Public Health Applications for Student Experience (PHASE)
Internship Course Guidelines 2013-2014
Round 2 (beginning 3rd term)

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PHASE (Public Health Applications for Student Experience) is a credit-earning graduate internship program offered by the Maryland Department of Health and Mental Hygiene (DHMH) 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. Internship projects are developed based on a true need from public health professionals. 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 mentor students as they complete 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 a Capstone Experience. *PHASE Internships fulfill the entire MPH Practicum requirement.*

Interested students may apply for available internships via [https://my.jhsph.edu/Resources/SearchTools/pos](https://my.jhsph.edu/Resources/SearchTools/pos). Application deadline is November 27, 2013 and students are notified by December 20, 2013 on their acceptance into the PHASE internship program.

The PHASE internship requirements include:

- A public health practice experience involving average of 6-8 hours/week spent at the hosting agency) over 2-3 academic terms
- Attendance at the PHASE orientation lunch (Wed, Jan 22)
- Attendance at check-in meetings once a term with PHASE course faculty (Wed, Feb 26; Wed, Apr 16, 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 Jan 31)
- A concept paper outlining goals and intent of project (due Feb 17)
- A final paper highlighting the student's experience, results, and lessons learned (due May 5)
- A 15-minute oral presentation of the student's experience at the [mandatory](#) final PHASE symposium ([Friday, May 9th, 2014](#)) at DHMH. Symposium attendance includes course faculty, preceptors and other interested public health practitioners and academicians
Roles and Functions of PHASE Internship Participants:

Course Faculty:

**PHASE Internship Course Director:**
Beth Resnick, MPH, CPH, bresnick@jhsph.edu

The PHASE Course Director identifies public health practitioners at DHMH, local health departments (LHDs) or other state or local agencies to serve as project preceptors, providing overall guidance and technical assistance to the student. The Course Director assists preceptors in defining project goals, scope, and specific student responsibilities. The course director is a resource for students and preceptors involved in the PHASE Internship, providing advice and guidance to both the preceptor and student, and assure the student meets all course requirements and adheres to all School policies. Additionally, the Course Director, 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 Internship Program Manager:**
Jennifer Le, MPH, CPH, jle@jhsph.edu

The PHASE Program Manager (PM) provides guidance to students throughout the internship, and is a resource for student and preceptor questions regarding the course requirements. The PM will maintain the PHASE CoursePlus site and help administer the final PHASE symposium. The PM will also assist with grading, serve as a liaison to other JHSPH resources including the IRB office, and provide feedback to students on their concept paper and final paper.

**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 student progress 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.

*Note: These guidelines may be modified in individual cases with written approval from the Course Directors.*

Overview of PHASE Program Components

Registration for the PHASE Internship Course (550.851.01)
In order to receive credit for PHASE, all students are required to register for the PHASE Internship course (550.851.01) for a minimum of 2 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 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: Friday, January 31, 2014 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. After the PHASE Internship Agreement Form is completed and signed by all parties, the student will submit the form into the CoursePlus Drop Boxes. Then the PHASE course faculty approves the form and contacts the student with any questions or concerns.

Concept Paper (Appendix C)
15% of final course grade
Due: Monday, February 17, 2014 at 11:59 p.m.

The student will prepare a concept paper no more than 5 double-spaced pages in length, which must include a scope of work with supporting timeline. Students should follow the Guidelines for Writing a Concept Paper (see Appendix C), under the guidance of their preceptor. 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 before being submitted. Approval may be written directly on the concept paper as “tracked changes” by the preceptor or by sending an email to the PM. Once approved by the preceptor, the student will submit the paper in to the CoursePlus Drop Boxes. 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 student has been notified of IRB approval (if applicable, see the section “IRB approval”), 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 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 into 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, conference calls, 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. 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. Regular meetings provide the opportunity to review progress against the timeline, as well as discuss any other issues or questions.

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.
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>1/22/2014</td>
<td>E9519</td>
<td>12:00-1:30p</td>
</tr>
<tr>
<td>2/26/2014</td>
<td>W2015</td>
<td>12:00-1:15p</td>
</tr>
<tr>
<td>4/16/2014</td>
<td>W2015</td>
<td>12:00-1:15p</td>
</tr>
<tr>
<td>5/9/2014</td>
<td>DHMH</td>
<td>8:00a - 4:00p</td>
</tr>
</tbody>
</table>

*Orientation: Bloomberg School of Public Health. E9519
*PHASE Symposium: 201 W. Preston St. Baltimore, MD 21201, L-3 Conference Room
Note: additional meetings may be scheduled as needed

The student is required to attend the orientation lunch at the start of the term and at least one check-in meeting 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.

