

Department of Sociology, Anthropology, and Public Health Public Health Internship Handbook

The Public Health Program is one of three undergraduate majors in the Department of Sociology, Anthropology, and Public Health. The Public Health major is designed to prepare students for employment or graduate school in fields related to health administration, health policy, and public health. Public Health students complete a set of foundational core courses and concentration area or track courses in health administration, health policy, or public health. Public Health majors also complete a 208-hour internship.

The program provides students with:

- a comprehensive understanding of the health-care system and the major health and health care issues facing the world today;
- training in health communication, public health ethics, research methods in health, and statistics;
- advanced analytical and critical thinking skills related to health administration, health policy, and public health.

Important information regarding the program:

- In order to graduate from the Public Health Program, students must complete the Public Health internship.
- The Public Health internship is a required, one-semester, 6-credit course, which involves the completion of a 208-hour internship as part of an academic class (PBHL 470).

What do graduates do with a Public Health degree?

Many Public Health majors go directly into the workforce after graduation. Graduates from the program have become successfully employed in non-clinical medical settings in hospitals and other health-care facilities, local, state and federal government agencies, and non-profit organizations. Frequently these positions are the result of the required Public Health internship.

Public Health graduates also are well prepared for entrance into graduate school. Public Health majors have successfully pursued Masters degrees in a range of fields, including Masters of Public Health, Emergency Health Services, Public Policy, and Applied Sociology, as well as Law School and PhDs in Public Policy and Public Health. For students who anticipate applying to graduate school, the internship provides valuable professional contacts and insights into graduate school and professional career pathways.

History of the Public Health Program

The Public Health Program began as the Health Science and Policy Program (HESP) in response to student interest and the growing societal emphasis on health and health care. Created as an interdisciplinary program that would offer courses in health science and health policy, Health Science and Policy was first offered to students in Fall 1978 with two track

options: health services administration (Track I) and Public and Community Health (Track II). The major provided a unique opportunity for students to prepare for non-clinical careers in the health industry. HSP graduate its first students in Spring 1979.

In 2000, the program name was changed to Health Administration and Policy (HAPP) to better reflect and define the goals and objectives of the program. The third track, Public Health, was added in 2007.

Curriculum overview: Core courses and tracks

Beginning with the Spring 2017 semester, all Public Health students are required to complete a set of core courses, a track specialization, and electives. Course pre-reqs are available online in the UMBC Course Catalog. Not all courses are offered each semester. Students should consult the Public Health checklist and their adviser to develop a plan for completing the major. The schedule of classes is posted online on the UMBC website each semester.

The core courses (28 credits) are designed to provide students with the foundational training needed to pursue careers or graduate school in health administration, health policy, or public health. The core courses are:

Core Curriculum : 28 credits
PBHL 100: Survey of the U.S. Health-care System
PBHL 200: Human Development, Implications for Health and Disease
STAT 121 or STAT 350 or STAT 351 or SOCY 301
PBHL 340: Health Communications or ENGL 393: Technical Writing
PBHL 350: Public Health Ethics or MGMT 385: Business Ethics & Society
PBHL 300: Research Methods in Health (Previously HAPP 412)
PBHL/SOCY 452: Health Care Organization & Delivery
PBHL 470: Internship and PRAC 098 (taken concurrently)

The three track specializations each require four courses (12 credits):

Track I: Health Services Administration: 12 credits
ECON 121: Principles of Accounting I
MGMT 210: The Practice of Management
PBHL 497: Health Planning and Administration
PBHL 498: Financial Management and Decision Support for Health Service Organizations

Track II: Health Policy: 12 credits
ECON 101: Principles of Microeconomics
POLI 250: Introduction to Public Administration
POLI 353: Government Budgeting and Financial Management
PBHL 411: Health Care Regulation and Quality Improvement

Track III: Public Health: 12 credits
PBHL/SOCY 354: Social Basis of Community and Public Health
PBHL 380: Global Issues in Health and Disease
PBHL 411: Health Care Regulation and Quality Improvement
PBHL 420: Epidemiology

Public Health majors also complete nine credits of electives. Any upper-level HAPP course not used for track requirements may be taken as an elective. One elective (3 credits) can be a lower level course (<300). In addition to HAPP courses, the following lower and upper level courses can be taken as electives:

