Department of Epidemiology and Biostatistics
University of Maryland School of Public Health

MPH Internship Program Handbook

EPIB 785: Epidemiology or Biostatistics Internship

August 2016
I. Introduction

A public health internship is a requirement for the Master of Public Health degree. It is part of a culminating experience that provides an opportunity to apply classroom-learned public health knowledge to professional practice experience. It allows for the development of practical skills in a supervised environment necessary for a career as a public health professional. It is a separate experience from the project/thesis requirement. If students are full-time employees, the internship must be separate and distinct from the student’s regular job assignments/duties.

II. Internship Purpose

This internship is designed to enable students to gain practical experience as professionals under conditions conducive to educational development. The internship is a time-limited, supervised period of epidemiology and/or biostatistical activities carried out in a public health organization that works with epidemiologic studies and/or uses biostatistics methods. The internship provides students with the opportunity to integrate and apply knowledge and skills obtained in the MPH program. Students gain practical experience in management of epidemiologic studies, data analysis, epidemiologic research, and program evaluation. Students identify specific internship learning goals and select an appropriate work environment that offers opportunities to achieve the goals.

The internship will address specific core competencies of the MPH in biostatistics and epidemiology (appendix). The student will identify which of the competencies will be met during the internship experience and which competencies will be met during their project/thesis. It is required that all core competencies are met between both culminating experiences (internship and project/thesis).

III. Course Information

The objectives of the course are to:

1. Improve skills through on-the-job experiences.
2. Communicate epidemiologic and/or biostatistics information to lay and professional audiences.
3. Explain and demonstrate program administration and organizational leadership.

This course is part of the MPH program capstone experience. All public health core and cognate core courses are prerequisites.

Completion of all assignments is required. Satisfactory mid-internship and final site preceptor evaluations are required.
Grading is based on the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>10%</td>
<td>Participation in three face-to-face meetings (orientation, outgoing student internship presentations, and mid-term meeting)</td>
</tr>
<tr>
<td>15%</td>
<td>Learning Objectives, Competencies, and Site Confirmation Form</td>
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<tr>
<td>10%</td>
<td>Educational Plan</td>
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<td>15%</td>
<td>Progress Reports</td>
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<tr>
<td>20%</td>
<td>Mid-Internship and final evaluation by site preceptor</td>
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<tr>
<td>15%</td>
<td>Internship report</td>
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<tr>
<td>15%</td>
<td>Final presentation</td>
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</table>

Three (3) credits of EPIB 785 are required for graduation. Each credit requires a minimum of 80 contact hours at the placement site, for a total of at least 240 hours (16 hours per week). We expect most students to complete all 3 credits in one semester, but realize that part-time students with full-time job duties may need to break up the internship over a 2-semester period.

A final written report (internship report) detailing the internship and an oral presentation are required (see below).

**IV. Internship Preparation – The Semester BEFORE the Internship**

During the semester prior to the internship, the student must accomplish these tasks:

1. Attend an Internship orientation meeting (Meeting 1) and meet with the MPH Internship Coordinator to review expectations and requirements of the internship
2. Develop **learning objectives**
3. Meet with faculty advisor to review plan and objectives and review MPH competencies specific to your program
4. Identify potential **internship sites** consistent with meeting learning objectives
   a. Contact sites, identify field site preceptor, interview, and choose site.
   b. Ensure that the site provides the needed educational experience to satisfy learning objectives. Provide sites with the handout "Hosting an MPH Intern" (appendix).
5. Provide MPH Internship Coordinator with information regarding to obtain approval:
   a. Learning Objectives* and how the internship site experience will meet the learning objectives, and
   b. Internship site confirmation*
   c. MPH competencies* addressed during the internship
   *The Learning Objectives, the Site Confirmation form, and the MPH competencies can be downloaded in the Pre-Internship Canvas site
6. Meet with the Internship Coordinator and attend Internship presentations by outgoing MPH students (Meeting 2)
7. Ask permission from the Graduate Coordinator to register for EPIB 785
Internship Orientation Meeting (in September for Spring Internships and February for Summer and Fall Internships)

It is mandatory for students to attend the Internship Orientation Meeting the semester prior to the Internship semester. The Orientation Meeting typically takes place three weeks after the start of classes. The Internship Coordinator will explain how to download the Internship Forms before the Internship starts and during the Internship. All forms are electronically available and can be downloaded, completed, signed (when necessary), and uploaded in Canvas.

