



**COLLEGE OF HEALTH
AND HUMAN SERVICES**
PUBLIC HEALTH SCIENCES

Student Manual MPH Internship (HLTH 6471)



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Rationale & Context

Public health focuses on monitoring, achieving, and improving the health of a population and is practiced in a variety of settings. The public health professional applies knowledge and skill from across the core content areas of public health (biostatistics, epidemiology, environmental health, health services administration, and social and behavioral sciences) to assess, develop, assure and communicate solutions to public health problems.

Using the internship site or applied practice experience (APE) as the "organizational laboratory," the Master of Public Health (MPH) student begins to integrate and apply new knowledge and to develop and practice the skill sets necessary for success as a public health professional.

The internship is intended to develop direct understanding and experience in public health settings thereby exposing the student to organizational cultures, management systems, operations and resources, programs and services, and target populations. Such knowledge, skills, abilities, and experiences will continue to develop and grow as each student graduates and becomes a life-long learner and practitioner of public health.

This manual, provided to students via the department website and on our learning management system (Canvas), serves as the main required reading for the internship 3 credit "course". All materials contained in this manual are provided in electronic form on the Canvas course site.

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Purpose

The MPH Internship provides a structured and supervised opportunity for the student to apply classroom knowledge and skills of public health in a practice setting. The practice experience occurs in a public health agency or health services organization chosen by the student. The agency must be approved by the MPH Program Director and is jointly supervised by program faculty and a qualified, program-approved, agency preceptor. Ideally, the preceptor serves as a professional mentor for the student illuminating the transition from education to professional practice.

Internships are either volunteer (unpaid) or formal (paid) placements; either are acceptable; each has their benefits and drawbacks. Similarly, internships can be local, regional, out-of- state or international as long as they meet the same basic requirements outlined in this manual.

In many cases, the internship is a springboard to the capstone or integrated learning experience (ILE), where the student builds on the internship experience to plan and design a capstone deliverable that may extend the relationship with the organization, and/or to other professional opportunities.

Internship Course Competencies

The applied learning experience is designed to provide students with the opportunity to work in public health settings, learn about different organizations and their community partners, and collaborate and communicate with a broad array of public health practitioners. The internship should provide the student with “hands on” practice as well as the chance to see the bigger picture of public health practice. At the conclusion of the internship, students will be assessed on the following CEPH competencies:

Table 1. Competencies Assessed in the Applied Learning Experience (Internship)	
Competency	Assessment
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	In the internship report discussion (Section 4.2), students identify additional possible community partners for their organization who could help them achieve their goals.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	In the internship report discussion (Section 4.3), students describe a policy change that would increase the organization's effectiveness in achieving their health outcome.
18. Select communication strategies for different audiences and sectors.	In the internship report (Section 4.1), students describe how their communication and interaction styles varied depending upon circumstance and how they might adjust their own communications in the future.
21. Perform effectively on interprofessional teams.	Preceptor's rating to the student's competency level for this item on survey (#16 demonstrate leadership).
22. Apply systems thinking tools to a public health issue.	In the setting component of the internship report (section 2.1), students describe their public health issue, internship agency and its community partners, situating the issue and the agency in the broader context of the public health system.

Internship Experience Objectives

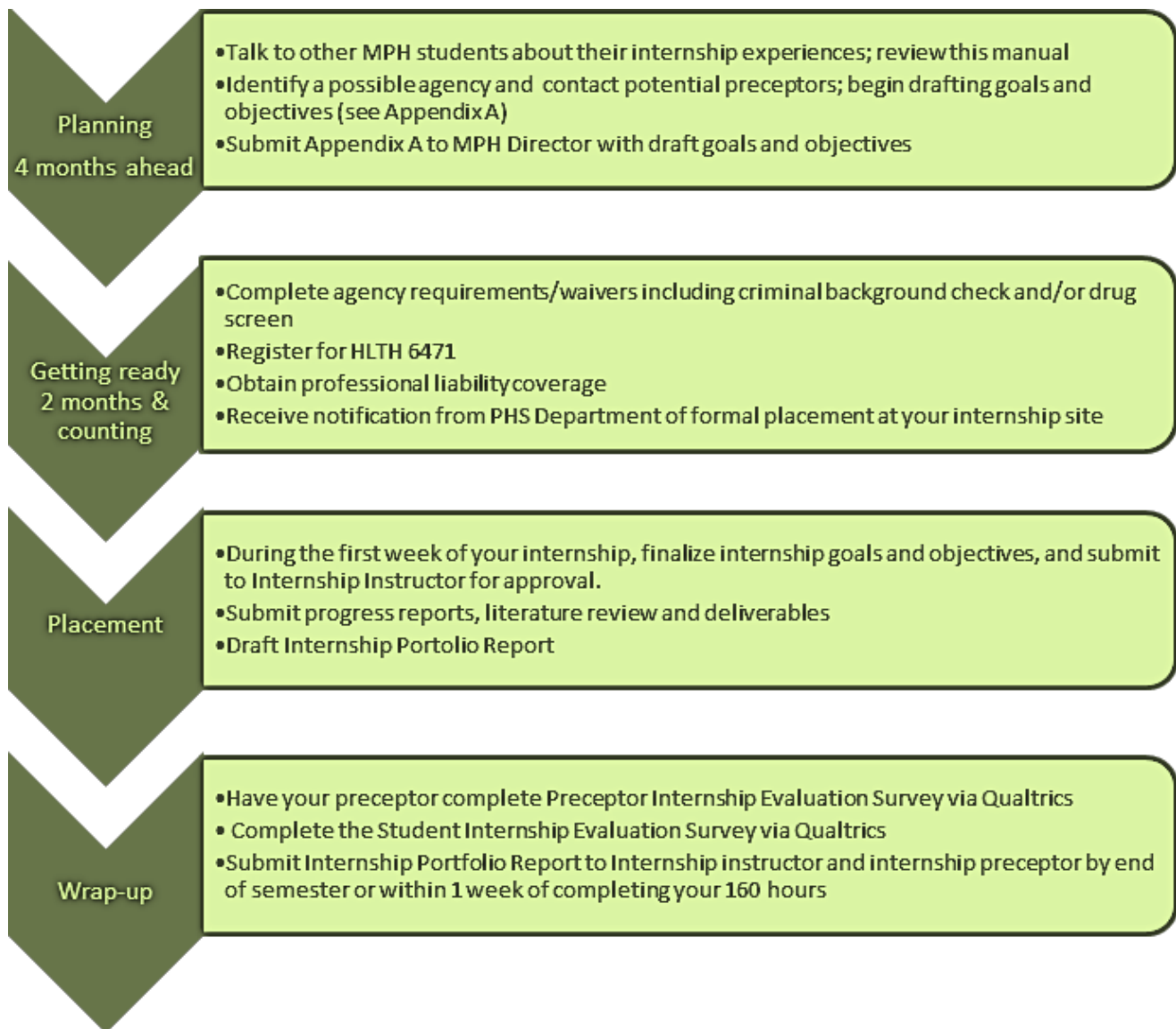
The objectives of the MPH Internship are to:

- Provide a practice setting for the student's application and integration of core public health knowledge gained during their first year of course work.
- Experientially prepare the student with inter-disciplinary skills and competencies, including leadership, communication, professionalism, cultural proficiency, program planning and assessment and systems thinking.