Lower level electives (max of 3 elective credits can be lower level):

AGNG 200: Aging, People, Policy, and Management
BIOL 251: Human Anatomy and Physiology I
ECON 101: Principles of Microeconomics
ECON 121: Principles of Accounting I
ECON 122: Principles of Accounting II
EHS 115: Medical Terminology
EHS 200: Concepts of Emergency Health Services

Upper level electives (6 or more elective credits must be upper level):

AFST/PBHL 390: American Health Care System and the Black Community
ECON 467: Health Economics
EHS 311: Stress, Burnout Emergency Protocol
GES/PBHL 329: Geography of Disease and Health
GES 429: Seminar in Geography of Disease and Health
Any PBHL courses >300 not taken for the core or track requirements
IS 300: Management Information Systems
IS 460: Health Care Informatics I
IS 461: Health Care Informatics II
PHIL/PBHL 358: Bioethics
PSYC 385: Health Psychology
Any SOCY or ANTH courses >300
SOWK 372: Social Work and Health Care

Departmental Policies for Public Health Majors

Summary of Student Responsibilities

- Enrollment in the internship course is a required part of the Public Health major. Substitutions for the internship are not permitted.

- Public Health majors must maintain an overall GPA of 2.5 to remain in the major. Students must have attained/maintained that GPA by the semester during which they declare their intent to enroll in the internship.
- Students who have not earned the 2.5 overall GPA will need to delay their internship until they have achieved the required GPA. They may then declare intent for the next available internship session. For example, students who attain a 2.5 GPA upon receiving Fall semester grades will need to declare intent during the Spring semester and may seek an internship during the Summer session (if offered) or the next Fall.
- Students must have earned a minimum of 90 credits towards their degree before enrolling in the internship course.
- Students must successfully complete PBHL 300: Research Methods in Health (C or better) before enrolling in the internship course. Students may declare intent to enroll in the internship during the semester in which they are enrolled in PBHL 300.
- Transportation to and from the internship site (including sites that may be part of internship responsibilities) are solely the responsibility of the student enrolled in the internship. Students must be aware that reliance on public and/or campus transportation will severely restrict internship opportunities and may result in a delay in enrollment.

Internship Overview

The Public Health internship is a required, one-semester, 6-credit course, which involves the completion of a 208-hour internship in connection with an academic class (PBHL 470). As this is a capstone experience, students typically complete their internship during their final semester at UMBC. Enrollment is by permission only. Identifying an internship site and developing an internship agreement require time and planning. Students are encouraged to start researching internship options for the major at least two semesters before they plan to complete the internship.

The internship is offered every Fall and Spring semester. When possible, the internship also will be offered in the Summer session. The internship is not offered over the Winter session. However, special arrangements may be made if a particular internship site requires that students work during a time that there is no scheduled internship class (i.e., particular departments in CMS, the Maryland General Assembly). Students are expected to remain in the same internship site for the duration of the internship.

Purpose of the Internship: Integration of Practice and Theoretical Knowledge in the Workplace

The internship, which is based on the concept of “learning by doing,” is an integral part of the curriculum. The expectation is that students will apply concepts, theories, and techniques learned in class to their real-world experiences. The ultimate goal of the internship is to increase students’ ability to integrate evidence-informed practice with empirical knowledge, a skill that will be critical for those seeking to enter either the workforce or graduate school.

For some students, this may be their first opportunity to work in a professional environment. Students are expected to learn more about a professional environment/culture. For instance,

students may learn the difference between professional and academic writing, become more confident in their oral and written communication skills, practice research skills on real health issues, and learn how to collaborate with coworkers.

Interns also often work with persons from diverse backgrounds and/or in organizations whose mission is to address issues related to cultural, racial/ethnic, and/or socioeconomic diversity. Through the internship class sessions and assignments students are encouraged to: 1) examine their own backgrounds to understand personal assumptions, values, and biases, 2) learn about the agency and/or population(s) being served, including unique strengths, desires, and challenges, and 3) consider how understanding of cultural, racial/ethnic, or socioeconomic factors can inform organizational practice or policy. Public Health views such insights as critical for professional development.

