Public Health Applications for Student Experience (PHASE) 
Internship Course Guidelines 2018-2019 
(Terms 2 through 4)

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Public Health Applications for Student Experience (PHASE) Internship Course Guidelines 2018-2019

Syllabus

PHASE (Public Health Applications for Student Experience) is a credit-earning graduate internship program offered by the Maryland Department of Health (MDH) and the Johns Hopkins Bloomberg School of Public Health (JHSPH). PHASE provides JHSPH graduate students with experience and insight as to how public health theory and knowledge can be applied to careers and experiences in public health practice settings. The aim of PHASE is to provide students with exposure to and opportunities for real world public health practice to enrich their academic curriculum. Public health practitioners develop projects and mentor students. Projects range in scope from small focused initiatives to larger more intricate undertakings that can serve as the foundation for a thesis topic or a Capstone Experience.

*PHASE Internships fulfill the entire MPH Practicum requirement.

The PHASE internship requirements include:

- A public health practice experience involving average of 6-8 hours/week spent at the hosting agency) over 3 academic terms
- Attendance at the PHASE orientation lunch (Tues, Oct 30)
- Attendance at check-in meetings once a term with PHASE course faculty (Wed, Dec 5; Wed, Feb 20; Wed, Apr 10, and other meetings as needed)
- Submission of PHASE Student Monthly Update Reports on the 15th of each month
- An internship agreement form to be completed with the preceptor (due Nov 12)
- A concept paper outlining goals and intent of project (due Nov 28)
- A final paper highlighting the student’s experience, results, and lessons learned (due May 6)
- A 10-minute oral presentation of the student’s experience at the mandatory final PHASE symposium (Friday, May 10th, 2019) at MDH. Symposium attendance includes course faculty, preceptors and other interested public health practitioners and academicians from MDH and Johns Hopkins.
Roles and Functions of PHASE Internship Participants:

PHASE Internship Course Directors:
Beth Resnick, DrPH, MPH, CPH, bresnick@jhu.edu
Paulani Mui, MPH, pmui1@jhu.edu

The Course Directors assist preceptors in defining project goals, scope, and specific student responsibilities. The Course Directors are a resource for students, providing advice and guidance and assuring that the student meets all course requirements and adheres to all School policies. Additionally, the Course Directors, in conjunction with the preceptor, provides feedback and evaluates student concept papers and final papers and presentations, as well as determines the students’ final course grade.

PHASE Program Assistant: Lauren Hall, laurenkhall@jhu.edu

Preceptor: A public health practitioner from the hosting organization who works closely with and directs the work of the students throughout the project. Preceptors review the student’s concept and final paper and presentation, submit mid-term and final reports and provide input on the student’s final course grade.

PHASE Student Intern: JHSPH graduate student who works on-site at the agency on a defined PHASE project under the guidance of his/her preceptor and the PHASE course faculty.

Overview of PHASE Program Components

Registration for the PHASE Internship Course (308.851.01)
In order to receive credit for PHASE, all students are required to register for the PHASE Internship course (308.851.01) for 3 consecutive terms. Students will be required to register for at least two credits per term. The number of credits that students register will vary depending on the nature and intensity of the project and will be collectively determined by the course faculty, preceptor and student. The general rule for credits is that four hours of work per week is equal to one academic credit. This course is open to currently enrolled JHSPH graduate students only.

PHASE Internship Procedures (Appendix A)
A PHASE Internship Checklist is provided in Appendix A. Students should follow the procedures described below and complete the items on the checklist in the order in which they appear.

PHASE Internship Agreement Form (Appendix B)
5% of final course grade
Due: Monday, November 12, 2018 at 11:59 p.m.

The student will complete the PHASE Internship Agreement Form (see Appendix B) with the preceptor. The PHASE Internship Agreement Form describes the terms of the internship, including the roles and responsibilities of the student intern and preceptor, goals and objectives of the internship, and any final deliverables for the project. Additionally, the agreement should outline any necessary trainings (e.g., confidentially, HIPPA, etc.) and approvals (e.g. institutional review board, etc.) as warranted. After the PHASE Internship Agreement Form is completed, the student will submit the form via the online link: http://tinyurl.com/PHASEAgreementForm. Then the PHASE course faculty approves the form and contacts the student with any questions or concerns. Finally, the PHASE course faculty will send a copy of the
form to the preceptor for final review and approval. The preceptor will submit his/her approval through an online link provided in the email request.

**Concept Paper (Appendix C)**

15% of final course grade
Due: Wednesday, November 28, 2018 at 11:59 p.m.

The student will prepare a concept paper **no more than 6 double-spaced pages in length**, which must include a scope of work with a supporting timeline. Students should follow the **Guidelines for Writing a Concept Paper** (see Appendix C), under the guidance of their preceptor and use citations as warranted. Sufficient time should be spent reviewing substantive literature about the topic being addressed and the analytic methods (if any) to be applied. Concept papers **MUST be approved by the preceptor** or they will not be accepted. Preceptor approval may be indicated in writing (either hand written or electronically) by the preceptor on the concept paper or the preceptor may send approval in an email to the course faculty. Once approved by the preceptor, the student will submit the paper to the Concept Paper CoursePlus Dropbox. Course faculty will review the concept papers and provide feedback.