Suggested Outline and Timeline for Summer Internship

The majority of full-time MPH students are placed in their internship during the summer between their first and second year; this is the recommended time. The diagram below outlines the major tasks in order to secure placement and complete the final internship deliverables to successfully pass the internship course, HLTH 6471. The manual content is organized using these steps. This timeline may also be used as a guide for Spring or Fall internship placements, though it should be discussed with the MPH Program Director.

Figure 1. Suggested Outline & Timeline for MPH Summer Internship



Planning the Internship

As the emphasis of the internship is on the integration and application of newly acquired knowledge and skills into one's professional practice, waivers are not given for this requirement. For most full-time students, the internship will occur in the summer between the first and second year of study. Students should begin planning in January of the year they wish to have the internship, or approximately 6 months prior to the start of the internship placement. The following outlines the prerequisites and steps for planning the internship experience.

Eligibility. Students must have completed or be concurrently completing the MPH Core Courses (HLTH 6200, 6211, 6212, 6213 and HADM 6100) and have at least 18 credits of graduate level work. Exceptions to this requirement are at the discretion of the MPH Program Director.

Choosing an agency. Students should consider the following dimensions when trying to select an agency. Having a sense of who, what, where and how will help identify relevant agencies.

- **What is the population group of interest?** Consider age (e.g. older adults), gender (women), race (Latinx), sexual orientation, families, workers, etc.
- **What is the health issue or behavior of interest?** Consider the 10 leading causes of death from both a public health perspective (tobacco, physical activity, diet, etc.) and a clinical perspective (cardiovascular disease, cancer, etc.).
- **Fundamental social factors:** poverty, crime, housing, education, voting, health care access.
- **Where? Setting:** health department, clinics, hospitals, hospice, nursing homes, schools, community centers.
- **What skills does the student wish to practice?** Epidemiology, biostatistics, environmental or occupational health, social and behavioral determinants, health administration.
- **Delivery focus.** Assessment/surveillance (screening, data collection, data analysis); policy development such as advocacy (working with groups to influence people on a particular issue); health education (delivery education programs/messages for primary or secondary prevention); or assurance (research and evaluation, workforce development).
- **Are you place bound? Consider geography.** Consider local, state, regional, national, and international opportunities.

Please consult MPH students who recently completed an internship, your academic advisor and/or the MPH Director, who can suggest organizations meeting a student's specific interests and support the student in this process. See Appendix F for a list of agencies that have recently hosted or employed MPH students; this list is not exhaustive. Other agencies exist that might meet students' interests.

NOTE: In general, students are not permitted to have their internship within the University. Exceptions are: Student Wellness Center and Center for Counseling and Psychological Services (CAPS). Additional exceptions, provided in writing by the MPH Program Director, may be given for students who have identified faculty projects that involve an outside agency or community- this is only permissible due to extenuating circumstances caused by COVID-19.

Students are permitted to conduct an internship at their current place of employment provided that their internship responsibilities are outside their current scope of duties and their internship preceptor is someone other than their current supervisor.

Defining the scope of the internship. In consultation with the practice site or organization develop a short, formal proposal of the work or project to be accomplished during the internship (see Appendix A); this consists of an overarching goal and 3-4 objectives with clearly defined deliverables. This proposal will be refined in consultation among the student, the practice site preceptor, and the MPH Director. ***Proposed activities must be at a graduate level***, consistent with the competency development expected for the internship, and all stakeholders benefit from this arrangement, including the student, the agency, the University, and (foremost) the community served by the organization.

Enroll in HLTH 6471. Enrollment is on a "permission only" basis. A permit to register will only be issued once the previous steps have been completed. In the summer, HLTH 6471 is a distance education course.

Major deliverable. The major deliverable from this phase is the approved (by MPH Program Director) Appendix A.

Role of the Preceptor

The preceptor is responsible for the student's learning during the internship experience. The preceptor should be master's-prepared in public health or a related discipline, which could be social work, psychology or even business depending upon the setting.

Preceptors may also be bachelor's prepared, CHES certified, and/or have at least three years of professional practice experience and be engaged in professional public health practice. Preceptors should not be current UNC Charlotte MPH Students. The responsibilities of the preceptor are as follows:

- The preceptor works with the student to define the expected activities and deliverables consistent with the organization's needs and capacity, the student's interests, and the requirements and expectations of the MPH Program.
- The preceptor plans the internship experience and directs the student.
- The preceptor serves as a role model for the student and advises the student routinely.
- The preceptor periodically consults with responsible faculty on the student's progress.
- The preceptor completes a student evaluation form at the end of the internship experience.

Students are encouraged to provide Appendix E to prospective preceptors when negotiating an internship. Students also are advised to encourage prospective preceptors to contact the MPH Director to clarify any issues the student is unable to address.

Role of the Faculty Advisor

The faculty academic advisor assists students in the identification of participating organizations and worthwhile experiences as part of the regular advising and course planning process. Advisors may assist students in preparing the initial Appendix A form to submit to the MPH Director.

Student Responsibilities

Students are expected to take the initiative in identifying an appropriate organization and initiating the planning for the internship in a timely manner. This requirement ensures the organization selected is most appropriate to assist the student in integrating and applying his or her knowledge and skills in a practice setting consistent with the student's career aspirations. The internship experience is one of several "portfolio building" activities within the MPH program. Such experiences, professional contacts, and interactions can enhance one's understanding of a specific niche within the broad field of public health and also enhance one's employability following graduation. Students may find it helpful to join the [MPH Program's LinkedIn group](#) to connect with MSPH/MPH alumnae and program faculty.

Failure to meet these deadlines may delay the start of an internship **(the internship cannot begin until the formal placement letter has been issued and/or signed)** or prompt assignment of a course grade. Reminder – deadlines are intended to signal the last date at which a task should be completed. Early submission is welcomed and encouraged.