Monthly Update Reports ([Appendix E](#))
5% of the final course grade
Due: The 15th 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.

Final Paper
25% of final course grade
Due date: May 5, 2014 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). 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. Approval may be written directly on the final paper as “tracked changes” by the preceptor or by sending an email to the PM. 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.

Oral Presentation (mandatory) ([Appendix F](#))
25% of the final course grade
Due date for PowerPoint Slides: May 5, 2014 at 11:59 p.m.
Location of Oral Presentation on May 9: DHMH, 201 W. Preston St. Baltimore, MD 21201, L-3 Conference Room
The final component of the PHASE internship will be a mandatory oral presentation summarizing the project findings at the PHASE symposium Friday May 9th, 2014 at the Department of Health and Mental Hygiene (DHMH) located at 201 W. Preston St. Baltimore, MD 21201, L-3 Conference Room. Students will present at the May 9th, 2014 symposium regardless of when the internship ends (this is to allow all PHASE 2013-2014 students to present together). The student will prepare a concise 15-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 Directors and preceptor (see Appendix F for the Oral Presentation Evaluation Form). At least 1 week prior to the scheduled presentation date, students must review their presentation materials with their Preceptor and obtain their approval. Approval may be written directly on the presentation as a “comment” by the preceptor or by sending an email to the PM. Once approved by the preceptor, the student will submit the presentation in to the CoursePlus Drop Boxes.

Student Performance Evaluation
20% of the final course grade
Due date for Preceptors: May 16, 2014

The Course Directors and Health Department Preceptor will fill out a final Student Performance Evaluation Form (see Appendix G).

Grading (Appendix H)
The Course Directors will determine the student’s final grade (see Appendix H) as follows:

1. Completion of Internship Agreement Form 5%
2. Evaluation of Concept Paper 15%
3. Attendance at once a term PHASE Check-in Meetings 5%
4. Submission of PHASE Student Monthly Update Report 5%
5. Final Paper 25%
6. Evaluation of Oral Presentation 25%
7. Course Director / Preceptor final Performance Evaluation 20%

IRB Approval
Certain internships projects will need to be submitted and reviewed by the JHSPH IRB and/or the DHMH 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://dhmh.maryland.gov/oig/irb/

Office Hours
The PHASE Program Manager will hold office hours every Wednesday from 10:00 a.m. to 11:00 a.m. in room W1504. PHASE interns are welcome to come to the office hours to discuss any part of the PHASE internship, including any complications, issues, questions about course requirements, etc. Students are also welcome to schedule individual appointments with the PHASE PM or Course Director.
IMPORTANT DATES/MEETINGS:

<table>
<thead>
<tr>
<th>Assignment*</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Agreement Form</td>
<td>5%</td>
<td>January 31, 2014</td>
</tr>
<tr>
<td>Concept Paper</td>
<td>15%</td>
<td>February 17, 2014</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 / Oral Presentation PPT</td>
<td>25%</td>
<td>May 5, 2014</td>
</tr>
<tr>
<td>PHASE Symposium at DHMH (201 W. Preston St. Baltimore, MD 21201, L-3 Conference Room)</td>
<td>25%</td>
<td>May 9, 2014</td>
</tr>
<tr>
<td>Student Performance Evaluation (completed by preceptor/Course Faculty)</td>
<td>20%</td>
<td>May 16, 2014</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>
<tr>
<th>Meetings</th>
<th>Date</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Lunch</td>
<td>Wed Jan 22</td>
<td>E9519</td>
</tr>
<tr>
<td>Check-in Term 3</td>
<td>Wed Feb 26</td>
<td>W2015</td>
</tr>
<tr>
<td>Check-in Term 4</td>
<td>Wed Apr 16</td>
<td>W2015</td>
</tr>
</tbody>
</table>

