Career	10
Tangible Products	25
Daily Log	55
Agency Recommendation (Form G online)	10
Thank-You Letter (hard copy)	10
Digital Photos (uploaded)	10
Total points	200
Department Coordinator Evaluation of Student Work	60%

Grade Scale

A: 94-100%	A-: 90-93%	B+: 87-89%	B: 84-86%
B-: 80-83%	C+: 77-79%	C: 74-77%	C-: 70-73%
D+: 67-69%	D: 64-67%	D-: 60-63%	E: Below 60%

Section 8.3

Due Date

The final internship written report is due five (5) days before the end of the semester.

This means all internship hours and projects must be completed before the report is written; plan accordingly. Time spent writing the report does NOT count toward internship hours; hours must be spent working IN the internship. Submitting the report 5 days before the official last day of University classes and before reading and final days will allow students time to focus on finals and graduation. Reports are due at 5 p.m. on the due date. When the report is attached in the system, it will be time stamped and dated.

Late Policy

Failure to submit the written report on the due date will result in a 2% loss of total percentage points per day, up to a 10% deduction.

The due date will not be changed. In order to meet the grade submission and graduation deadlines, the final written report must be submitted by the deadline. For students completing internships out of town, the same deadline applies.

Section 8.4

T-Grade Policy

Several weeks before the end of the semester, shortly after the time that Form F (Midpoint evaluation) is submitted, a petition for a “T”-grade email will be sent out. Students who cannot meet the final report due date because of extenuating circumstances may apply for a T grade prior to the end of the semester. A T-grade indicates that course work is still in progress and this is a ‘temporary’ placeholder grade until a final grade can be entered. If you determine that you will not complete your hours by the end of the semester, you have the option to petition for a T-

Grade by filling out a simple form. In this form, justification must be provided as to why the student has fallen behind and a new deadline date can be set.

If the Internship Coordinator grants you a T-grade, that grade will stay on your transcript until you submit your written report. Once evaluated, your T-grade will be replaced with a letter grade. T-grades expire after 1 year (12 months) at which time a letter grade must be put in its place. If no work is submitted, the student may fail and have to repeat the internship again.

Receiving a T-grade on the internship may delay the posting of graduation. If the written report is multiple days late, it may be best to postpone graduation until the following semester rather than face significant point loss. After the deadline for the T grade petition has passed, no more T grades will be granted and all non-eligible students will receive a letter grade after the posted due date.

The T grade is to be used at the department's discretion in the following cases:

- When the calendar start and end dates of student's internship do not coincide with the start and end dates of a semester or term.
- When a student is participating in an internship that extends across multiple semesters for terms. The student may enroll for the entire number of internship credits during the first semester or term and receive a T grade until the student completes the internship hours and report, at which time the T-grade will be changed to a letter.
- When, in rare cases, students are not able to complete all the required hours for an internship because the internship provider does not have enough meaningful work for the student to complete for a period of several weeks. In such a case, a T-grade may be given while the student completes additional work to achieve the required hours.
- When family or individual circumstances dictate that the student must take a temporary leave of absence from the internship but is able to resume work as quickly as possible.

When students are enrolling for an internship that can reasonably be completed by the due date, the student should not believe that they will be granted a T-grade just because their work piles up and it is difficult for the student to finish by the end of the semester. The T grade is not to be used like the incomplete grade, simply to give students a little more time to finish up work that should have and could have been completed within the boundaries of a regular semester or term.

Section 9:

Department Internship Coordinator

Contact Information | 9.1

Section 9.1

Contact Information

The Department Internship Coordinator's contact information is provided below:

Stephanie Lutz, MS, CHES

2060 B Life Science Building

Provo, UT 84602

stephanie_lutz@byu.edu

Office: (801) 422-1943

Department cell: (801) 830-1605

Students may call or text with questions at any time.

