2019 MPH Internship Preceptor Guidelines
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2018 Internship Celebration
with MPH students and preceptors
UC Berkeley School of Public Health
October 11, 2018
Overview

Public health practice is an integral part of the Master of Public Health (MPH) degree at the University of California, Berkeley School of Public Health (SPH). The requirement for an approved, supervised internship applies to graduate students in the two- and three-year MPH programs and in all areas of concentration. The Center for Public Health Practice & Leadership (CPHPL) provides the academic and administrative structure for the practice component of the MPH program and provides support to interns and organizations for a successful and mutually beneficial internship experience.

The internship provides the opportunity to integrate classroom learning and practice in a public health work environment. It is also an important opportunity for professional and career development. Students make important contributions to the host organization and the communities it serves while helping solve pressing public health concerns. Moreover, internships have the potential to further strengthen leadership skills that will help inform students’ development as public health professionals. For students with extensive experience or advanced degrees in other fields, there is the opportunity to apply existing skills at a higher level and to expand professional skills in public health. Often students obtain mentors, a professional network, and employment upon graduation as a result of their internship experiences.

Roles & Responsibilities

Preceptor

A preceptor should have expertise in the assigned project areas, leadership status within the organization, and significant experiences with supervision and mentoring. Preceptors are encouraged to share the organizational values and priorities as well as their own significant career experiences and professional contacts to help facilitate student learning about the field of public health and to help navigate their own career path.

Through regular interactions, preceptors are strongly encouraged to provide students with clear expectations, support, and professional insights to help ensure a meaningful experience for all parties. Projects assigned to the student should meet the organization’s needs as well as the student’s learning objectives. These learning objectives should be informed by the public health competencies (see Appendix A). Preceptors should assist the student by providing access to relevant organizational resources needed to complete the work.

In addition to project work, students benefit from conducting informational interviews and attending meetings with management, other leaders within the organization, and community partners to gain a better understanding of the broader context of the organization and health career roles and options. These meetings also broaden students’ professional networks and awareness of future employment prospects. Preceptors are encouraged to provide students with multiple opportunities to engage in informational interviews and to participate in professional meetings/trainings.

Expectations of Preceptors

- Provide an orientation to the organization (e.g., describe the organizational mission, vision, and target population(s), facilitate introductions key staff and community partners, review organizational policies and procedures)
- Secure a workspace and needed informational/organizational resources to successfully complete assigned projects
- Provide feedback on individual contributions on a regular basis and address concerns that arise
- Provide access to key individuals and staff/community meetings to help provide context about organizational/project priorities
- Provide opportunities to explore career options and other skill areas
- Identify ways for student to practice leadership skills (e.g., efficiently managing projects, effectively working in teams, taking initiative, engaging in strategic problem solving)
- Participate in a midpoint review
- Complete an evaluation of the internship process and the student’s contributions
Preceptors are also advised to regularly meet with students (e.g., on a weekly/biweekly basis) to discuss progress on projects and key takeaways as well as to address any concerns related to his/her involvement in project/organization activities. Feedback on individual contributions, particularly with an emphasis on identifying specific strengths and areas for improvement, is influential in informing the student’s professional development and the organization’s structure of support for students. If a student is assigned to a project supervisor who does not serve as a general preceptor for the internship, the preceptor and project supervisor should collaborate on the internship experience (e.g., hold joint check-in meetings).

**Student**
An internship provides opportunities to apply knowledge gained from prior coursework and to strengthen skills that enhance the impact of today’s public health professionals. S/he is accountable to the preceptor for meeting mutually agreed upon project tasks and timelines and should fulfill the following expectations:

- Provide professional quality work to meet the objectives detailed in the Internship Agreement
- Learn about the host organization’s priorities, funding mechanisms, strategic vision, leadership strengths
- Adhere to the host organization’s policies and procedures
- Apply professional and leadership development skills as early and often as possible
- Share concerns/challenges to the preceptor and/or SPH Field Consultant in a timely manner
- Schedule and facilitate the midpoint review

**SPH Field Consultant**
The SPH Field Consultant assists students in securing an internship placement and having a meaningful experience that enhances their preparation for a career in the field of public health. S/he may assist the preceptor’s role as educator, supervisor, and mentor as well as provide technical assistance and access to the University’s academic resources when requested. Students and preceptors are encouraged to reach out to Field Consultants throughout the summer to help address any challenges that arise and to answer questions about the internship requirements.