**For all writing submissions, students must follow either APA or AMA styles for standard references, text, and tables.**

**Beginning work on the project**

After the internship agreement form has been completed with the preceptor, and the concept paper has been approved, the student may begin work on the project. Throughout the internship, the student is expected to work on his/her project at the identified agency site an average of 6-8 hours per week. On-site work is an important component of the internship, as it is necessary for the student to gain insight and be directly engaged in the agency’s work and daily activities. Examples of student engagement in the overall workings of the agency include participating in staff or partner meetings, activities, etc.

The student and his/her preceptor should meet at a **minimum, every other week**, to discuss the student’s progress on his/her project, as well as discuss any issues or questions. It is encouraged that initially, the meetings occur every week, but the final determination regarding frequency will be at the discretion of the preceptor and the student.

**PHASE Internship Mid-point Progress Report (Appendix D)**

Half-way through the PHASE internship, the preceptor and student will submit an online PHASE Internship Mid-point Progress Report (see Appendix D). Preceptors are encouraged to discuss the details of the Mid-point Progress Report with the student before finalizing the online submission. The PHASE course faculty will review the Mid-point Progress Report and provide feedback/follow-up as necessary. Preceptors can submit the report online: [http://tinyurl.com/mid-progress](http://tinyurl.com/mid-progress).
**Check-in Meetings**
5% of the final course grade

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30/2018</td>
<td>W1030a</td>
<td>12:00-1:15 p.m.</td>
</tr>
<tr>
<td>12/5/2018</td>
<td>E6519</td>
<td>12:00-1:15 p.m.</td>
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<tr>
<td>2/20/2019</td>
<td>E6519</td>
<td>12:00-1:15 p.m.</td>
</tr>
<tr>
<td>4/10/2019</td>
<td>E6519</td>
<td>12:00-1:15 p.m.</td>
</tr>
<tr>
<td>5/10/2019</td>
<td>MDHb</td>
<td>9:00 a.m. - 3:00 p.m.</td>
</tr>
</tbody>
</table>

*a Orientation: Bloomberg School of Public Health

*b PHASE Symposium: MDH, 201 W Preston St, Conference Room L-1, Baltimore MD

* Note: additional meetings may be scheduled as needed

The student is **required** to attend the October 30th orientation lunch and the scheduled check-in meetings **every term of the internship**. These group meetings allow PHASE interns to have the opportunity to hear about and learn from other student experiences and challenges as well as ask questions or express any concerns. Students can schedule individual meetings with course faculty as needed.

**Monthly Update Reports (Appendix E)**
5% of the final course grade
Due: The 15<sup>th</sup> of each month of the internship

*Every month* the student is required to complete a PHASE Student Monthly Update Report (see Appendix E). This gives the student the opportunity to discuss his/her progress as well as any obstacles he/she has encountered. The aim of the monthly report is to allow students to express their thoughts on the progress of their PHASE internship, receive technical assistance as needed, and address any issues. Students can submit the report via the online: [http://tinyurl.com/update-month](http://tinyurl.com/update-month).

**Final Paper**
25% of final course grade
Due date: May 6, 2019 at 11:59 p.m.

The student will be required to prepare a final paper describing their project activities and outcomes. The paper will typically be **10-12 double-spaced pages**; however, the exact length will be determined by the preceptor and PHASE faculty, and will be commensurate with the appropriate level of detail required to describe project activities and outcomes. The paper should follow the format of a publishable peer-reviewed journal article (e.g., background, methods, results, discussion), **with an additional section added reflecting on the experience and lessons learned**. If it is not appropriate for the paper to follow the format of a peer-reviewed journal article, then the student should determine with the preceptor and/or course faculty another paper format (e.g., summary of organization, primary issues addressed in project, public health significance of the work, summary of practicum activities, recommendations for future programming, reflection piece about the experience, etc. which likewise should include a section reflecting on the experience and lessons learned).

The student is encouraged to present a preliminary draft of the paper to his/her preceptor **at least two**
(2) weeks before the final due date to get comments and suggested revisions. *The Preceptor MUST approve the student’s final paper before submission.* Preceptor approval may be indicated in writing (either hand written or electronically) by the preceptor on the final paper or the preceptor may send approval in an email to the course faculty. Once approved by the preceptor, the student will submit the paper in to the CoursePlus Dropbox. Course faculty will review the final papers and provide feedback.

**Student Bio & Project Abstract**
Counts toward Student Participation portion of final course grade
Due date: May 6, 2019 at 11:59 p.m.

The student is required to submit a one paragraph biographical statement as well as a one paragraph project abstract to the CoursePlus Dropbox by May 6, 2019. These will be used at the PHASE symposium on Friday, May 10, 2019. Guidelines for writing the biological statement and project abstract will be posted to CoursePlus during 4th term.