Preparing Appendix A: Establish goals and objectives

Prior to getting the internship approved, the student must meet or communicate with the internship preceptor and, using this manual, establish the student and organizational goals for the internship. Appendix A also requires complete contact information for the preceptor, his/her credentials and a tentative start date for the internship. *The start date cannot be prior to the start of the semester when the student is registered for HLTH 6471.*

The student should derive 1-2 internship goals consistent with the MPH program competency domains outlined in the MPH Student Handbook, the minimum competency set for this course (listed in this manual and in the course syllabus), the student's professional development needs and interests, and the organization's capacity and willingness to support the internship. The student is encouraged to share a copy of the internship overview (Appendix E), which summarizes the internship process and the responsibilities of a preceptor, during this negotiation.

Once the goals for the internship are established, the student will develop 1-2 objectives designed to contribute to the achievement of each goal (maximum total number of objectives is 4). These objectives need to show adequate graduate level content of the planned experience. The figure below gives examples of appropriate objective language.

Objectives should include action verbs: "Plan", "Assess", "Evaluate", "Develop", "Deliver", "Educate", "Execute" or "Implement", "Report", "Analyze", and "Prepare".

Think in terms of the 'deliverables' ... the tangible products/evidence as an appendix to the internship report that will 'prove' the goals were achieved.

'Evidence' can include photos, programs, surveys or questionnaires, reports, presentations, email correspondence, and other indicators of service delivery.

The student and preceptor will update and finalize, as needed, the goals and activities within the first twenty hours/one week of the internship by providing written documentation to the MPH Director and requesting permission for substantive changes as far in advance as is practicable.

Getting Ready

Once Appendix A has been approved, the college will determine any additional requirements that may exist specific to that agency based on the affiliation agreement between the College of Health and Human Services and that agency. If no affiliation agreement exists, the College will begin the process to establish one. Please note the following:

Establish an affiliation agreement. For voluntary (unpaid) positions, a formal affiliation agreement between the agency and our college is required. We already have affiliation agreements with many local and regional agencies. If an affiliation agreement does not exist, ***the affiliation agreement process can take as little as one-two weeks to one-two months (or longer)*** depending on the levels of approval required by both organizations in completing their due diligence and meeting their respective legal requirements.

We cannot officially place students in a voluntary internship until an affiliation agreement is signed and the student has complied with all requirements outlined in that agreement. {Students are free, however, to ‘volunteer’ at the agency, provided the agency will permit them to do so ahead of the formal internship placement.} Given the unpredictability of this timeline, students are strongly advised to plan well ahead.

Student professional liability insurance. Student professional liability insurance is provided by the Department of Public Health Sciences for all students in voluntary internships.

Agency requirements. Many organizations require criminal background checks (see Appendix B), drug screens, and proof of immunization, among other organization-specific requirements; these requirements are specified in the affiliation agreement. Unless paid by the organization, the student is responsible for these costs. Proof that these requirements have been met will be submitted to the CHHS Advising Center. For more information/contact info, see:

<https://health.charlotte.edu/student-advising-center/agency-requirements> *Note: Criminal background checks of international students typically take 45 days to complete.*

As noted on the acknowledgement form signed upon entering into the MPH program, students unable to arrange an internship due to issues surrounding the criminal background check, drug-screen or other requirements will be disenrolled from the MPH Program. Please see the policy included as Appendix B in this manual for further details.

Major Deliverables. In this phase, the student is responsible for obtaining professional liability insurance and meeting any other requirements of the internship organization. The major deliverable from this phase is the *formal internship placement letter* issued from the Department of Public Health Sciences.

For paid or formally organized internships, no further actions are needed for formal placement provided the

1. Student has signed the acknowledgement of the College's criminal background check and drug screening policy (expected to be completed during the first two weeks of matriculation into the program).
2. Student has provided the MPH Program Director a formal letter/email/offer of the position.

Financial Considerations. Criminal background checks, liability insurance, drug screens and other requirements (such as cardiopulmonary resuscitation [CPR] training) can cost from \$60 to \$150. The PHS Department provides links to low-cost providers who will meet these needs. *Please use these providers and only these providers.*

Course registration during the summer session is typically not covered by financial aid or federal student loans. By making the HLTH 6471 course a distance education class, we have reduced the University fees as much as possible for in-state students.

Placement

Formal placement

Once the student and preceptor have been sent the **formal internship placement letter** from the college and the relevant semester has begun, the student can officially begin the internship.

Once the semester has begun and the student has started the internship placement, s/he is now required to follow all deadlines and assignments as outlined in the HLTH 6471 syllabus. Students should consider the internship course to be writing intensive. Detailed feedback will be provided to help students improve their grammar, organization, presentation of relevant content, and professionalism. There is an **HLTH 6471 Canvas course site** for each semester.

While students are **onsite at their internship agency**, they must meet the following requirements in order to successfully complete the internship and HLTH 6471.

- The student will complete a minimum of 160 hours of public health internship experience with the selected organization.
- The student will submit periodic progress reports (4) to the MPH Director or designee.

The MPH Director or designee may make one site visit or request a teleconference during the internship, especially for internships involving first time preceptors.

Please note that **internships must be done onsite or in the field**. Students are not permitted to spend their entire time telecommuting or working virtually. In general, time spent telecommuting or working from home should not be counted towards the 160 hours minimum. Please contact the MPH Program Director for guidance on this issue, particularly as it relates to restrictions caused by COVID-19.

Major Deliverables. In this phase, major deliverables for students are: submitting the 4 progress reports, submitting the literature review, and completing the negotiated internship goals and objectives outlined in Appendix A.

Periodic Progress Reports

Students are to submit updates to the faculty advisor after every 40 hours of effort. These required 4 updates should summarize:

- Number of hours completed this period and to date,
- Key activities conducted or completed during the period,

- Status of and progress on each stated project objectives,
- Any deliverables completed during the period,
- Barriers to project completion and barriers to learning, and
- Progress towards the overall internship goals.

Progress reports should be submitted to Canvas. Progress reports do not need to be formal or lengthy; relevant, concise, and succinct reports are encouraged. Progress reports should be written as professionally as possible as though it was written for a supervisor. As a guide for the student, a sufficient progress report can be completed in less than 30 minutes. Each progress report is worth 5 points towards the course grade.

The student is expected to save and aggregate these reports to include as a single appendix to the final internship report.

Completion of Hours

While a timesheet/log is not required, a student is expected to have a mechanism to track hours spent on the internship and to defend the assertion that the 160 hours of effort has been met. The preceptor must corroborate this assertion.

Site check-in

The MPH Director may phone the internship preceptor to check on the internship progress and address any issues that the preceptor may have.

If desired, the student or preceptor, may request a brief (usually 1 hour) meeting with the MPH Director, intern and the preceptor. For internships held outside of the immediate Charlotte area, a phone or video conference may be substituted. Such meetings have four primary purposes: 1) ensure the intern is engaged at the site and that the site is providing the experience promised, 2) address any questions/concerns/suggestions the preceptor might have about the student, the process, or opportunities for further collaboration, 3) addresses questions/concern/suggestions the intern might have about the internship, course expectations, and future opportunities, and 4) review course deliverables/expectations vis-à-vis the final report and evaluations. Any other topics of import to the preceptor or student can be added to this agenda.