Office Hours

Students may meet with Stephanie by appointment. She is in the office Monday – Thursday, 8:30 a.m. to 2 p.m. Fridays she is available for phone appointments or Skype calls. To schedule an appointment, please call the Department of Public Health office at (801) 422-3386. The student secretaries will schedule an appointment based on your availability and Stephanie's appointments. Before making an appointment, the student secretaries will ask if you attend a mandatory meeting and/or read the manual to ensure preparation prior to the appointment.

TA Information

There is TA for the public health internship experience. The role of the TA is to send out important information to students including upcoming deadlines and answer simple questions students may have. However, before contacting the Coordinator or TA, students should refer to this manual for answers. The TA can be contacted via email: publichealthinternships@gmail.com

Section 10:

Internship Forms

Internship Forms Quick Table | 10.1

Forms to Complete during your Public Health Internship

Form	Form Name	Details	Submitted by:	Approved By:	Form Location:	Due
A	DEPARTMENT: Internship Pre-approval	Completed before any internship work begins; start early!	Student	Department Internship Coordinator, Stephanie Lutz	phinterns.byu.edu, forms, log in, start a new internship	~2-3 months BEFORE internship begins
B	DEPARTMENT: 5 major Internship Responsibilities	Outline internship responsibilities with the agency supervisor.	Student	Department Internship Coordinator (Stephanie Lutz) & Internship Supervisor (need BYU ID)	phinterns.byu.edu, forms, Form B	~2 months BEFORE internship begins
C	UNIVERSITY: IRAMS	Internship Registration and Management System provides information about the internship agency to the University.	Student	Internship Coordinator; Stephanie Lutz, University Internship Office, Adrienne Chamberlain	Internship Application on MyMap, HOLD on registration until this form is approved, no add code needed.	~1 month BEFORE internship begins
D	UNIVERSITY BYU Master Academic Internship Agreement	Completed only if one has not been completed in the past or if the agency is not on file. Check the database at: https://sa.byu.edu/ps/ps/EMPLOYEE/HRMS/c/Y_INTERNSHIP_STUDENT.Y_IN_T_IMA_SEARCH.GBL?nb If not, the student must provide the agreement to the agency. Once it is completed, the student returns it to the Department Internship Coordinator.	Agency Supervisor (if no agreement has been completed for previous interns)	University Internship Office, 5435 HBL 801-422-3337, Adrienne Chamberlain	https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf	BEFORE internship begins (if applicable) Hard-copy required
E	Daily Log	The student should complete the daily log every working day of the internship. Vague descriptions of activity will result in reduction of points. An Electronic copy daily, hard copy with final written report/ notebook)	Student	Reviewed by TA when Form F is submitted	phinterns.byu.edu, forms, Form E, each day SAVE, once hours are complete SUBMIT	DAILY
F	Mid-Point Review Questions	Filled out after the student has completed ½ of his/her internship hours.	Student	Department Internship Coordinator or Internship TA	phinterns.byu.edu, forms, Form F	Once half of the hours are completed
F2	Mid-Point Evaluation of Student	Completed by Internship Agency Supervisor to assess student's progress up to this point. Viewable by student and Department Coordinator	Agency Supervisor	Reviewed by student	phinterns.byu.edu, forms, Form F2	Once half of the hours are completed
G	Agency Evaluation	Interns evaluate the internship site	Student	Reviewed during grading process	phinterns.byu.edu, forms, Form G	At least 1 week before internship hours completed
H	Final Intern Evaluation	Agency Supervisor Evaluation of the student intern	Agency Supervisor	Reviewed during grading process	phinterns.byu.edu, forms, Form H	Send at least 2 weeks before semester ends

Section 11:

Frequently Asked Questions

Starting an Internship		11.1
Credit and Hours		11.2
Forms		11.3
Daily Log		11.4
Registration		11.5
Written Report		11.6
Grading		11.7

Starting an Internship

1. When should I do my public health internship?

You can begin your internship once your prerequisite courses are completed with a C- or greater, which typically is your senior year. All the theory and the education you have learned in the classroom can be applied in the internship. Because this is considered a capstone experience, ideally, students would have completed all of their undergraduate courses, including GE, major required, and elective courses, “walk” in April graduation ceremonies (if timing is right), and then complete their internship. Once the all the course work and internship is done, you are graduated and are now employable.