<table>
<thead>
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<th>Affiliation</th>
<th>Contact Info</th>
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Academic Requirements

The internship follows the first year of academic graduate study at SPH, and is expected to last a total of 480 hours (12 weeks, 40 hours per week). In order to receive academic credit, each MPH student must successfully complete and submit the requirements listed below:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Internship Placement Confirmation Form</td>
<td>April 19, 2019 (Friday)</td>
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<tr>
<td>Internship Agreement</td>
<td>June 14, 2019 (Friday)</td>
</tr>
<tr>
<td>Midpoint Review</td>
<td>July 19, 2019 (Friday)</td>
</tr>
<tr>
<td>Evaluation</td>
<td>August 21, 2019 (Wednesday)</td>
</tr>
<tr>
<td>Final Deliverables</td>
<td>August 21, 2019 (Wednesday)</td>
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Internship Placement Confirmation Form
This document describes the expected start/end dates of the internship and likely project activities in which the student will be engaged during the summer.

Internship Agreement
This document serves to align the learning goals and expectations between the student and the organization. It provides a roadmap describing specific responsibilities and timelines on assigned projects and integrates the student’s professional and leadership development objectives. It is initially drafted by the student and incorporates feedback from her/his preceptor and may change over time due to shifts in project priorities and staff responsibilities. Both the preceptor and student are strongly encouraged to periodically review this living document to help monitor progress and make updates based on current priorities.

Midpoint Review
The midpoint review typically takes place between the fifth and eighth weeks of the internship in order to discuss progress to date and to identify ways to further enhance the working relationship. Each student is expected to initiate, schedule, and facilitate the midpoint review in conjunction with the SPH Field Consultant. Attendees at a site visit typically include the student, preceptor, SPH Field Consultant, and other key staff who are most familiar with the student’s organizational contributions. The general objectives of the midpoint review are to:

- Discuss contributions of student and preceptor (e.g., progress on learning objectives, professional goals)
- Identify and address strengths, challenges, and resource needs that have emerged
- Solicit feedback on ways to further enhance the internship experience for future students and key organizational staff

The review may take place using a communication method that is most convenient for the student and preceptor (e.g., online platform, in person meeting, phone call).
Final Deliverables
Each student is expected to submit deliverable(s) that demonstrate how s/he has met the learning objectives, reflects organizational priorities, and augments her/his professional portfolio (e.g., informs MPH capstone, job interviews, fellowship/medical school/doctoral program submissions).

Deliverables may be their own project or part of a larger body of work/activities. Proprietary information may be redacted from the submission(s).

Evaluations
A link to an online survey will be sent by CPHPL staff in August for both students and preceptors to complete. This survey will solicit feedback about what has worked well during the course of the internship and areas for further improvement. Responses will be used by CPHPL staff to inform ways to further enhance the internship experience for both students and employers.

Compensation
In 2018, the summer monthly compensation that MPH students received ranged from $2,400 to $21,600 ($15 to $45 per hour). Ideally, we are striving for students to get paid on the higher end of this range considering the high Bay Area cost of living, academic program costs, and their professional background/work experiences to date.