Professionalism

Conduct. Students are advised to maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community. Students should know and abide by the six areas of ethics for a health educator (see MPH Student Manual).

Mobile use. When working with the community and/or meeting with agency representatives, possible preceptors or employers, DO NOT CHECK YOUR PHONE OR TEXT. It is rude and sends the message that whoever is communicating with you is more important than the person/people with whom you are meeting. If you are expecting an urgent call or text (for example, someone having surgery), then let the person know that you will need to check your phone. Otherwise, turn it off and put it away. Not everyone is a slave to their phone.

Attire. Dress for the job you want, not the job you have. If you haven't previously visited the agency, consult previous interns, a faculty member or the MPH Director about appropriate attire. If there's some doubt in your mind, don't wear it. Avoid very casual clothes on a first meeting (e.g. blue jeans, sneakers, t-shirts, cropped shirts, anything with fashionable rips or tears, flip flops, or tops with spaghetti straps). You want people to remember you for your knowledge and skills, not what you wore or how you looked. Err on the conservative side. For those with extensive body art, less is more. Consider long sleeves and pants. Once you have the internship or job, then ask your supervisor about what is normal office attire or appropriate for your role.

Electronic Communication Courtesies. Students sending UNC Charlotte-related communications should do so as responsible professionals. Electronic communications are far more prone to misinterpretation than many other forms of communication. Their brevity and lack of non-verbal cues heightens this possibility. Writing good electronic communications requires students to raise dramatically their level of sensitivity to the potential reactions (misinterpretations) of diverse readers. When communicating electronically, always "take the high road" of graciousness and sensitivity. If you are in doubt, do not send the email as it provides a permanent record. Students should bear in mind that for communication to be effective, the message must be meaningful and understood by the recipient and should not require great effort on the recipient's part, especially if the student is requesting action or response as a result... make it easy for the recipient to respond.

Do not write maliciously or negatively about anyone or any place in an email; never "flame out" in an email. Many organizations archive emails for years. There are many rules and regulations that limit the confidentiality of workplace email exchanges when using workplace computers or organization-provided email addresses.

Email etiquette: Ensure the email contains a brief descriptive subject line. Include a proper salutation, e.g., "Dear Dr." Make sure the person's name is spelled correctly. Always err on the side of the higher title. Compose a brief, organized message that is appropriate in tone and formality given its purpose and recipient. Close the message with your name (and title if

appropriate and not included as part of a signature block). Ensure the message is spell-checked/proofed before it is sent.

Do not compose email messages in all caps: USING ALL CAPS IN AN EMAIL MESSAGE IS OFTEN INTERPRETED AS YELLING. Instead, use an underscore at the first and last letters of a word you wish to emphasize, like *_this_*.

Attachment etiquette. Use commonly available formats (e.g., *.doc [many organizations might not yet support *.docx formats], *.pdf, * xls). Ensure attachments have meaningful file names for the message's recipient. For example, a student named Carmen Diaz, knowing that her professor would receive 50 attachments named "report.doc," would name her internship report "Diaz_Cameron_InternshipReport_1AUG2011.doc."

Dismissal. Students can be dismissed from the internship if they demonstrate behavior that conflicts with professionalism essential to Public Health practice. This may include, but is not limited to: displaying problems for which the student does not respond to appropriate treatment or counseling within a reasonable period of time; engaging in public health practice for which the student has not been authorized; displaying conduct which violates the Code of Student Academic Integrity, violating the Code of Ethics for the Health Educators, or threatening the physical, emotional, mental, or environmental health or safety of others or the student himself or herself. The academic consequences of being dismissed from an internship placement can range from being placed in another internship with a possible delay in degree progress (requiring an additional semester) to failing the course and potential charges through campus student conduct policies. See **Relevant/related Policies and Procedures** for further details.

Wrap-up

Once the student has completed the 160 hours of the formal placement, and met the internship goals and objectives, s/he must document the experience and complete the required evaluation procedures.

- ◆ The student will construct a portfolio of their activities consisting of a formal, well-written literature review and internship report (approximately 15-20 pages of text) plus supporting appendices consisting of all progress reports and tangible deliverables produced during the internship. The report text should detail the internship experience, referencing and integrating core public health knowledge that will be evaluated by the Program Director or designee.
- ◆ The preceptor will evaluate the student by completing the Preceptor Internship Evaluation survey (Appendix C indicates the items used to evaluate students' performance).
- ◆ The student will evaluate the internship experience using the Student Internship Evaluation survey (Appendix D indicates the items you will use to evaluate your experience).
- ◆ The MPH Director or designee will evaluate the student's overall performance in the internship and assign a letter grade.

Major deliverables: Internship draft report and final portfolio.

Course Assessment

The HLTH 6471 course is graded A, B, C and U; the final grade will be determined by the MPH Director or internship instructor. The grade is based on each student's performance on the following criteria:

Table 2. Internship Course Assessment

Evaluation Criteria	Relative Weight
Participation between the preceptor and student (Appendix A, Diagram Draft, & Check-in Meeting Attendance)	5%
Progress Reports (4)	20%
Literature Review of public health problem addressed by internship objectives and/or agency	20%
Preceptor Internship Evaluation	5%
Student Internship Evaluation	5%
Internship Portfolio	45%

For further details on the course requirements, please consult the HLTH 6471 syllabus located on the Canvas course site.

Internship Portfolio

As a requirement of passing the Internship course and to demonstrate application of public health knowledge and skills, the student will draft an internship final report documenting the literature review and portfolio of activities accomplished during the field experience. Follow the outline carefully and format as indicated. Students may submit one draft to get detailed feedback before the final portfolio is submitted to the MPH Director. The draft should be a complete draft of the entire report with all sections and all supporting evidence in appendices. Plan accordingly in order to be finished in the semester in which the internship is completed.

INTERNSHIP PORTFOLIO OUTLINE – You are strongly encouraged to consult the sample internship reports located on the Canvas site as well as the HLTH 6471 Syllabus.

1. **Title Page**
2. **Introduction** – This is the corrected literature review
3. **Restatement and summary of Objectives** with a paragraph about how each objective was met/partially met/not met with reference to the deliverable/product included in an appendix
4. **Reflection** on the internship experience and how you demonstrated each of the competencies, including:
 - a. **Communication strategies**
 - b. **Identify Partnerships**
 - c. **Advocate for Policy**
 - d. **Systems thinking**
 - e. **Improvement**

Reports should be submitted by the end of the semester for the HLTH 6471 course unless the student has been unable to complete their 160 hours or has not yet completed their objectives.

