



MPH 581

Internship Manual: Applied Practice Experiences

Revised by Dr. Jessica M. Madrigal, December 2025

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Part I: Introduction to the Applied Practice Experiences (MPH 581 Internship)

The University of Illinois Springfield (UIS) Master of Public Health (MPH) Program requires all MPH students to complete program-relevant ***applied practice experiences (APEs)*** through the MPH 581 Internship course. The APE is required of all students enrolled in a degree-seeking concentration. The council on Education for Public Health (CEPH) states (page 25; CEPH 2024 Accreditation Criteria):

“Applied practice experiences may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

The school or program identifies sites in a manner that is sensitive to the needs of the agencies or organizations involved. Activities meeting the applied practice experience should be mutually beneficial to both the site and the student.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The school or program assesses each student’s competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site’s use and benefit. Review of the student’s performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student’s attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.”

The purpose of the MPH internship is to provide valuable, practical experience that will facilitate the transition from MPH student to public health professional. For the traditional student, this may be the first experience with professional responsibility in a work environment. For the mid-career practitioner, this is an opportunity to practice with a deeper level of understanding and expertise. The internship is an integral component of preparing students to function at a level of competence commensurate with their level of education and stay current with developments in their areas of practice.

A student may choose to craft an internship that focuses on public health research, epidemiology, occupational health, environmental health, health policy, health administration, community health education, risk assessment, or emergency management. Other specialty areas may be chosen with the

advice of the Internship Coordinator and faculty advisor.

For all students, the internship is an opportunity to practice and develop the competencies, skills, and knowledge gained in the classroom. The internship proposal should emphasize development of skills necessary for post-graduate professional practice. A good internship experience will allow the student to learn, practice, apply, and contribute to the profession of public health.

Upon completion of the APE, students will have prepared at least two work deliverables/products that are linked to competencies agreed upon by the host site supervisor and Internship Coordinator. Examples of work deliverables/products include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos, or other digital artifacts of learning.

Learning Objectives

Through the APE, the MPH student will (at a minimum):

- Complete at least two or more products or deliverables that are of interest to the student and that meet the needs of the agency; work products and deliverables must demonstrate the student's attainment of the designated competencies.
- Exercise professional demeanor and provide technical expertise within a formal public health setting.
- Create and submit written and/or oral reports in a professional and timely manner.
- Contribute as a public health professional acting as an integral part of a public health organization.
- Demonstrate attainment of at least three foundational CEPH competencies and at least two additional CEPH competencies in a governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated setting.

The guidelines in this manual explain the procedures and requirements for undertaking the APEs. The student is responsible for the various requirements and should carefully read these guidelines. ***Any questions related to the internship should be directed to the Internship Coordinator, Ms. Esther Adewusi, and your faculty advisor.***

Part II: Course Information and Policies

Internship Coordinator

Esther Adewusi

Program Coordinator, ENS/MPH Graduate Programs

School of Integrated Sciences, Sustainability, and Public Health

College of Health, Science, and Technology

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Course Description

Under faculty guidance, students gain practical experience in a governmental, non-governmental, non-profit, industrial, and for-profit setting or an appropriate university-affiliated setting relevant to public health and to the student's career goals and interests. The experience includes developing an in-depth understanding of agency-specific mission, goals, and objectives, and working on special projects to demonstrate integration of public health competencies into practice. Requires periodic summary reports, activity log, reflective essays, and evaluative final paper. Requires a minimum of 50 contact hours for each credit hour taken. May be repeated for a maximum of 4 credit hours. Degree requires 4 credit hours of internship credit with minimum of 200 contact hours.

Course Information: Prerequisite: completion of at least 24 credit hours of core courses. Internship Learning Agreement and instructor approval required.

Course Expectations

The MPH 581 Internship is designed to provide valuable, practical experience to deepen the student's understanding of the public health profession. The internship is an opportunity to practice and demonstrate the competencies, skills, and knowledge attained in the classroom. A good internship experience will allow the student to learn, practice, apply, and contribute to the profession of public health. Each student is required to deliver an oral presentation at the end of the semester to showcase their activities and deliverables from the APE; all registered students are expected to attend the presentation session(s) for the full duration of the presentation sessions to support their peers.

Academic Accommodations

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include but are not limited to extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

UIS Academic Integrity Policy

All of the Department of Public Health faculty support the UIS policy on Academic Integrity, which states, in part: "Academic integrity is at the heart of the university's commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education, and the larger society will benefit from the University's contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members."

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the [UIS Academic Integrity Policy](#).

UIS Resources

[University of Illinois at Springfield](#)

[University Webmail](#)

[Canvas](#)

[The Career Development Center](#)

The Career Development Center helps students turn their strengths and abilities into success by providing resources (e.g., help with writing a resume, mock interview), collaborating with partners, and building counseling and advising relationships. The purpose of the Career Development Center is to prepare you for life after college, whether it's an internship, graduate school, or landing a career. For more detailed information on the center's services, please contact them.

[Brookens Library](#)

- Research Guide: This research guide helps you identify databases for your research as well as tutorials to aid in your searches.
- Talk to your Librarian: Book an appointment with a librarian to get help with your research. They are here to help!

The Learning Hub

[Documentation Style Guides](#) (from The Learning Hub)

- The Learning Hub provides students on campus with many services including free one-on-one tutoring for [writing](#), [math](#), [science](#), accounting, economics, and [academic skills](#). Any student who is enrolled at UIS is eligible for the free services. If you feel like you need extra help in this class, please use this service along with the Internship Coordinator's help. Learn more about our [on campus and online workshops](#).
- [Appointments](#) can be made by contacting The Learning Hub at (217) 206-6503, thehub@uis.edu, or in person at Brookens 460. You can also [fill out our online form](#) to request an appointment. Please try to contact The Hub to schedule your appointment at least a few days in advance to ensure they have times available that match your availability - they get busy quickly!
- [Documentation Style Guides](#) (from The Learning Hub)

Information Technology Services (ITS) Help Desk

[ITS Client Services](#) is the primary point of contact for technology questions, problems and issues. This service is available to all UIS faculty, staff, and enrolled students.

217.206.TECH

217.206.6000

Toll Free: (877) 847-0443

Email: techsupport@uis.edu

[Submit an online request](#)

Part III: When are Students Eligible to Register for Internship Hours?

MPH students who have completed at least 24 credit hours of core courses and have a minimum 3.0 GPA are eligible to request faculty approval to register for MPH 581. Students must work with the Internship Coordinator and faculty advisor to have an approved learning agreement in place before registration is allowed.

The internship requirement cannot be waived for students who are already working as public health professionals. Students who are working in the public health field may perform their internships at their current places of employment by creating an internship plan that extends beyond their normal work responsibilities.

Students who are Graduate Public Service Interns (GPSIs) must consult with the UIS MPH Internship Coordinator early in their first semester of the GPSI to determine how to integrate the GPSI with the MPH internship program requirements. You may use the GPSI as your internship host site, providing that your duties meet the needs of MPH 581 in terms of competency development. You may petition for one hour of PAD 561 to count toward MPH 581. Additionally, it is your responsibility to communicate with your host site supervisor to decide whether you can work on internship requirements during your GPSI hours.

Part IV: Student Requirements, Preparation, and Responsibilities

Before the APEs begin

Each student, in consultation with the Internship Coordinator, is responsible for identifying a host site. The host site must agree to provide a professional work experience that will create an opportunity for the intern to observe and participate in the agency's functions, including administration, research activities, strategic planning, coordination, evaluation, and delivery of services. The internship consists of at least 200 contact hours; each 50-hour increment represents 1 graduate credit hour. The internship may be completed in one term or spread over multiple terms. MPH/Human Services (HMS) joint degree students must complete 400 contact hours for the internship.

Before the APE begins, you will identify your interests and the types of careers you are interested in after graduation. You should set up an appointment to meet with the Internship Coordinator and your faculty advisor (if needed) to discuss your goals for the internship. The Internship Coordinator will guide you through the process, will review your DARS report, and will discuss potential sites and types of internship opportunities. You will need to develop a resume and cover letter and identify an initial set of goals that you are interested in pursuing. If you need resume help, you may contact [UIS Career Development Center](#) to schedule an appointment.

Once you have identified your interests it is time to start researching organizations that match your interests and identify the skills you would like to develop during the internship. The Internship Coordinator and your faculty advisor might assist and guide you to established sites that reflect the programmatic focus and objectives of your MPH specialty. However, you are expected to take a proactive role and demonstrate initiative in finding a host site and host site representative for the internship.

Once the host site has been identified and approved by the Internship Coordinator, the student, host site representative, and Internship Coordinator will complete the **“Internship Learning Agreement.”** You must post an electronic copy of the learning agreement and host site supervisor contact information under the appropriate tabs on the MPH 581 Canvas site. You should use the template available from the Internship Coordinator that asks for the following information:

- The student's name, UIN, and status as an on-campus or online student.
- The name of the host site and position/title of the host site supervisor,
- Contact information for the host site supervisor, including address, e-mail, and telephone number.
- A description of the internship objectives, including career goals.
- A description of the work/project to be performed by the intern.
- The learning outcomes expected from the internship based on at least three foundational CEPH competencies and at least two additional CEPH competencies.
- Identification of two work deliverables/products that will also be submitted for grading.
- A statement confirming that the student will not be expected to perform duties that would foreseeably place the student in academic, physical, or legal harm (see the signature page of the Learning Agreement.)

- The expectations of the host site with respect to the intern's schedule, location, and work rules.
- If the internship is a paid position, the agreement for the stipend to be paid to the intern.

Please be aware that some host sites require a legally binding Memorandum of Understanding (MOU). The MOU approved by the UIS Board of Trustees and posted on the UIS Public Health website must be used exclusively. If a MOU is required, the Internship Coordinator will submit the MOUs through UIS administration for processing once the student and host site supervisor provide the required information. In these instances, you must allow ample time for the MOU to be processed. Students who need to process a MOU will not be given permission to enroll in MPH 581 until the MOU is officially approved by the University of Illinois Board of Trustees. If you need help with this, contact the Internship Coordinator.

As of the Fall 2025 semester, UIS has active affiliation agreements in place with the following institutions:

- Illinois Public Health Association

Once the learning agreement is signed by you, the host site supervisor, and the Internship Coordinator, you will be given permission to register for MPH 581. Contact hours will not accrue until you are officially registered.

Identifying Work Deliverable/Product Competencies

The applied practice experiences allow each student to demonstrate attainment of at least five CEPH competencies, of which at least three must be foundational competencies (as defined in Appendix A). Foundational competencies are the building blocks of professional practice, and these competencies form the groundwork of your public health career. Upon completion of the MPH core courses, students from each concentration or generalist degree should be competent in all 22 CEPH competencies (Appendix A).

Each student will work with the Internship Coordinator, their faculty advisor (if needed) and host site supervisor to identify high-quality work deliverables/products that can demonstrate the chosen competencies. Students must select at least five CEPH competencies, of which at least three must be foundational competencies (as defined in Appendix A) from which to base their work deliverables/products

Evaluation of Student Performance in the APEs

1. Intermittent Reports: The student is expected to maintain a daily summary of activities. At intervals determined by the hours worked each week, the student will provide the Internship Coordinator with a report of how the internship is progressing. For most students, this means there will be 4-5 intermittent reports filed for the term. This description should be an essay 1-2 pages in length. Each is to be written in original language; do not copy and paste from previously submitted reports. The report is due within one week of the last accumulated hour.

The report will include a description of the duties performed, the total number of contact hours completed, and any concerns the intern may have about the progress of the internship. Please observe the following schedule depending on the number of internship hours worked each week:

- 25-40 hours each week- The report is due weekly.
- 10-24 hours each week- The report is due twice monthly.
- Below ten hours each week- The report is due monthly.

2. 50-hour Reflection Papers: At each 50-hour increment, the intern will submit to the MPH 581 Canvas a 2-3-page written reflection of the activities that includes:

- A brief summary of work duties and experiences; no more than 2-3 paragraphs.
- Reflections on the experiences and their relevance toward fulfilling the learning objectives and core competencies described in the learning agreement,
- Any concerns about the progress of the internship, and
- A work plan for the next 50 contact hours.

Please note that the 50-hour summary essay is fundamentally different than the intermittent report due to its focus on development of the competencies described in the learning agreement. The description of work duties should be limited to serving as an anchor for the reflection on competency development. The reflection paper is due within one week of completing the 50-hour threshold. The essays are confidential correspondence with the Internship Coordinator and will be electronically transmitted via the MPH 581 Canvas.

3. Cumulative Activity Log: Each student is expected to keep a daily timesheet with hours worked and a brief (1-2-sentence) description of each day's duties. The timesheet should be prepared in Microsoft Excel and should be submitted with the 50- hour summaries. Points for the timesheet are awarded when the final timesheet is posted.

4. Final Report - Comprehensive Summary of the Internship Experience: The 8-10-page paper must meet the academic standards of APA style and must include references.

The following components must be addressed:

- a) A brief history of the agency with which you interned, and how they fit into the general structure of public health.
- b) A summary of how your experience prepared you to perform the core functions of public health/environmental health.
 - For MPH-General, please visit <http://www.cdc.gov/nphsp/essentialServices.html>
 - For MPH-Environmental Health, please visit http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm
- c) A summary of daily responsibilities and any special projects beyond the scope of the learning agreement, and how these relate to the ten essential public health services core functions.

- d) An evaluation of whether the internship objectives and learning objectives were met.
- e) An evaluation of how the internship has prepared the student for a career in the public health profession, and
- f) A description of how the student has contributed to the host site.

The final report is due the Monday of finals week. In addition to the final report, each student must deliver an oral presentation at the end of the semester to showcase their activities and deliverables from the APE. For students who complete the internship hours outside of the semester calendar, the final report and time sheet are due two weeks after your final hour is concluded. The oral presentation will be scheduled during the following semester or in consultation with the faculty.

5. Work Deliverables: Students must submit the agreed upon two work deliverables that demonstrate the competencies selected in the learning agreement. Examples of work deliverables/products include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos, or other digital artifacts of learning.

To be considered complete and ready for grading, **each product** must include the following items:

1. **Deliverable:** A written, visual, or oral product that can be reviewed by the Internship Coordinator.
2. **Written Reflection:** A one-page written reflection in a Word document that discusses the context for the product and describes how this demonstrates the CEPH defined foundational competency(ies) listed in the Internship Learning Agreement.
3. **Value/Contribution Statement:** A short statement from the host site supervisor indicating its value/contribution to the agency.

Grading Rubric Criteria	Proficient (+2)	Acceptable (+1)	Comments
The deliverable demonstrates attainment of the selected competencies.			
The facts, information, and graphics are accurate.			
The deliverable is professionally presented.			
The deliverable is free of grammatical errors and is well composed.			
One-page written reflection that explains the demonstration of competency attainment.			

Note: Please note your deliverables will NOT be graded without confirmation from your host site supervisor about the value of the two deliverables to the host agency.

6. Host Site Supervisor Evaluation: At the conclusion of the internship, the host site supervisor and Internship Coordinator will evaluate the outcome of the internship. The host site supervisor is expected to submit a written evaluation of the intern's performance of the terms specified in the learning agreement.

The Internship Coordinator may contact the host site supervisor more frequently if concerns are expressed by either the intern or the host site supervisor about the progress of the internship. Contacts may be conducted in person, via e-mail or telephone, or by other remote means if the intern and/or

host site supervisor are place-bound or time restricted.

Final Grade

The final grade for the internship will be based on the interaction with the Internship Coordinator, the evaluations provided by the host site supervisor and quality of the written assignments. A grade of DFR will be assigned until the proper number of contact hours, all reports, deliverables, and timesheets are completed. The grading rubric is posted on the Canvas site for the final paper.

Task	Percent of Grade
Intermittent reports	10%
50 and 100-Hour Summaries	20%
Final Report	20%
Host Supervisor Evaluation	5%
Work Deliverable #1	15%
Work Deliverable #2	15%
Work Deliverables Oral Presentation	10%
Cumulative Activity Log	5%

Grading Scale:

Percent Range	Letter Grade
100-92	A
91-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59 and below	F

Late Work: Professional adults often have more free time on weekends, and the Internship Coordinator has taken that into consideration in organizing the course. However, students unable to complete an assignment by the scheduled deadline should notify the Internship Coordinator prior to the assignment's due date. **Please note that the Internship Coordinator does not accept late assignments without prior notification.**

Part V: APE Sites

In general, any agency that provides, plans, coordinates, organizes, funds, or regulates public health services is valid for consideration as an internship site. The Internship Coordinator will also assure that the student has an appropriate host site supervisor with a background in public health and/or related field of specialization.

Examples of types of sites are listed below:

- Federal agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, United States Department of Agriculture, Occupational Safety and Health Administration and the respective regional offices for federal agencies.
- State, county, tribal or city health departments (e.g., Illinois Department of Public Health, Sangamon County Department of Public Health, Champaign-Urbana Public Health District)
- Other state and local and tribal health and social service agencies (e.g., IL Public Health Association, genHkids)
- Family planning affiliates
- Schools
- Worksite health promotion program
- Fitness/wellness programs in corporate/commercial, community, hospitals, or educational settings
- Managed care organizations
- Neighborhood health centers and community clinics
- Hospitals (public, not-for profit, for-profit, psychiatric, rehabilitation)
- Community mental health centers
- Environmental health consulting companies
- Industrial settings

The UIS MPH Internship webpage lists the specific sites that students have worked with to complete their internship. Visit: <https://www.uis.edu/public-health/internships> to see these examples.

Site Selection:

Overall considerations in the selection of the APE site for each student are as follows:

- Availability of host site supervisor who is appropriately prepared through education and/or professional experience and who is willing and able to spend time with the student and provide guidance.
- Availability of other good role models with appropriate preparation through education and/or professional experience.
- Good understanding of the educational needs of students, including the need to increase responsibility and independence gradually.
- Willingness to provide support, ranging from a desk and a phone to stipends or salary, transportation, and lodging.
- Appropriateness of experiences as it relates to career goals and the student's area of concentration. There should be a wide variety of experiences and opportunities to demonstrate leadership.

Part VI: Roles and Responsibilities

Responsibilities of the Student

Before the Internship

1. Early in the semester before the internship term, the student contacts the Internship Coordinator to discuss the internship plans.
2. The student will identify and secure permission from the host site to perform an internship at the site.
3. The student will provide contact information about the host site and host site supervisor to the

Internship Coordinator.

4. With the assistance of the host site supervisor and Internship Coordinator, the student will draft the learning agreement and secure the approval and signatures of the host site supervisor and the Internship Coordinator.

During the Internship

1. The intern will exhibit professional demeanor and conduct at all times during the internship.
2. The intern will abide by all rules, regulations, and requirements of the host site.
3. The intern will promptly, honestly, and candidly report any concerns or problems to the Internship Coordinator, and if appropriate to the host site supervisor.
4. The intern will attend all staff meetings, conferences, and consultations scheduled by the host site supervisor and the host agency to which the student is invited or expected to attend.
5. The intern shall faithfully execute all duties assigned by the host site supervisor and agency, including timely submittal of reports, logs, and projects and related recordkeeping.
6. The intern shall notify the host site supervisor and Internship Coordinator, if appropriate, of any absences or late arrivals at the host site.
7. The intern will attend all orientation and training sessions provided by the host agency.
8. The student shall perform 50 contact hours for each hour of graduate credit. MPH/HMS joint degree interns must perform 100 contact hours for each credit hour.
9. The student will submit all documents required by the Internship Coordinator via Canvas at the established intervals.
10. The student will submit the final evaluation of the internship experience before the final grade is awarded.

Responsibilities of the Host Site Supervisor

The host site supervisor must have authority on behalf of the host site to create and supervise a comprehensive internship experience for the student. The host site supervisor must have the legal authority to sign the learning contract and MOU (if required) on behalf of the host site. A supervisor with a master's degree is preferable.

1. The host site supervisor will confer with the student and Internship Coordinator to develop the learning agreement.
2. The host site supervisor will provide an initial description of the work setting for the student and the Internship Coordinator to be included in the Learning Agreement.
3. The host site supervisor will provide a worksite orientation for the intern, including agency purpose, objectives, work rules, expectations, resources, and policies.
4. The host supervisor will provide the resources and experiences required by the intern to meet the objectives of the learning agreement.
5. The host site supervisor will provide direct supervision of the intern's work experience, including facilitating interaction with other agency and interagency personnel.
6. The host site supervisor will provide opportunities for the intern to participate in agency meetings and conferences.
7. The host site supervisor may periodically consult with the Internship Coordinator concerning the intern's progress toward meeting the objectives of the learning agreement and will provide a written summary to comprehensively evaluate the internship.

Responsibilities of the Internship Coordinator

Early in the semester before the internship term, the Internship Coordinator will provide consultations to familiarize students with the internship process.

- The Internship Coordinator will advise the student about the appropriateness of the focus and scope of the learning objectives established for the learning agreement, with particular attention on the competencies established for the internship
- The Internship Coordinator will help the student incorporate objectives in the learning agreement to develop professional skills.
- The Internship Coordinator will provide advice to the student to help meet the expectations of the supervisor and host agency.
- The Internship Coordinator will provide assist, advise, and provide resources to the student during the internship to enhance the learning experience.
- The Internship Coordinator may contact the host site supervisor to discuss the progress of the student with respect to meeting the expectations of the host site and fulfilling the learning objectives.
- The Internship Coordinator will contact the host site supervisor as soon as possible if the student expresses concern about the progress of the internship. Likewise, the Internship Coordinator will contact the student as soon as possible if the host site supervisor expresses concern about the progress of the internship.
- The Internship Coordinator will contact the host site supervisor to submit a final evaluation of the internship once the learning agreement is completed.
- The Internship Coordinator will assign and submit the final grade for the internship hours.

Part VII: Frequently Asked Questions

Can a student do an APE at their current place of employment?

- Students can complete an APE at their current place of employment, but the APE opportunity must extend beyond their regular work duties. If a student is unsure about whether their current worksite is an appropriate setting for their APEs, they should contact the Internship Coordinator.

Are internships paid or volunteer opportunities?

- The internship can be a paid or volunteer (unpaid) experience.

How and where do I start?

- Talk with your faculty advisor about when to begin planning for the applied practice experience.
- You are responsible for identifying and securing an appropriate internship and internship project with specific competencies and learning objectives, and project activities.
- The UIS MPH Internship webpage lists the specific sites that students have worked with to complete their internship. Visit: <https://www.uis.edu/public-health/internships> to see these sites.

Can I still graduate if my Work Deliverables are not completed?

- No, all MPH graduates must have met all requirements with documents completed, approved, and graded, before graduating.

What if I still have questions?

- Contact the Internship Coordinator.

My internship site does not want me to share the work I am doing with anyone by the time I graduate.

How do I document my work deliverables?

- Your site host supervisor should understand from the very start that this is a program requirement, and you will be expected to demonstrate your competency through the work deliverables/products you produce. These products should not have any expectation of containing confidential data. It is essential that you work with your host site supervisor to determine what work products/deliverables can be submitted to meet your requirements when setting up the learning agreement.

When am I eligible to begin the internship?

- You must have completed at least 24 credit hours of core courses before you can begin the internship. For international students, you must have completed a full academic year (fall and spring term) and be eligible for Curricular Practical Training (CPT). CPT is temporary employment, professional practicum or training used for academic credit, that is directly related to a student's major and integral to the established curriculum.

How do I select an internship site?

- Work with your Internship Coordinator to identify a public health related agency or organization in your community that would be an appropriate host for an internship. Sites include government health agencies, hospitals, clinics, and not-for profit agencies. Although the Internship Coordinator will help you, you are primarily responsible for securing the site. The UIS MPH Internship webpage lists the specific sites that students have worked with to complete their internship. Visit: <https://www.uis.edu/public-health/internships> to see these examples.

Do I get paid?

- Usually not. In some instances, an agency may have funds available to pay an intern and it is always worth inquiring. For some activities, like driving your personal car to a community event, you may be eligible for reimbursement for mileage or incidental expenses. Any agreement for financial reimbursement should be included in the internship learning agreement and contract.

Can I work at more than one agency?

- Although the Internship Coordinator is able to approve such an arrangement, it is generally not recommended.

Can I change placement sites during the internship?

- The program does not allow you to change sites unless this is part of the overall plan crafted with the consent of the Internship Coordinator and host site supervisor. Occasionally, situations or problems may arise at the internship site that makes a change in placement necessary. In these instances, you will not be able to change your placement without the permission of the Internship Coordinator and creation of a new internship learning agreement.

Do I need to take all my internship credits during one semester?

- The recommendation is to take all four credits during one term. However, the School recognizes that this may not be practical. At the discretion of the Internship Coordinator and your academic advisor, the internship may be divided into more than one term with 50 contact hours required for each credit hour.

Can I do my internship over the summer?

- Yes. However, because the summer schedule is shortened, you will need to devote more time per week to the internship.

Do I get a break in my internship when the University takes its break for holidays or semester break?

- This cannot be assumed. Agency expectations for interns are similar to those of agency staff. If you wish to be absent for a given day or week, you may negotiate this with the agency.

What if more than one student wants to go to the same agency?

- Placements can be competitive, and the agency is free to select the student they believe will best meet their needs. However, many agencies are able to accommodate more than one internship at a time. It is recommended that the student consider two or more initial internship options in case the first choice becomes unavailable.

How do I obtain written permission from the instructor (WPI) to enroll in internship hours?

- Students must have a completed and signed internship contract before the WPI will be issued by the Internship Coordinator for enrollment in MPH 581. Please refer to the internship manual and work with both the Internship Coordinator and host site supervisor on the exact wording of the internship learning agreement. The internship learning agreement must be signed by the student, Internship Coordinator, and host site supervisor before the WPI will be issued.

What paperwork is required during the internship?

- Students are required to keep a record of daily activities, a time log of hours worked, 50-hour reflection papers, and a final summary paper. Please consult the syllabus to establish submittal dates for periodic review of your progress. The summary will describe the achievement of the learning objectives listed in the internship contract.

Do I keep a timesheet?

- Students are required to document the hours and dates worked during the placement. This record must be submitted to the Canvas site with each 50-hour reflection paper.

APPENDIX A: CEPH Foundational Competencies

Upon completion of the MPH core courses, students should be competent in all 22 CEPH competencies.

	Foundational Competencies* (See key below for course titled)	501	503	506	511	521	531	561
C1	Apply epidemiological methods to settings and situations in public health practice				x			
C2	Select quantitative and qualitative data collection methods appropriate for a given public health context		x					
C3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate		x					
C4	Interpret results of data analysis for public health research, policy or practice		x					
C5	Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	x						
C6	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels							x
C7	Assess population needs, assets, and capacities that affect communities' health							x
C8	Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs							x
C9	Design a population-based policy, program, project, or intervention							x
C10	Explain basic principles and tools of budget and resource management							x
C11	Select methods to evaluate public health programs			x				
C12	Discuss the policy-making process, including the roles of ethics and evidence						x	
C13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes						x	
C14	Advocate for political, social, or economic policies and programs that will improve health in diverse populations						x	
C15	Evaluate policies for their impact on public health and health equity					x		
C16	Apply leadership and/or management principles to address a relevant issue	x						
C17	Apply negotiation and mediation skills to address organizational or community challenges					x		

	Foundational Competencies (cont.) * (See key below for course titled)	501	503	506	511	521	531	561
C18	Select communication strategies for different audiences and sectors					x		
C19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation				x			
C20	Describe the importance of cultural competence in communicating public health content	x						
C21	Integrate perspectives from other sectors and/or professions to promote and advance population health						x	
C22	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative					x		

Key for Course Titles

MPH 501 Introduction to Public Health

MPH 503 Biostatistics

MPH 506 Research Methods in Public Health

MPH 511 Epidemiology

MPH 521 Introduction to Environmental Health

MPH 531 Public Health Policy

MPH 561 Public Health Education

*Note. *Per the [Council on Education for Public Health \(CEPH\)](#): “The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.”*

APPENDIX B: Internship Learning Agreement

INTERNSHIP LEARNING AGREEMENT

Student Information

Student Name: _____
UIN: _____
Semester: _____
Are you an online or on-campus student? _____
Degree type (EH or General): _____

Host Site Information

Site Name and Location: _____
Host Site Supervisor Name: _____
E-mail address: _____
Telephone number: _____

Description of Agency and Placement:

- A description of the internship objectives, including career goals,
- A description of the work/project to be performed by the intern,
- The daily duties expected from the internship listed under the competency they will strengthen.
You must address all five competencies.

Confirmation that the student will not be expected to perform duties that would foreseeably place the student in academic, physical, or legal harm.

The expectations of the host site with respect to the intern's schedule, location, and work rules. If this internship is conducted at the student's current place of employment, please add a statement of confirmation that the internship hours will be conducted outside of regular work duties.

The CEPH Foundational Competencies for MPH 581 (Internship)

Key Concept: All MPH Students must select at least five CEPH competencies, of which at least three must be foundational competencies (as defined in Appendix A) from which to base their work deliverables/products. Please work with the Internship Coordinator if the third deliverable/product is needed.

Identify the five competencies that will be attained through the activities during the internship.

- 1: _____
- 2: _____
- 3: _____
- 4: _____
- 5: _____

Identify two potential work deliverables/products requested by the host site supervisor that will display the above five competencies.

Work Product #1	CEPH Foundational Competencies	Activities	Product Name

Work Product #2	CEPH Foundational Competencies	Activities	Product Name

Please provide contextual details about how your deliverables fit into the overall project.

Work Product #1:

Work Product #2:

If the internship is a paid position, the agreement for the stipend to be paid to the intern.

By the signature below, I confirm that I have fully read and understand the internship guidelines provided by the UIS Internship Coordinator and have provided a copy of the guidelines to the host site supervisor.

Student/Intern Signature _____ Date _____

By the signature below, I confirm that I accept the responsibilities of the host site supervisor as delineated in the Internship Protocol. I confirm that the student will not be expected to perform duties that would foreseeably place the student in academic, physical, or legal harm.

Host Site Supervisor Signature _____ Date _____

By the signature below, I confirm that I have agreed to the conditions of the learning agreement and the student has permission to enroll in MPH 581- Internship.

Internship Coordinator Signature _____ Date _____

APPENDIX C: Time Sheet and Activity Logs

TIME SHEET AND ACTIVITY LOG

NOTE: Employer/Agency time sheets may be submitted with approval of the instructor.