2. When should I start looking for my internship?

Students should begin looking 4-6 months before they plan on doing their internship. Once a student has obtained an internship, please begin the internship approval process at least 2-3 months before the internship begins to ensure all approvals are made and you are able to register for the course on time. Failure to do so may result in delayed approvals, delayed registration, delayed start date, and may jeopardize your scholarships and/or financial aid. It is your responsibility to begin this process early, not the week of the new semester.

3. When can I begin my internship?

To receive University credit for your internship, you must complete the following classes; no concurrent enrollment:

Health Promotion: Health 210, 312, 313, 314, 315, 316, 330, 431, 434, 439 (10 courses)

Health Science: Health 210, 313, 314, 315, 316, 423, 425 (7 courses)

Environmental/Occupational Health: Health 210, 312, 313, 314, 315, 322, 324, 428 (8 courses)

Epidemiology: Health 210, 313, 314, 315, 345, 440, 447 (7 courses)

4. Do I need to sign up for a course?

Yes, all internships for credit must be associated with a course. If you are completing a domestic internship for credit, you will sign up for Health 496R, section depends on emphasis. If you are completing a global internship, you will be assigned a specific section of Health 496R through the Kennedy Center once paperwork is completed.

5. I received a D+ in one of the prerequisites for my internship. I want to retake the class during my internship. Can I do this and still get credit for my internship?

No. The purpose of prerequisites is to ensure you have achieved minimum proficiencies and gained valuable skills necessary to be an effective public health professional. You must complete all of the prerequisites with a C- or better before beginning your internship. If you do not, you must retake the class and delay the start of your internship.

6. I don't want to work in public health after I graduate. Can I do my internship in any field I want, even if it is not public health?

No. Your major is public health; therefore, your internship must also be related to public health, thus connecting your classroom knowledge to practical hands-on public health experience. The primary work you will be doing must related to your emphasis specific learning outcomes. Because you will be graduating in public health, your internship

must include significant public health work, an opportunity to be mentored by a supervisor who has a background in public health, and result in tangible evidence reflecting your emphasis specific learning outcomes.

7. I attended a mandatory internship meeting six (6) months ago and I am starting my internship in one (1) month. Do I need to attend another mandatory meeting?

No. If you have attended a meeting within one (1) year of starting your internship, this will count. These meetings are held at the beginning of each major semester, in September and January.

8. Where can I look for public health internships?

The Department of Public Health website is a great place to start. The website has a list of current internship sites that are seeking interns. This list is updated weekly. The website also has a list of “Internship Recommendations”. This list is comprised of locations where students have already interned. This list is not comprehensive but does contain student reviews and recommendations. Also, the department newsletter has current internship listings each week.

9. If I get hired on as a full-time employee and they need me to have a degree, but I have one (1) class left, can I have that class waived?

No. There are no exceptions to this rule. You must complete all of the required courses, both General Education and Public Health curriculum, to earn your degree. This is why we encourage students to complete all of their coursework before beginning their internship.

Section 11.2

Credit and Hours

1. What counts toward my total internship hours?

Time that does count: filling out daily logs (Form E), time spent traveling between event sites and your office, time spent on daily tasks and responsibilities, time spent at/on professional development, time doing your daily log.

Time that does NOT count: commute to and from internship, time spent preparing for internship prior to registering for the internship class, and time spent writing the internship written report. Hours must be completing work at the internship, not writing about it.

2. How many credits do I have to complete for my internship?

This depends on your emphasis. Health Promotion students must complete a minimum of six (6) credit hours, but can complete up to nine (9) credit hours. Health Science is required to complete three (3) credit hours. Environmental/Occupational Health is required to complete three (3) credit hours. Epidemiology may complete up to three (3) credit hours as electives.