Submit the report via Canvas in Word document format. Submit the report to the preceptor in pdf form and carbon copy (cc) the course instructor on the email.

INTERNSHIP PORTFOLIO RUBRIC

Pts Earned	Pts Available	
√		Title Page
	10	Introduction – This is the corrected literature review
	10	Restatement and summary of Objectives with discussion about how each objective was met/partially met/not met with reference to the deliverable/product included in an appendix. One of the course competencies is selected with discussion about how well the deliverable/product aligns with the competency.
		Reflection (25 pts) on the internship experience and how you demonstrated each of the competencies including:
	5	Communication strategies. Describe how you learned to adjust communication and how interaction styles differed depending upon the circumstance. Discuss how you might adjust your own communications in the future. For example, use of terminology or visuals, level of professionalism or how to behave in particular roles.
	5	Identify Partnerships. Critique the specific partnerships and collaborations with whom the agency was involved – you must include a diagram (required element). Recommend additional partners who might increase the agency’s effectiveness in meeting their goals.
	5	Advocate for Policy. What local/regional/state/federal policies are related to the goals of the internship agency? Identify a policy change that would most increase the agency’s effectiveness and provide a rationale.
	5	Systems thinking. Diagram the public health problem using a systems-thinking approach.
	5	Improvement. Describe any shortcomings of your internship experience at the agency and recommend options for improving the internship experience at this site and/or your academic preparation for it.
total	/45	Done!

Comments:

Preceptor Evaluation of the Intern

At the end of the experience, the student must ensure that the preceptor completes an online evaluation of the student using the link made available on the Canvas site. A copy of the evaluation can be seen in Appendix C of this manual. This survey must be completed by the preceptor during the final week of the internship or immediately after the student completes the 160 internship hours. A letter that can be sent to the preceptor, which contains the link to the survey, is on the Canvas course site. This evaluation is worth 5 points toward the course grade.

Student Evaluation of Internship Experience

At the end of internship, the student will evaluate the internship experience using an online survey; example items can be viewed in Appendix D of this manual. This survey must be completed by the student during the final week of the internship or immediately after the student completes the 160 internship hours. A link to the survey will be posted on the Canvas course site. This evaluation is worth 5 points toward the course grade.

Writing Resource Center

Students are strongly encouraged to schedule an appointment with the UNC Charlotte Writing Resource Center (<https://writing.charlotte.edu/>) prior to submitting the initial draft of their Internship Report. The Writing Resource Center provides one-to-one writing support/instruction to students of all writing abilities. For more information, call 704-687-1899, or e-mail wrcadmin@uncc.edu.

Relevant /Related Policies & Procedures

The Department of Public Health Sciences, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in the MPH & Graduate Certificate in Community Health Programs. Because of the nature of professional public health practice, the Department of Public Health Sciences has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective public health professionals. All MPH and Graduate Certificate students are expected to read, understand, know, and follow the applicable program policies and procedures. "Not knowing" does not excuse a violation.

In addition to the MPH & Graduate Certificate Program policies and procedures discussed in this section, students are expected to know and abide by the policies outlined for the College of Health and Human Services, the Graduate School (see <https://graduateschool.charlotte.edu/responsible-research/academic-integrity>), and the University (university-level policies can be found at <https://legal.charlotte.edu/policies>). UNC Charlotte policies apply to students while at an internship site. Directly relevant university-level policies that students should know and abide by while at an internship site include the following:

- **Student Appeals and Grievances** (<https://legal.charlotte.edu/policies/up-403>)
- **The Code of Student Responsibility** (<https://legal.charlotte.edu/policies/up-406>)
- **The Code of Student Academic Integrity** (<https://legal.charlotte.edu/policies/up-407>)
- **Student Grievance Procedure** (<https://legal.charlotte.edu/policies/up-411>)
- **Sexual Harassment Policy and Grievance Procedures** (<https://legal.charlotte.edu/policies/up-502>)
- **Responsible Use of University Computing and Electronic Communication Resources** (<https://legal.charlotte.edu/policies/up-307>)

The Equal Employment Opportunity Commission (EEOC) guidelines define sexual harassment as follows:

Harassment on the basis of sex is a violation of Section 703 of Title VII, which states that: "Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when --

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
- Submission to or rejection of such conduct by an individual is used as the

basis for employment decisions affecting such individual

- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment”

Reporting sexual harassment. A student needs to:

- **Document the incident.** Keep a written record of the time, place, person, and action and any witnesses.
- **Discuss the offense** with the Agency Preceptor and MPH Internship Director
- **Seek resolution.** If a resolution cannot be reached, the student will be removed from the internship placement (without penalty) and an alternative placement will be sought.

Responsible Use of University Computing and Electronic Communication Resources

(<https://legal.charlotte.edu/policies/up-307>).

Violations of Expectations

When a student may have violated one or more of the expectations for interns, the MPH Program Director will determine whether the violation warrants a **warning and follow-up** or **dismissal**. The MPH Director may temporarily suspend the student from further course or internship involvement pending the issuance of the written and oral warning or the outcome of the procedure for dismissal.

Warning and Follow-up. Where the MPH Director determines that violation of any of the standards should be addressed through warning and follow-up, the MPH Director and/or Agency Preceptor will provide the student with oral and written warnings outlining the exact nature of the behavior, standards, and changes the student needs to make. Written evaluation of necessary changes shall be carried out by the MPH Director and/or Agency Preceptor and shared with and signed by the student. Should the student subsequently fail to meet any of the standards or changes stated, dismissal from the internship and/or the MPH Program may occur.

Dismissal. Where the MPH Director determines that the procedure for dismissal from the internship and/or the MPH program should be invoked, s/he will provide the student with a written statement of the facts upon which the proposal to dismiss is based. The student will have the opportunity to appear before the Public Health Program Governance Committee (PHPGC) to refute the facts, offer other information, or make any other statement concerning the proposed dismissal. The MPH Program Director and PHPGC will consider that information together with the information upon which the proposal to dismiss was based and determine whether adequate cause for dismissal has been established. The MPH Director will notify the student of the decision.

Post-dismissal Procedures. Refer to the MPH Student Manual and/or the related college and university policies. *Note: Upon dismissal from a course, the student may invoke the "Academic*

Grievance Policy of the College of Health and Human Services." Per the current College of Health and Human Services Handbook, the written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Chair of the Department of Public Health Sciences, following steps 1 and 2 of the "Academic Grievance Policy."