**Oral Presentation (mandatory) (Appendix F)**
15% of the final course grade
Due date for PowerPoint Slides: May 6, 2019 at 11:59 p.m.
Location of Oral Presentation on May 10: MDH, 201 W Preston St, Conference Room L-1, Baltimore MD 21201

The final component of the PHASE internship will be a **mandatory** oral presentation summarizing the project findings at the PHASE symposium **Friday, May 10th, 2019** at the Maryland Department of Health (MDH). Students will present at the May 10th, 2019 symposium regardless of when the internship ends (this is to allow all PHASE 2018-2019 students to present together). The student will prepare a concise 10-minute oral and visual presentation describing their PHASE internship project, outcomes, the public health significance and lessons learned from working with the assigned agency and then lead a 5-minute question and answer session. The Preceptors, PHASE faculty, and other invited guests (including public health practitioners, faculty members, interested students, etc.) will attend the symposium. The student’s presentation will be evaluated by the course faculty and preceptor (see Appendix F for the Oral Presentation Evaluation Form). **At least 1 week prior to the scheduled presentation date, students must obtain preceptor approval of their final presentation.** Approval may be written directly on the presentation as a “comment” by the preceptor or by sending an email to the course faculty. Once approved by the preceptor, the student will submit the presentation in to the CoursePlus Dropbox.

**Student Evaluation of PHASE Internship Program**
5% of the final course grade
Due date for Students: May 10, 2019, 11:59pm

In order to receive a final grade, students are required to complete the Student Evaluation of the PHASE Internship Program (see Appendix H). Students can submit the evaluations online: [http://tinyurl.com/ProgEval-Student](http://tinyurl.com/ProgEval-Student) (required) and [http://tinyurl.com/reflect-opt](http://tinyurl.com/reflect-opt) (optional).

**Student Performance Evaluation (by Preceptor)**
25% of the final course grade
Due date for Preceptors: May 13, 2019

The Course Directors and Health Department Preceptor will fill out a final **Student Performance Evaluation Form** (see Appendix G) to report on the level of involvement with the student as well as evaluate the student’s overall execution of the project.
Grading (Appendix I)
The Course Directors will determine the student’s final grade (see Appendix I) as follows:
1. Internship Agreement Form 5%
2. Concept Paper 15%
3. Student Participation (PHASE Check-in Meetings Attendance, Completion of Required Hours Onsite at Partnering Agency, PHASE Student Monthly Update Reports, Student Evaluation of PHASE Internship Program, Bio/Abstract), 15%
4. Final Paper 25%
5. Oral Presentation 15%
6. Preceptor and Course Faculty Final Performance Evaluation 25%

IRB Approval
Certain internships projects will need to be submitted and reviewed by the JHSPH IRB and/or the MDH IRB. PHASE course faculty will work with each student individually to identify their project’s requirements with regard to any IRB submissions and help coordinate any necessary submissions. Information about the IRB process and forms are available at the following web addresses: http://phirst.jhsph.edu/sph/; http://health.maryland.gov/oig/irb/

Office Hours
Students are welcome to schedule individual appointments with course faculty as needed.

IMPORTANT DATES/MEETINGS:

<table>
<thead>
<tr>
<th>Assignment*</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Internship Agreement Form</td>
<td>5%</td>
<td>November 12, 2018</td>
</tr>
<tr>
<td>Concept Paper</td>
<td>15%</td>
<td>November 28, 2018</td>
</tr>
<tr>
<td>Monthly Update Report</td>
<td>5%</td>
<td>15th of every month</td>
</tr>
<tr>
<td>PHASE Check-in Meetings</td>
<td>5%</td>
<td>Varies - see next table</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
<td>May 6, 2019</td>
</tr>
<tr>
<td>Oral Presentation at PHASE Symposium</td>
<td>15%</td>
<td>May 10, 2019</td>
</tr>
<tr>
<td>Student Evaluation of Program</td>
<td>5%</td>
<td>May 10, 2019 (11:59pm)</td>
</tr>
<tr>
<td>Student Performance Evaluation (completed by preceptor/Course Directors)</td>
<td>25%</td>
<td>May 13, 2019</td>
</tr>
</tbody>
</table>

*All assignments, unless stated otherwise are due at 11:59 PM on the due date
**For all writing submissions, students must follow either APA or AMA styles for standard references, text, and tables

<table>
<thead>
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<th>Meetings</th>
<th>Date</th>
<th>Room Number</th>
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<tbody>
<tr>
<td>Orientation Lunch</td>
<td>Wed Oct 30</td>
<td>W1030</td>
</tr>
<tr>
<td>Check-in Term 2</td>
<td>Wed Dec 5</td>
<td>E6519</td>
</tr>
<tr>
<td>Check-in Term 3</td>
<td>Wed Feb 20</td>
<td>E6519</td>
</tr>
<tr>
<td>Check-in Term 4</td>
<td>Wed Apr 10</td>
<td>E6519</td>
</tr>
</tbody>
</table>

**Additional meetings may be scheduled as needed
Appendix A
PHASE Internship Check-list

Date Due  Completed?  Activity

**During 1st term:**

___/___/___  □  When you have been accepted, register for PHASE Internship course for the number of credits allotted for your project.

___/___/___  □  Complete and sign the Internship Agreement Form with your Preceptor (due on Monday, November 12, 2018 at 11:59 p.m.).

**During the first quarter of your internship (2nd term):**

___/___/___  □  Prepare and submit your concept paper to Preceptor for feedback.

___/___/___  □  Complete any revisions requested/required on concept paper and obtain Preceptor approval before submitting.