Student Eligibility for the Internship

To qualify for enrollment into the internship course (PBHL 470), students must:

1. Have earned 90 or more credits towards graduation.
2. Have an overall GPA of at least a 2.5 when student information sheet is submitted.
3. Plan to graduate within two semesters of completing PBHL 470. As this is a capstone course where students will showcase the cumulative result of their undergraduate education, students should have completed the majority of their general education requirements and Public Health coursework before enrollment.
4. Demonstrate professional and ethical behavior.
5. Receive permission from the Internship Coordinator.

Internship Process

Identifying an internship site and preceptor requires preparation. Students should begin discussing their internship goals with their academic advisers early in their academic career. They also can make an appointment with the Internship Coordinator to discuss how they can prepare for an optimal internship experience. The student information sheet is due per the deadlines (see Table 1) in the semester *before* a student seeks to complete the internship (PBHL 470/495). Seniors and rising seniors must be particularly attentive to following the process and meeting these deadlines in order to complete the internship in the desired semester. Failure to follow these processes and/or not meeting these deadlines can result in a delay in completion of the internship to a later semester.

Students who have any concerns or questions about an internship site, internship responsibilities, or the preceptor are encouraged to contact the Internship Coordinator.

Attend a Mandatory Orientation Session

Students must attend an Internship Orientation session the semester *before* they plan on registering for PBHL 470. The dates/times of the orientation sessions will be posted online and

emailed to all majors. During this session, students receive critical information regarding internship expectations and enrollment processes. This includes instructions on the documents needed to request an internship (student information sheet, approved resume, letter of introduction), the document package timeline, requirements for internship sites and preceptors, the course structure and requirements, and how to establish goals, objectives, and a capstone project for the internship.

Document Package and One-on-One Meeting with Internship Coordinator

Students must submit a complete internship document package consisting of the 1) student information sheet, 2) a resume, and 3) letter of introduction to potential internship sites (this is a cover letter specifically for the internship) **by the deadline** listed on Table 1. As noted above, those who do not submit a completed package by the deadline risk not being able to complete the internship during the desired semester. Completed internship packages will be reviewed for eligibility in the order they are received.

After reviewing the internship document packages to ensure students meet the eligibility requirements, the Internship Coordinator will meet with eligible students individually. This meeting is to discuss the student's internship ideas and internship sites. Students who have not identified an internship site should be prepared to discuss their interests and learning goals, as well as any questions regarding the internship. Whenever possible the Internship Coordinator will provide specific guidance on potential contacts for internship sites. Students should bring a hard copy of their current resume to this meeting.

If the Internship Coordinator has specific sites to recommend, the Coordinator will discuss these with the student and send a referral letter to the student via email. The letter asks students to arrange an interview with prospective preceptors. Prospective preceptors are simultaneously sent letters via email informing them of the student(s) being referred. Although the Internship Coordinator will send the preceptor copies of students' resumes, letters of introduction and an Internship Agreement Form, ***it may be the student's responsibility to contact the proposed agency/preceptor.***

Students are provided with recommendations/suggestions of 3 internship sites where opportunities for interviews will be provided. If the student is not accepted, or chooses not to accept any of these recommendations, the student will have to seek out their own internship site. That potential internship will be subject to approval by the Internship Coordinator.

Students should also be aware that preceptor feedback may provide recommendations that the student needs coaching or other assistance with the interview process. In such cases, students may be referred to the Career Center for participation in mock interviews or other advice to improve their interviewing skills.

Students Contact Potential Sites

Students may be responsible for identifying and contacting potential internship sites about the site's interest in hosting an intern regardless of whether the student has identified the site or the Internship Coordinator has recommended the site. The Internship Coordinator will inform the

student of the particular preceptor’s preference for contact. Students should ensure that their resume and letter of introduction are in accordance with the template and accurately reflect the skills and knowledge that they bring to an internship (typos, poorly written sentences, and overall lack of professionalism are not indicative of a strong intern). Students are encouraged to begin this process as soon as they have met with the Internship Coordinator and have a clear understanding of the expectations of the internship.

If a site is interested in an intern, an in-person interview will be arranged in order to discuss the goals and objectives of the internship, the activities/work assignments/learning experiences involved, and a capstone project. Students should bring the a) Internship Agreement and b) Guidelines for Preceptors to the interview.