Appendix A: Internship Contact Form

Student Information During Internship

Student Name:	Banner ID:
Contact Information During Internship	
Email:	Telephone:

Agency Information

Agency/Organization:
Street Address: City, State, & Zip Code
Telephone:

Preceptor Information

Name (including Mr. Mrs/Ms. or Dr.):
Job Title:
Degrees Held:
Years in Agency/Organization:
Telephone:
Email:

This internship is: **Paid** **Unpaid**

If UNPAID...Is the internship part of an organized internship program? **Yes** **No**

Is the internship within your current place of employment? **Yes** **No**

If PAID... please send an offer letter to the MPH Program Director along with this form

Appendix A: Internship Contact Form Continued

Semester/Year of Registration:	
Proposed Start Date:	Proposed End Date:

Proposed internship Goal(s), Competencies, and Deliverables:

Goal/Objective(s): Identify at least 2 goals that you plan to achieve during your internship.	
1.	
2.	
<p>Competencies: Select 2 competencies that you will be able to demonstrate at the completion of your deliverables.</p> <p>(Please refer to Student Handbook pg. 15 Tables 3-7)</p>	<p>Deliverables: Identify at least 2 work products that align with the competencies that the specific work products demonstrate.</p>
1.	1.
2.	2.

Appendix B: CBC/Drug Screen Policy

Dear MPH Student,

As a student in the MPH Program in the Department of Public Health Sciences, College of Health and Human Services, you will complete an internship (practical field placement) at an appropriate public health agency. Formal relationships with agencies for internships are managed at the college level. Most agencies require our students to complete criminal background checks and drug screening *prior* to entering the agency for any educational experience. Therefore, to complete your program requirements with an agency, you must obtain any required criminal background checks and drug screens (the cost of which is your responsibility) and provide other requisite documentation.

In response to these requirements, the College of Health and Human Services has revised its policy regarding criminal background checks and drug screening. (The policy follows this letter.) Please complete and sign the *Drug Screening and Criminal Background Check Acknowledgement and Agreement* and return it to the MPH Program Director by the end of the add/drop period of your first semester as a matriculated degree student. You are reminded that you must comply with agency requirements such as obtaining the results of your criminal background check and drug screening **BEFORE** you begin HLTH 6471 Internship or any comparable class. Failure to comply with these requirements in a timely manner may result in an unsatisfactory (failing) grade.

Unless facilitated by your agency, criminal background checks must be performed by the state appointed vendor, Certiphi. Please refer to the Common Administrative Requirements on the college's website at <https://publichealth.charlotte.edu/student-resources/internship-common-administrative-requirements> for specific details. No other agency's criminal background check will be accepted. Drug screening information is provided on the same webpage. You, as a student, are responsible for keeping the results of the criminal background check and the drug screen to demonstrate compliance to each affiliation agency. UNC Charlotte College of Health and Human Services will not keep records of student results and therefore cannot verify for you or the agency if you are in compliance with the agency's policy. (Our records will only note whether you have complied with these procedures or not; they do not contain their findings.)

If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one attempt to find a replacement site. A student may be dismissed from a program because education affiliation agencies will not accept a student based on the results from the criminal background check and/or drug screen. Please also refer to your student & internship manual and other related college policies and procedures for other procedural and academic requirements for internships/practica.

Sincerely,



Deborah Beete

STUDENT CRIMINAL BACKGROUND CHECK AND DRUG SCREENING POLICY

1. Introduction

It is a condition of initial enrollment in the College of Health and Human Services (CHHS) Programs, and a condition of eligibility to continue enrollment, that CHHS students meet all academic and other requirements imposed by CHHS, as well as all requirements of each external health and human service agency where CHHS attempts to place the student in a given semester.

CHHS must secure the cooperation of independent external health and human service agencies (“Agencies”) to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Agencies will not accept students who do not meet requirements that apply to employees at the Agency, including drug tests and criminal background checks.

Because criminal background checks are now required by the North Carolina Board of Nursing for all licensure applicants, and because of recommendations from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), many Agencies now require that CHHS students who will intern at their sites successfully complete criminal background checks and drug screening.

Many public and private schools and social services agencies also require criminal background and drug screening of CHHS students who interact with elementary/high school students and social service clients. Thus, in addition to meeting all CHHS academic and other requirements, students have the additional responsibility to meet requirements imposed by each Agency where they will receive clinical or field education, including internships.

A student who is rejected by one or more Agencies because of failure to meet that Agency’s criminal background and/or drug testing requirements may be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

2. Agency Criminal Background Check Requirements

- a. Comply with the criminal background check requirements at each agency to which students are assigned.

In some cases, the Agency will facilitate criminal background checks. Students will usually bear all expense associated with meeting these requirements. CHHS will receive notice only that the student has been accepted or rejected by the Agency. If a student is rejected, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS

Academic Dismissal Policy.

- b. Undergo a criminal background check by a CHHS-approved agency.

Some Agencies require that students obtain criminal background checks on their own. In these cases, students should apply to a CHHS-approved criminal investigation agency for a criminal background check to be conducted at the student's expense. The criminal investigation agency will provide the background check results to the student. Students are responsible for keeping the original criminal background check and sharing the results with each Agency that they are assigned to. If a student is rejected from an Agency, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

3. Agency Drug Screening Requirements

- a. Comply with the drug screening requirements at each agency to which students are assigned.

In some cases, the Agency will facilitate drug screening. Students will usually bear all expenses associated with meeting these requirements. CHHS will receive notice only that a student has been accepted or rejected by the Agency. If a student is rejected from an Agency, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

- b. Undergo drug testing by a CHHS-approved drug screening laboratory.

Some Agencies require that students obtain a drug screening on their own. In these cases, students should apply to a CHHS-approved independent drug screening laboratory for a drug test to be conducted at the student's expense. Students will be given the original results, which they are responsible for sharing with the Agency. If the result is positive, and the Agency rejects the student, CHHS will attempt to place the student at another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

6/1/05

**DRUG SCREENING AND CRIMINAL BACKGROUND CHECK
ACKNOWLEDGEMENT AND AGREEMENT**

**UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES EDUCATION
PROGRAMS REQUIRING EXTERNAL HEALTH OR HUMAN SERVICE AGENCIES**