3. How are credit hours determined?

1 credit hour = 42 hours of internship work

4. What if I do not finish all of the internship hours I signed up for by the end of the semester?

If you had enough hours/work to complete the internship during the semester, you will be graded based on the number of hours you completed. If your internship provider has not given you enough hours during the semester or other justifiable reasons, the internship coordinator can assign a “T” grades based on individual circumstances.

This is a temporary grade that does not affect your GPA and will be replaced by your internship grade once you complete your internship and your written report is graded.

The following is a table indicating points (out of 60 points) you will receive in your Daily Log section if you don't complete all your hours.

	1 credit =42 hours	2 cr=84	3 cr=126	4 cr=168	5 cr=210	6 cr=252	7 cr=294	8 cr=336	9 cr=378
10%	4.2	8.4	12.6	16.8	21	25.2	29.4	33.6	37.8
20%	8.4	16.8	25.2	33.6	42	50.4	58.8	67.2	75.6
30%	12.6	25.2	37.8	50.4	63	75.6	88.2	100.8	113.4
40%	16.8	33.6	50.4	67.2	84	100.8	117.6	134.4	151.2
50%	21	42	63	84	105	126	147	168	189
60%	25.2	50.4	75.6	100.8	126	151.2	176.4	201.6	226.8
70%	29.4	58.8	88.2	117.6	147	176.4	205.8	235.2	264.6
80%	33.6	67.2	100.8	134.4	168	201.6	235.2	268.8	302.4
90%	37.8	75.6	113.4	151.2	189	226.8	264.6	302.4	340.2
100%	42	84	126	168	210	252	294	336	378

5. When do my internship hours start?

Hours may count when you have completed Forms A-D, have registered for Health 496R in the correct section, your name appears on the roll, you have paid tuition, and the semester has started. There is an opportunity to begin hours early, after discontinuance deadline in the prior semester, please contact Stephanie for details.

6. An agency wants to hire me as an intern, but I have not finished all of the required courses for my internship. Can I receive retroactive credit?

No. This is a University policy. Unfortunately, there are no exceptions.

7. I am moving out of the state for my spouse's grad school, job, etc. May I take additional elective credits and opt out of the Public Health internship?

No. This is a mandatory requirement for Health Promotion, Health Science, and Environmental/Occupational Health students. Students in Epidemiology may complete an internship for elective credit, but it is not a requirement for graduation. You cannot get out of completing a requirement for graduation.

8. My internship supervisor said that I could start my internship before the semester started. Can I count these hours towards my internship?

If you have completed forms A-D, you are registered for Health 496R section, and you have already paid tuition, you can start your hours prior to the beginning of the semester. If you would like to do this, please contact Stephanie so she can make a note in your file.

9. I am behind on my hours and have little time to finish my internship report before the due date. Can I have an extension?

The final report due date is firm. You may spread the internship over 2 semesters, but if you plan to complete it in one semester, you will be held to deadline. Late report submissions result in a 2% point loss per day. You can request a T grade using the T grade petition a month before the end of the semester, but these are decided on a case-by-case basis and are not guaranteed.

Section 11.3

Forms

1. My Form A was approved, but the website will not let me jump ahead to other forms.

Although your Form A may be approved, this does not mean your internship is approved. The final approval of your internship comes when the Internship Coordinator and agency supervisor both approve Form B. Forms are sequential and must be completed in order; no jumping ahead.

2. Another student has completed an internship at the same location as my internship. Do I need to create another Master Agreement (Form D)?

No. If BYU already has a master agreement on file for that location, you do not need your supervisor to sign a new one.

3. What is Form A?

Form A is a DEPARTMENT FORM for internship site pre-approval. The purpose of this form is for the internship coordinator to determine if the internship you are applying for is appropriate for the public health credit. Just because Form A is approved does not mean your internship is approved. Approval is complete after Form B is approved. Be sure to submit your supervisor's correct contact information on Form A.

4. What is Form B?

Form B is a DEPARTMENT FORM that outlines the major responsibilities and the projects you will work on/complete during your internship. Both the internship coordinator and your internship supervisor must approve this form.