___/___/___  □  Submit concept paper (due on Wednesday, November 28, 2018 at 11:59 p.m.).

___/___/___  □  Prepare and submit any requested materials for IRB review (if appropriate).

___/___/___  □  Obtain IRB approval BEFORE you begin your project (if appropriate).

___/___/___  □  Begin working on your project. Remember to meet with your Preceptor at least once every week.

___/___/___  □  Complete and submit **PHASE Student Monthly Update Report** every month of the internship (due the 15th of each month of internship)

**At least 2 weeks before the final paper due date:**

___/___/___  □  Submit the preliminary draft of your final paper to your Preceptor for feedback.

___/___/___  □  Complete any revisions requested/required on final paper and obtain Preceptor approval before submitting.

**At least 1 week before your presentation:**

___/___/___  □  Submit your PowerPoint presentation to your Preceptor for feedback.

___/___/___  □  Complete any revisions requested/required on presentation and obtain Preceptor approval before submitting.

**End of the PHASE program:**

___/___/___  □  Submit final paper, presentation slides, bio, and abstract (May 6, 2019, 11:59 p.m.)

___/___/___  □  Present your findings at the PHASE Symposium (Friday, May 10, 2019).

___/___/___  □  Submit **Student Evaluation of PHASE Program** (Friday, May 10, 2019, 11:59pm).

CONGRATULATIONS on your successful completion of the PHASE program!
Appendix B
PHASE Internship Agreement Form

Submit online via the Qualtrics Survey Link: http://tinyurl.com/PHASEAgreementForm.

**Please note that after you submit the form, we will send an email to request your preceptor’s final approval of the plan.**

Description of the PHASE Internship Program
The PHASE (Public Health Applications for Student Experience) is a credit-earning graduate internship program sponsored by the Maryland Department of Health (MDH) and the Johns Hopkins Bloomberg School of Public Health (JHSPH).

PHASE offers JHSPH graduate students the opportunity to gain real world public health practice experience. Internships require students to synthesize, integrate and apply academic theory in public health practice settings. By working on-site, students see first-hand how public health agencies function and engage in public health decision-making. Public health practitioners mentor students as they complete their projects that range in scope from small focused initiatives to larger more intricate undertakings that can serve as the foundation for a thesis topic or Capstone experience.

Preceptor Responsibilities

- Identify an alternate preceptor for the student in the absence of the primary preceptor
- Develop and agree to facilitate the internship experience
- Provide adequate working space for the student as needed (e.g. computer, internet, desk)
- Review the organization’s policies and rules, as well as mission and goals with the student
- Provide the student with any necessary background information and materials as warranted
- Meet with the student regularly to provide necessary guidance and supervision, as well as establish and maintain project goals, objectives and timeline, and track student’s hours
- Identify other experiences, outside of the practicum, that will expose the student to the “flavor” of working at the practicum site (e.g. staff meetings, conference calls, etc.) if possible
- Introduce the student to other key players involved (e.g. other staff at agency, outside agency members, etc.)
- Provide formal feedback on the student's progress to the PHASE course faculty at the mid-point and completion of the internship, as well as communicate with PHASE course faculty with regards to any issues or concerns throughout the internship
  - Preceptor Evaluation of Student and Program (at the end of experience): https://tinyurl.com/StudentProgEval-Preceptor
- Communicate with JHSPH in regards to any issues or concerns throughout the internship

Student Intern Responsibilities

- Work on-site at the agency and comply to the agency's policies and rules
- Attend PHASE orientation and PHASE meetings
- Remain in communication with the preceptor throughout the practicum
- Do not engage in activities that violate standards for ethical practice or research (concerns about this should be communicated to Course Faculty (pmui1@jhu.edu or bresnick@jhu.edu) before an activity is undertaken)
- Communicate with JHSPH in regards to any issues or concerns throughout the practicum
Complete course requirements, including PHASE Internship Agreement Form, IRB review process as warranted, concept paper, Student Monthly Update Reports, final paper, final presentation, and PHASE Student Evaluation of Program:
  - Student Monthly Update Reports: http://tinyurl.com/update-month
  - PHASE Student Evaluation of Program (at the end of experience): http://tinyurl.com/ProgEval-Student
  - Optional PHASE Student Reflection Survey: http://tinyurl.com/reflect-opt

**PHASE Course Faculty Responsibilities**

- Assist in framing the project's specific goals and objectives to meet course requirements
- Maintain communication with the student and preceptor throughout the project as warranted, including addressing any concerns or problems
- Work with the student and preceptor to evaluate the formal feedback on the progress of the practicum at the mid-point and completion of the internship
- Review the student's Monthly Update Report and provide any guidance and technical assistance directly, or through referrals to other faculty and experts as warranted
- Be available for students and preceptors regarding any challenges or concerns during the internship, including office hours
- Track and evaluate the student's progress and completion of course requirements

**Student Contact Information**

Your first name:  
Your last name:  
Your phone number (XXX-XXX-XXXX):  
Your Email address: 

**Primary Preceptor Contact Information**

*CV required. Please send to pmui1@jhu.edu*

Primary Preceptor first name:  
Primary Preceptor last name:  
Primary Preceptor phone (XXX-XXX-XXXX):  
Primary Preceptor Email Address: 

**Alternate Preceptor Contact Information**

*CV not required, but contact information required below.*

Alt preceptor first name:  
Alt preceptor last name:  
Alt preceptor phone (XXX-XXX-XXXX):  
Alt preceptor email: 

**Organization Information**

Name of organization:  
Address:  
City:  
State:  
Zip Code:  

**Brief Description of Organization** *(mission, population focus):*

**Brief Description of Internship Project** *(no more than 2 paragraphs, and includes project goals and objectives):*

**Summary of Student Intern’s Duties** *(list)*  
Examples: conduct literature review of surveillance programs for health condition, execute data analysis to identify trends in utilization of medication, write final report to synthesize data, track current health policy trends, review similar programs to adapt for new program:

**Summary of Preceptor’s Duties** *(list)*  
Examples: provide student with background materials, supervise student activities, provide student with feedback on work

**Deliverables** *(final products for the agency):*

**FOR MPH STUDENTS ONLY: Will the internship be linked to the capstone project?**  
☐ Yes  
☐ No  
☐ Not Sure  
☐ I am not a MPH student  

If yes, please explain how the internship and capstone will be distinct.