Student's Printed Name: _____ CHHS Program: _____

1. I understand and acknowledge that the UNC Charlotte College of Health and Human Services (CHHS) has affiliated with several health care and human services facilities (hereinafter "Agencies") to provide internships, field placements or clinical experiences for students in the CHHS (hereinafter "Students"). I further understand and acknowledge that the Agencies have a compelling interest in the integrity of their services and the health and safety of their patients, others who may come into contact with Students, and the Students themselves.
2. I understand and acknowledge that in order to protect their interests, many Agencies require Students to comply with their drug testing and/or criminal background check policies and to undergo drug testing and/or criminal background checks as conditions of participating in their education programs. In addition, such Agencies often require that Students submit to the required drug testing and/or criminal background checks at the Students' own expense. I understand that the CHHS will provide Students with information to obtain the drug testing and/or criminal background checks required by the Agencies.
3. I understand and acknowledge that an Agency may, in accordance with its policies, reject or expel a Student from its Agency based on the results of the drug testing and/or criminal background checks.
4. I am or will be enrolled as a student in the CHHS, and I plan to participate as a Student in an educational experience at an Agency.
5. Because participation in agency-related educational programs is a degree requirement for students in the CHHS program indicated above, I understand that I may be required to undergo a criminal background check and/or drug screening as a condition of my participation in an internship, field placement or clinical experience at an external health and human service agency.
6. As a condition of participating as a Student in an education program, I hereby agree to comply with the criminal background check requirements at each Agency to which I am assigned. If the Agency facilitates criminal background checks, I agree to comply with

such requirements and follow the procedures set forth by the Agency. If the Agency requires that I undergo a criminal background check prior to my placement, I agree to undergo a criminal background check by a CHHS-approved agency at my own expense. I will then submit my original results to the Agency, which shall determine whether the results of my criminal background check are acceptable.

7. I hereby agree to comply with the drug screening test requirements at each Agency to which I am assigned. If the Agency facilitates drug screening, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the requirement is that I undergo drug screening prior to my placement, I agree to undergo drug testing by a CHHS approved testing laboratory at my own expense. I will then submit my original results to the, which shall determine whether the results of my drug screening are acceptable.
8. I have read both the CHHS Criminal Background Check and Drug Screening Policy and this Acknowledgement and Agreement, and I understand its contents. I have had the opportunity to ask questions of and discuss the Policy and this Acknowledgement and Agreement with appropriate administrators in the College of Health and Human Services. I understand that I am responsible for meeting the requirements set forth in the Policy and this Acknowledgment and Agreement.

Student's Signature: _____ Date: _____

Appendix C: Preceptor Internship Evaluation



UNC CHARLOTTE
College of Health and Human Services

**Master of Public Health
Program
MPH PRECEPTOR
INTERNSHIP
EVALUATION**

Dear Preceptor,

Thank you for sponsoring one of our MPH students as an intern. Our community partners like you play a key role in preparing our students to become public health professionals. I am very appreciative of the time commitment required of our preceptors.

Please complete the online evaluation form by clicking on the link below within 30 days of the student completing the internship. The information you provide will be useful in preparing this student for future work and help us enhance the MPH Program and the internship component.

If you have any problems completing the survey, please contact the MPH Program Director. Once again, thank you for participating in the internship experience.

A handwritten signature in black ink that reads "Deborah Beete".

Deborah Beete, MPH, MDiv, CHES
Lecturer
Director, MPH Program
dbeete@uncc.edu; (704) 687.0141

SAMPLE TO BE COMPLETED ONLINE. Please send your preceptor the survey link located on Canvas. Your preceptor will evaluate you using the criteria below.

- 1 = Failed to meet expected performance level**
- 2 = Partially met expected performance level**
- 3 = Met expected performance level**
- 4 = Exceeded expected performance level**
- N/A or U/A = Not applicable or unable to assess**

Criteria	Rating				
	1	2	3	4	N/A
1. Student met agreed-upon time commitment (minimum of 160 hours).					
2. Student was dependable and responsible in carrying out assignments and duties.					
3. Student functioned well within the organization.					
4. Student functioned well with community stakeholders and/or clients.					
5. Student was able to identify sources of data and information required for the internship experience.					
6. Student was able to analyze and/or synthesize data and information.					
7. Student completed the necessary background research.					
8. Student completed assignments in the agreed-upon time frame.					
9. Student's written work was completed and well prepared.					
10. Student had the necessary knowledge and skills for this Internship.					
11. Student conducted him/herself in a professional manner.					
12. Student worked well with others.					

Using the same rating scale as above, please indicate the degree to which the student’s demonstrated level of competence during the Internship experience met your expectations.

The student...

Criteria	Rating				
	1	2	3	4	U/A
13. Proposed solutions to problems designed to reduce health disparities and improve population health.	1	2	3	4	U/A
14. Used credible public health data sources.	1	2	3	4	U/A
15. Applied essential principles of public health related to prevention of risk and promotion of health.	1	2	3	4	U/A
16. Exhibited leadership skills through effective teamwork, negotiation, and conflict management.	1	2	3	4	U/A
17. Demonstrated effective written and oral skills for communicating public health content to diverse audiences.	1	2	3	4	U/A
18. Developed approaches to public health issues that were responsive to the diverse cultural values and traditions of the communities your organization serves.	1	2	3	4	U/A
19. Promoted high standards of integrity, compassion, honesty, and respect for all people.	1	2	3	4	U/A

Comments

Please provide comments on the following items:

1. Please provide comments on any of the previous criteria on which the student was rated as poor/failed to meet expected performance level.
2. Please provide comments on your overall impression of the student’s work on this Internship experience.
3. Please provide comments on any areas where the student’s academic preparation for assigned work could be improved.
4. How useful the Internship experience was for your organization.
[Extremely Useful Very Useful Moderately Useful Slightly Useful Not at all Useful]
5. Would you be willing to sponsor another intern from the UNC-Charlotte MPH Program?
[Y/N]

Appendix D: Student Internship Evaluation

After completing the internship, you will evaluate the experience using the criteria below.

SAMPLE. TO BE COMPLETED ONLINE. PLEASE SEE LINK IN CANVAS SITE.

What semester and year were you enrolled in the internship course (HLTH 6471)? [dropdown menu]

Using the rating scale below, please evaluate the Internship site/organization and Internship experience you completed by circling the number that best reflects your level of agreement with the following statements.

Scale

4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

Statement	Agreement Level			
1. Being required to write-up the Internship proposal in advance of beginning the Internship was useful	1	2	3	4
2. The selection of my Internship site was suited to my needs	1	2	3	4
3. I would have liked to spend more than 160 hours at the Internship site	1	2	3	4
4. Due to my schedule, I found it difficult to find the 160 hours to spend at the Internship site	1	2	3	4
5. The Preceptor understood the purpose of the Internship	1	2	3	4
6. The Preceptor took time to assist me, when necessary	1	2	3	4
7. The Preceptor had the skill and knowledge to assist me	1	2	3	4
8. Staff at the Internship site/organization understood what I was doing there	1	2	3	4
9. The organization willingly provided the information I needed to carry out my assignments/projects	1	2	3	4
10. If needed, I was provided with space in which to work	1	2	3	4

11. If needed, I was provided with equipment with which to work	1	2	3	4
12. Guidelines for the written report were clear and useful	1	2	3	4
13. I had the necessary knowledge and skills for this project	1	2	3	4
14. The Internship provided a 'real world' experience for using skills and knowledge learned in the MPH program	1	2	3	4
15. Overall, the Internship experience was worthwhile	1	2	3	4

Using the rating scale below, please assess your abilities to perform the following competencies during the Internship experience.