5. What is Form C?

Form C is a UNIVERSITY FORM called IRAMS (Internship Registration and Management System). For questions regarding IRAMS, please refer to intern.byu.edu. There is a hold on your registration until the coordinator and University approve this form.

6. What is Form D?

Form D is a UNIVERSITY FORM called the Master Agreement. If a student has already interned at the same location as you, you will not need to complete a new Master Agreement. If you are interning at a new location, you will need to provide the agency with the Master Agreement for signature. Once they have completed the Master Agreement, you will need to scan and email it to the internship coordinator or Adrienne Chamberlain in the University Internship Office.

7. What is Form E?

Form E is your daily log. DO NOT submit Form E until your internship hours are completed. Form E must be filled out every day you work at the internship. DO NOT keep this in a Word or Google doc. It MUST be kept online in form E. Please note: the time you spend on Form E does count towards your internship hours. Please spend the last 15-20 minutes of each day filling out your daily log so that it is appropriately dated and detailed.

8. What is Form F?

Form F is your midpoint evaluation. You will report on the progress of the five (5) responsibilities as outlined in Form B. If you have any questions at that point, you are encouraged to report them in Form F.

9. What is Form F2?

Form F2 is a midpoint evaluation that your internship agency supervisor will complete and assess your performance up to that point. It is viewable by the student to make adjustments as needed.

10. What is Form G?

Form G is your agency recommendation form. You can choose whether or not this form is anonymous. Your response will be posted to the Department of Public Health website for the benefit of future students. Maintain your professionalism on this form.

11. What is Form H?

Form H is your supervisor evaluation form. This form is worth 40% of your total grade. Your internship supervisor must complete this form using the original NetID and password they created at the beginning of the internship. Please send the link (by pushing “send to supervisor”) at least 2 weeks before the end of the semester.

12. How does my supervisor approve Form B?

Your supervisor must approve your Form B on the Public Health website (phinterns.byu.edu). Your supervisor will be sent an email with a link. This is why it is crucial you enter their email correctly in Form A. For those who do not have a NetID, they will need to create one at byu.edu. Directions for creating a NetID can be found in this manual.

13. Do I need to schedule an appointment with Stephanie at midpoint?

No, your midpoint evaluation is completed online using Form F. You do not need to meet personally with her. She or her TA will review Form F and your daily log, Form E, and provide feedback if needed.

14. When do I submit Form E?

You will need to submit Form E when you are completely finished with your internship hours. Please DO NOT submit Form E until you are done with all of your internship hours.

15. How does my supervisor complete Form H?

You must send your supervisor a link that you can access on your Form H tab. Your supervisor will go to this link and log in with their BYU NetID and password. If your supervisor does not remember how to log in to their BYU account, they must call OIT (801) 422-4000. DO NOT let them create a new ID or password as this will not work in our system. It can be recovered by calling OIT.

16. Will my supervisor need to use their login after they complete my Form B approval?

Yes, they will also need it for the midpoint evaluation, form F2 and the final evaluation, Form H.

17. How does my supervisor get a NetID (same as myBYU login)? What if they lose their NetID?

Please refer to the section in this manual, “Creating a NetID and Password”. DO NOT encourage or allow them to create a new one. Their original Net ID is programmed into the system and it will take time to re-program the system if they create a new one.

Section 11.4

Daily Logs

1. Must the daily log (Form E) be filled out each day?

Yes. Each entry is time stamped and dated so the Internship Coordinator will know when you are not entering it daily. Not entering logs daily may result in a loss of points.

2. What is Form E?

Form E is your daily log. Do not submit Form E until your internship hours are completed. Form E must be filled out every day you work at the internship. Please note: the time you spend on Form E **does** count towards your internship hours. Please spend the last 15-20 minutes of each day filling out your daily log so that it is appropriately dated and detailed.