Completion of the Internship Agreement Form

If an interview is successful and there is a good fit between the site and the student’s skills and goals, the prospective preceptor works with the student to complete the Internship Agreement form. Sites and capstone projects must meet the Public Health internship expectations (see below: section ## add section title). The preceptor must submit the Internship Agreement form according to the deadlines below (Table #1). The Internship Coordinator will review the Internship Agreement to determine whether the internship and capstone project meets expectations. Students may be asked to work with the preceptor to revise the Internship Agreement.

Table #1: Tasks and timelines for the internship

Task	Spring Internship	Fall Internship	Summer Internship
Internship Orientation sessions	Late September/ Early October	Late February/ Early March	Late February/ Early March
Students Work on Document Package (SIS, Resume, Letter)	October	April	Early March
Student Information Sheet Due	October 15	April 15	March 30
Review of Materials	Late Oct	Late April	Early April
Students Meet with Internship Coordinator	Late October/ Early November	Late April/ Early May	Early-Mid April
Interviews and Working with Preceptors to complete the	November	May	April

Internship Agreement			
Final sign off by Internship Coordinator	December	Summer	May

Internship Site Criteria

Internship sites in which students may complete their internships have a variety of primary missions that may include the delivery of services, service coordination, implementation of regulatory processes, research and analysis, or other health- and healthcare-related objectives. Health departments (federal, state, and/or local), hospitals, community service agencies/non-profits, consulting groups, and professional associations are examples of the types of agencies and organizations often used for Public Health internships.

Internship sites are continually evaluated to ensure that they are providing the full scope of professional experience for students. To be approved for an internship, a site must:

1. Be focused on impacting the health of the community and be committed to the community being served in terms of values, ethics, and practice.
2. Be in good standing in the community and the profession.
3. Provide the intern with the variety, quality, and quantity of learning experiences commensurate with the Public Health program’s requirements for internships.
4. Agree to provide an appropriate place for the student to work and provide the necessary supports and resources, including providing a preceptor who will ensure the internship is consistent with the educational objectives.
5. Agree to orient students to the mission and goals of the internship site, providing information about the organization and its day-to-day operations.
6. Agree to provide opportunities for students to demonstrate their competency and complete a final project that can be submitted in fulfillment of the internship requirements.
7. Enter into an agreement regarding the mutual expectations for affiliation prior to a student being placed at the agency.

Preceptor Criteria

Preceptors are employees of the organization or site who are willing to work closely with and mentor the student over the course of the internship. This includes helping to oversee the student’s completion of a capstone project and alerting the Internship Coordinator if problems arise. The preceptor may or may not be the intern’s direct supervisor; however, the preceptor must:

1. Have worked at the organization for at least six months.

2. Be present in the agency at least half of the time that the intern is on-site (e.g., for an intern who works 16 hours per week, the preceptor would be present for at least 8 of those hours).
3. Provide an orientation to the organization.
4. Provide a minimum of one hour of direct supervision per week to the student.
5. Confirm the intern's weekly attendance and submit intern evaluations per the internship course schedule.

Operational Policies for the Internship

Summary of Student Responsibilities

- All students registering for the internship must participate in a professional liability insurance plan for which they will be billed separately.
- Students must maintain the confidentiality requirements and other work place rules of the placement setting (internship site); they must conduct themselves in a professional manner in all of their interactions with agency staff or clients.
- Students must maintain prompt, regular attendance at the internship site according to the schedule established with the supervisor or preceptor. The internship requires 208 hours of participation throughout the semester.
- Students must keep a record of their attendance on time sheets provided by the Internship Coordinator. The time sheets are reviewed and initialed by the preceptors on a weekly basis.
 - Holidays - Students have the right to observe their own religious holidays. When a student's religious holidays conflict with the regular internship site schedule, absence because of religious observance should be cleared in advance with the intern's supervisor. The student will need to have a plan for making up the hours. Students also must plan their work schedule to account for internship site holidays and regular school holidays.
 - Absences - If students find it necessary to be absent from schedule work hours because of illness, they are expected to promptly notify their supervisors and the Internship Coordinator. Students will adhere to the policy on absenteeism included in this Handbook (see below).
- Students must be flexible in scheduling their internship hours to match the hours of operation and/or needs of the internship site.
- If difficulties arise at an internship site, the student should attempt to discuss the issue with the preceptor. The student should also alert the Internship Coordinator of the situation.