Learning Objectives: These are statements about competencies, skills, knowledge, or understandings that the student plans to achieve in order to enhance his/her public health knowledge and practice abilities, and to optimize a future professional employment placement. The learning objectives should be specific, measurable, and be able to be completed within the time period of the internship experience. The educational plan follows the learning objectives and details the specific internship activities that will be done to meet the learning objectives (see appendix for the assignment).

To develop learning objectives, the student should consider the knowledge, skills, and experiences he/she would like to experience. These four areas should be considered:

1. Personal development: What are your personal needs in regard to advancing your education in epidemiology or biostatistics?
2. Academic learning: Think about topics in which you have academic curiosity. Develop goals that will help you make discoveries or study an area in greater depth.
3. Career development: You might want to explore the different options available to someone graduating with an MPH concentration in epidemiology or biostatistics.
4. Skill development: You may want to gain or hone skills such as how to manipulate large data sets, develop a data management system, evaluate a program’s effectiveness, design or conduct a survey.

Other questions for students to ask themselves as they develop learning objectives are:

1. Is there a target population, target exposure, or target outcome you are most interested in working with?
2. Is there a specific agency in which you are most interested? Do you want to learn more about health departments, hospitals, government agencies, research agencies, non-profit organizations?

Students should have at least three learning objectives identified prior to the internship semester. The learning objectives must be discussed with the academic advisor and must be approved by the Internship Coordinator at least one month prior to the end of the semester before the internship starts (i.e., for spring internship they must be approved by mid-November).

Internship Site and Site Preceptor Selection

Internship Site: It is the student’s responsibility to choose an internship site, but with the consultation of the MPH Internship Coordinator. Sites can be located from the University of Maryland School of Public Health approved internships site directory, from organizations seeking interns, from formal internship programs, from faculty connections with organizations, from other
students, or from networking at professional meetings. When a student finds a potential internship site, he/she should assess how the site will help achieve his/her learning goals. If the site appears appropriate, the student will schedule an interview (either in person or by telephone) with a site contact to discuss possible internship opportunities.

If the internship site is part of a formal internship program, it is the student’s responsibility to complete the necessary application materials.

Internship sites must:

- Be an organization, agency, or community in which the student can meet his/her learning objectives
- Provide an internship/site preceptor who is willing and able to spend regularly scheduled time with the student to provide guidance
- Be willing to increase student responsibility and independence over the course of the internship
- Require that the student complete the internship on site, and provide work space and resources in order to do so

*The internship site must be approved by the MPH Internship Coordinator.*

*Site preceptor selection:* The site preceptor must have expertise is the assigned project areas and sufficient time, expertise, and interest to mentor the student during the internship. The site preceptor will need to provide on-site supervision of the intern’s work and be able to meet with the student regularly to discuss progress and other issues related to the student’s activities. The ability to provide constructive feedback to the students is crucial. The site preceptor also must agree to complete the internship evaluation forms mid-way and at the end of the student’s internship.

**Competencies**

Students are required to develop pre-internship competencies based on their Learning Objectives and the work students foresee completing during their Internships.

**Internship Meeting 2** (usually during final exams week)

Students are required to attend the Final Presentations conducted by outgoing Internship students. At this meeting students will be asked to discuss their Learning Objectives and their Internship sites with other Interns.

**V. Internship Process – Internship Semester**

During the Internship semester, the student must accomplish these tasks:

1. Develop the **Educational Plan** in consultation with the Site Preceptor
2. Upload **Progress Reports** on due dates (at least bi-weekly) for review by the Internship Coordinator
3. Provide the Site Preceptor with the **Mid-Internship Evaluation Form**, sign it an upload it
4. Mid-term meeting with the Internship Coordinator (**Meeting 3**)  
5. Develop the **Final Internship Report**
6. Develop the **Final Internship Presentation**
7. Provide the Site Preceptor with the **Final Evaluation Form**, sign it and upload it.