3. How do I know if I am doing my daily logs (Form E) correctly?

If you would like someone to evaluate your Daily Logs (Form E), please contact the internship TA at publichealthinternships@gmail.com. The TA will individually evaluate your progress on your daily logs thus far. Your daily log will also be reviewed/evaluated when you submit Form F.

4. When do I submit Form E?

You will need to submit Form E when you are completely finished with your internship hours. Please DO NOT submit Form E until you are done with all of your internship hours.

5. How can I get a copy of Form E?

When you log into your Form E, there is an option at the top of the page to download your Daily Log (Form E) into .pdf format. If you are experiencing technical difficulties, please contact the internship TA at publichealthinternships@gmail.com or the internship coordinator at stephanie_lutz@byu.edu.

6. What should be in the “Application” section of the Daily Log?

The Daily Report/Application section of your daily log is the most important section. This section requires you to explain the ‘how’ and ‘why’ of your internship. You should explain why your responsibilities are important, how this relates to public health as a whole, how your internship is connecting the dots between theory (classroom) and practice (internship/work), and how your work relates to your future in public health. Be sure to write 4 to 6 sentences every day.

7. What should be in the “Competencies” section of the Daily Log?

The Competencies section needs to align with your emphasis specific learning outcomes (see your emphasis section at the beginning of the manual). In addition to listing these, you will need to write 4-6 sentences, briefly describing how you used these competencies.

Section 11.5

Registration

1. Do I need to sign up for a class?

Yes. If you are completing a domestic internship for credit, you will sign up for Health 496R, section depends on emphasis. If you are completing a global internship, you will be assigned a specific section of Health 496R through the Kennedy Center.

2. I was not able to sign up for my internship until after the add/drop deadline. Can I still sign up for the internship this semester?

Yes. You must complete Forms A-D. Once your IRAMS application is approved, the Registrar's office will automatically add Health 496R to your schedule.

Section 11.6

Written Reports

1. What are the photos I am uploading going to be used for?

The Department of Public Health may use the photos you upload internally. These photos may be used on the department website or department fliers.

2. Is my report a hard copy or online copy?

Your internship report will be submitted ONLINE, in the "Attachments" section in the internship system.

Section 11.7

Grading

1. How will my internship be graded?

Your internship grade is based on the written report requirements (see Written Report Format). Your written report will be turned in five (5) days before the end of the semester. This written report is required of all interns.

2. How much influence does the internship coordinator have on my internship grade? How much does my internship supervisor have?

The internship coordinator's evaluation is worth 60% of your grade. The internship supervisor's evaluation is worth 40%. You cannot receive a grade unless both evaluations are collected.

3. If I get hired as a full-time employee, will this increase my internship grade?

No. Although we congratulate you on this achievement, your grade is based solely on the internship rubric provided online and in the internship packet.

4. Where can I find the guidelines for preparing my final report for grading?

The Written Report Format section in this manual outlines all the expectations for the final report. Following this format will ensure a higher grade than if you do not. If you have more specific questions after reading the aforementioned requirements, please contact the internship TA at publichealthinternships@gmail.com or the Internship Coordinator at stephanie_lutz@byu.edu.

Section 12:

Breakdown of Responsibility

Internship Responsibilities | 12.1

Internship Responsibilities

Student Intern Responsibilities

- Research, identify, locate and secure your own public health internship.
- Look for internships at agencies where public health work can be completed. Internships must be congruent with the Departmental Internship Policy and align with emphasis specific learning outcomes.
- Make initial contact with the agency (via email, phone or in person) in order to gain acceptance as an intern at that agency.
- Work with an on-site internship supervisor to ensure their qualifications to serve as a supervisor. Their evaluation of your work is 40% of your total grade. Therefore, it is essential they have a solid background in public health for accurate evaluation.
- Upon acceptance, it is the responsibility of the student to submit Form A (pre-Approval form) online, including accurate information about the supervisor (contact information, education/work experience) and as much information about the internship responsibilities as they have.
- Provide the agency supervisor with student and supervisor responsibilities at the beginning and throughout the internship, including assisting supervisor in securing myBYU NET ID, outlining 5 major responsibilities/projects to be worked on during the internship, approval of Form B, final evaluation (Form H), and any other internship related issues that present during the internship.
- Complete University Internship forms including IRAMS (Form C) and the Master Agreement (Form D) in a timely manner so the University can remove the hold on your registration before the start of the semester.
- Register for the course and pay tuition for the internship prior to the beginning of the internship. Your name must appear on the roll before internship hours can be counted and prior to receiving credit and a final grade.
- If you add the internship late (after the first day of class), it is your responsibility to work quickly through the approval process and ensure the class is added to your schedule after the add/drop deadline. Once that form C and D are submitted and approved by the University Internship Office, the Registration Office will automatically add your internship to your schedule.
- Complete a log entry each day you work the internship, including a reporting of the day-to-day tasks, a listing of the services and competencies used, and give thorough examples of how your classroom knowledge applies in a real world setting in public health.
- Complete a midpoint evaluation (Form F) online when half your hours are complete.
- Submit your agency recommendation (Form G) online near the end of the semester before written reports are due.
- Send the final evaluation form to your internship supervisor at least 2 weeks before the end of the semester to give supervisors sufficient time to complete. This evaluation is 40% of your grade. You will not receive a final grade until your supervisor completes this form. This may delay graduation if this form is not submitted in a timely manner.
- Prepare of written report of your internship experience in the form of a notebook. It must be submitted 5 days before the last day of University classes, before reading and final days. Submission is online. Failure to submit on time will result in loss of points, T grade, and/or delayed graduation.

Internship Coordinator Responsibilities

The Internship Coordinator is Stephanie Lutz. Her contact information can be found in Section 9 of this manual.

- Provide resources for students to identify good opportunities for public health internships. This may include internship postings on the department website, weekly department newsletter, and/or posting to our social media outlets. It may also include one-on-one internship advising appointments as needed.
- Follow up with the agency supervisor to clarify any questions about student, department, and supervisor responsibilities.
- Approve or deny Form A (pre-approval) based on student qualifications including completion of prerequisite courses with a C- or greater, attendance at a mandatory internship meeting, internship acceptance at a primary public health agency, and approval of internship responsibilities.
- Approve/deny Form B, Form C (IRAMS) and Form D (Master Agreement) in a timely manner to allow students time for edits, changes, and resubmissions. It is also the responsibility of the coordinator to communicate any and all concerns regarding the internship approval process in order to trouble shoot any issues together.
- Work with the University Internship Office and the student who starts the internship approval process late, after the add/drop deadline. Once submitted to the Registration office and approved by the University, students will automatically be registered for the internship.
- It is the responsibility of the internship coordinator (or internship TA) to review the midpoint evaluation (Form F), the daily log (Form E), and provide feedback to students.
- Work with the student to resolve any issues brought up in the midpoint evaluation (Form F).
- Provide guidelines in the form of a grading rubric for students to follow when preparing their written report. The grading rubric can be found in the internship manual. Student will also be emailed a copy toward the end of the semester.
- Stay in communication (via email, phone, in person, or text) with the student and their agency supervisor throughout the semester and resolve any issues that arise.
- Evaluate and provide a final grade for the internship work presented in the written report. Upon submission, the coordinator will confirm receipt of written report. The coordinator will also meet the grading deadline to ensure final grade submission and graduation deadlines.
- Answer questions (if any) regarding the final grade for the internship. Agency supervisor's portion is 40% of total grade; internship coordinator is the remaining 60% of the grade. Agency supervisor grades and comments will remain anonymous.
- Oversee the entire internship process for all Department of Public Health internship students including form submissions, approval, registration, feedback, evaluation, and final grade submission.