If not sure, please explain why you are not sure if your internship will be linked to your capstone project.

**Internship Start Date (mm/dd/yyyy):** _______________________

**Internship End Date (mm/dd/yyyy):** _______________________

**Hours per week:** _________________

I have reviewed and understand the description of the practicum experience, above, and I understand my responsibilities as a student.

☐ Yes  
☐ No
Appendix C
Guidelines for Writing a Concept Paper
The concept paper is an important part of the PHASE internship process as it allows the student to clarify, articulate, and shape his/her project in collaboration with the preceptor and receive feedback from course faulty. Example Concept Papers are in the CoursePlus on-line library.

Format and Content
All concept papers should include a cover page and project description as outlined below.

1. Cover Page
The cover page for the concept paper should contain:

- Project title;
- Student name and contact information;
- Preceptor name, title, and contact information;
- Alternate Preceptor name, title, and contact information; and
- 2-3 sentence project summary

2. Project Description
The project description should not exceed **4-5 double-spaced pages (this includes the 1 page allowed for the timeline)** with at least 1-inch margins and font size of at least 11. The project description must include the following:

Background/Introduction
- Problem statement
  - Statement of the project scope (what specifically will you be addressing)
  - Why this project is needed/important (e.g.: what is the problem that needs to be addressed?)
  - Research questions (if applicable)

Project Description
- Goals and Aims/Objectives
- Proposed Methods/Approach (include data source(s) (if any), analytic procedures (if any), and time frame)
- Student Responsibilities as a PHASE intern (outline student’s specific roles)
- Timeline
  - The project timeline should demonstrate your plan to complete the work required over the 3 terms. The timeline should be no more than one double-spaced page, and should:
    - Identify particular goals and/or objectives and when within the internship they should be completed; and
    - Reflect administrative deadlines and dates, such as:
      - Concept Paper
      - Draft of Final Paper
      - Draft of Oral Presentation
      - Final Paper and Oral Presentation
      - Monthly Update Report
      - Regular meetings with Preceptor
      - Once a term meetings with PHASE Course support team
      - Any additional deadlines/dates

Implications/Conclusion
- Public health significance (importance of the project)
- How will your project help address the problem you described above
- How your project fits into the bigger picture of your organization’s work/mission
- Potential policy and/or practice implications of your project

Tips
- The project scope should directly address the work you will be doing, and should be concise and clear.
  - Example:
    ▪ Too broad/vague: Reduce smoking rates for Marylanders
    ▪ Revised: Research policies and programs that target e-cigarette use for high school youths in Maryland

- Project goals and objectives should be focused on outputs that are distinct and measurable.
  - Example 1:
    ▪ Too broad/vague: To conduct research on existing care management models.
    ▪ Revised: To conduct research on existing care management models in the state of Virginia. The aim is to gain insight on best practices involving the development, implementation, and sustainability of incorporating a care management model into a primary care setting.

  - Example 2:
    ▪ Too broad/vague: To establish a LTBI reporting system
    ▪ Revised: To establish a statewide reporting system, consistent with that being developed by the Centers for Disease Control and Prevention (CDC) for national LTBI reporting, to effectively identify patients with LTBI and their related risk factors, beginning in May 2017.

- If using acronyms or shorthand, make sure to introduce and explain each one in full so the reader understands what you are referring to.

- When outlining Student Responsibilities as a PHASE intern, please be specific.
  - Example 1:
    ▪ Too broad/vague: Student will obtain stakeholder feedback
    ▪ Revised: Student will meet with providers and administrators to obtain feedback on the proposed care management model design.

  - Example 2:
    ▪ Too broad/vague: Student will assist with literature review
    ▪ Revised: Student will conduct a literature review of existing policies impacting alcohol production, distribution, and sale in rural and remote settings.

- When describing the policy/practice implications of this project, think about the significance of the project, what effects the project may have on the stakeholders involved, and how the deliverables from this project will be translated into practice.
  - Example (from a project on advancing the prescription drug affordability initiative in MD): “This project has the possibility of significantly impacting the lives of Maryland residents by stopping prescription drug price gouging, increasing transparency of drug prices to facilitate fair pricing of expensive drugs, and providing notification to consumers of significant prices increases, if the legislation is passed. It could also influence drug pricing nationally by allowing us to learn about the input and output costs of prescription drugs. Finally, achieving drug price transparency will allow the state Medicaid program to negotiate lower drug prices for Marylanders.”