- Students must maintain a journal of their experiences; journal entries are submitted weekly through Blackboard. Further course requirements are discussed in the course syllabus.
- All students are required to participate in the classroom portion of the course as part of their internship experience. The class time is required. Attendance is taken and factored into the final internship grade.

The internship experience necessitates close cooperation among the preceptor, Internship Coordinator, and student. Each plays a role in the development of the Internship Agreement, which establishes the parameters of these relationships and the expected student outcomes. Each also plays a role in the ongoing assessment of the internship experience.

Planning Internship Work Hours

The internship requires a total of 208 hours. In a typical semester this means completing 16 internship hours per week, starting the first week of the semester or as arranged with the internship site. An intern's schedule may be dependent on the needs of the internship site and the experiences or events that are important for the completion of the internship.

In planning their other courses and responsibilities for the semester of the internship, students should keep in mind that most internship sites operate from 8:00 to 4:30 or from 8:30 to 5:00. Some sites prefer or even require full-day intern availability twice per week, while others prefer specific days and hours to be included in the schedule. However, if regular evening hours are a condition of the internship, such a requirement should be clarified and agreed upon by the student before the internship begins.

As part of the Internship Agreement students must establish the number of weeks that will be worked and the number of hours per week that will result in the 208 internship hours. Students may not deviate from this plan without permission from both the site preceptor and the Internship Coordinator. For example, additional hours may not be "banked" in order to end the internship early. All students are required to stay at the placement setting until the last scheduled day of the internship.

Internship Absences and Tardiness

Students are expected to be at their internship site as scheduled and to notify both the preceptor and the Internship Coordinator promptly in case of an unexpected absence or tardiness. In the event that the student has an outside conflict (e.g., doctor's appointment or school obligation) the student should notify the preceptor and site supervisor as early as possible of the upcoming absence. Students must work with the preceptor or site supervisor to develop a plan for making up missed work hours.

As someone with a professional presence, the student is important to the site and the site's ability to meet its goals and objectives. Unscheduled absences can be disruptive to an organization's operations and the ability to meet deadlines or other needs. A pattern of missed time can

seriously devalue the student's overall performance, delay completion of expected projects, and can be grounds for dismissal from the internship site. If a student is going to be late or is unable to be at the site as planned (e.g., due to illness), the student must notify the preceptor and site supervisor both via phone and via a follow-up email. Any unscheduled absence ideally will be reported prior to the scheduled work time, but no later than within 20 minutes of the intern's report time. The use of text messaging is NOT appropriate for a professional worksite unless the preceptor or supervisor explicitly indicates this is the preferred form of communication. It also is important that students contact the site personally rather than have a third party make the call. Speaking directly with someone at the internship site, as opposed to leaving a message or texting, allows the student to inform the preceptor or supervisor of any appointments or critical work that either must be cancelled or covered by another person during the student's absence.

If a student becomes aware that she/he is going to be absent from the internship site for more than two days during the academic semester, she/he must inform the preceptor and Internship Coordinator immediately. The coordinator, preceptor, and student will meet (either in person or by phone) in an attempt to create a plan to make up missed time. Please note: all missed time must be completed before the end of the semester in which absences occur. If a plan is successfully created, it will be entered into the student's file (with a copy in the Portfolio). The student will then be expected to follow the plan. If the student is unable to create an acceptable plan or is not able to follow a completed plan as written, the student may need to withdraw and re-enter the internship during the next semester.

Internship Expenses

Students pay their own transportation costs to and from the internship site. If possible, internship sites are asked to pay transportation costs that students may incur in the course of carrying out their duties, such as conference/meeting attendance. Students must follow site's procedures regarding reimbursement.

Health insurance is required of all students enrolled in the internship. Students may obtain their coverage through family or individual plans. Any illness which requires medical attention or hospitalization during the internship placement is the responsibility of the student.