Scale

5 = Strongly Agree

4 = Agree

3 = Not sure

2 = Disagree

1 = Strongly Disagree

U/A = Unable to Assess

Statement	Agreement level					
I was able to...						
16. Propose solutions to problems designed to reduce health disparities and improve population health.	1	2	3	4	5	U/A
17. Use credible public health data sources.	1	2	3	4	5	U/A
18. Apply essential principles of public health related to prevention of risk and promotion of health.	1	2	3	4	5	U/A
19. Exhibit leadership skills through effective teamwork, negotiation, and conflict management.	1	2	3	4	5	U/A
20. Demonstrate effective written and oral skills for communicating public health content to diverse audiences.	1	2	3	4	5	U/A

21. Develop approaches to public health issues that were responsive to the diverse cultural values and traditions of the communities being served.	1	2	3	4	5	U/A
22. Promote high standards of integrity, compassion, honesty, and respect for all people.	1	2	3	4	5	U/A

Please provide comments below on:

1. Please provide comments on any item above that needs clarification or further comment.
2. Please provide comments on any areas where you believe you were not well prepared for the Internship experience.
3. Please provide comments on any particularly positive aspect of the experience, the organization, or the Preceptor.
4. Please provide comments on any suggestions that you may have for improving the Internship experience.
5. Would you recommend this employer for another intern from the UNC-Charlotte MPH Program? [Y/N]



Appendix E: Internship Overview for Preceptors

Dear Prospective Preceptor,

Thank you for your interest in supporting a Master of Public Health (MPH) student through our required internship experience. We realize the effort this requires on your part and greatly appreciate your willingness to mentor an emerging public health professional. We aspire to ensure that our internships result in positive experiences for all stakeholders involved, including our students, the organization, our program, and – most importantly – your agency’s clients, the public.

This letter is intended to briefly outline, from the preceptor’s perspective, the expectations and processes required of our students in arranging and completing an internship. These expectations are outlined in detail in the student’s Internship Manual, which is accessible as a PDF file via our department’s website (<https://publichealth.charlotte.edu/>). This summary is divided into three phases: establishing the internship; supervising the internship; and evaluating the internship.

Establishing the internship. We expect our master’s students, as part of demonstrating their competence to act as a professional, to identify an appropriate site for their internship and a supervisor (preceptor). Internship sites should offer students an opportunity to work with agency staff at their location or at designated sites where you typically conduct your work; the internship is not meant to be a telecommuting experience. We want our students to be “in the field;” experience your professional culture and environment; and gain an overview of the opportunities and challenges facing your organization. The student and preceptor then negotiate the specific arrangements, goals, and deliverables. Prior to the start of the internship, the student is expected to develop a preliminary statement of goals and objectives and to identify a number of organizational details that are needed in order for our College to generate a formal internship placement letter. All agencies who sponsor interns must have an agency-level affiliation agreement with our college if one does not already exist. The affiliation agreement and the formal placement letter must be in place prior to the start of the internship. Depending on the needs of the agency, this process may involve development of several iterations spanning several months. Thus, students are advised to plan well ahead. To generate the formal internship placement letter, the student will need to ascertain:

- Name and mailing address of Agency
- Name, title, credentials, phone, fax, and email of preceptor
- Planned start/end dates and approximate weekly hours to be spent on internship
- Brief summary of planned activities/projects for internship experience
- If an agency affiliation agreement is needed, also required are:
 - Name, title, and contact information of Agency signature authority (if different from preceptor)

Agency requirements/waivers. Student interns must comply with college and department policies for the internship as well as any agency-specific requirements set forth in the affiliation agreement.

Neither the preceptors nor I can modify the requirements set forth in these affiliation agreements.

Modifications to these requirements can only be made by formal amendment of the agreement by the responsible signature authorities for the Agency and the College.

Please feel free to contact me (by email or phone) prior to the start of the internship, or at any point in the process, if you have any questions.

Supervising the Internship. Once the formal placement letter has been issued, the student is free to officially begin the internship. Within the first twenty hours of effort, the student is expected to “finalize” the statement of goals and deliverables with you and report them to me for approval. The preceptor provides oversight and guidance of the intern throughout the experience. We expect master’s students to be self-directed, but recognize that the preceptor will need to provide an orientation to the organization and facilitate acculturation into the agency. The student intern is expected to complete their hours onsite or in the field. Please discourage the student from telecommuting or working from home.

The student intern is expected to provide me with brief progress reports following every 40 hours of internship experience. These progress reports can be used to document changes in the planned scope of activities, etc., due to changing organizational needs and priorities (as is typical in professional practice). For first time preceptors or upon a student or preceptor request, I will phone preceptors to discuss the internship and the internship process with you. The goal of this call is to determine if there are any issues that the program needs to address and/or to get feedback on how we can better prepare our MPH students for their internships. If needed (or practical) a site visit can be arranged, or a skype call may be substituted.

Note: MPH students are required to complete a culminating or “capstone” activity as part of the MPH program. In many cases, interns have identified projects or activities that are part of their internships that they may later build upon for their capstone. You are encouraged to discuss options for such synergy if you wish to continue the relationship with the student, hopefully increasing the benefit to all stakeholders.

Please contact me should any difficulties or concerns regarding the intern or the internship experience arise.

Evaluating the internship. At the conclusion of the internship, the preceptor is asked to complete a brief on-line assessment of the intern. The student will provide you with a link to this form.

Again, thank you for your support of our program and our MPH students. Please feel free to contact me if you have any questions.

Sincerely,



Deborah Beete, MPH, MDiv, CHES
Lecturer
Director, MPH Program
dbeete@uncc.edu; (704) 687.0141

Appendix F: Internship Site List

A list of where students have completed internships in past years and their placement sites can be found on the MPH Internship Canvas page. You are NOT limited to the sites posted on the Canvas page. Students are also recommended to join the [MPH Program at UNCC LinkedIn group](#) to connect with MSPH/MPH alumni and faculty.

Here is a list of some recent sites that have supported our MPH students with internships.

- *Cabarrus Health Alliance*
- *Cleveland County Health Department*
- *Novant*
- *Atrium Health*
- *Matthews Free Medical Clinic*
- *Arthritis Foundation*
- *UNCC Office of Emergency Management*
- *Clean Air Carolina*
- *Girls on the Run Charlotte*
- *Loaves and Fishes*
- *Planned Parenthood*
- *UNCC Center for Wellness Promotion*