**Educational Plan** (due ± 2 weeks after the beginning of the Internship)
The educational plan provides detail on what the student plans to do during the internship. The educational plan is tied to the learning objectives. The plan is initially developed with the student and field site preceptor, and then reviewed and revised with the faculty advisor. The initial plan is due to the faculty advisor no later than the end of the second week of the internship semester. The educational plan has the following components (see appendix for assignment):

1. Internship title/position;
2. Brief description of the internship;
3. Learning objectives;
4. Activities/methods for accomplishing the learning objectives;
5. Proposed product or deliverables;
6. Timeline for proposed activities;
8. Evaluation methods to determine if learning objectives are met;
9. Tentative dates that the intern will meet with the field site preceptor and faculty advisor for formal evaluation of progress; and
10. How internship is consistent with student’s career goals. This detailed plan must be approved by both the field site preceptor and the Internship Coordinator.

**Progress Reports and Correspondence with MPH Internship Coordinator**
The student will download progress reports for review by the Internship Coordinator at least every 2 weeks during the internship. These Progress Reports should be downloaded onto Canvas. Communications with the Internship Coordinator should be done via Canvas e-mails.

**Institutional Review Board** (due semester before starting the Internship)
If you will be involved in any type of human subjects’ research (e.g. data collection, analysis of identifiable data) during your internship you must submit an application to the UMD Institutional Review Board. Students should discuss this possibility with their faculty advisor as soon as possible since IRB approval can be a long process. See the IRB website for more information: [http://www.umresearch.umd.edu/IRB/index.html](http://www.umresearch.umd.edu/IRB/index.html).

**Field Site Preceptor Evaluations**
The field site preceptor will complete mid- and a final internship evaluation form (Appendix).

**Final Internship Report & Presentation** (due during final exams week)
A final report is required by the end of the semester in which the student is registered for the internship. A student cannot receive a grade for EPIB 785 without submitting a final report. The report should also include a brief description of the internship site and public health issues it addresses, the department/unit mission and how that fits into the organization’s broader structure.

It also should contain all the elements of the educational plan, along with a section on (1) results; (2) application of the results to public health; (3) specifics of how the student learning
objectives were met; (2) evaluation of the internship placement; and (3) a copy of the thank-you letter written and sent to the field site preceptor. The final report must be submitted as an electronic copy. Electronic copies will be stored on a server and will be available for future students to peruse as examples. See the appendix for the final report assignment specifics.

The oral presentation (15-20 min.) should provide an overview of the internship experience summarizing the results of the report for presentation to the class and EPIB faculty. The presentation should also include a table summarizing the MPH program competencies met during the internship experience and a summary of the specific activities for each competency. Presentations will be made during a specified time at the end of the semester.

VI. Responsibilities

Student

- Semester Before Internship
  o Identifies core MPH competencies to be addressed during the internship experience
  o Identifies internship learning objectives
  o Meets with faculty advisor to discuss and refine learning objectives and finalize core competencies addressed during internship experience
  o Meets with EPIB 785 faculty coordinating the MPH Internship to begin planning internship selection and collect paperwork for processing internship
  o Identifies potential internship sites
  o Interviews sites and narrows choices. Provides each site with the handout “Hosting an MPH Intern”.
  o Meets with faculty advisor to identify best internship site
  o Inform EPIB 785 Internship Coordinator of internship site and site preceptor for final approval of internship
  o Complete Site Confirmation form
  o Attend face-to-face meeting
  o Registers for EPIB 785

- Internship Semester
  o Develops educational plans
  o Meets with MPH internship coordinator and site preceptor to discuss and refine educational plans
  o Submits educational plan to the MPH Internship Coordinator prior to due date
  o Completes all EPIB 785 assignments, including bi-weekly progress reports, evaluations, hours log, final report, final presentation, etc.
  o Provides professional, quality work
  o Complies with the policies and procedures of the organization
  o Work with site preceptor to strengthen weaknesses and build upon strengths that become apparent during the internship
  o Prepares and gives oral presentation on their experience
  o Formally thank the field site preceptor and organization for the internship opportunity
  o Evaluates the intern experience