Section 13:

Net IDs

Net IDs | 13.1

Net IDs

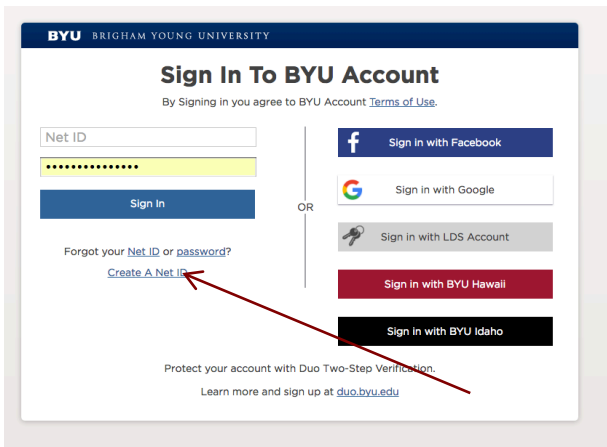
Creating a Net ID and Password

The following are instructions for creating a new Net ID and password for internship supervisor. The student is responsible to help their internship supervisor set up a myBYU ID and password. Please help them understand the importance of this and request they keep this in a safe place as they will need to log in to the internship system on several occasions.

1. Go to the BYU homepage, www.byu.edu



2. Click on the button on the top right that says “myBYU”.
3. By clicking the “myBYU” button, it will take you to the Net ID sign in page.
4. Supervisors can “Create a Net ID” or “Sign in with Facebook”, “Sign in with Google”, “Sign in with LDS account” or use BYU-H or BYU-I sign ins.



BYU BRIGHAM YOUNG UNIVERSITY

Sign In To BYU Account

By Signing in you agree to BYU Account [Terms of Use](#).

Net ID

Sign In

OR

Sign in with Facebook

Sign in with Google

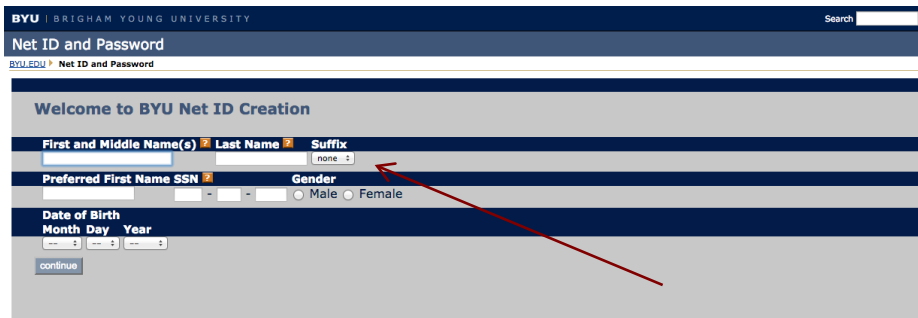
Sign in with LDS Account

Sign in with BYU Hawaii

Sign in with BYU Idaho

Forgot your Net ID or password?
[Create A Net ID](#)

Protect your account with Duo Two-Step Verification.
[Learn more and sign up at duo.byu.edu](#)



BYU BRIGHAM YOUNG UNIVERSITY

Net ID and Password

BYU.EDU > Net ID and Password

Welcome to BYU Net ID Creation

First and Middle Name(s) Last Name Suffix

Preferred First Name SSN Gender ☐ Male ☐ Female

Date of Birth
 Month Day Year

[continue](#)

5. If “Create a Net ID” is chosen, be sure to enter the appropriate information (Social Security numbers are NOT required, but birthdate is). There must be a numerical ‘unique identifier’ like birthdate entered.
6. You will be redirected to create a password associated with your new Net ID. Please be sure to keep your Net ID and password for future reference. Please DO NOT create another Net ID as this will conflict with the programming. If lost or forgotten, please call OIT at 801-422-4000.

If you have questions regarding retrieving a Net ID or password, please refer to the Office of Information Technology, 422-4000. Resetting or creating a new Net ID or password will NOT work in the current system; the old Net ID and password must be retrieved. This is to ensure security in the internship system. Please help your supervisor understand this concept. It is easy to call OIT and retrieve; it is not easy to wait for your forms to be reset when the grading deadline has passed.