- If citing any references, please be sure to use appropriate citation formatting. Please note you cannot copy/paste directly from any website or other documents (even if they are from your precepting organization) without properly citing the source.
Grading
Concept papers will be graded based upon the: 1. Format/Inclusion of Required Components, (as outlined above) 2. Writing/Organization/Clarity, and 3. Quality of Content.
Appendix D (page 1 of 3)
PHASE Internship Mid-point Progress Report for __________________________________________________________ (Student’s Name)

Date: __________________________

Submit online via the Qualtrics Survey Link: http://tinyurl.com/mid-progress

1. How many times did you meet with the student to discuss the details of the internship project before the concept paper was written? (Including in person, on the phone or via e-mail).
   A. One time
   B. 2-5 times
   C. >5 times

2. Did the student consult with you while developing the concept paper?
   YES                      NO

2b. If YES, how much guidance did you provide on the concept paper?
   A. No comments given
   B. Very little
   C. Some
   D. A lot
   E. Extensive

3. Did the student complete the concept paper by the set due date?
   YES                      NO

3b. If NO, when did the student complete the concept paper? _________________

4. Does the student demonstrate an understanding of the public health context of the project?
   (Consider the student’s understanding of the target population for the project and the nature of the problem and/or relevant risk factors)
   A. NEVER
   B. RARELY
   C. SOMETIMES
   D. MOST OF THE TIME
   E. ALWAYS

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. Are there any concerns or issues with the development of the project?
   (i.e. Is the student required to construct a survey instrument or surveillance system and is he/she experiencing difficulty in doing so? Problems with data analysis and/or interpretation of results?)
   YES                      NO
Appendix D (page 2 of 3)

Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Are goals and objectives from week to week being met?
   
   A. NEVER  
   B. RARELY  
   C. SOMETIMES  
   D. MOST OF THE TIME  
   E. ALWAYS

Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. Approximately, how much time is the student spending on his/her project on-site?
   
   __________ hours/week

8. Has the student participated in any division meetings, conference calls, or other organizational activities beyond the specific project?
   
   YES                      NO

9a. If yes, please briefly describe:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

9b. If no, please briefly describe the barriers that led the student to not participate in any organizational activities beyond the specific project. Can the PHASE Internship Program help resolve the barriers?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

10. Please provide any additional feedback regarding the student’s progress (i.e. professional maturity, reliability, teamwork, flexibility, independent work, etc.).

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

11. Please provide any comments/feedback on the PHASE Internship Program (course structure, interaction with PHASE coordinators, etc.)?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix D (page 3 of 3)

12. Any other comments or questions?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

____________________________________________
Preceptor Date

PHASE Course Faculty Date

Thank you very much for your participation in PHASE!
Appendix E

PHASE Student Monthly Update Report: ______________________________________________ (Student’s Name)

Date: ______________________________

Submit online via the Qualtrics Survey Link on the 15th of every month: http://tinyurl.com/update-month

Due the 15th of each month during the Internship

**Please describe any challenges and proposed solutions in the ‘Comments’ sections for each question.**

1. Are you having any trouble understanding the public health context of the project? (ie. The project target population; and, the nature of the problem and/or relevant risk factors)

   YES  NO  Comments: ________________________________________________________________

2. Are there any challenges with the development of the project? (i.e. Are you required to construct a survey instrument or surveillance system and are you experiencing difficulty in doing so? Challenges with data analysis and/or interpretation of results?)

   YES  NO  Comments: ________________________________________________________________

3. Are goals and objectives from week to week being met?

   YES  NO  Comments: ________________________________________________________________

4. How much time are you spending on your project on-site? ___________ hours/week

5. Have you participated in any division meetings, conference calls, or any other type of organizational activities beyond those directly related to your project?

   YES  NO

6. If yes, briefly describe:

   ______________________________________________________________

7. Please comment on your working relationship with your preceptor and your satisfaction with the goals and expectations of your project.

   ______________________________________________________________

8. Please provide any additional feedback (i.e. lessons learned, anything surprising, frustrations, things you hope to improve on, what you hope to accomplish in the next month, etc.).

   ______________________________________________________________

9. Do you have any other comments on the PHASE program, monthly check-in meetings, course structure, etc.?

   ______________________________________________________________

Student ___________________________________________ Date __________________________

PHASE course faculty ___________________________________________ Date _______________
Oral Presentation Evaluation Form
HASE Internship
The Johns Hopkins University Bloomberg School of Public Health
(For use by Course Faculty and Preceptor, used in assigning Internship Project final grade.)

Name of Student: _______________________________________________________________________
Evaluator’s Signature: ___________________________ Date: ___________________

The Internship Project is graded based on the depth of the student’s understanding of his/her project revealed by the oral presentation. For each section of the presentation, please comment using specific examples and also provide a numerical rating.

5 = Superior Accomplishments
4 = Commendable
3 = Competent
2 = Requires Improvement
1 = Unsatisfactory

UNDERSTANDING OF THE PUBLIC HEALTH CONTEXT OF THE PROJECT
Consider the student’s understanding of the special project topic and the target population for the project. Did the student provide sufficient background information regarding his/her project? Did the student define the objectives of his/her internship project?

□ Comments:

METHODS/RESULTS/REPORT ON ACTIVITIES
Consider the student’s performance in: conceptualizing the questions; planning the project; selecting and applying appropriate methods or instruments to achieve project objectives; and, analyzing information. Did the student present the methods used in a succinct manner? Do the results make sense?