**Additional meetings may be scheduled as needed
## Appendix A

**PHASE Internship Check-list**

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Completed?</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>During 1st term:</strong></td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ When you have been accepted, register for PHASE Internship course for the number of credits allotted for your project.</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Complete and sign the Internship Agreement Form with your Preceptor (due on Friday, January 31, 2014 at 11:59 p.m.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>During the first quarter of your internship (2nd term):</strong></td>
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<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Prepare and submit your concept paper to Preceptor for feedback.</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Complete any revisions requested/required on concept paper and obtain Preceptor approval before submitting.</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Submit concept paper (due on Monday, February 17, 2014 at 11:59 p.m.).</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Prepare and submit any requested materials for IRB review (if appropriate).</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Obtain IRB approval BEFORE you begin your project (if appropriate).</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Begin working on your project. Remember to meet with your Preceptor at least once every week.</td>
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<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Complete and submit <em>PHASE Student Monthly Update Report</em> every month of the internship (due the 15th of each month of internship)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>At least 2 weeks before the final paper due date:</strong></td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Submit the preliminary draft of your final paper to your Preceptor for feedback.</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Complete any revisions requested/required on final paper and obtain Preceptor approval before submitting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>At least 1 week before your presentation:</strong></td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Submit your PowerPoint presentation to your Preceptor for feedback.</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Complete any revisions requested/required on presentation and obtain Preceptor approval before submitting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>End of the PHASE program:</strong></td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Submit your final paper (May 5, 2014 at 11:59 p.m.)</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td><em><strong>/</strong></em>/___ Present your findings at the PHASE Symposium (Friday, May 9th, 2014).</td>
</tr>
</tbody>
</table>

**CONGRATULATIONS** on your successful completion of the PHASE program!
Appendix B

PHASE Internship Agreement Form

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 and Mental Hygiene (DHMH) 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.

PHASE Internship Agreement Form
The PHASE Internship Agreement Form is completed and signed by the Student Intern, the Preceptor, and the alternate preceptor with assistance from the PHASE course faculty as needed. This agreement outlines the roles and responsibilities of the Student Intern, Preceptor and PHASE course faculty. The goals, objectives, and deliverables of the Internship are also defined. The purpose is to ensure that all parties understand and agree upon the Internship activities.

Preceptor Responsibilities
- Identify an alternate preceptor for the student in the absence of the primary Preceptor
- 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
- 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 available
- 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

Student Intern’s Responsibilities
- Work on-site at the agency and comply to the agency’s policies and rules
- Complete course requirements, including PHASE Internship Agreement Form, IRB review process as warranted, Concept paper, Student Monthly Update Reports, Final paper, Final Presentation
- Attend PHASE orientation and PHASE meetings
- Provide formal feedback on internship progress at the mid-point and completion of the internship
- Remain in communication with the PHASE course faculty throughout the internship
- Abide by the JHSPH Academic Ethics Code. Students are required to complete and review the Academic Ethics Module (https://apps4.jhsph.edu/academicethics/Login.aspx)

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 internship 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 Intern Information**

Student Name (first and last):

Student E-mail:

Student Phone:

Student Program:

**Agency/Preceptor Information**

Organization Name:

Organization Address:

Preceptor Name (first and last):

Preceptor E-mail:

Preceptor Phone:

*Alternate* Preceptor Name (first and last):

*Alternate* Preceptor E-mail:

*Alternate* Preceptor Phone:

**Brief Description of Agency** *(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 (bullet points):

Summary of Preceptor’s Duties (bullet points):

Deliverables (final products for the agency):

Start Date: _______________________
End Date: _______________________

Hours per week: _______________________

Statement of Agreement
By signing below, I agree to the terms outlined in this PHASE Internship Agreement Form to the best of my abilities. Should there be any changes to or problems with the items outlined above, I will update all those involved, including the PHASE course faculty. I understand that the internship cannot officially begin until all parties have signed the Statement of Agreement, including the Preceptor, alternate Preceptor, Student Intern, and one PHASE Internship Coordinator.

Preceptor (primary) Date

Preceptor (alternate) Date

Student Intern Date

PHASE Course Faculty Date
Appendix C
Guidelines for Writing a Concept Paper
The concept paper is an important part of the PHASE internship process because it will enable the student to describe and shape his/her project in collaboration with the preceptor and allow for feedback from course faculty. Example Concept Papers are in the CoursePlus on-line library.

Format and Content
All concept papers should include a cover page and a brief project description.

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

- A title describing the proposed project;
- Student name and contact information;
- Preceptor name, title, and contact information;
- Alternate Preceptor name, title, and contact information; and
- Estimated project timeline.

2. The Project Description
The project description should not exceed 3-4 double-spaced pages with at least 1-inch margins and font size of at least 11. The project description must include the following:

- Direct and explicit statement of the project scope, project question(s), and justification of need for the project (i.e. gaps in research, practice or policy area);
- Clear statement of the project’s goals or objectives;
- Discussion of the proposed approach and/or methodology. Include the data source(s), analytic procedures (if any), and time frame; and
- Discussion of the public health significance (importance) of the proposed project and potential policy and/or practice implications.