During the summer, students are not registered for academic courses and do not receive financial aid. Real estate firm Zillow estimated in January 2018 that Berkeley’s median rent was at $3,778 per month compared to $3,434 for the greater San Francisco metro area and the national average of $1,442. Additionally, the 2018-2019 UC Berkeley registration expenses required of SPH students, which include tuition and fees, are approximately $13,900 for residents and $20,000 for nonresidents per semester. Moreover, our diverse cohort of students includes those who are balancing additional responsibilities (e.g., supporting their families), which makes receiving minimal or no funding over the summer particularly challenging.

While we understand that each organization has different budgetary resources and constraints, those who provided paid internships were more likely to:

- Attract a greater number of applicants versus unpaid positions. This may translate to a significant uptick in intern quality (e.g., based on value added to projects, impact on staff productivity) and enhanced fit with the organizational culture
- Extend an offer to students to continue working in some capacity at the organization (e.g., part-time during the following academic year, full-time upon graduation)
- Influence the extent to which students became “brand ambassadors” who help raise awareness about the organization and its culture among their personal and professional networks (e.g., prospective students who may be potential future interns/employees)

To help lower organizational costs, please apply for the Work-Study program that utilizes federal matching funds in support of students who are work-study eligible (see http://workstudy.berkeley.edu/). One caveat to keep in mind is that these funds will be distributed on July 1, 2019 after the internship has begun. Work Study funds are not available May 10 – June 30, 2019.
Timeline

Recruitment of MPH summer interns typically begins in late Fall 2018 and lasts through early Spring 2019. The schedule of activities, as depicted below, aligns with UC Berkeley's semester system in which academic instruction occurs over the course of 15 weeks.

We strongly encourage you to post available opportunities within your organization no later than January 31 in order to reach the largest pool of eligible first-year MPH students who are engaged in an active internship search. Interviews may occur throughout the Fall 2018 and Spring 2019 semesters, but should be completed no later than March 29 to allow ample time for decisions to be finalized by mid-April.

<table>
<thead>
<tr>
<th>Key Dates - 2019 MPH Summer Internship Recruitment</th>
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<tbody>
<tr>
<td>Spring 2019 instruction begins</td>
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<tr>
<td>Organization deadline to post MPH Summer Internships online on the SPH Jobsite</td>
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<tr>
<td>Student deadline to apply for MPH Summer Internships</td>
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<tr>
<td>Spring Break</td>
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<tr>
<td>Organization deadline to conduct interviews</td>
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<tr>
<td>Organization deadline to extend offers</td>
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<tr>
<td>Student deadline to accept offers/confirm internship placement</td>
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<tr>
<td>Spring 2019 instruction ends</td>
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<tr>
<td>Organization start date (range) for MPH Summer Internship</td>
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<tr>
<td>Organization end date for MPH Summer Internship</td>
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The key activities to be completed during the summer are also listed below:

<table>
<thead>
<tr>
<th>Key Activities - Summer 2019</th>
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<tr>
<td>Week</td>
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</tbody>
</table>
| 1 & 2 | Orientation | ● Introduce staff  
       |             | ● Present overview of organization mission, values, current projects, workplace norms and culture 
       |             | ● Provide feedback on student's draft learning objectives and work plan 
       |             | ● Share key project-related background materials 
       |             | ● Discuss project funding sources, successes, and challenges to date |
| 3 & 4 | Project Development | ● Finalize and sign Internship Agreement  
       |             | ● Schedule midpoint review with SPH Field Consultant |
| 5 – 8 | Midpoint   | ● Host midpoint review with SPH Field Consultant |
| 11 -12 | Wrap Up   | ● Review student's key accomplishments and final deliverables  
       |             | ● Reflect on personal, professional, and organizational lessons learned 
       |             | ● Discuss strengths of internship placement and suggestions for further improvement for future MPH students 
       |             | ● Review student's updated resume 
       |             | ● Provide student feedback on professional development (e.g., ways to leverage strengths as a public health professional, skills to strengthen) 
       |             | ● Complete online Preceptor Evaluation |
Posting on the SPH Jobsite

Our web-based system provides you with the opportunity to reach students within our SPH community who are currently searching for placements in fulfillment of the MPH internship requirement. Each year, over 100 MPH students are eligible to complete a summer internship.