□ Comments:

DISCUSSION/CONCLUSION/LESSONS LEARNED
Consider the student’s skills in: analysis of data and interpretation of results; ability to discuss and draw conclusions from results; ability to recognize gaps in project; and lessons learned.

□ Comments:
Appendix F (page 2 of 2)
COMMUNICATION SKILLS
Consider the student's skills in: general oral communication; visual presentation of data; clarity and organization of presentation; ability to speak succinctly (did not exceed time limit of 15 minutes); appropriate use of PowerPoint; and, ability to handle questions efficiently and effectively.

☐ Comments:

OVERALL QUALITY OF WORK ON THIS PROJECT

☐ Comments:

PERMISSION TO SHARE ORAL PRESENTATION EVALUATION WITH STUDENT
Do you wish to share this evaluation with the student?

☐ Yes

☐ No
Preceptor Evaluation of Student and Program
PHASE Internship
The Johns Hopkins University Bloomberg School of Public Health
(for use by Preceptor and Course Directors)

To submit online via the Qualtrics Survey Link: https://tinyurl.com/StudentProgEval-Preceptor

Thank you for working with students this past academic year to provide them with an opportunity to apply the knowledge and theory they have been learning in a professional public health practice setting. The PHASE Program and Bloomberg School of Public Health are grateful for your partnership and value your feedback on the experience.

This evaluation has two parts:
(1) PHASE Internship Student Performance Evaluation
(2) PHASE Internship Program Evaluation

We use the Student Performance Evaluation to determine student grades and the Program Evaluation to improve the preceptor experience. Your feedback is very important to us, and we thank you for advance for your time in completing this evaluation.

Contact Information
Preceptor Name (first and last):
Preceptor’s e-mail:
Student Name (first and last):
Date (mm/dd/yyyy)

Part 1: PHASE Internship Student Performance Evaluation

Please share about your experience supervising and working with the student. Your evaluation will be weighed when grading the student’s internship project. We strongly encourage you to discuss your assessment of the student’s performance directly with the student.

Part 1A: Contact with Student
Student projects vary in scope of work, duration, and level of supervision. Some preceptors know the student through other work and projects; others do not. The following questions will help us understand your level of involvement with this student.

Did the student work on site?
YES  NO

If YES, how many hours per week (on site)? _________________

If NO, please provide rationale as to why not.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Appendix G (page 2 of 6)

Did the student work off site (remotely)?

YES   NO

If YES, how many hours per week (off site)? ________________

Did you meet with the student on a bi-weekly basis?

YES   NO

If NO, please indicate how often you met.

________________________________________________________________________________________

Did the student consult with you while developing the final paper?

YES   NO

If YES, how much guidance did you provide on the final paper?

A.  No comments given
B.  Very little
C.  Some
D.  A lot
E.  Extensive

Did you read or see a practice session of the student’s final presentation?

YES   NO

If YES, how much guidance did you provide on the final presentation?

A.  No comments given
B.  Very little
C.  Some
D.  A lot
E.  Extensive
PART 1B: PERFORMANCE EVALUATION

Please base your evaluation on the student’s performance on this particular project. Use the scale to rate the student on each area. Your written comments are a very valuable part of the evaluation; use specific examples whenever possible.

UNDERSTANDING OF THE PUBLIC HEALTH CONTEXT OF THE PROJECT

Consider the student’s understanding of: the special project topic; the target population for the project; and, the nature of the problem and/or relevant risk factors.

A. Superior Accomplishments
B. Commendable
C. Competent
D. Requires Improvement
E. Unsatisfactory
F. Not Applicable

Comments:

RESEARCH AND PROGRAM SKILLS

Consider the student’s ability to: conceptualize the questions; select and apply the appropriate methods to achieve the objectives (instruments, etc.); and, analyze information and interpret results.

A. Superior Accomplishments
B. Commendable
C. Competent
D. Requires Improvement
E. Unsatisfactory
F. Not Applicable

Comments:

COMMUNICATION SKILLS

Consider the student’s skills in: general oral communication; writing; visual presentation of data and information; and oral presentation.

A. Superior Accomplishments
B. Commendable
C. Competent
D. Requires Improvement
E. Unsatisfactory
F. Not Applicable

Comments:
PROFESSIONAL CHARACTERISTICS

Consider the student’s: reliability; professional maturity/judgment; initiative; ability to seek advice appropriately; response to feedback/ability to accept criticism; ability to work as part of a team; ability to be flexible; ability to work independently; organizational skills; and, ability to meet deadlines.

A. Superior Accomplishments
B. Commendable
C. Competent
D. Requires Improvement
E. Unsatisfactory
F. Not Applicable

Comments:

OVERALL QUALITY OF WORK ON THIS PROJECT

A. Superior Accomplishments
B. Commendable
C. Competent
D. Requires Improvement
E. Unsatisfactory
F. Not Applicable

Comments:

Have you discussed this evaluation with the student?

YES    NO

If NO, would you be willing to let the student read this evaluation?

YES    NO
Appendix G (page 5 of 6)

Part 2: PHASE Internship Program Evaluation

Thank you for completing the student evaluation. At this time, we would like to hear your feedback on your experience as part of the PHASE program as a whole. All responses will remain confidential and only be seen by the PHASE faculty, so please respond honestly and openly.

Please indicate your agreement with the following statements. Note, below you will have an opportunity to provide additional information about any of your responses.