3. Timeline
The project timeline should demonstrate your plan to complete the work required over the 2-3 terms. The timeline should be no more than one double-spaced page. The timeline 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
  - Regular meetings with Preceptor
  - Monthly meetings with PHASE Course support team
  - Any additional deadlines/dates
Appendix D
PHASE Internship Mid-point Progress Report for ____________________________________________ (Student’s Name)

Date: __________________________

To submit online via the Qualtrics Survey Link: http://jhsph.co1.qualtrics.com/SE/?SID=SV_8j1EwpbPSueY4MB

1. 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:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. 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

Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

   A. NEVER
   B. RARELY
   C. SOMETIMES
   D. MOST OF THE TIME
   E. ALWAYS

Comments:
______________________________________________________________________________
______________________________________________________________________________

4. Approximately, how much time is the student spending on his/her project on-site?
   __________ hours/week
Appendix D (continued)
5. Has the student participated in any division meetings, conference calls, or other organizational activities beyond the specific project?
   YES  NO

6a. If yes, please briefly describe:
______________________________________________________________________________
______________________________________________________________________________

6b. 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?
______________________________________________________________________________
______________________________________________________________________________

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

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

9. 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: _______________________

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 ________________________________
Appendix F
Oral Presentation Evaluation Form
PHASE 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 (continued)

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 30 minutes); appropriate use of PowerPoint; and, ability to handle questions efficiently and effectively.

□ Comments:

OVERALL QUALITY OF WORK ON THIS PROJECT

□ Comments:
Appendix G
Student Performance Evaluation
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: http://jhsph.co1.qualtrics.com/SE/?SID=SV_8rjfembk2Q4Qltv

Thank you for taking the time to supervise and evaluate this 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.

Name of Student: Date:
Name of Preceptor: Title:
Preceptor’s e-mail: Phone:

Organization/Office and mailing address:

________________________________________________________________________________________
________________________________________________________________________________________

Please return this evaluation to:
Jennifer Le
jle@jhsph.edu

PART I: CONTACT WITH THE 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.

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

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

YES NO

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

A. No comments given
B. Very little
C. Some
D. A lot
E. Extensive
Appendix G (page 2)
Did the student complete the concept paper by the set due date?

YES \hspace{1cm} NO

If NO, when did the student complete the paper? _________________

Did the student work on site?

YES \hspace{1cm} NO

If YES, how many hours per week? _________________

If NO, please provide rationale as to why not.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

YES \hspace{1cm} NO

If NO, please indicate how often you met
________________________________________________________________________________________

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

YES \hspace{1cm} 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 \hspace{1cm} 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
Appendix G (page 3)
PART 2: PERFORMANCE EVALUATION

5 = Superior Accomplishments
4 = Commendable
3 = Competent
2 = Requires Improvement
1 = Unsatisfactory
NA = Not Applicable

Please base your evaluation on the student’s performance on this particular project. Use the scale above 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.

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.

Comments:

COMMUNICATION SKILLS

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

Comments:
Appendix G (page 4)

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.

Comments:

☐ OVERALL QUALITY OF WORK ON THIS PROJECT

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 ☐

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 director listed on the first page of this form.
<table>
<thead>
<tr>
<th>GRADING COMPONENTS:</th>
<th>(Percent Grade Contribution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internship Agreement Form</td>
<td>_______ (5%)</td>
</tr>
<tr>
<td>2. Concept Paper</td>
<td>_______ (15%)</td>
</tr>
<tr>
<td>Consider 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. Also consider the student’s ability to conceptualize the questions, plan the project, and write an organized and coherent proposal.</td>
<td></td>
</tr>
<tr>
<td>3. Attendance at PHASE Meetings once per term</td>
<td>_______ (5%)</td>
</tr>
<tr>
<td>4. Submission of monthly PHASE Student Monthly Update Report</td>
<td>_______ (5%)</td>
</tr>
<tr>
<td>5. Final Paper Evaluation</td>
<td>_______ (25%)</td>
</tr>
<tr>
<td>6. Oral Presentation Evaluation</td>
<td>_______ (25%)</td>
</tr>
<tr>
<td>7. Faculty &amp; Preceptor Evaluation</td>
<td>_______ (20%)</td>
</tr>
</tbody>
</table>

**FINAL GRADE**

_______