Website: sphjobsite.berkeley.edu/employers

Password: Click the Forgot Password link on the left side of the screen to be sent a link to change your password.

Technical Support: Contact SPH Director of Career Services, Caitlin Green (cgreen@berkeley.edu), to help address questions about your posting and the SPH Jobsite.

Posting a New Internship Opportunity
- On the Home page click on Create Free Job Posting
- In the Position Type field select MPH Summer Internship
- Complete all required fields denoted by a red asterisk
- Click Submit

Editing a Previously Posted Internship Opportunity
- On the Home page click on Create Free Job Posting
- Click on Show Archived
- In the dropdown menu, you will find a list of all jobs and internships that you have previously posted; select the job title of the position you would like to re-post
- Update the listing in specific fields (e.g., salary, dates, contact information)
- In the Position Type field select MPH Summer Internship
- Click Submit

Position Type: MPH Summer Internship
- Meets the UC Berkeley SPH requirements for MPH internships
- Main project(s) focuses on areas within the field of public health
- Duration is 12 weeks, 40 hours/week (480 hours total)
- Follows the general SPH timeline:
  - Conduct interviews by March 29
  - Finalize offers by April 19
  - Begins between May 13 - June 3
  - Ends no later than August 21

Position Type: Summer Internship
Does not meet the UC Berkeley SPH requirements for MPH internships due to one or more of the following reasons:
- Main project(s) do not focus on an area within the field of public health
- Duration is less than 12 weeks, less than 40 hours/week, and/or less than 480 hours total
- Open to other student populations (e.g., undergraduates, doctoral students)
Additional Information for Specific SPH Jobsite Posting Fields

**Job Title**
Reflects the job description

**Job Description**
*Examples:*

1. We are looking for a passionate Public Health Data Analyst to work with our organization to improve access to state data assets and expand the creative use of the data beyond government. You will work closely with leadership and subject matter experts throughout the Division to identify, prepare and publish data to the Open Data Portal. You will facilitate turning data into information, information into insight and insight into action by helping to create data visualizations including charts and maps, and telling stories of outcome and impact with data. The internship will offer opportunities for you to partner with the public health data user community through stakeholder engagement and involving the digital civic community in public health.

2. We seek a dynamic, motivated student intern to articulate the public health model we believe differentiates us from the many aging focused non-profits that are emerging. This effort will include:
   - Research to identify the current “framing” of the Village movement;
   - Strategic discussions and planning of a think-tank with experts in the field to clarify where villages fit in the larger aging continuum
   - Asset mapping local and state aging services

3. The Summer Associate will work on a variety of projects related to Health in All Policies, including health elements of general plans, developing educational materials, collecting and presenting community health data, researching health and the built environment, and working with community groups to build coalitions around health equity. Time may also be spent working on Health Impact Assessments, Community Plans, or bringing a health lens to Sustainability Plans and Climate Action Plans.

   We will work with the Summer Associate to create a single-focused research, mapping, data, or writing project that produces a concrete deliverable (report, study, website, etc.) that contributes to the firm’s work AND the Summer Associates’ professional development and/or masters’ project.

   The rest of the Associate's time will be used to work with staff on a variety of planning and design projects related to public health equity, land use, sustainability, and/or climate change currently underway at the firm.

   Ideally the candidate will be enrolled in the joint program with City Planning, Public Policy, or other related field. The candidate will work both independently and with other staff members. Although the position is for the summer, we are open to the possibility of extending the position during the school year and/or hiring the Summer Associate after his/her graduation in a permanent position.

**Job Function**
*Examples: Advocacy, Data Collection and Analysis, Epidemiology, Evaluation, Health Education, Program Planning/Management, Research, Statistical Analysis*

**Qualifications**
MPH Summer Internships apply to first-year graduate students who have completed one year of MPH program requirements.
Resume Receipt
Select the “accumulate online” option to receive a message when resumes are submitted via the SPH Jobsite. Alternatively, specify an email address or external link for resume receipt.