Students are covered through blanket enrollment into the University's liability insurance policy for Allied Health Specialty Fields. At the beginning of the semester all students enrolled in PBHL 470 for that semester are billed approximately \$17.00 for the insurance, which is provided through the State of Maryland.

A brief description of the plan is provided below:

1. Individual limits/coverage applies to each insured of: \$1,000,000 per incident/
\$3,000,000 annual aggregate.
2. Legal fees and other related defense costs are covered even if a claim is without merit.

3. Master Policy Format: Coverage will apply individually under a master schedule policy on file in the Office of Environmental Health on campus.
4. Exclusions:
Coverage does not apply to:
 - a. professional activities not a recognized part of the academic training or without approval of the school authorities;
 - b. acts in conflict with state, federal, or municipal laws.
5. Reporting of Claims Incidents: The policy requires a written narrative description of the sequence of events including the names, addresses, and telephone numbers of those associated with the alleged act or omission. The original is to be forwarded to the program administrator of the site and one copy is retained by the insured.

Evaluation and Grading of Student Performance

Ongoing evaluation is a key element of the internship process, so both students and preceptors complete evaluations at the midpoint and end of the semesters. As the Internship Agreement outlines the goals and objectives of the internship prior to the start of the semester, the preceptor's evaluation inform the intern of any challenges that may need to be addressed to improve intern's performance and/or to provide positive feedback to the intern. The internship is a learning experience. Weekly supervision allows ongoing evaluation of the student's performance, progress, and learning needs.

The preceptor's evaluation is a formal review of the intern's performance in order to identify areas of strength and/or gaps in performance. It is important that the evaluation is based on the intern's actual performance in the internship setting rather than on the potential for future employment or professional expertise. To fully encourage student learning and engagement throughout the evaluation process, the following steps are recommended:

1. The intern and preceptor complete draft preceptor evaluations (in note or bullet form) individually.
2. The intern and preceptor discuss drafts during supervision meetings, noting where their assessments are similar and where they are different.
3. Preceptor writes a final draft considering the intern's thoughts and comments.
4. The intern and preceptor review and discuss the final evaluation at the next supervision meeting.
5. Evaluation is submitted. The intern and preceptor will be given instructions for submitting the evaluation.

This process takes time but often results in useful discussions and encourages student self-reflection and performance improvement.

The preceptor will complete the mid-term and final evaluations each semester on the requisite forms so that the Internship Coordinator will have a clear indication of the intern's demonstrated competencies.

The Public Health Program uses a regular grading system for the internship. Preceptors may be asked to recommend a grade for the onsite portion of the course. However, many factors affect the final grade including the completion of required hours, completion of a final project, completion of a portfolio that demonstrates work performed and experiences engaged in during the course of the semester, full attendance in the classroom portion of the course, and positive evaluations from the preceptor. Failure to adhere to course requirements will impact the assigned final letter grade.

Policy Regarding the Granting of Incomplete Grades in the Internship

A grade of "Incomplete" in PBHL 470 may be given only in unusual circumstances. Per University policy, the majority of the course work, in this case internship hours, need to be complete in order to be eligible for an "Incomplete" grade. The student must meet with the Internship Coordinator to explain the situation that is contributing to the request. If the Internship Coordinator agrees that an incomplete is warranted, the Internship Coordinator will work with the student and the preceptor to develop a written contract detailing the expectations and timeframe for the completion of the missing work. Failure to adhere to the negotiated deadline will result in a failing grade for the course. It is the expectation of the university that all incomplete work will be completed by the end of the following semester.

Employment-Based Internships

The Public Health Program adheres to the belief that the role of an "employee" must be clearly distinguished from the role of an "intern" in order to safeguard the integrity of the learning experience. The intern and employee roles overlap in some ways yet are fundamentally different. Both interns and employees require orientation and training. Tasks they perform may at times be identical. Both are expected to comply with organizational policies and practices. However, the learning tasks and assignments of interns are structured to enhance their education and competency attainment, not the site's need for productivity or daily workflow. Supervision of a student intern is clearly differentiated from the supervision employees in an agency typically receive. It focuses on the identification and application of theory in practice, the development of critical thinking and analytical skills, the evaluation of alternative approaches, and the processing of the students' feelings towards the agency and the work. Agency supervision often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Students do not carry the employment responsibilities of paid staff, nor should they be expected to do so.