Student: _____

Host Site: _____

Host Site Supervisor Signature

Date

APPENDIX D: Host Site Supervisor Evaluation Form

HOST SITE SUPERVISOR EVALUATION FORM

Name of Intern: _____

Name of Host Site Supervisor: _____

Email of Host Site Supervisor: _____

Phone of Host Site Supervisor: _____

Please provide a description of the intern's work project.

How did the internship contribute to the mission of your agency?

Value statement for Work Deliverable Product #1. Please provide a short statement/narrative indicating the value of the intern's work product to the agency

Value statement for Work Deliverable Product #2. Please provide a short statement/narrative indicating the value of the intern's work product to the agency

Overall, how would you rate the internship experience?

Please complete the following table:

Expectations of the Intern	Excellent	Exceeds Expectation	Meets Expectation	Below Expectation	Unacceptable
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The intern exhibited professional demeanor and conduct at all times during the internship.					
The intern complied with all rules, regulations, and requirements of the host site.					
The intern was amenable to learning, guidance, and correction.					
The intern attended all staff meetings, conferences, and consultations scheduled by the host site supervisor and the host agency to which the student was invited or expected to attend.					
The intern faithfully executed all duties assigned by the host site supervisor and agency, including timely submittal of reports, logs, and projects and related recordkeeping.					
The intern notified the host site supervisor and Internship Coordinator, if appropriate, of any absences or late arrivals at the host site.					
The intern attended all orientation and training sessions provided by the host agency.					
The intern satisfactorily completed all of the objectives and requirements of the internship contract.					

Are you willing to host another intern in the future? _____

Do we have your permission to post your site name and contact information on our website for future students to contact you? _____

APPENDIX E: Work Deliverables/Products

A Work Deliverable/Product is a tangible work product created during the course of the applied practice experiences (APEs). **Specifically, a work deliverable is a practical and applied product that is created for the internship host site's use and benefit.**

After completing the field experience hours, students are required to submit a minimum of two deliverables to support the five competencies outlined in the Internship Learning Agreement. If the student will be working with confidential data during the APE, please discuss the deliverable(s) with the host site supervisor prior to submitting the internship learning agreement and determine how to submit the deliverables in an appropriate format. Options may include submitting a document with redacted sensitive information, a reflection paper, or other deliverable.

Sample Deliverable Work Products

Community Health Assessment Report	Impact Evaluation Plan or Analysis
Health Education Curriculum Plan	Intervention and Implementation Plan
Literature Review Analyses Report	Budget, Vendor Selection, Contract, and/or Supply Chain Analysis Report
Program Evaluation Report	Technology Platform or Application Design Proposal
Risk Assessment Analysis Report	Strategy Document (assessment/research, process map, etc.)
Research Study Proposal	Monitoring and Evaluation Tool Development
Project Management Plan (work-plan, Gantt chart, stakeholder map, etc.)	Program Management Plan (evidence-based design, stakeholder analysis, budget, etc.)
Survey Design & Development Plan	Quality Improvement Plan

In your Internship Learning Agreement, you must clearly articulate what documents you will be submitting at the end of your internship experience and provide contextual details about how your deliverables fit into the overall project. The table below includes example descriptions of work deliverables/products for the APEs.

Health Promotion for Employees: This plan analyses data and provides an intervention strategy to promote HBV vaccine acceptance among vaccine-hesitant employees. Strategies include an educational campaign and corporate support to track non-compliance with vaccine mandates	Health Promotion for Food Service Workers: Development of a series of informational brochures to use as supplemental training resources on a variety of safety topics, written for comprehension among English speaking food service workers and translated into Arabic.
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Note. If the deliverables change during the course of the APE, the student must update the Internship Learning Agreement and inform the Internship Coordinator.

Sample “Work Deliverable/Product” Ideas

- Evaluate a current lead hazard control program grant and develop a strategy for implementing a similar program in other areas.
- Conduct a pilot study of an online survey tool for follow-up epidemiologic investigations.
- Develop fact sheets for ongoing local projects.
- Assist in the development and planning of a statewide annual report on sexually transmitted diseases.

- Develop a healthy vending machine initiative/ supported activities of community health coalitions.
- Research health policy for a legislator, legislative committee or other governmental official or agency.
- Prepare a health promotion presentation or speaking opportunities and deliver to multiple audiences.
- Participate in a public health department assessment plan.



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