Additional Documents/Documents Required
At minimum, a cover letter is suggested for all postings.

Requested Document Notes
Specify any additional application instructions that would help inform your screening and selection process.

Posting Date
Select the next business day from the date of submitting the internship post. The post will be reviewed and approved by the Director of Career Services.

Expiration Date
February 18 (Monday) will be the last day allowed for MPH Summer Internship posts to remain online. By February 20 (Wednesday), CPHPL staff will contact organizations whose postings have had no or few applicants to determine interest in extending the posting deadline and opening the position to a broader pool of applicants (e.g., second-year graduate students, doctoral students, undergraduates).

 Desired Start Date
UC Berkeley is on the semester system, and Spring 2019 instruction ends on Friday, May 10. The desired start date for an MPH Summer Internship should be no earlier than Monday, May 13, and no later than Monday, June 3, with the exact start date based on your specific organizational priorities.

Duration
MPH Summer Internship-eligible opportunities take place over the course of 12 weeks.

Approximate Hours per Week
MPH Summer Internship-eligible opportunities are full-time (40 hours/week).

Location
Eligible opportunities may take place in the Bay Area, throughout California, nationally, and internationally.

Number of Openings
You may have more than a single opening/internship opportunity for the same post.

Compensation Type & Compensation Details
May be listed as hourly/biweekly/monthly compensation or as a stipend.

Work-Study
Visit http://financialaid.berkeley.edu/work-study-information-prospective-employers to learn how your organization can help lower its costs through matching federal funds for work-study eligible students. Summer Work-Study funds are not available until July 1.
Strategies to Attract MPH Summer Interns to Your Organization

**Mentorship**
Research has demonstrated that employees who also take on the role of a mentor show more job satisfaction, career success, and positive job performance*. Graduate interns can also greatly benefit from a mentor who positively influences their productivity and career trajectory. The benefits of a preceptor who prioritizes mentorship may be described using the suggestions below.

- Emphasize individualized attention to support attainment of project and professional goals
- Highlight ways specific contributions impact organization, team members, and/or populations served
- Provide examples and/or strategies to succeed as a public health professional
- Describe key lessons learned from your own career path and what, if anything, you would have done differently


**Access to Professional Resources**
Beyond the technical and professional skills that graduate students obtain during their involvement in specific projects within your organization, they are interested in opportunities to expand their professional networks and to learn about current and future trends in the public health field. Example opportunities for them to access during their internship include the following:

- Trainings and workshops (e.g., brown bag sessions, webinars, interest groups, community-based programs/events)
- Travel to local conferences/meetings to present project results/findings and/or observe stakeholder engagement)
- Informational interviews with staff members within your organization and/or community partners whose professional interests/career trajectories align with theirs

**Emphasizing Mutual Benefits of Working Together**
Learning outcomes acquired during an internship can greatly enhance one’s future career as well as an organization’s capacity to fulfill its priorities. In order to increase an applicant’s understanding of the benefits of an internship within your organization and under your supervision, it is important to emphasize the major outcomes of the internship and how this may align with her/his professional goals. Questions for you to consider include the following:

- What will the graduate intern’s overall contribution be to your organization by the time their internship ends?
- How will your organization and/or specific projects benefit from a graduate student perspective?
- How may the graduate intern’s experience at your organization contribute to their professional and leadership development (e.g., awareness of personal strengths, knowledge of salient factors to address pressing public health concerns, skills to work effectively within multi-disciplinary teams and/or stakeholder groups)?
Appendix A: MPH Foundational Competencies

Listed in this section are MPH foundational competencies, as developed by the national Council on Education for Public Health (CEPH). We encourage you to use these competencies to help guide the development of summer learning objectives in collaboration with the student that you bring on board.

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities’ health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue