Welcome to your applied learning experience at our School of Public Health!

It is with great pleasure that I will be working alongside you during your experiential learning process at the University at Albany. For our MPH and MS students, your internships and field placements provide you with the opportunity to gain hands-on experience while you develop and hone your professional skills. These ‘culminating experiences’ allow you to take what you’ve learned in the classroom and apply it in a real-world setting so that when you leave SPH, you are equipped and ready to enter the professional world of public health.

Many students are anxious about their internship or field placement – how to find one, when to find one, where to find one, etc. One of the distinctive features that sets our school apart is our SPH Internship Program, coordinated to help facilitate and simplify this process for our students. Each semester, we offer numerous unique placements and a process by which to obtain them. These opportunities are designed explicitly to meet the needs of our students to fulfill their MPH and MS degree requirements. Our internship process models a real job-search and provides not only the experience of the internship or field placement itself, but also the opportunity to develop competency with applying, interviewing, and selecting an appropriate position within public health.

Whether you opt to participate in our formal internship process, develop your own internship, or complete an international internship, this Policies and Procedures Manual has been developed to give you step-by-step instructions to use as a reference throughout the entire internship process and experience. Essentially, this is the ‘textbook’ for your internship. When questions arise, check the manual first. Internships and field placements are pass/fail graded, however, to ensure that you maximize your experience, use this manual as a guide.

The internship or field placement is an integral part of your education. At times, it will become a central component of your student life. My door is always open for you to ask questions, discuss concerns, celebrate your successes, work through your struggles, or simply just to share your experience. I am excited to be a part of this journey with you; it is very rewarding to watch the growth and transformation that occurs in such a short period of time as first-year students become polished public health professionals.

Consider your internship or field placement as your first job in public health. Prepare to fully engage in this experience and put your best foot forward! Work hard, commit to your responsibilities, ask questions, always be professional and take full advantage of the prospects and public health professionals you have in front of you.

All the best,

Katrina Chamberlain

Katrina Chamberlain, MS, MPH
Director, Internships & Career Services
School of Public Health, University at Albany
# TABLE OF CONTENTS

**Section I: Background & Overview** ........................................ Pages 3-5
- General Overview........................................................................... 3
- MPH & MS Degree Requirements.................................................. 3
- Qualifying MPH Internship Experiences........................................ 4
- Eligibility....................................................................................... 5
- Completing Your Hours................................................................. 5

**Section II: MPH Core Competencies** ...................................... Pages 6-9
- Discipline-Specific Competencies.................................................. 6-7
- Interdisciplinary/Cross-Cutting Competencies................................. 8-9

**Section III: Obtaining Your Internship** .................................. Pages 10-15
- Participating in the Process.......................................................... 10-12
  - Types of funding.......................................................................... 12-14
- Developing Your Own Internship or Field Placement.................... 14
- In-Situ Internship or Field Placements.......................................... 14-15
- International Internships............................................................... 15

**Section IV: Completing Your Internship** ............................... Pages 15-20
- Registering for your Internship or Field Placement...................... 15
- Paperwork Requirements............................................................. 15-20
  - MPH Internships........................................................................ 15-20
  - MS Field Placements................................................................. 15-20
- Website link to access forms for paperwork completion................ 20
- Course Grades.............................................................................. 20

**Section V: Breakdown of Responsibilities** ............................... Pages 21-23
- Responsibilities of the Student..................................................... 21-22
- Responsibilities of the Mentor/Host Organization........................ 22
- Responsibilities of the Faculty Advisor........................................ 23

**Section VI: SPH Annual Student Poster Day** ......................... Pages 24-25
- Poster Day Requirement............................................................... 24
- Poster Day Details......................................................................... 24-25

**Section VII: Waiver Information** ........................................... Pages 26-27
- MPH Internship Waiver................................................................. 26
- MS Field Placement Program Waiver........................................... 26
- Coverdell Fellowship Internship Waiver......................................... 26-27

**Section VIII: Appendices** ....................................................... Pages 28-36
- Appendix A: Frequently Asked Questions.................................... 28-30
- Appendix B: MPH Internship Examples........................................ 31-35
- Appendix C: Internship & Field Placement Paperwork Forms Quick Table................................................. 36
SECTION I: BACKGROUND & OVERVIEW

GENERAL OVERVIEW

Our SPH Internship Program remains a national model for practice and research based public health education. It offers and supports a variety of placements for students in each concentration and degree. It is the cornerstone of our MPH program and allows for more internship hours – 720 – than any other program in the nation. Our experiential learning opportunities for all of our programs provide the chance to work alongside seasoned public health professionals to gain practical experience and develop skills while exploring career interests in a supervised setting. It also creates a platform to apply rigorous academic coursework to meaningful, challenging projects that tackle public issues on local, regional, national and global levels. This “real-world” learning places our students on the road to obtaining valuable career skills, knowledge on how to grow their professional networks, and provides a pathway to help them grow into practice-ready graduates.

DEGREE REQUIREMENTS

MPH DEGREE: INTERNSHIP REQUIREMENT

The internship component of the Master of Public Health (MPH) degree is viewed as the culminating experience of the graduate academic program. It is designed to provide a meaningful opportunity to integrate knowledge gained during academic coursework in a professional public health setting.

Internship Requirements

- Students need to complete a total of 9-credits of internship, which is the equivalent of 720 hours of experience;
- The 9-credits can be met through combinations of 3-credit (240 hours) or 6-credit (480 hours) internships;
- At least 6 credits of internship have to be completed within the student’s chosen area of concentration;
- The other 3 credits of internship may also be completed within the student’s area of concentration, or, it can be completed within a different concentration.
- All 9 credits may not be completed within the same setting or with the same mentor to allow for a diverse set of training experiences for the student.

MS DEGREE (EPIDEMIOLOGY): FIELD PLACEMENT REQUIREMENT

The MS Field Placement requirement focuses on research-based experiences geared towards the development of MS thesis topics. Field Placement experiences often develop into MS thesis topics under the supervision of the student’s faculty advisor and Thesis Committee. For more detailed information about the MS Field Placement, please refer to the Epidemiology Department Handbook.

Field Placement Requirements

- MS students with a concentration in Epidemiology need to complete a total of 3-credits of field placement, which is the equivalent of 240 hours of experience.
QUALIFYING MPH INTERNSHIP EXPERIENCES

In 2006, the Association of Schools of Public Health (ASPH) identified core competencies for the Master of Public Health degree in graduate schools and programs of public health. The Master of Public Health (MPH) curriculum is organized around the five core disciplines of public health: **Biostatistics, Epidemiology, Environmental Health Science, Healthy Policy and Management**, and **Social and Behavioral Sciences**. Knowledge and skills in these disciplines equip our graduates to analyze and consider solutions to public health problems at the community, institutional, and societal levels. In addition to these Discipline-Specific competencies, ASPH has identified a number of Interdisciplinary/Cross-Cutting competencies which have become increasingly important to effective public health practice. These include: **Communication and Informatics, Diversity and Culture, Leadership, Professionalism, Program Planning, Systems Thinking**, and **Public Health Biology**.

MPH internships are designed to provide students with the opportunity to develop competence relevant to the Discipline-Specific and Interdisciplinary/Cross-Cutting Competencies as outlined by the ASPH (note: a table of all of these competencies can be found in the appendices of this handbook). MPH internships should incorporate multiple competencies across the various skill areas. In reviewing positions or considering various projects, students should refer to the MPH Internship Discipline-Specific and Interdisciplinary/Cross-Cutting competencies to ensure the internship meets these expectations.

In general, a relevant public health experience must include at least one of the following components:

1. Assessing, monitoring, or conducting surveillance of health problems/services in a population;
2. Establishing health objectives and priorities;
3. Conducting research on population-based health problems including biological, environmental, and behavioral issues;
4. Developing and/or implementing policies and intervention strategies to meet public health needs; or
5. Studying the natural history of disease or health-related effects in a population.

Acceptable experience may include only a portion of a full project that is ongoing or continued after the student’s participation. Ideally, it will involve a project where a student can make significant progress during the timeframe of the position. A literature review is often required as part of a project but alone is not sufficient to constitute an internship experience. The internship experience should be sufficient to warrant a formal presentation in an oral or poster format. **All activities should have a clear and definable Public Health impact**.

While most jobs entail some level of clerical work, mentors are notified that these activities do not satisfy the graduate internship requirements of the MPH degree. Thus, photocopying, scheduling, mail preparation, etc. *should not* consume a significant portion of the internship experience. Any concerns in this area should be discussed with the Internship Director.

**All internships & field placements (international internships included) must have the approval of the Internship Director prior to the student beginning work at the site.**
ELIGIBILITY

In order to register and begin an internship or field placement:

- **Students must hold a GPA of 3.0 or higher. Students on academic probation are not permitted to complete an internship for academic credit or participate in the SPH Internship Selection Process.**

- **Full-time students** need to complete at least one full year of coursework, including completion of at least four core courses. The MPH Core Courses include:
  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 500/501</td>
<td>Principles and Methods of Epidemiology I</td>
<td>3 credits</td>
</tr>
<tr>
<td>EPI 551/552</td>
<td>Principles of Statistical Inference I</td>
<td>3 credits</td>
</tr>
<tr>
<td>HPM 500</td>
<td>Health Care Organization, Financing &amp; Delivery</td>
<td>3 credits</td>
</tr>
<tr>
<td>HPM 525</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>EHS 590</td>
<td>Introduction to Environmental Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>BMS 505</td>
<td>Biological Basis of Public Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPH 680</td>
<td>First Year MPH Seminar (fall &amp; spring semesters)</td>
<td>2 credits</td>
</tr>
<tr>
<td>SPH 685</td>
<td>Capstone MPH Seminar</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

- **Part-time students** need to complete at least 24 credits towards their degree;

- **Certificate in PH Fundamentals & Principles students newly admitted into an MPH Program** need to complete one FULL semester in the MPH program before they are eligible to participate.

COMPLETING YOUR HOURS

Students typically complete their first internship or field placement during the summer after the first academic year. Students must be registered for their internship credits during the semester in which they are completing them.

- The **TOTAL number of hours for a 3-credit internship=240; for a 6-credit internship = 480**
- A 6-credit internship over the summer can be completed in 40 hours/week (for 12 weeks)
- A 3-credit internship over the summer can be completed in 20 hours/week (for 12 weeks) [more typical and preferred]; or 40 hours/week (for 6 weeks). *Actual number of hours per week may vary depending on internship site.*
- The remaining credit requirement can be completed throughout the second academic year by completing 3-credit internships at 20 hours/week (for 12 weeks) during the fall or spring semesters.
- During the fall and spring semesters, **only a 3-credit internship is allowed at 20 hours/week.** Students may not work in excess of 20 hours/week at an internship during the fall and spring semesters while they are concurrently taking courses. 6-credit internships are only an option during the summer semester.