Faculty advisor
• Semester Before Internship
  o Meets with student to discuss and refine learning objectives
  o Meets with student to discuss core MPH competencies addressed during the capstone experience (MPH internship and project/thesis).
  o Meets with student to identify best internship site

• Internship Semester
  o Work with student if IRB approval is required
  o Attend final presentation of internship experience, assess core competencies met during internship

MPH Internship Coordinator
• Semester Before Internship Begins
  o Conducts an Internship Orientation session for students planning to do their internship the following semester. This session guides students in identifying an appropriate internship site and reviews requirements and deadlines
  o Meets with interns to discuss their internship site options and assess how a site will help achieve their learning goals as needed.
  o Updates information on available internship sites and informs interns about new sites seeking interns.
  o Approves new internship sites.
  o Conducts Internship Meeting 1

• Internship Semester
  o Meets with student to discuss and refine educational plans as needed
  o Maintain regular contact with student to assess progress of internship through bi-weekly Progress reports from students
  o Grade assignments
  o Communicate with site preceptor mid-way through the internship
  o Attend final presentation of internship experience, assess core competencies met during internship

Site Preceptor
  o Work with the intern as a mentor to help him/her meet learning objectives and educational plan
  o Orient the intern to the work environment
  o Provide work space and needed resources to the intern
  o Mentor the intern
  o Provide constructive feedback to the intern on progress
  o Evaluate intern’s performance
  o Communicate with faculty advisor on issues that arise
  o Provide honest feedback and evaluation on intern’s skills and abilities
  o Complete mid and final evaluations
Appendices

1. EPIB Program Competencies Planning Forms (Biostatistics and Epidemiology)
2. Hosting an MPH Intern (given to potential internship sites by student)
3. MPH Internship Learning Objectives Assignment
4. Site Confirmation Form (completed by student)
5. Educational Plan Assignment
6. Bi-weekly Faculty Advisor E-mail Description
7. Site preceptor first evaluation form
8. Site preceptor final evaluation form
9. Final Presentation Assignment
10. Final Report Assignment
11. Template for MPH Competencies Summary Table
12. MPH Internship Planning Checklist
### MPH in Biostatistics

#### Competencies Planning Form (Pre-Internship)

**Student’s Name:** ________________________________  **Date** __________

**Instructions:** Your overall capstone experience must address each of the MPH competencies in biostatistics. Please indicate which capstone component (internship or project/thesis) will address each competency. You will be evaluated on how well the competencies were met during your final presentations. This form must be completed in the semester before your capstone begins.

<table>
<thead>
<tr>
<th>Competencies for MPH in Biostatistics</th>
<th>Internship</th>
<th>Project/Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the role biostatistics serves in the discipline of public health.</td>
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<tr>
<td>Describe basic concepts of probability, random variables, and commonly used statistical probability distributions.</td>
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<tr>
<td>Distinguish among the different measurement scales or types of variables and select appropriate descriptive statistical methods for summarizing public health data.</td>
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<tr>
<td>Select appropriate inferential statistical methods to answer research questions relevant to public health research.</td>
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<tr>
<td>Conduct descriptive and inferential statistical analyses that are appropriate to different basic study designs used in public health research.</td>
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<tr>
<td>Interpret results of statistical analyses found in public health studies.</td>
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<tr>
<td>Critically review and summarize statistical analyses presented in public health literature.</td>
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<tr>
<td>Perform appropriate sample size and power calculations to ensure that the study is sufficiently powered to achieve the scientific aims.</td>
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<tr>
<td>Use a basic software package to describe, explore, and summarize data as well as perform the basic conventional statistical procedures.</td>
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<tr>
<td>Identify limitations in public health studies.</td>
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<td></td>
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<tr>
<td>Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of public health data.</td>
<td></td>
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<tr>
<td>Demonstrate skills in public health data collection and management.</td>
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<tr>
<td>Identify statistical approaches to address threats to validity in epidemiologic studies.</td>
<td></td>
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<tr>
<td>Communicate results of statistical analyses to lay and professional audiences.</td>
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### Competencies for MPH in Epidemiology

<table>
<thead>
<tr>
<th>Competency</th>
<th>Internship</th>
<th>Project/Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify vital statistics and other key sources of data for epidemiological purposes</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Describe a public health problem in terms of magnitude, person, time and place.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Discuss the principles and limitations of public health screening programs.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Apply the basic terminology and definitions of epidemiology.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Calculate basic epidemiology measures.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communicate epidemiologic information to lay and professional audiences.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Differentiate among the criteria for causality.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Draw appropriate inferences from epidemiologic data.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Describe epidemiologic study designs and assess their strengths and limitations.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Evaluate the strengths and limitations of epidemiologic reports.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Calculate advanced epidemiology measures.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Design, analyze, and evaluate an epidemiologic study.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Demonstrate skills in public health data collection and management.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Design interventions to reduce prevalence of major public health problems.</td>
<td>☐</td>
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</table>
Demonstrate program administration and organizational leadership.

Thank you for taking the time to interview a potential intern from the Department of Epidemiology and Biostatistics. **Internship placements are for a full semester.** Students are expected to work a minimum of 16 hours a week at their internship site, for the duration of the 15 week semester. The objectives of the internship are for students to improve skills in epidemiologic and/or biostatistical methods through on-the-job experiences, communicate epidemiologic and/or biostatistics information to lay and professional audiences, and explain and demonstrate program administration and organizational leadership. Interns have completed all coursework for their degree and the internship is the last phase of their degree program.

Below is an overview of the primary responsibilities of a host agency/intern supervisor:

- Designates a qualified site supervisor/mentor for the intern. Typically this person has an MPH degree or 5 years experience in public health.
- Provides meaningful work that promotes the professional growth of the intern in the field of epidemiology/biostatistics/public health while pursuing the goals of your organization.
- Provides an orientation and training program for the intern, similar in quality to that provided to new employees. This includes orienting the student to the background, structure, regulations, and operations of the agency.
- Works with the student to develop an Internship Educational/Work Plan (an overview of activities or projects in which the intern is likely to participate during the internship period).
- Offers a range of opportunities for learning (such as staff meetings, conferences, public hearings, etc.) whenever possible.
- Assigns routine clerical or custodial tasks only to the extent that the intern derives some learning experience from them.
- Provides the intern with adequate work space and supplies.
- Makes agency staff available to the intern to answer questions and provide support when needed.
- Speaks with the university internship coordinator (either in person or via conference call) during the semester to discuss the internship experience and the student's progress.
- Prepares two evaluations of the intern (forms will be provided by the intern).
- Signs-off on intern’s bi-weekly hour log.
- Provides updated information and materials related to internships within your organization to the Internship Program Coordinator.
Internship Site Confirmation

PLEASE PRINT THE FOLLOWING INFORMATION NEATLY – It is the student’s responsibility to complete this form and obtain signatures.

Internship Placement Site (name of agency or organization):

__________________________________________________________________________

Website Address: ______________________________________________________________________

Name of Site Preceptor ____________________________________________________________________

Title: ________________________________________________________________________________

Phone Number: ________________________________________________________________________

Email Address: ________________________________________________________________________

____________________________________________________________________________________

Briefly (but include specifics) describe the potential activities in which you will participate as an intern at this site:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Weekly Schedule (hours of agency operation and intern’s proposed schedule, include the possibility of any night time or weekend hours for special events etc.): NOTE: MPH interns from the Department of Epidemiology and Biostatistics are required to work a minimum of 16 hours each week during their internship semester, and typically follow the University’s schedule for closings.

____________________________________________________________________________________
Department of Epidemiology and Biostatistics
University of Maryland School of Public Health

Start Date: _____________________  End Date: _____________________

Are you currently employed at this site?  Yes  No
Does your site pay interns?  Yes  No

Signature of Site Supervisor: ________________________  Date

Signature of Student Intern: _________________________  Date

Please, scan and upload this form on Canvas EPIB785
Provide a copy to your Site Supervisor and keep a copy for your files.