The PHASE Internship Program met my expectations.
A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree

I was pleased with the quality of work the student completed.
A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree

The student had the appropriate level of skills to complete the project.
A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree

The PHASE experience was beneficial to the student.
A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree

I had the appropriate skills and knowledge to mentor the student.
A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
Appendix G (page 6 of 6)

The PHASE experience was beneficial to my organization.

A. Strongly Agree  
B. Agree  
C. Neither Agree nor Disagree  
D. Disagree  
E. Strongly Disagree

I plan to participate in the PHASE Internship Program again.

A. Strongly Agree  
B. Agree  
C. Neither Agree nor Disagree  
D. Disagree  
E. Strongly Disagree

If you have any comments or additional information regarding your responses to the questions above, please do so here:

________________________________________________________________________________________

________________________________________________________________________________________

The most positive aspect of the PHASE experience was:

________________________________________________________________________________________

________________________________________________________________________________________

My suggestions for improvement for the PHASE Internship Program are:

________________________________________________________________________________________

________________________________________________________________________________________

Any other comments regarding the PHASE Internship Program?

________________________________________________________________________________________

________________________________________________________________________________________

Evaluator’s signature  
Date

Thank you for your work with the student and for taking the time to fill out this evaluation. Concerns or questions about the internship project process, this evaluation, or this student should be directed to the course directors (pmui1@jhu.edu or bresnick@jhu.edu).
Appendix H
Student Evaluation of PHASE Internship Program

Submit online via the Qualtrics Survey Link: http://tinyurl.com/ProgEval-Student

Thank you for your participation in the PHASE Internship Program and taking the time to complete this evaluation. All responses will remain confidential and only be seen by the PHASE faculty, so please respond honestly and openly.

Please indicate your agreement with the following statements. Note, below you will have an opportunity to provide additional information about any of your responses.

For each section of following statements, please indicate your level of agreement:
   Strongly Agree
   Agree
   Neither Agree nor Disagree
   Disagree
   Strongly Disagree

1. The PHASE program met my expectations
2. My PHASE preceptor provided me with adequate guidance and direction
3. The PHASE course faculty and staff provided me with adequate support and assistance
4. I had the appropriate skills and training to complete the project
5. The PHASE program experience was beneficial to me
6. My work on the PHASE project was beneficial to my precepting organization

7. If you have any comments or additional information regarding your responses to the previous questions, please do so here.

8. The most positive aspect of the PHASE program was:

9. My suggestions for improvement for the PHASE program are:

10. Any other comments regarding the PHASE Internship Program?

11. What degree program are you in?
   - MPH
   - MHS
   - MSPH
   - PMR (Preventative Medicine Residency)
   - ScM
   - DrPH
   - PhD
   - Other (e.g. dual program)
12. Are you graduating this year?
   - Yes
   - No

13. If you are graduating this year, what are your plans for after graduation?
   - Starting a job
   - Starting an internship
   - Not yet determined
   - Other (please explain):
   - Prefer not to answer

14. If you are starting a job or internship, what type of organization are you working in?
   - Non-profit
   - Private
   - Government
   - Research
   - Other (please explain):
   - Not sure (please explain):

15. If you are starting a job or internship, what is the name of the organization and your job/position title?

   Name of Organization:
   Job Title:

16. If you have identified plans for after graduation, did the PHASE Internship help secure those plans?

17. If the PHASE Internship helped you secure your plans for after graduation, how did the PHASE Internship help you secure those plans?

Optional PHASE Student Reflection Survey:
Submit online via the Qualtrics Survey Link: [http://tinyurl.com/reflect-opt](http://tinyurl.com/reflect-opt)

Thank you for your participation in the PHASE Internship Program and taking the time to complete this survey. This two question survey is optional, but will provide future PHASE interns with valuable perspective about the program. Thank you for your consideration, and your participation is much appreciated.

1. Please reflect on your PHASE experience and provide any comments, thoughts, and/or advice for future prospective PHASE students (e.g. What did you gain from your experience? What did you learn? How did the internship help with your career goals? What were the challenges?).

2. If you grant permission for your reflection of the PHASE experience to be included in outreach materials, then please provide your name (first and last):

3. If you would like to share photos from your PHASE experience with the PHASE Internship Program for outreach purposes, please e-mail the photos to Paulani Mui at pmui1@jhu.edu. By sending the photos to Paulani Mui, you are granting the PHASE Internship Program permission to use the materials for outreach purposes, including for other Johns Hopkins Bloomberg School of Public Health practicum related outreach activities. If you have any questions or concerns, please contact Paulani Mui at pmui1@jhu.edu.
Appendix I
Final Evaluation
PHASE Internship
The Johns Hopkins Bloomberg School of Public Health

GRADING COMPONENTS: (Percent Grade Contribution)

1. Internship Agreement Form
   _______ (5%)

2. Concept Paper
   _______ (15%)

3. Student Participation
   _______ (15%)
   (PHASE Check-in Meetings Attendance, Completion of Required Hours Onsite at Partnering Agency, PHASE Student Monthly Update Reports, Student Evaluation of PHASE Internship Program, Biological Statement and Abstract)

4. Final Paper
   _______ (25%)

5. Oral Presentation Evaluation
   _______ (15%)

6. Faculty & Preceptor Evaluation
   _______ (25%)

FINAL GRADE
   _______