**MS Epidemiology Students ONLY:**

- Are eligible to secure a field placement through the SPH Internship Program process (see Section III: Obtaining Your Internship);
- Are responsible for completing and submitting all of the required paperwork associated with the field placement (see Section IV: Completing Your Internship);
- Must register for their field placement through their department;
- Must provide their mentor & faculty advisor with all paperwork and submit all required paperwork to the Internship Office by the appropriate deadlines;
- Must complete their Final Oral Presentation at the SPH rather than at their placement site.
SECTION II: MPH CORE COMPETENCIES

The Master of Public Health (MPH) curriculum in graduate schools and programs of public health is organized around the five core disciplines of Public Health: Biostatistics, Epidemiology, Environmental Health Science, Health Policy and Management, and Social and Behavioral Sciences. Knowledge and skills in these disciplines equip our graduates to analyze and consider solutions to public health problems at the community, institutional, and societal levels. Below are the competencies outlined by the Association of the Schools of Public Health (ASPH), and adopted by the Council on Education for Public Health (CEPH), the accrediting body for the University at Albany’s School of Public Health. SPH students should be able to exhibit the competencies in their designated concentration area upon graduation.

* NOTE: Unlike MPH internships, MS field placements are not based on the MPH Core Competencies, nor are students expected to report on fulfilling these competencies during the completion of their field placement.

DISCIPLINE SPECIFIC COMPETENCIES

<table>
<thead>
<tr>
<th>CONCENTRATION AREA</th>
<th>COMPETENCIES/SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOMEDICAL SCIENCES (Public Health Biology)</strong></td>
<td>The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.</td>
</tr>
<tr>
<td>1. Specify the role of the immune system in population health.</td>
<td></td>
</tr>
<tr>
<td>2. Describe how behavior alters human biology.</td>
<td></td>
</tr>
<tr>
<td>3. Identify the ethical, social and legal issues implied by public health biology.</td>
<td></td>
</tr>
<tr>
<td>4. Explain the biological and molecular basis of public health.</td>
<td></td>
</tr>
<tr>
<td>5. Explain the role of biology in the ecological model of population-based health.</td>
<td></td>
</tr>
<tr>
<td>6. Explain how genetics and genomics affect disease processes and public health policy and practice.</td>
<td></td>
</tr>
<tr>
<td>7. Articulate how biological, chemical and physical agents affect human health.</td>
<td></td>
</tr>
<tr>
<td>8. Apply biological principles to development and implementation of disease prevention, control, or management programs.</td>
<td></td>
</tr>
<tr>
<td>9. Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.</td>
<td></td>
</tr>
<tr>
<td>10. Integrate general biological and molecular concepts into public health.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BIOSTATISTICS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population based research.</td>
<td>1. Describe the roles biostatistics serves in the discipline of public health.</td>
</tr>
<tr>
<td></td>
<td>2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.</td>
</tr>
<tr>
<td></td>
<td>3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.</td>
</tr>
<tr>
<td></td>
<td>4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these assumptions.</td>
</tr>
<tr>
<td></td>
<td>5. Apply descriptive techniques commonly used to summarize public health data.</td>
</tr>
<tr>
<td></td>
<td>7. Apply descriptive &amp; inferential methodologies according to the type of study design for answering a particular research question.</td>
</tr>
<tr>
<td></td>
<td>8. Apply basic informatics techniques with vital statistics &amp; public health records in the description of public health characteristics and in public health research and evaluation.</td>
</tr>
<tr>
<td></td>
<td>9. Interpret results of statistical analyses found in public health studies.</td>
</tr>
<tr>
<td></td>
<td>10. Develop written &amp; oral presentations based on statistical analyses for both public health professionals and educated lay audiences.</td>
</tr>
<tr>
<td>CONCENTRATION AREA</td>
<td>COMPETENCIES/SKILLS</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL HEALTH</strong>&lt;br&gt;Represents the study of environmental factors including biological, physical and chemical factors that affect the health of a community.</td>
<td>1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.&lt;br&gt;2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.&lt;br&gt;3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.&lt;br&gt;4. Specify current environmental risk assessment methods.&lt;br&gt;5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.&lt;br&gt;6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.&lt;br&gt;7. Discuss various risk management &amp; risk communication approaches in relation to issues of environmental justice and equity.&lt;br&gt;8. Develop a testable model of environmental insult.</td>
</tr>
<tr>
<td><strong>EPIDEMIOLOGY</strong>&lt;br&gt;The study of patterns of disease and injury in human populations and the application of this study to the control of health problems.</td>
<td>1. Identify key sources of data for epidemiologic purposes.&lt;br&gt;2. Identify the principles and limitations of public health screening programs.&lt;br&gt;3. Describe a public health problem in terms of magnitude, person, time and place.&lt;br&gt;4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.&lt;br&gt;5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.&lt;br&gt;6. Apply the basic terminology and definitions of epidemiology.&lt;br&gt;7. Calculate basic epidemiology measures.&lt;br&gt;8. Communicate epidemiologic information to lay and professional audiences.&lt;br&gt;9. Draw appropriate inferences from epidemiologic data.&lt;br&gt;10. Evaluate the strengths and limitations of epidemiologic reports.</td>
</tr>
<tr>
<td><strong>HEALTH POLICY &amp; MANAGEMENT</strong>&lt;br&gt;A multi-disciplinary field of inquiry &amp; practice concerned with the delivery, quality and costs of health care for individuals &amp; populations, with both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes &amp; accessibility of care.</td>
<td>1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S.&lt;br&gt;2. Describe the legal and ethical basis for public health and health services.&lt;br&gt;3. Explain methods of ensuring community health safety and preparedness.&lt;br&gt;4. Discuss the policy process for improving the health status of populations.&lt;br&gt;5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.&lt;br&gt;6. Apply principles of strategic planning and marketing to public health.&lt;br&gt;7. Apply quality and performance improvement concepts to address organizational performance issues.&lt;br&gt;8. Apply 'systems thinking' for resolving organizational problems.&lt;br&gt;9. Communicate health policy and management issues using appropriate channels and technologies.&lt;br&gt;10. Demonstrate leadership skills for building partnerships.</td>
</tr>
<tr>
<td><strong>SOCIAL BEHAVIOR &amp; COMMUNITY HEALTH</strong>&lt;br&gt;Addresses the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.</td>
<td>1. Identify basic theories, concepts and models from a range of social and behavioral disciplines used in public health research and practice.&lt;br&gt;2. Identify the causes of social and behavioral factors that affect health of individuals and populations.&lt;br&gt;3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.&lt;br&gt;4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.&lt;br&gt;5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.&lt;br&gt;6. Describe the role of social and community factors in both the onset and solution of public health problems.&lt;br&gt;7. Describe the merits of social and behavioral science interventions and policies.&lt;br&gt;8. Apply the evidence-based approaches in the development and evaluation of social and behavioral science interventions.&lt;br&gt;9. Apply ethical principles to public health program planning, implementation and evaluation.&lt;br&gt;10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.</td>
</tr>
</tbody>
</table>
**Interdisciplinary and Cross-Cutting Competencies**

The interdisciplinary/cross-cutting competencies in the six initial domains selected for the ASPH model – Communication and Informatics, Diversity and Culture, Leadership, Professionalism, Program Planning, and Systems Thinking – have become increasingly important to effective public health practice and, thus, are included alongside the five discipline-specific competency domains in this model. Below are the interdisciplinary/cross-cutting competencies outlined by the Association of the Schools of Public Health, and adopted by CEPH, the accrediting body for the University at Albany School of Public Health.

<table>
<thead>
<tr>
<th>COMPETENCY AREA</th>
<th>COMPETENCIES/SKILLS</th>
</tr>
</thead>
</table>
| **COMMUNICATION & INFORMATICS** | 1. Describe how the public health information infrastructure is used to collect, process, maintain, and diseminate data.  
2. Describe how societal, organizational, and individual factors influence and are influenced by public health communications.  
3. Discuss the influences of social, organizational and individual factors on the use of information technology by end users.  
4. Apply theory and strategy-based communication principles across different settings and audiences.  
5. Apply legal and ethical principles to the use of information technology and resources in public health settings.  
6. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.  
7. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.  
8. Use information technology to access, evaluate, and interpret public health data.  
9. Use informatics methods and resources as strategic tools to promote public health.  
10. Use informatics and communication methods to advocate for community public health programs and policies. |
| **DIVERSITY AND CULTURE** | 1. Describe the roles of history, power, privilege and structural inequality in producing health disparities.  
2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.  
3. Explain why cultural competence alone cannot address health disparity.  
4. Discuss the importance and characteristics of a sustainable diverse public health workforce.  
5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.  
6. Apply the principles of community-based participatory research to improve health in diverse populations.  
7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.  
8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.  
9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.  
10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. |
| **LEADERSHIP** | 1. Describe the attributes of leadership in public health.  
2. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.  
3. Articulate an achievable mission, set of core values, and vision.  
4. Engage in dialogue and learning from others to advance public health goals.  
5. Demonstrate team building, negotiation, and conflict management skills.  
6. Demonstrate transparency, integrity, and honesty in all actions.  
7. Use collaborative methods for achieving organizational and community health goals.  
8. Apply social justice and human rights principles when addressing community needs.  
9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation. |
### PROGRAM PLANNING

**The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.**

1. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
2. Describe the tasks necessary to assure that program implementation occurs as intended.
3. Explain how the findings of a program evaluation can be used.
4. Explain the contribution of logic models in program development, implementation, and evaluation.
5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
6. Differentiate the purposes of formative, process, and outcome evaluation.
7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.
8. Prepare a program budget with justification.
9. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
10. Assess evaluation reports in relation to their quality, utility, and impact on public health.

### PROFESSIONALISM

**The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.**

1. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
2. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
4. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
5. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
6. Analyze determinants of health and disease using an ecological framework.
7. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
8. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
9. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations). Value commitment to lifelong learning and professional service including active participation in professional organizations.

### SYSTEMS THINKING

**The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.**

1. Identify characteristics of a system.
2. Identify unintended consequences produced by changes made to a public health system.
3. Provide examples of feedback loops and “stocks and flows” within a public health system.
4. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
5. Explain how systems models can be tested and validated.
6. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
7. Illustrate how changes in public health systems (including input, processes, and output) can be measured.
8. Analyze inter-relationships among systems that influence the quality of life of people in their communities.
9. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
10. Analyze the impact of global trends and interdependencies on public health related problems and systems.
11. Assess strengths and weaknesses of applying the systems approach to public health problems.
SECTION III:
OBTAINING YOUR INTERNSHIP/FIELD PLACEMENT

The Internships & Career Services Office and the Internship Director maintain all data pertaining to MPH Internships and MS Field Placements, which is critical to managing the School of Public Health’s funding programs and providing accurate information for CEPH reporting requirements. Competition for acquiring an internship or field placement may be high. If you are establishing a placement outside of those listed through the SPH Internship Process, it is your responsibility to keep the Internship Director informed and apprised of the situation. You are encouraged to research a variety of opportunities independently, particularly if you are seeking a summer placement outside of the Capital District area. Students interested in gaining international experience should meet with the SPH Director of the Center for Global Health.

To obtain an internship, students can opt to:

1. Participate in the SPH Internship Process through which the Internships Office offers internships that are specifically designed for our students each semester via an online database (Moodle). Modeled after the real job-search process, students review, select, apply to, and interview for positions during the semester prior to the internship;
2. Develop an Internship, with the guidance and assistance of the Internship Director, the student works to identify and formulate an internship project or field placement with a site and site mentor (more info below); or
3. Participate in an International Internship through the SPH Center for Global Health.

   Working with the Center’s Director, students can apply to a number of formal international internship opportunities (more info below)

1. PARTICIPATING IN THE SPH INTERNSHIP PROCESS: SPH INTERNSHIP PROGRAM

   General steps to apply for positions through our SPH Internship Process:

   **Step 1: Sign-up to participate**
   - Each semester, the Internships & Career Services Offices sends a request to students via the SPH Internships & Career Services listserv asking who plans to participate in an internship or field placement during the following semester. This is relevant for all students - those who plan to go through the SPH internship process, those that want to develop their own internship/placement, and those that are participating in an international internship.
   - Students need to sign-up with the Internship & Career Services Office if they plan to participate in an internship the following semester. Students identify if they will be participating in the internship selection process through SPH, developing their own internship, or are participating in an international internship.
   - Failure to sign-up to participate in an internship/field placement may exclude you from receiving relevant information about the SPH Internship Program and upcoming deadlines and requirements.

   **Step 2: Develop and submit your resume**
   - Students need to submit their resume electronically, in PDF format, to the Internships & Career Services Office. A date by which resumes need to be submitted will be provided via the Internships & Career Services listserv.
• Your resume serves as your application for the SPH Internship Process and will be emailed to prospective internship mentors during the internship process.

• A comprehensive resume workshop is typically offered during HSPH 680 to all MPH students to provide guidance in developing an appropriate resume in advance of the resume submission deadline. MS students are also welcome to participate.

• Resumes are not automatically critiqued as part of the SPH Internship Process. Students are strongly encouraged to have their resume critiqued either with the Main University’s Career & Professional Development Office or with the SPH Internship & Career Services Office.

Step 3: View Internship & Field Placement postings online
• Each semester, the SPH Internship Program secures and provides opportunities exclusively for eligible SPH students and posts them online via Moodle for student viewing.

• The Internship & Career Services Office will contact the students who signed up to participate (see Step 1) via their Albany.edu email to notify them when positions are available to review.

Step 4: Select and submit ‘Top 5’
• Students review the online internship postings available and select the ‘Top 5’ positions to which they would most like to apply.

• Students are encouraged to share and discuss their ‘Top 5’ selections with their Faculty Advisor.

• ‘Top 5’ choices need to be submitted in a specific format to the Internship & Career Services Office by the established deadline date. Additional information regarding how and when to submit ‘Top 5’ selections will be provided during the process.

Step 5: Resumes Submitted to Mentors by the Internships & Career Services Office
• After students submit their ‘Top 5’ selections, the Internship & Career Services Office emails student resumes to prospective internship mentors for review.

• All eligible student resumes are forwarded at the same time. Failure to submit ‘Top 5’ selections by the provided deadline may hinder a student’s ability to secure an internship through this process.

• Students should not contact mentors directly for positions posted through the SPH Internship Program at any point in the process unless specifically instructed to do so by the Internship Director. Otherwise, eligibility to participate may be jeopardized.

Step 6: Interview Period
• Once mentors receive student resumes, they will contact students directly to arrange interviews. This interview period typically lasts for several weeks and final decisions will be required by a certain date. The timeline will be communicated via the Internships & Career Services listserv and directly to students and mentors from the Internship Director.

• Although mentors are encouraged to interview all applicants, it is not required.

• Mentors can make an offer at any time during the interview period; they do not need to wait until the final decision date. However, we do ask mentors to refrain from making an offer during the interview as it places students in an uncomfortable position.

• Once a mentor has interviewed candidates and identified a match, the mentor will make an offer to the student and notify the Internship Director with their selection. Mentors are also encouraged to inform the other interviewed candidates that the position has been
filled once a student accepts a position. Moodle is kept up-to-date so students can determine which positions have been filled and which positions remain available.

- There is typically a 2nd, and sometimes even 3rd, round for students that did not receive any interviews or those who wish to apply to additional internships after their first ‘Top 5’ have filled or they haven’t heard back from them.

**Step 7: Internship “Match”: Internship Offers & Final Decisions**

- When students receive an offer, they may either accept it OR decline it.
- Students are asked to take just a couple of days to accept or decline an offer, and to be courteous throughout the interview process.
- If a student receives more than one offer, one offer should be accepted in a timely manner so the other position(s) can be opened up to other students.
- For the process to run smoothly and efficiently, students should not wait for an extended amount of time to get back to a mentor. One or two days is sufficient.
- Once a student accepts a position, s/he is no longer eligible to accept additional internship offers or interviews nor should s/he attend previously scheduled interviews. Failure to follow this protocol can cause the student to be removed from participation in the internship process.
- Once students have secured an internship, they should inform the Internship Director as soon as possible.
- Students who have not received any offers close to the final decision date should speak with the Internship Director about their options.

**Step 8: Registering for the Internship: Registration Form & Learning Contract**

- Once an internship is secured, students must formally register for the internship or field placement with the University via MyUAlbany. To do so, all students must complete a Registration Form & Learning Contract, which can be found on Moodle, before formally registering.
- Students completing an MPH Internship will receive a permission number from the SPH Internships & Career Services Office to register for the internship course once the Registration Form/Learning Contract has been completed, signed, and submitted to the Internship Director.
- Students completing an MS Field Placement will receive a permission number from the Epidemiology and Biostatistics Department to register for the course.
- Students developing an internship outside of the SPH Internship Program Selection Process (Develop an internship, international internship) are also required to register for their internship.
- Students must be registered for the internship or field placement during the semester in which it is being completed and prior to the start date of the internship or field placement.

**TYPES OF FUNDING**

Many of the internships and field placements offered through the SPH Internship & Field Placement Program have associated funding or fellowships; others do not. It is important for students to keep in mind that valuable experience can be obtained whether the internship is funded or unfunded.
Students participating in the SPH Internship Process will find that the internships posted on Moodle will contain one of the following funding designations:

**SPH INTERNSHIP FELLOWSHIP AWARDS: PHLOT FUNDED**

Funding for SPH Internship Fellowship Awards comes from the Public Health Leaders of Tomorrow (PHLOT) program and is provided to students completing internships either at a local health department (LHD) or a practice-based position within the NYS Department of Health where alternative funding is not available. Positions providing SPH Internship Fellowships through PHLOT are clearly labeled during the internship process.

- Current SPH students in good academic standing enrolled in a MPH, DrPh or MS degree may be awarded an SPH Internship Fellowship. The SPH Internship Fellowship is completed as part of the academic program – meaning to receive the funding, the student must be completing the internship/placement for academic credit. Sponsored by specific state agencies and local health departments, candidates will need to possess the skill set established by the sponsoring agency. The Fellowship is awarded to assist with the cost of tuition, fees and/or travel and living expenses associated with the completion of the internship.

- Students selected for these positions and completing them for academic credit will receive *$2,500 for a 3-credit (240 hour) internship or *$5,000 for a 6-credit (480 hour internship, summer only).

- This funding is applied directly to the student’s University account to assist with the cost of tuition, fees, and/or travel and living expenses associated with the completion of the internship.

- Paperwork is completed with the SPH Internships & Career Services Office prior to the start of the internship.

*note: these amounts may be subject to change*

**MATERNAL AND CHILD HEALTH (MCH) PROGRAM FUNDED**

MCH Program funding can be provided to any organization hosting a maternal and child health-related internship. For the purpose of this funding, maternal and child health is broadly defined to include projects impacting the health and well-being of women, infants, children, adolescents or families across the life course, including projects that focus on cross-cutting factors and social determinants of health. The internship can be based in a community, clinic, local health department, non-profit, or for-profit organizational setting. Funding is grant-dependent.

In order to receive MCH Program funding, the student must be:

- A U.S. citizen or permanent resident;
- registered for at least 6 credits the semester in which s/he is completing the internship;
- completing the internship for academic credit.

The funding will be deposited directly into the student’s University account after s/he begins the internship.

**AGENCY or ORGANIZATION FUNDED**

The process to obtain an agency- or organization-funded internship is the same as obtaining any other type of internship. The difference is that the funding components of the internship are
managed outside of SPH and within the host organization/agency. While the amount of funding associated with agency-funded internships can vary and is typically identified on the proposal form, all paperwork and information regarding this type of funding is handled through the agency/organization directly, not through SPH.

*International students should check with ISSS and the SPH Internships & Career Services Office regarding their eligibility for Agency or Organization Funding prior to accepting a position.*

**UNFUNDED**

While many internships and field placements are funded, this is not a guarantee. It is important to keep in mind that an unfunded experience is equally as valuable as a funded one; both provide useful and significant opportunities and experiences for your future career. Students should consider their interests and career goals when identifying an internship and not choose a position simply because it is funded.

**2. DEVELOPING AN INTERNSHIP OR FIELD PLACEMENT**

Students have the option to develop an internship or field placement at a particular organization or with an individual that they wish to work with. In order to ensure that all degree requirements are met, it is necessary for the student to work closely with the Internship Director and his/her faculty advisor when developing an internship or field placement.