Questions or concerns may be directed to:
Graciela Jaschek, Ph.D., M.P.H.
Department of Epidemiology and Biostatistics
University of Maryland School of Public Health
College Park, Maryland 20742
Email: gjaschek@umd.edu
Phone: 301-405-3575
Fax: 301-314-9366
MPH Internship Learning Objectives

Requirements: ≥ 3 learning objectives identified prior to the internship semester.

Deadline: These must be approved by the student’s faculty advisor and EPIB internship coordinator at least one month prior to the end of the semester before the internship starts (i.e., for spring internship, must be approved by mid-November).

The learning objectives and educational plan are the foundation for the internship experience. The learning objectives sought from this experience are agreed upon by the student, field site supervisor, and faculty advisor.

Learning objectives are statements about competencies, skills, knowledge, or understandings that the student plans to achieve in order to enhance his/her public health knowledge and practice abilities, and to optimize a future professional employment placement.

The learning objectives should be specific, measurable, and be able to be completed within the time period of the internship experience. The educational plan follows the learning objectives and details the specific internship activities that will be done to meet the learning objectives.

To develop learning objectives, the student should consider the knowledge, skills, and experiences he/she would like to experience. These four areas should be considered:

1. **Personal development:** What are your personal needs in regard to advancing your education in epidemiology or biostatistics?
2. **Academic learning:** Think about topics in which you have academic curiosity. Develop goals that will help you make discoveries or study an area in greater depth.
3. **Career development:** You might want to explore the different options available to someone graduating with an MPH concentration in epidemiology or biostatistics
4. **Skill development:** You may want to gain or hone skills such as how to manipulate large data sets, develop a data management system, evaluate a program’s effectiveness, design or conduct a survey, gain experience conducting advanced biostatistical methods

Other questions for students to ask themselves as they develop learning objectives are:

1. Is there a target population, target exposure, or target outcome you are most interested in working with?
2. Is there a specific agency in which you are most interested? Do you want to learn more about health departments, hospitals, government agencies, research agencies, non-profit organizations?
Learning Objective 1:

Learning Objective 2:

Learning Objective 3:

Learning Objective 4:

(Use additional paper if needed)

Signatures

Student: ___________________________________________ Date: __________________
MPH Internship Educational Plan

The educational plan provides detail on what the student plans to do during the internship. The educational plan is tied to the learning objectives. The plan is initially developed with the student and field site supervisor, and then reviewed and revised with the faculty advisor.

**Due Date:** The initial plan is due to the faculty advisor no later than the end of the second week of the internship semester.

**Components:**
1. Title Page (name, site, site supervisor, academic advisor, internship semester, date)
2. Internship title/position
3. Brief description of the internship
4. Learning objectives
5. Activities/methods for accomplishing the learning objectives
6. Proposed product or deliverables
7. Timeline for proposed activities
8. Evaluation methods to determine if learning objectives are met
9. Tentative dates that the intern will meet with the field site supervisor and faculty advisor for formal evaluation of progress
10. How internship is consistent with student’s career goals

**Approvals Needed:** The educational plan must be approved by both the Field Site Supervisor and the Internship Coordinator. Create your own signature page following this format:

---

**Signature Page – Final Internship Educational Plan**

I have read (student’s name) ___________________________________________ Educational Plan, and agree to work with her/him toward meeting the work plan’s stated objectives.

Signature of Site Supervisor _______________________________ Date ____________

Signature of Student Intern _______________________________ Date ____________
MPH Internship Guidelines for Bi-Weekly Progress Reports

You are responsible for sending bi-weekly reports via email to your faculty advisor and the MPH internship coordinator throughout the semester. You will be sending your bi-weekly emails to the Internship Coordinator via Canvas. These emails give you a chance to discuss your experience, seek guidance when necessary, and help you to stay on track and remain focused on your overall objectives as an internship student. Your faculty supervisor and the internship coordinator will respond briefly to each email, and will follow up with phone calls as needed. Students should feel free to call the EPIB internship coordinator or faculty supervisor if questions or concerns come up that are more immediate.

To help give structure to the bi-weekly emails, we have provided you with a list of questions to address when reporting to your faculty supervisor. The questions are grouped by due-date. Feel free once you've answered your assigned questions to explore other matters that are important to you at the time. Your bi-weekly email is an opportunity to reflect on your activities, synthesize applications from coursework, and recognize new insights. Please provide thoughtful responses to the questions (these emails are part of your overall evaluation for the semester), and be sure to identify each of the questions before you answer (i.e.: Email #1 Q#1). Each email response will typically be anywhere from one to two paragraphs in length depending on the question and your individual experience.

Progress report #1
1. By now you have been at your site for about a week. Reflect on your first few days. Did you face any challenges (how did you negotiate any difficulties)? Were there any pleasant surprises (describe a couple of positives)?
2. Review the Internship Work Plan Guidelines. Do you have any questions for your faculty supervisor regarding this assignment?
3. Hours log (provide specific dates, times worked, total hours for that period, and total hours to date)

Progress report #2
1. How well are you meeting the objectives you have outlined in your Internship Work Plan?
2. Have there been any issues you have needed to discuss with your site supervisor?
3. What type of feedback has your site supervisor provided to you?
4. Hours log (provide specific dates, times worked, total for that period, total hours to date)

Progress report #3
1. By now you have had (or you are about to have) your “first” evaluation with your site supervisor. At this point in your internship, what do you see as your strengths? What are your weaknesses? Briefly assess how you think things are going (include some specific positive and negative points).
2. How did you feel during your “First” evaluation with your site supervisor? What was it like going through that process (you and your work being openly discussed)? How well do you handle a professional dialog about your work?

3. Hours log (provide specific dates, times worked, total hours for that period, and total hours up to date)

Progress report #4

1. Think about all the ways you communicate at work: face to face with a coworker or supervisor, with clients, on the phone, written emails...How would you assess your “workplace” communication skills (comfort level, positive attributes, challenges...)?

2. What effect has working in your current internship site had on your overall career goals?

   1. Hours log (provide specific dates, times worked, total hours for that period, and total hours up to date)

Progress report #5

1. Think about all the ways you communicate at work: face to face with a coworker or supervisor, with clients, on the phone, written emails...How would you assess your “workplace” communication skills (comfort level, positive attributes, challenges...)?

2. What did you think of your internship experience? What effect has working in your current internship site had on your overall career goals?

3. Hours log (provide specific dates, times worked, total hours for that period, and total hours up to date)
I. General Information

Intern’s Name: ________________________________________________

Site Supervisor’s Name: ________________________________________

Site Supervisor’s Title: _________________________________________

Organization: _________________________________________________

Internship Dates: ______________________________________________
From (date, month, year) To present (date, month, year)

Hours Completed to Date: ________________________________

II. Evaluation

Please complete the intern evaluation using the attached performance checklist. Internship sites include a wide range of agencies spanning government and private research organizations, hospitals, health maintenance, and community health institutions. For that reason, some of items on the evaluation may not apply to your organization or to the nature of the internship. In those cases, check the NA box. Please use the comment sections and the section at the end to evaluate aspects of the internship experience that are not captured in the checklist but contribute to the overall evaluation of the student’s progress.

Suggested Procedure for Discussing the Evaluation: This evaluation form provides an opportunity for the student and site supervisor to discuss the student’s progress, strengths, and areas for growth. Your intern will request a meeting to discuss their evaluation. After they meet with you they will submit the completed and signed evaluation form to their faculty supervisor.
### Performance Checklist for MPH Site Supervisor’s FIRST Evaluation

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<tr>
<th>Areas of Performance</th>
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<th>Satisfactory</th>
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### Areas of Performance

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**Comment**

#### E. Work in an Organization

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**Comment**

#### F. Work in a Community

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**Comment**

**Summary Comments**

Briefly summarize the student’s strengths and weaknesses if not adequately represented above.
Signature of Student:

__________________________________________________________________________ Date __________

Signature of Site Supervisor

__________________________________________________________________________ Date __________

**Note to intern:** After obtaining signatures: submit original to your faculty supervisor, keep one copy for your files, and submit one copy to your site supervisor.
Department of Epidemiology and Biostatistics  
University of Maryland School of Public Health

MPH Internship Site Supervisor’s Final Evaluation  
(typically completed at completion of 240 internship hours)

I. General Information

Intern’s Name: ____________________________________________________________

Site Supervisor’s Name: __________________________________________________

Site Supervisor’s Title: _____________________________________________________

Organization: _____________________________________________________________

Internship Dates: _________________________________________________________
From (date, month, year) To present (date, month, year)

Hours Completed to Date: ________________________________

II. Evaluation

Please complete the intern evaluation using the attached performance checklist. Internship sites include a wide range of agencies spanning government and private research organizations, hospitals, health maintenance, and community health institutions. For that reason, some of items on the evaluation may not apply to your organization or to the nature of the internship. In those cases, check the NA box. Please use the comment sections and the section at the end to evaluate aspects of the internship experience that are not captured in the checklist but contribute to the overall evaluation of the student’s progress. Consider the intern’s overall performance and growth throughout the internship period.

Suggested Procedure for Discussing the Evaluation: The evaluation form provides an opportunity for the student and site supervisor to discuss the student’s progress, strengths, and areas for growth. Your intern will request a meeting to discuss their evaluation. After they meet with you they will submit the completed and signed evaluation form to their faculty supervisor.
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**Summary Comments**

Briefly summarize the student’s strengths and weaknesses if not adequately represented above.
Signature of Student: ___________________________ Date ______________

Signature of Site Supervisor: ___________________________ Date ________

Note to intern: After obtaining signatures: submit original to your faculty supervisor, keep one copy for your files, and submit one copy to your site supervisor.
MPH Internship FINAL Presentation Tips

The final oral presentation should provide an overview of the internship experience summarizing the results of the report. Presentations will be open to faculty and interested students. You may also invite your site supervisor(s).

This presentation addresses the MPH competency of being able to communicate research with lay or professional audiences, so you should be able to talk about the specifics of what you did, methods you used, and findings.

Keep points on slides to a minimum, for example, no more than 8 points.

Presentation Outline (15-20 minutes)

1. Title Slide
2. Learning Objectives
3. Program Competencies
4. Show in a table of the specific program competencies which ones you addressed in your internship
5. Overview of the internship site and specific project(s) you worked on. Provide details of the projects, specifically what you did for the project. For example, did you do a lit review? Was there a final report? What analyses were conducted, methods used. What did you learn (methods, software, networking etc.)? You can include a methods and results sections if that is appropriate (see sample presentation).
6. Summary
7. Summarize what you accomplished, public health significance of the topic – bring it back to your learning objectives did you meet them?
8. Table of competencies with specific details on how you met your competencies
9. Acknowledgements Slide
10. Thank your site supervisor and others who have assisted you with your internship.
Department of Epidemiology and Biostatistics
University of Maryland School of Public Health

MPH Internship Report

A final report is required by the end of the semester in which the student is registered for the internship. A student cannot receive a grade for EPIB 785 without submitting a final report.

The report should include:

1. Title Page (Internship site, site supervisor, academic advisor, and name and date)
2. A brief description of the internship site and public health issues it addresses
3. The department/unit mission and how that fits into the organization’s broader structure
4. All the elements of the educational plan, including *
   a. Learning objectives and detailed information on how they were met during the internship
   b. Results of the internship and any issues that arose that changed your educational plan
   c. Application of the results to public health
5. MPH Competencies met in the internship with detailed information on how they were met (use table template)
6. Evaluation of the internship placement:
   a. How well did the internship address your career goals?
   b. How did the internship help synthesize MPH course work? Which courses were valuable to you in conducting your internship activities?
   c. Were your site preceptor evaluations effective?
   d. What were the most positive and most difficult experiences in your internship?
   e. Would you recommend this site to another student?
7. A copy of the thank-you letter written and sent to the field site supervisor.
8. Appendix: include copies of all products produced from the internship (newsletter, brief, report, manuscript, flyers, etc.)

The final report must be submitted as both a hard copy and electronic copy. Electronic copies will be stored on a server and will be available for future students to peruse as examples.

*Do not just copy the educational plan; this should include an assessment of the internship experience within the framework of the educational plan which was developed at the start of the internship.