Guidelines for developing an MPH internship are closely aligned with guidelines used by others that formally submit projects to the SPH Experiential Learning Program. Student-designed internships must identify ways in which an internship will address the MPH Discipline-Specific and Interdisciplinary/Cross-cutting Competencies as well as meet the academic requirements of the degree program. Most internships require at least a basic application of some skills in several competency areas. At least five skills within the major concentration area/discipline of the internship must be identified. In addition, at least five others outside of the major concentration or from the cross-cutting competencies must be identified in the original project description.

To develop an internship, students must communicate directly with the Internship Director to ensure that the position is viable and to obtain an internship proposal form. The internship proposal is to be developed with a proposed mentor and submitted to the Internships Office and the student’s faculty advisor for review and approval. A deadline for submission of proposals will be communicated via the Internships & Career Services Listserv. Once approved, students will need to proceed with Step 8 of the SPH Internship Process (*shown above*).

For more information about developing a field placement, please see your faculty advisor. Student-developed internships and placements must be registered with the University and have the same paperwork and hour requirements as those obtained through the SPH Internship Process. **For more information about developing your own internship, please see the Internship Director.**

*In-Situ* Internships & Field Placements

The rare example of a student requesting an ‘in-situ’ (*on-site, in current or original position*) internship at a current site of employment involves extensive communication with the Internship Director and the student’s faculty advisor. An in-situ internship involves the student participating in an internship project at their current site of employment. The work completed during the internship/placement must extend above and beyond the scope of daily job functions. Internship or placement credit cannot be given for one’s daily job activities. Students are also strongly encouraged to work with a mentor other than their direct daily supervisor for the duration of their
internship project. Typical requirements, such as the number of hours and required paperwork, still apply for students completing in-situ internships.

3. INTERNATIONAL INTERNSHIPS THROUGH SPH CENTER FOR GLOBAL HEALTH

The Center for Global Health (CGH) works with our partners around the world to create meaningful global health internship opportunities for eligible students. Most of these internship assignments involve a twelve-week commitment and take place during the summer semester (June - August).

For students interested in pursuing an international internship opportunity through SPH, please contact the Director of the Center for Global Health. The deadline to apply to summer internships is typically just after the start of the spring semester (late January).

To view the available international internship opportunities and to access an application, please visit: [https://www.albany.edu/globalhealth/international-internships.php](https://www.albany.edu/globalhealth/international-internships.php)

Students completing an international internship will work closely with the Director of the Center for Global Health and the Internship Director through the application and interview process. Once the internship has been secured, please refer to Step 8 of the SPH Internship Process (*shown above*). International internships require all of the same paperwork and deliverables as domestic internships.

SECTION IV: COMPLETING YOUR INTERNSHIP

Registering for the MPH Internship or MS Field Placement

In order to receive academic credit, MPH and MS students must register for their internship or field placement experience with the University at Albany MyUAlbany system and successfully complete all course requirements by the due dates established.

- MPH students will register for their internship through the SPH Internship & Career Services Office. The Internship Director will provide instructions with regard to obtaining class permission numbers for registering for the internship with the University.
- MS students must register for their field placement through their Department. The Administrative Manager will provide instructions with regard to obtaining class permission numbers for registering for the field placement with the University.

MPH Internship & MS Field Placement Paperwork Requirements

Submitting all of the necessary paperwork is an integral component for students to complete their internship or field placement. As with any other graduate course, it is the STUDENT’S responsibility to comply with paperwork requirements and deadline dates. This includes ensuring that all paperwork is provided to the mentor(s) and faculty advisor during the internship/placement and that all original, signed paperwork is submitted to the SPH Internships & Career Services office at the appropriate times throughout the internship. Students also receive frequent reminders via the SPH Internships & Career Services listserv regarding paperwork requirements and due dates.

All required forms can be accessed via the Internships page on *Moodle*, an online learning management system that students are provided with access to at the beginning of the internship.
process. Instructions are provided on each individual form. Hard copies of all paperwork should be submitted to the Internships Office. Students should check with their respective department regarding internship paperwork submission requirements. The SPH Internship & Career Services Office does not provide photocopies so students should make all necessary copies prior to submitting their paperwork.

All forms can be accessed on the Moodle page.

**Paperwork requirements for “Develop Your Own” Internships or Field Placements**

For students developing their own internship, all of the forms listed below are required. Students developing a project with the help of a prospective mentor should use the Internship Proposal Form, which can be obtained from the Internship Director, to develop their project.

MPH students need to include a description of the MPH Core Competencies (refer to Section II: MPH Core Competencies) in the ‘Developing Your Own Internship or Field Placement’ section.

**REQUIRED PAPERWORK & EVALUATIONS: MPH INTERNSHIP & MS FIELD PLACEMENT**

The forms listed below are required for all MPH and MS EPI students. However, some of the content and required components differ slightly for MS EPI students. This difference is indicated under each area. Ultimately, it is the student’s responsibility to be aware of the required components and forms needed to successfully complete the MPH internship or MS Field Placement.

**Registration Form & Learning Contract**

The Registration Form & Learning Contract serves as the agreement between the student, mentor, and SPH and provides a basis for the mentor's evaluation of the student, the student's evaluation of the internship experience, and the monitoring of student progress. All project descriptions should include an outline of the following:

- a) Project Background and Goals;
- b) Student's Role in Project;
- c) Expected Student Outcomes & Deliverables;
- d) Project Duration and Scheduling Considerations;
- e) Plan for achieving a basic application of the MPH Internship Interdisciplinary/Cross-cutting Competencies. (Several skills in most competency areas should be addressed.)

**NOTE: MS Students do NOT need to address the MPH Competencies in the Registration Form/Learning Contract.**

Substantial changes to the project or to the terms of the contract should be amended with a revised project description, if warranted.

- This form is required to be on file in order to obtain a class permission number to formally register for the internship or field placement with the University. University registration policies apply for internship and field placement registration.
- The student, mentor, and faculty advisor are required to sign the Registration Form/Learning Contract prior to it being submitted to the Internships Office to receive registration info.
- Students have to be registered for the internship or placement prior to the first day on site.
One-Month Review & One Month-Review Form

After about a month into the internship, students, mentors, and faculty advisors are asked to evaluate the progress up to this point during the internship or field placement. The one-month review addresses how the internship has progressed to date, how often meetings are held, if there are any problems within the internship, and if any significant changes to the original project description have been made. At this time, any changes to the original internship plan can be resolved and should be described with an amended project description. Any problems with the internship should be identified at this time so that a reasonable solution can be determined within a time frame that does not cause detriment to the student’s project or completion of the internship. Any issues that arise from the completion of the one-month review will be addressed with the Internship Director and the faculty advisor. If issues arise PRIOR to the one-month review period, students should contact the Internship Director as soon as possible.

Steps to conducting a One-Month Review:

- The student facilitates scheduling the One-Month Review by contacting the mentor and faculty advisor to arrange a mutual meeting time around the 4-5 week mark of the internship/placement.

- The One-Month review process is critical to ensuring the student is successfully progressing toward achieving the goals of the placement and that all parties are satisfied thus far.

- The One-Month Review form must be completed on the basis of a formal One-Month Review meeting between the student, mentor, and faculty advisor. Students will need to meet with both their internship mentor and faculty advisor at the same time. If one party cannot be physically present at the meeting, a teleconference or videoconference is acceptable.

Final Report & Final Report Approval Form

A final report is required for each internship/placement and serves to summarize the experience and highlight how the internship or placement facilitated the development of new skills, or further honed MPH competencies or MS objectives. MPH internships are presented to the Council on Education in Public Health (CEPH) as the capstone experience of the MPH degree program. As such, the final report should be held to this high standard. **The final report is required in addition to any final deliverables involved in the internship (including papers being submitted for publication).**

Reports should, **on average, be approximately 8-10 pages in length, double-spaced** and should include the following:

1. The organizational unit where the internship or placement took place, its primary mission, and its relationship to the overall organizational structure (explanation of services provided, program/public health objectives, populations targeted etc.).

2. Specific duties performed within the context of the organization and the public health field.

3. Assigned projects (outline of the issue, methods used to define and address the problem, results, discussion and recommendations). **Copies of relevant materials developed during the placement, e.g., draft or final reports, surveys, questionnaires, etc. should be attached.**
4. Previous coursework and/or professional experience utilized during the experience (also noting additional coursework or skills that would have been helpful).

5. Self-assessment of performance and overall contributions made to the organization.

6. Analysis of ways in which the internship experience helped to clarify or alter career goals.

7. **For MPH students:** Skills applied during the experience in the context of the MPH Internship Discipline-specific and Interdisciplinary/Cross-cutting Competencies. For each identified competency, specific examples of how the internship provided an opportunity to attain that objective should be included.

8. The site mentor is responsible for approving the final written report. Students need to submit a draft of their final report to their mentor in advance of the Internship Program due dates to allow them ample time to review, provide feedback and for the student to make any necessary revisions.
   - Students should also submit their final report to their faculty advisor for review and sign-off. Faculty advisors may also provide feedback and request additional revisions. It is in your best interest to submit the document to your faculty advisor well in advance of the due date.

---

**Oral Presentation & Oral Presentation Evaluation Form**

**An oral presentation is required for each internship or field placement completed.** The oral presentation is the student’s opportunity to share the highlights of their internship experience with the mentor, faculty advisor and host organization colleagues. Students present their internship projects within their host organization (MPH students) for their mentor and any other staff/colleagues that they worked with during their project. Students are expected to provide a professional and engaging discussion of the major competencies and achievements, activities, and results of his/her internship or placement experience.

The oral presentation should incorporate the following information:

- Objective(s) of the internship
- Method(s) used to achieve the objective(s)
- Results of the internship
- Conclusions and recommendations
- A mention of coursework that was particularly useful in completing the internship.
- A demonstrated knowledge of public health principles and practice and how they applied to the internship experience.
- A discussion of the primary internship competency areas, how they were attained, and the professional and academic value of the internship experience.

The oral presentation should follow the format described above and is limited to 20 minutes: 15 minutes for the presentation and 5 minutes for a question and answer period. The time limit should be enforced by the site mentor. Students are advised to rehearse their presentation beforehand to ensure that the timing is appropriate.

In addition to the information listed above, the student’s oral presentation will be evaluated on criteria including:

- Student’s description of the objectives of the project
- Student’s speaking style and use of audiovisual materials
- Organization and clarity of the presentation
- Student’s satisfactory response to questions from the audience
- Student’s adherence to guidelines for the timing of the presentation

Students should provide their PowerPoint slides to their faculty advisor one week prior to the scheduled presentation for approval. Faculty advisors should be invited to attend or listen via teleconference (if unable to attend in-person) but are not required to attend the presentation.

Students doing internships or placements in laboratories or research institutions should pay special attention to describing the public health implications of the project. The student will receive a summary of comments and an overall rating of the presentation.

**For MPH students**: Participation in SPH Annual Student Poster Day (during the spring semester) can replace and fulfill the Oral Presentation requirement for one internship. (See Section VII: SPH Annual Student Poster Day).

**For MS EPI students ONLY**: All of the same information above applies; however, MS Epidemiology students must complete their oral presentation at SPH.

**Mentor Evaluation & Mentor Evaluation Form**

Toward the end of each semester, the Internships Office will send a Mentor Evaluation to each student’s internship mentor. This Mentor Evaluation is completed online by your mentor and once completed, it is reviewed with you and your faculty advisor for signature and submission. The internship mentor will provide a final grade based on your performance throughout the internship or placement experience. While the mentor’s evaluation is considered to be the main source of input for assigning a passing or failing grade, the Internship Director and your faculty advisor may also contribute to the decision. The final report also contributes to the overall course grade as described above.

**Confidential Student Evaluation & Confidential Student Evaluation Form**

The Confidential Student Evaluation is completed online and serves as an opportunity for students to provide an open and honest assessment of their internship or field placement experience, mentor, and faculty advisor. Feedback provided in this evaluation will remain confidential and may be used to guide development of future internship and placement sites but will remain anonymous. Unlike all other paperwork, the Confidential Student Evaluation does not need to be submitted to the Department. Student comments should reflect thoughtful consideration of their experience, and relevant criticisms or shortcomings should be presented constructively.

**Final Paperwork Checklist**

A complete set of paperwork consists of: the Registration Form and Learning Contract, One-Month Review Form, Oral Presentation Evaluation Form, Final Internship Report and Final Report Approval Form, Mentor Evaluation Form, and Confidential Student Evaluation Form. The Final Paperwork Checklist is provided to keep track of all paperwork and it should be submitted along with the originals (hard copies) of each of these forms. All final paperwork must be submitted together. Individual forms will NOT be accepted.

Students should keep copies of these forms for themselves. Departments may also request a hard copy or electronic copy of your internship paperwork - please check with your respective Department to determine what needs to be submitted.
Accessing the Paperwork & Due Dates

All relevant SPH Internship Forms can be found on MOODLE. Current students need to log in to MOODLE in order to access the most recent versions of the forms.

Due dates are subject to change based on the semester. Students are made aware of when paperwork is due via the SPH Internships & Career Services Listserv. Typically, all final paperwork is due on the last day of final exams as determined by the University at Albany’s academic calendar.

For an outline of all paperwork, see the Internship Forms Quick Table in Section 8: Appendices.

All internship paperwork (originals) must be submitted to the Internship Director in the SPH Internships & Career Services Office in order to meet the internship requirement.

Course Grades

Internships and Field Placements are graded on the graduate Satisfactory/Unsatisfactory, or S/U, scale. S/U grades are determined by the site mentor, faculty advisor, and the Internship Director. In this graduate scale S is equivalent to a B or better, and U is equivalent to a B- or lower.

Internship and Field Placement grades cannot be determined until the required hours have been completed and all required paperwork has been completed, signed, and submitted to the Internships & Career Services Office. Each semester, the deadline for final paperwork falls on the final day of exams as determined by the University at Albany’s academic calendar. If the internship hours are not completed or the required paperwork has not been submitted by the deadline, an incomplete/’I’ will be distributed and reflected on the student’s transcript.

Upon completion of all requirements (hour commitment and all paperwork requirements), the incomplete/’I’ grade will be rectified. A student may not begin an additional internship if a Incomplete grade (‘I’) exists on their record.

Per the University at Albany Graduate Student Handbook, failing an internship (receiving an “Unsatisfactory” or “U”) results in automatic dismissal from degree candidacy:

“The candidacy of graduate students who receive a grade of U in a required seminar or research course, in a practicum, student teaching course, internship, field course or similar application course, on a thesis, or in a dissertation course, is terminated unless an exception is recommended for compelling reasons by their department or school, and they may not register for further study unless they are later reinstated. Under certain conditions, and with the recommendations of the student’s major department, such a student may apply to the Dean of Graduate Studies for reinstatement, but ordinarily at least one session must intervene before a reinstatement.”

(http://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_credit)

In light of this policy, it is in your best interest to notify and involve the Internship Director at the first signs of any difficulty with your internship. Your best option is ALWAYS to address problems in a timely manner.
SECTION V: BREAKDOWN OF RESPONSIBILITIES

RESPONSIBILITIES OF THE STUDENT

The School's expectations of graduate students in a professional degree are high. While various sources of support are available through the Dean's Office, Department staff, faculty advisors, and internship mentors; acquiring an internship, remaining up-to-date with paperwork requirements and completing all course deliverables according to established due dates ARE the STUDENT'S RESPONSIBILITY.

- Students should be proactive in acquiring internships and in completing all degree requirements. If a student is unable to meet these obligations for any reason, s/he is expected to notify both the faculty advisor and the Internship Director.
- Students will be made aware of any significant updates to the guidelines, policies & procedures via SPH Internships and Career Services Listserv.
- The internship is a pass/fail course. Although no letter grade is assigned, a passing, or 'Satisfactory' internship grade is based on the completion of all the hours associated with the internship (240 for 3 credits, 480 for 6 credits) and timely submission of all the required paperwork and signatures.
- It is your responsibility to remain up-to-date on all policies and procedures related to the Experiential Learning program. Please note that receiving an "Unsatisfactory" (U) for your internship can automatically trigger dismissal from degree candidacy.

Work Hour Restrictions

Full-time SUNY students can work a maximum of 20 hours per week (50% FTE) during the academic year. Students who have state appointments for less than 50% FTE can have a concurrent RF appointment, as long as the combined FTE does not exceed 50%. For example, a graduate assistant may be working 10 hours per week as a state appointee (25% FTE) and (s)he is then eligible for an RF appointment for up to 10 hours per week (25% FTE).

Professional Conduct While at the Internship or Field Placement

Unfortunately, it is not an uncommon situation to learn from a mentor that a student is repeatedly late, falling asleep, making personal phone calls during work time, dressing inappropriately, spending time on social media sites, or playing games on the computer while at his/her internship. Poor professional conduct is a negative reflection on the student, the faculty advisor, the Department, the Dean's Office, and the overall School. Tremendous effort goes into maintaining relationships with mentors and host organizations; it is important that students remain conscious of this while representing the School to their host organization.

Time and attendance policies of the host organization must be followed. If the mentor does not provide details regarding these policies, the student should ask. Adhering to company procedures is the student’s responsibility; students should know what they are being held accountable for. The mentor is responsible for verifying that the appropriate number of project hours are completed. If the student’s mentor or faculty advisor express concern regarding time and attendance, the student will be required to complete weekly time sheets to be signed by the faculty advisor and internship mentor and submitted to the SPH Internship & Career Services Office.
While at the internship or field placement, students need to dress professionally based on organizational policies, and need to also communicate professionally with mentors, faculty advisors and the SPH Internships & Career Services Office, both in their written and oral communication. As a representative of the School of Public Health’s graduate program, students are expected to act, dress and communicate with others in a professional manner.

**It should go without saying that students are expected to behave in a professional manner at all times during the internship experience.** Contact the Internship Director with any questions regarding professional conduct, time and attendance, or professional dress.

### Requesting Time Off from the Internship or Field Placement

If a student’s personal or academic schedule requires taking time off (hours or days) from the internship, the student should obtain approval from the internship mentor prior to taking the time off. If the time off is more than a week, students must consult with the Internship Director.

### RESPONSIBILITIES OF THE MENTORS & HOST ORGANIZATIONS

#### Host Organizations

Host organizations may include county, state or federal government entities, not-for-profit organizations, private sector companies, and other organizations directly involved in the field of public health. Students are expected to act as professionals at all times and contribute in a positive and significant way to the organization. Mentors within the organization are expected to remain mindful of the fact that the internship is an academic-related opportunity for students to learn from and observe a real-world public health work environment. The arrangement should be a mutually beneficial relationship for both the student and the organization.

#### Mentors

Mentors should have advanced degrees, ideally within the field of public health and should hold decision-making positions within the host organization. In cases where an individual has been practicing public health for numerous years and can offer a wealth of experiences to a graduate public health student, an advanced degree is not required. A daily supervisor with significant experience as a public health practitioner may also be assigned to a student in addition to the mentor. Mentors are asked to provide the following:

- Orientation to the organization and the relevant public health program(s);
- Explanation of work rules and procedures, including time and attendance policies to which the student will be held accountable;
- Access to resources such as a computer workstation, relevant data systems, and/or reimbursement for necessary travel;
- Tangible project assignments and a timeframe for completing assignments;
- Opportunities for involvement in a diverse range of organizational activities including attendance at internal/external meetings, interactions with colleagues and organizational leaders, etc.;
- Regular opportunities for communication to discuss progress and ensure expectations of all parties are being met;
- Guidance, feedback and assessment regarding project deliverables and School internship paperwork requirements
RESPONSIBILITIES OF THE FACULTY ADVISOR

The student’s faculty advisor plays a critical role throughout the internship & field placement process. Students should be proactive in seeking advice and assistance from the faculty advisor to design the internship plan, select placements, complete course requirements, and determine how the internship or field placement fits into long-term career goals.

The faculty advisor will be available to guide students in identifying ways in which a placement will address the MPH Discipline-specific and Interdisciplinary/Cross-cutting Competencies and meet the academic requirements of your degree program.

MS Epidemiology students should work closely with their faculty advisor and Department to ensure that the field placement experience meets all of a student’s degree requirements.
SECTION VI: SPH ANNUAL STUDENT POSTER DAY

Poster Day Overview

SPH’s Annual Student Poster Day represents the hallmark of what makes us a national leader in practice-based research and education. Held during the Spring semester (typically at the end of April), this yearly event serves as an opportunity for students to present on their internship or graduate research projects completed alongside faculty and mentors. More importantly, it is a time where the School of Public Health community recognizes and celebrates the hard work and effort put forth by students, faculty and host organizations.

Poster Day Requirement

*Participation in Student Poster Day is a degree requirement for all MPH students. All other degree programs should consult with their department regarding meeting this requirement.* This requirement also applies for ML and Coverdell Fellow students.

August graduates of the program have to fulfill this requirement and should plan accordingly.

December graduates of the program who have received a waiver for internship experience are required to present on their internship waiver experience at the end of the first year of study. Students with prior public health experience who anticipate graduating in December are encouraged to submit their waiver request during the fall semester, as waiver requests submitted in the spring semester may not be approved in time to present at Student Poster Day. In exceptional circumstances, December graduates who do not have an internship waiver or who have not completed an internship in the spring semester may have this requirement waived, pending approval of the Internship Director and faculty advisor.

- Poster presentations typically occur at the end of the second year of study for MPH students, and are based on internship and placement or waiver experiences.
- Posters should be based on credit-bearing internship experience obtained while enrolled in the MPH program. Non-credit internships may be considered on a case-by-case basis.
- Posters may also be based on an obtained and approved waiver experience.

For questions regarding meeting the Poster Day requirement or eligible experiences, contact the Internship Director for more information.

Poster Day Details

Poster Day details and poster abstract submission are managed by the SPH Internship & Career Services Office. All information regarding abstract submission and appropriate deadlines will be communicated to students through the SPH I&CS Office and will be posted on the Poster Day page on the SPH website.

- Participating in Poster Day and presenting a poster can replace the Oral Presentation requirement (see pg. 17) for one internship experience. However, all other internship experiences will require conducting an oral presentation.
- Students are responsible for informing their faculty advisor that they are presenting a poster at Poster Day well in advance of the event. Each student’s faculty advisor is required to
attend and complete a written evaluation of his/her advisee’s poster and presentation of the experience.

- Students are required to submit an abstract to their mentor for approval to use the internship experience for participation in Poster Day prior to submitting to the SPH Internships & Career Services Office.

- Students should invite their internship or field placement mentors to Student Poster Day. Mentors are strongly encouraged to attend, as it provides students with the opportunity to present to public health practitioners in addition to faculty and peers.

For MPH students ONLY

Posters should demonstrate the achievement of the MPH Internship Discipline-specific and Interdisciplinary/Cross-cutting Competencies and comprehension of the public health relevance of the internship. Students need to verify that their mentor does not have any additional requests in relation to reviewing the student’s poster well in advance of the event.
SECTION VII. WAIVER INFORMATION

MPH INTERNSHIP WAIVER

Students entering the MPH program with significant public health experience may be eligible to waive up to 6 credits of their internship requirement. Eligible experience has to be obtained prior to the student’s entrance into the MPH program. If internship credits are waived, these credits do not need to be replaced with additional coursework. Since receiving an internship waiver will impact a student’s overall plan of study, obtaining this information early on in the program will aid the student in navigating coursework to appropriately time when to complete the remaining internship credits.

CRITERIA FOR APPLYING FOR A WAIVER

In order to eligible to apply for an internship waiver, specific criteria must be met:

- Students must indicate any Public Health experience that is obtained prior to entering into the MPH program. Students cannot apply for a waiver for work completed during the course of their degree program.
- Students cannot apply for a waiver during their last semester at SPH. Students have until their last semester to apply for a waiver, which will be reviewed by the SPH Internship Waiver Review Committee. Waiver applications submitted any later will not be considered.
- Waiver applications are to be submitted in the first or second semester of study at SPH.
- Undergraduate internships are NOT eligible for waiver credit.

There are two standing deadlines each year for the submission of waiver applications:

- Fall semester: October 15th
- Spring semester: February 15th

For more information about the Waiver process and to obtain an Internship Waiver application, contact the SPH Internship Director.

MS FIELD PLACEMENT WAIVER

For information on waiving an MS Epidemiology field placement requirement, please contact the Department directly.

COVERDELL FELLOWS PROGRAM: INTERNSHIP WAIVER PROCESS

The Coverdell Fellows Program is a joint program involving the University at Albany, School of Public Health and the Peace Corps. Coverdell Fellows are eligible to have up to 9 credit hours of internship waived in recognition of previous Peace Corps services and/or other public health work experience. For more information about the Waiver process and to obtain an Internship Waiver Application, contact the SPH Internship Director.

Following successful completion of the two year Peace Corps placement, the Coverdell Fellow will
provide a Close of Service (COS) description and an Internship Waiver Application to be reviewed by the SPH Global Health Director, SPH Internship Director, and the student’s faculty advisor. In addition, the student must complete an interview with the SPH Global Health Director to discuss the Peace Corps experience and its public health relevance. If the student’s Peace Corps experience involves direct public health work, the student may receive up to a 9-credit internship waiver. If the student’s Peace Corps experience is lacking in public health experience, the student may be required to complete an additional 3-or 6-credit internship through the SPH Internship & Field Placement Program.

Coverdell Fellows must satisfactorily participate in the annual SPH Student Poster Day. (See Section VI: SPH Annual Student Poster Day for more information)

For more information about the Coverdell Fellowship or the Coverdell Fellowship Waiver, contact the Center for Global Health located at SPH.
SECTION VIII: APPENDICES

APPENDIX A: FREQUENTLY ASKED QUESTIONS (FAQ)

Unique to the School of Public Health, the Internship Program is managed by the Internships & Career Services Office and models a job search process, from the application submission to the hiring decision. It is open to School of Public Health students only, and specifically to MPH and MS EPI students who need to meet their graduate degree requirements. The internship experience provides students with the opportunity to gain hands-on experience in a real-world setting, apply core competencies from their coursework and contribute to a professional environment.

Q: What is my internship requirement?
A. The MPH degree internship requirement is a total of 9 credits or 720 hours of experience and can be achieved in various combinations of 3-credit (240 hours) or 6-credit (480 hours) internships.

- At least 6 credits of the internship must be completed within the student’s concentration. The remaining 3 credits can be completed either within or outside of the student’s concentration;
- All 9 credits cannot be in the same location with the same mentor;
- Students must complete internships in at least 2 different settings.

MS EPI students need to complete a 3-credit field placement for their degree requirement.

Q: When am I eligible for an internship?
A: In order to register and begin an internship, you must hold a GPA of 3.0 or higher and be either a:

- Full-time student with at least one full year of coursework completed, which includes completion of at least four core courses;
- Part-time student with at least 24 credits completed towards your degree;
- Certificate in Public Health Fundamentals & Principles students entering an MPH program need to complete one full semester of coursework in the MPH program before they are eligible to participate in an internship.

Q: What if I already have Public Health Experience?
A: Students with significant Public Health experience obtained PRIOR to entering the MPH Program may be eligible to waive up to 6 credits of internship. Students need to submit a comprehensive Waiver Application before their final semester to be considered for a waiver by the Internship Waiver Review Committee. Students cannot apply for a waiver DURING their last semester.

There are 2 standing deadlines each year for the submission of waiver applications:

Fall semester: October 15th     Spring semester: February 15th

Q: When do I complete my internships?
A. Full-time students typically complete their internships either by taking a 6-credit summer internship following their first year of coursework (40 hours per week for 12 weeks = 480 hours) AND a 3-credit internship either during the fall OR spring semester of their second year of coursework (20 hours per week for 12 weeks = 240 hours)
Another option is to take a 3-credit summer internship after the first year of coursework (20 hours per week for 12 weeks = 240 hours), followed by a 3-credit internship during the fall semester (20 hours per week for 12 weeks = 240 hours) AND a 3-credit internship during the spring semester (20 hours per week for 12 weeks = 240 hours).

Part-time students typically complete internships after the majority of their required coursework is done.

**Q: How do I obtain an internship?**

**A:** There are several ways to obtain an internship:

1. **Through the SPH Internship Program managed by the Internships & Career Services Office**

   Students work with the Internship Director and the Internship & Career Services who coordinates the internal, formal process for the SPH Internship Program. Through this process, a variety of opportunities at local county health departments, the NYS Department of Health and other State agencies, private/public sector companies and nonprofit/government organizations are available.

2. **Develop your own internship**

   Students are responsible for doing their own independent research and networking if they want to develop their own internship. However, students should work closely with the Internship Director and their Faculty Advisor for support and direction to ensure all degree requirements are met. **All internships MUST be approved by the Internship & Career Services Office.**

3. **Through the Center for Global Health (International Internships ONLY)**

   The Center for Global Health (CGH) works with our partners around the world to create meaningful global health internship opportunities for eligible students. Most of these internship assignments involve a twelve-week commitment and take place during the summer semester (June - August). Students interested in pursuing an International internship need to speak with the Director or Associate Director for Global Academic Programs at the School of Public Health.

4. **Formal internship programs outside of the School of Public Health**

   Students may seek internship opportunities on their own, especially for internships outside of our geographic area or their particular focus area. However, the students must communicate back to the Internship & Career Services office for final approval of the internship.

**Q: How do I obtain an internship specifically through the SPH Internship Program?**

**A:** The internship cycle occurs 3 times a year (or every semester) for placement in the following semester. Students need to go through all of the necessary steps as part of the internship process which takes place before the internship starts. All relevant information regarding the internship process for the SPH Internship Program and its timeline is communicated through the SPH Internships & Career Services weekly listserv.

**Q: What is my Faculty Advisor’s role in the internship process?**

**A:** The Faculty Advisor plays a critical role throughout the internship process. Students should be proactive in seeking advice from their Faculty Advisors since they assist with determining an internship plan, completing degree requirements and discussing how the internship fits into long-term career goals.
Q: **What is the difference between my Faculty Advisor and my Internship Mentor?**

A: The Faculty Advisor since helps to determine your internship plan and discusses how your internship fits into long-term career goals while your Internship Mentor oversees your project work and evaluates your progress and performance at the internship site.

Q: **Is there paperwork to be completed to meet the internship requirement?**

A: Yes, in addition to the credit requirement, there is also a paperwork requirement. All internship paperwork must be submitted to the Internship Director in the Office of Internships & Career Services in order to meet the internship requirement. A complete set of internship paperwork consists of:

- Registration Form
- One-Month Review
- Mentor Evaluation
- Oral Presentation
- Final Internship Report
- Student Evaluation

All paperwork is accessible via Moodle, an online learning management system that students are provided access to at the beginning of the internship process. All final internship paperwork must be submitted together. Single items will not be accepted. For more information regarding internship paperwork, refer to Appendix C: Internship & Field Placement Paperwork Quick Table.

Q: **Are internships funded?**

A: Many of the internships offered through the SPH Internship Program have associated funding or fellowships; others do not. Whether or not the internship is funded does not determine the value, depth or scope of the experience. Funding for internships can either be as a **Fellowship Award** or **Agency Funded**.

- **Fellowship Awards** are granted to assist with the cost of tuition, fees and/or travel/living expenses associated with the completion of the internship. Funding is applied directly to the student’s account. Paperwork for a Fellowship Award is completed through the SPH Internships & Career Services Office.

- **Agency Funded internships** follow the same process for obtaining any other type of internship, but the funding for the internship is handed through the agency directly, not SPH.

Q: **Will I need to register for the internship?**

A: Yes, students need to register and pay for their internship credits during each semester in which they are completing an internship. Internships are registered as a 3-credit course or a 6-credit course depending on the semester and the specific internship.

Q: **Will I get a grade for the internship?**

A: Yes, internships are graded on a “Satisfactory” or “Unsatisfactory” basis and are determined by the Internship Mentor, Faculty Advisor and Internship Director. Grades cannot be determined until ALL internship paperwork has been completed, signed and submitted to the Internship Director.
APPENDIX B: MPH INTERNSHIP EXAMPLES

MPH INTERNSHIP EXAMPLES : BIOMEDICAL SCIENCES

Investigating the Toxicity of Engineered Nanoparticles Internship
Location: Nanobioscience Constellation, College of Nanoscale Science and Engineering (CNSE), University at Albany

Project Background and Goals:
The physiologic and health outcomes of exposure to engineered nanomaterials have not yet been well characterized or documented, nor have the details surrounding the toxicity of various nanoparticles. The specific physiochemical parameters (e.g. size, shape, surface characteristics, charge, functional groups, crystal structure, and solubility) that most strongly influence biological activities remain unknown. It is suspected that particle count, size, and surface area are among the most important determinants of toxicity. Inhalation of aerosolized nanoparticles (potential pulmonary toxicity and translocation of the nanoparticles to the brain and/or bloodstream) and nanoparticle penetration of skin (dermal translocation and biodistribution to other organs) are the primary routes of exposure creating concern in occupational settings. Numerous organizations including the National Institute for Occupational Safety and Health (NIOSH) currently recommend treating engineered nanoparticles “as if” they are hazardous. CNSE is currently developing multiple in vitro and in vivo toxicity studies to investigate the toxicity and potential health effects of exposure to engineered nanoparticles commonly found in semiconductor manufacturing. These projects include the investigation of the effects of exposure to nanoparticles on genes, cells, vasculature, and whole animal systems. The ongoing projects at CNSE focus on the in vitro studies (the PI’s for the in vivo studies are located at other institutions), specifically genotoxicology utilizing the comet assay and cellular toxicity studies. Understanding the hazard potential of nanoparticles used in the occupational setting is necessary to make informed risk management recommendations and formulate best practices to ensure worker health and safety.

Student’s Role in Project:
The student’s role in the project will be to assist the PIs, full time CNSE PhD students and post-docs in the nanobioscience constellation in developing methods for and conducting these lab-based experiments. Additionally, the student will conduct a comprehensive literature review and review the findings from ongoing exposure assessment studies at CNSE to inform this research. Using all available information, the student will work as part of an interdisciplinary team to develop methods and conduct the in-vitro experiments.

Pulse Field Gel Electrophoresis (PFGE) Cluster Investigations of E. coli in NYS
Location: NYS Department of Health, Bureau of Communicable Disease Control, 6th Floor Corning Tower

Project Background and Goals:
In 1993, a large outbreak of foodborne illness caused by the bacterium Escherichia coli O157:H7 occurred in the western United States. In this outbreak, scientists at CDC performed DNA “fingerprinting” by pulsed-field gel electrophoresis (PFGE) and determined that the strain of E. coli O157:H7 found in patients had the same PFGE pattern as the strain found in hamburger patties served at a large chain of regional fast food restaurants. PFGE of Salmonella, Shiga-toxin producing E.coli (STEC), and Listeria (SSL) continues to be a critical tool for investigating clusters of disease. PFGE combined with epidemiologic evidence has resulted in the solving of many large outbreaks in NYS and across the United States. For example, the recent outbreak of Listeria associated with consumption of cantaloupes. NYS has a high volume of cases that are PFGE ‘matching’ and require follow-up beyond the routine enteric investigation conducted by local health departments. The goal of this project is to begin centralizing and standardizing SSL PFGE cluster investigations, including interviews, data collection, data entry, and analysis utilizing a team of students.

Student’s Role in Project:
A graduate level student would be responsible for assisting with the oversight and coordination of an interview process using hypothesis generating or outbreak specific questionnaires for all PFGE matching cases of SSL in NYS. The graduate student will assist with development of questionnaires, interviews, data entry, coordinating student interview schedules, and any additional responsibilities as needed. The graduate student will also assist with the analysis of project data using Access and SAS and is required to produce a final academic project (poster, presentation, or paper).
**MPH INTERNSHIP EXAMPLES: ENVIRONMENTAL HEALTH**

**Applying Science, Law and Policy to Protect Public Health and the Environment**
*Location: NYS Office of the Attorney General, Environmental Protection Bureau*

**Project Description:**
The NYSOAG scientists and their interns work on many issues of concern related to the office's legal activities. These include preparing in-depth scientific research on large scale issues (hydrofracking, energy generation, pesticide regulation, children's health, for example), as well as particular topics pertaining to legal cases (such as chemicals and contaminants related to EPA regulations, state regulations and lawsuits). Generally, an intern is assigned several on-going projects depending on the needs of the office. These may include work on risk assessment, exposure assessment, data analysis and management, policy recommendations, and assisting scientific and legal staff at the Environmental Protection Bureau. Topics may include pesticides, indoor air contamination, industrial emissions, water contamination, food-borne illnesses, endocrine disruptors, and carcinogens. Projects may include issues related to consumer safety issues, women's and children's health, environmental justice, as well as mapping and GIS. The interns work closely with office scientists, legal interns, and office attorneys with experience in environmental issues.

**Student's Role in Project:**
The student and the mentor will discuss various projects available and determine which best suits the student's and office needs. Interns are expected to work independently and be responsible for accuracy and detailed referencing. Often the complex nature of the assignment(s) necessitate synthesizing technical materials to draw conclusions, to determine possible next steps, and/or to develop policy. The mentor will provide guidance to help the interns complete their assignments. Care to detail and communication skills are required. This internship provides a unique opportunity to work closely with top notch legal and scientific staff in the Environmental Protection Bureau.

**Chemical Residues in Drinking Water: Analysis and Summary of 6 years of Surveillance Data Internship**
*Location: NY State Department of Agriculture and Markets, Food Laboratory (State Office Campus)*

**Project Background and Goals:**
The Food Laboratory Division tests approximately 22,000 food, beverage, water and animal feed samples each year for chemical and biological hazards, nutritional parameters and economic parameters. The internship project entails taking a lead role in analyzing a large dataset on chemical residue contamination in drinking water. The data comes from a 6 year surveillance program of drinking water processed from surface water. The chemical residues include pesticide residues, human and veterinary use pharmaceutical products, and personal care products. A primary goal is to summarize the data and publish the results of the surveillance study.

**Student's Role in Project:**
The student will take a lead role in summarizing chemical residue contamination data and identify key findings as a basis for a publication. The data comes from a 6 year multistate/multi-site surveillance program where drinking water was collected monthly for one year/site and tested pre and post treatment for several pesticide residues, human and veterinary use pharmaceuticals and personal care products.
MPH INTERNSHIP EXAMPLES: EPIDEMIOLOGY

Healthcare-Associated Invasive Group A Streptococcal Infections Internship

*Location: New York State Department of Health, Bureau of Healthcare Associated Infections*

**Project Background and Goals:**
When an invasive Group A Streptococcal (GAS) infection, such as a bloodstream infection, occurs in a hospitalized patient or a resident of a nursing home, the NYS Department of Health, Bureau of Healthcare Associated Infections, opens an investigation to determine the source of the infection and to prevent additional cases. Currently, national guidelines exist only for investigation of post-partum and post-surgical cases. However, most cases of healthcare-associated invasive GAS in New York State are not post-partum or post-surgical cases. This project involves a retrospective review of healthcare-associated invasive GAS cases in New York State. The object is to define the magnitude of the problem and describe the characteristics of these infections (proportion of cases that are part of a cluster, proportion that are post-partum or post-surgical, proportion for which a source can be determined, sites from which the organism is cultured from healthcare workers in contact with the patient, etc.). The goal is to develop a better understanding of these cases in order to determine how comprehensive of an investigation is warranted in different situations. New York State internal guidance documents may be revised based on the results of this project.

**Student’s Role in Project:**
After reviewing the relevant literature, the student will refine and finalize the project design with the assistance of the mentor and other Bureau personnel. The student will then review case files to gather the necessary data about GAS infections, analyze the data, and summarize the results. The student may assist with the development of a supplemental form to prospectively collect information found to be important in past investigations, based on the results of the project. The student may also participate in revision of New York State internal guidance documents, as time allows and depending on the findings.

Role of the Ill Food Worker in NYS Internship

*Location: New York State Department of Health Center for Environmental Health, Bureau of Community Environmental Health and Food Protection (BCEHFP)*

**Project Background and Goals:**
The purpose of this internship is to assist the Bureau of Community Environmental Health and Food Protection in analyzing data regarding foodborne outbreaks to determine the possible predictors and contributing factors to those outbreaks. NYS is part of the Centers for Disease Control and Prevention’s Environmental Health Specialist Network (EHS-Net) which includes eight other States. One project BCEHFP is working on is describing the role food worker health in addition to bare hand contact has played in foodborne outbreaks in New York State. In 1992, the law to prohibit bare hand contact with ready to eat foods was instituted. This project entails the analysis of foodborne outbreak data to describe the role of the ill food worker from 1980-2010 and analyze foodborne outbreak data before 1992 and after 1992 to determine if introduction of the no bare hand contact law had an effect on the cause or contributing factors identified during foodborne outbreak investigations.

**Student’s Role in Project:**
The graduate students will have several responsibilities in working with the Bureau of Community Environmental Health and Food Protection including, but not limited to: conducting a literature review regarding ill food workers and foodborne outbreaks; assisting in the collection, cleaning, and analysis of data on foodborne outbreaks. The student will also be responsible for analyzing the foodborne outbreak data from 1980-2010, and determine if bare hand contact prohibition implemented in 1992 had an effect on the cause and contributing factors identified in foodborne outbreaks. The student will identify the roll the ill food worker had in regards to foodborne outbreaks in New York State. The student will also assist in the analyzing of data during foodborne outbreak investigations to help identify the vehicle of the outbreak.
Designing and implementing a Social Network Plan for Greene County
Location: Greene County Public Health, Catskill, NY

Project Background and Goals:
Outreach for public health departments has always been met with logistical challenges. Local health departments often need to convey numerous messages to the populations they serve, targeting many different audiences. The rise of social media in today’s culture presents a great opportunity for us to better disseminate information to the appropriate audience. Many reputable public health organizations have developed social media pages (Facebook pages, Twitter accounts) in an effort to improve outreach and public health education efforts. However, social media has also been linked to a decrease in employee productivity when access is allowed during work hours. Therefore, many municipalities and businesses severely restrict or disallow the use of social media. This limitation hinders our ability to target certain groups of people. The general feasibility of a social media website to be utilized by the Greene County Public Health has yet to be determined. Our goal is to assess the practicality of creating a social media program/page representing the department. Through popular social media websites such as Facebook and Twitter, we would be able to deliver real-time information specifically tailored to our audience, regarding upcoming clinics, family planning services, early intervention services, general public health information, and special events/announcements.

Student’s Role in Project:
The student’s role would include compiling cost benefit data concerning social media from other healthcare organizations and businesses that currently use social media tools. Also, the student would be expected to research best practices for developing social media pages. Additionally, the student would research and develop policies that address the controlled access to the sites during business hours by staff, work with sub-departments to develop the type of information they wish to disseminate, and develop a mechanism for regular updates. The intern would also develop the initial layout of each site, while working with IT & administrative staff to ensure that proper controls are in place.

Location: MVP Health Care, Schenectady, NY

Project Background and Goals:
Price Chopper/Price Chopper Corporation contracted with MVP Health Care to develop, implement, and coordinate a Wellness Program for their employees to target a variety of health and wellness concerns including but not limited to: diet and nutrition, obesity, exercise, cardiac health, diabetes, smoking cessation, stress, prevention and low back pain. The first year of the program implementation process was restricted to the Main Offices and Distribution Center (program population size of ~1,800 employees). In 2007-2008, the program expanded to 10 pilot stores (additional 2,400 employees). In 2009, the program is expanded to 60 stores (additional 10,000 employees) and in early 2010 it expanded to all 120 stores (total program population size of 25,000 employees). This internship exposes the student to a wide variety of population health management and wellness interventions, program implementation, communication development and community need indices. The intern will assist the mentor in overseeing a thorough implementation of strategic action plans via compilation and management of work plans as well as operationalization of action plans. The intern would be tasked with researching Community Need Indices across the Price Chopper service area and would be responsible for focusing on areas most in need and providing additional program support to those areas. The student will also get significant exposure to the business aspects of population health management programs and relationships between health care insurance companies and employer groups. Finally, the student would assist the mentor in developing reports as needed, facilitating portions of Committee meetings, and compiling proposal(s) to implement corporate policy changes to ensure more consistency with a “well-workplace”.

Student’s Role in Project:
An intern would working on the following projects: work plan compilation/management; topic-specific research/communication campaign development; Community Need Index research and follow up program assistance; and proposal/report compilation as needed. The student will serve as liaison with key contacts at Price Chopper and with internal departments at MVP to complete these projects. The student will also be expected to present at corporate Wellness Committee meetings and other meetings on a regular basis to provide various teams with program progress updates. The intern must also set high performance goals for him/herself and work hard to compile high quality deliverables. He/she must ensure adherence with confidentiality and HIPAA regulations when dealing with protected health information and any other information related to Price Chopper employees.

Updated 3/11/2019
MPH INTERNSHIP EXAMPLES: SOCIAL BEHAVIOR & COMMUNITY HEALTH

Qualitative Analysis of Local WIC Agency Enhanced Breastfeeding Peer Counselor Programs Internship

Location: NYS Department of Health, Division of Nutrition, Bureau of Supplemental Foods, WIC Program

Project Background and Goals:
The mission of the WIC Program is to improve the nutritional and health status of eligible participants through the provision of nutritious foods, nutrition education, breastfeeding support and linking health and human services. Over 517,000 low-income women, infants and children participate each month. The program is administered through 94 contracts with community organizations statewide. Some of the core services provided at WIC local agencies include breastfeeding promotion and support, promoting healthy lifestyles, nutrition assessment and participant centered nutrition education. This project will involve qualitative analysis of local agency data in relationship to these core services. Once the qualitative analysis is completed the information will be used internally for quality assurance. Results from this analysis will assist WIC program staff in strategic planning to improve or maintain quality services for WIC eligible participants.

Student’s Role in Project:
The student will support the mission of the WIC Program by assisting with qualitative analysis of local agency data from the WIC MIS system and agency reports; identification of trends, patterns, and potential areas for improvement as well as provide recommendations for improvements in the reporting and analysis of data.

The Upstate New York Infant Development Screening Project (Upstate KIDS)

Location: Upstate KIDS: Upstate NY Infant Development Screening Program University at Albany, SPH

Project Background and Goals:
The Upstate KIDS Program is a longitudinal epidemiological research study in collaboration with the University at Albany, the New York State Department of Health, and the Eunice Kennedy Shriver Nation Institute of Child Health and Human Development (NICHD). The Upstate KIDS Program Office is located at the School of Public Health at the SUNY Albany East Campus. The Upstate KIDS program is a statewide (except for New York City) infant health survey. The project hopes to enroll approximately 6,000 families whose children were born in New York State from 2008 through 2010. Children and families will be followed for three years through questionnaires and the use of screening tools. The survey will allow us to determine risk factors (things that contribute to growth and developmental delays); protective factors, (things that lower the chances of growth and developmental delays); neutral factors (things that neither raise nor lower risk of growth and developmental delays). The information gathered will bring us closer to understanding the causes of growth and/or developmental delays. For this aspect of the project, the Upstate KIDS Program will implement a matched exposure cohort design by: Identifying all infants who were born in New York State (exclusive of New York City) by two to three months of age whose records indicate that they were conceived following infertility treatment.; recruiting to retain a total of 1,500 families whose children were conceived with infertility treatment (exposed) and 4,500 regionally-matched families whose children were not conceived with infertility treatment (unexposed); and administering an initial and then annual maternal and infant questionnaire and having parents complete the Ages & Stages Questionnaire developmental screen at 4, 8, 12, 18, 24, 30, 36 months of chronologic or gestation-corrected age and the Modified Checklist for Autism in Toddlers at 18 and 24 months and referring the children who do not pass the screen to the New York State Early Intervention Program and the Committee on Preschool Special Education (CPSE) through the participant’s school district. Maternal Depression screening is also performed.

Student’s Role in the Project:
The goals of this project are to determine whether infertility treatments, such as ovulation-stimulating medications and various assisted reproductive technologies (ART), adversely affect the growth, motor, cognitive, and social development of children from birth through age three years; to identify other environmental risk or protective factors relative to infant growth and development; and to test the American Academy of Pediatrics (AAP) developmental surveillance and screening algorithm using the Ages & Stages Questionnaire® (ASQ) and the Modified Checklist for Autism in Toddlers (M-CHAT).
APPENDIX C: INTERNSHIP & FIELD PLACEMENT PAPERWORK QUICK TABLE

Students must submit all hard copy paperwork to the SPH Internship & Career Services Office. The SPH Internships & Career Services listserv will notify students of **specific due dates** for each semester.

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Details</th>
<th>Signatures Needed</th>
<th>Timeline of Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Form &amp; Learning Contract</td>
<td>Completed before any internship begins. Includes student contact information, project information &amp; description, internship site information &amp; faculty advisor/mentor contact information</td>
<td>Student, Faculty Advisor, Mentor</td>
<td>Prior to internship/placement start date and late registration date</td>
</tr>
<tr>
<td>One Month Review Form</td>
<td>Completed by the student. Page 1 is used for the meeting discussion between the student, mentor and faculty advisor and includes student information and One-Month Review meeting information. Page 2 is completed by the mentor and returned to the student once the meeting has taken place. Pages 1 &amp; 2 need to be submitted with all final paperwork.</td>
<td>Student, Faculty Advisor, Mentor</td>
<td>4-6 weeks after internship start date;</td>
</tr>
<tr>
<td>Final Report</td>
<td>A final report is required for each internship and placement and serves to summarize the experience and highlight how the internship or placement facilitated the development of new skills, or further honed MPH competencies or MS objectives. Papers should, on average, be approximately 8-10 pages in length, double-spaced</td>
<td>Mentor</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Final Report Approval Form</td>
<td>Completed by the student and submitted with the student’s final report. Includes student information, name of faculty advisor, internship project and signatures from student, mentor, and faculty advisor.</td>
<td>Student, Faculty Advisor, Mentor</td>
<td>Last Day of Final Exams</td>
</tr>
<tr>
<td>Oral Presentation Evaluation Form</td>
<td>Completed by the mentor to evaluate the student’s presentation, based on the student’s performance. MPH students conduct their presentations at the host organization site. MS students conduct their presentations at SPH. Faculty Advisors should be invited, but are not required to attend.</td>
<td>Mentor, Faculty Advisor</td>
<td>Last Day of Final Exams</td>
</tr>
<tr>
<td>Poster Day Confirmation Form</td>
<td>Completed by the student when the student and mentor have decided the student will present a poster on the internship project at SPH Annual Poster Day in lieu of completing an Oral Presentation for the internship requirement. Includes student information and internship project information. Form does NOT serve as formal registration, abstract submission or participation in Poster Day</td>
<td>Student, SPH Internship Director</td>
<td>Last Day of Final Exams (in lieu of the Oral Presentation Evaluation form)</td>
</tr>
<tr>
<td>Mentor Evaluation</td>
<td>Completed online by the mentor. Once completed, a copy will be emailed to the student and the mentor for review. Students need to print a hard copy of the evaluation to obtain signatures and submit with final paperwork.</td>
<td>Student, Faculty Advisor</td>
<td>Last Day of Final Exams</td>
</tr>
<tr>
<td>Confidential Student Evaluation</td>
<td>Completed online by the student. Once completed, the Internships &amp; Career Services Office will download a copy to be added to the student’s file.</td>
<td>Student</td>
<td>Last Day of Final Exams</td>
</tr>
<tr>
<td>Final Paperwork Checklist</td>
<td>Completed at the end of the internship. Needs to be submitted along with hard copies (original) of all of paperwork listed above.</td>
<td>Student</td>
<td>At the end of the internship</td>
</tr>
</tbody>
</table>