Students wanting to conduct their internship at their place of employment must submit a written request to do so in the form of a letter submitted to the Internship Coordinator. The letter should include details of how the student's employment meshes with the Internship Guidelines and how tasks performed meet the criteria for the internship. Approval of such a request is not automatic,

but is considered with deference to maintaining the integrity of the student's learning and upholding a collegial relationship between the program and its partner internship sites. Internships will be approved only for sites that are able to demonstrate their capacity to permit the student to work on alternative tasks – not only those of their “regular job” – so that they may achieve the learning objectives developed for their particular experience. The student must demonstrate that employment responsibilities and assignments are separate and distinct from their internship assignment. This can be accomplished through reassignment to another department or division on the student's designated internship days (approximately 16 hours per week) which may or may not be in the same physical location. It may also be accomplished by giving the intern a project that is not a regular part of their employment duties.

Procedures for Resolution of Internship Issues

Every attempt is made to quickly and effectively address any identified concerns or problems related to the internship experience. In an effort to assist students in successfully completing their experience, the Public Health Program has clearly defined academic and professional standards (see Internship Guidelines). Problem-solving roles for all people involved in the internship experience and a procedure for working through problems are provided in this section to assist all parties if concerns may arise.

Students who are interested in an internship at a site that does not meet approval by the Internship Coordinator may appeal to the Public Health faculty in order to override the Coordinator's decision. To appeal, the student should send a letter to the Program Director with information about the site, the learning goals and objectives provided, a proposed final project, and a discussion of how and why the proposed internship meets the criteria for the internship. The appeal will be discussed by the full Public Health faculty at the first Public Health Committee meeting following receipt of the appeal letter and a decision will be rendered at that meeting.

Although the Public Health Program recognizes that an internship site can terminate an internship at any time, the Program tries to engage all parties in problem-solving before a student is removed. Preceptors and/or their agency will not be held liable if a student is asked to leave the agency for any reason. Problem-solving steps are modeled after the intervention techniques used in conflict resolution. In the steps outlined below, areas in need of improvement are identified and then meetings occur to address the identified issue(s):

1. Discussion of the issues or concerns takes place between the student and the preceptor. Expectations are clarified and the student and preceptor create a written plan to address issues. The preceptor will document what occurs in this meeting and will save this documentation for future reference. If improvement does not occur within the agreed-upon time frame, the Internship Coordinator is contacted. The Internship Coordinator:
 - a. Will inform the Program Director.
 - b. Will meet with the student and preceptor in person (or, if needed, by phone) to discuss issues and will create a written Internship Student Improvement Plan (see

Appendix A) which outlines expectations and provides benchmarks, a timeline, and consequences if expectations are not met. The Internship Coordinator, preceptor, and student will sign the Improvement Plan. The Internship Coordinator will keep the Plan in the student's file and will share a copy with the Program Director.

2. The Internship Coordinator, preceptor, and student will again meet to review the student's progress toward identified goals. This second meeting will be scheduled for a mutually agreeable timeframe. If the student has not made sufficient progress, the consequences written in the Internship Student Improvement Plan will be carried out.

If a decision to discontinue the internship is recommended, the student will not automatically be allowed to pursue another internship. There may be a time when a student is asked to leave their internship without notice. In this situation, the student may be placed on a Student Improvement Plan in an effort to become more successful in the next placement.

Discontinuation from the Internship

If discontinuation in the internship is the outcome of the meeting with the Internship Coordinator, preceptor, and the student, then the Internship Coordinator, Program Director and other parties as appropriate (i.e., Associate Chair, Chair), will meet with the student to discuss the situation and create a plan toward graduation. The student may be offered an opportunity to repeat PBHL 470 after demonstrating that he/she has addressed the concerns leading to the original termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the internship more than once.

If the conclusion reached is that the student is unable to meet academic and/or professional standards in the field, the appropriate faculty member(s) will advise the student that he or she may need to consider another major. Please note that this would only occur as a result of extreme circumstances or events.

Procedures for Reviewing and Appealing Grades

The University of Maryland Baltimore County has established procedures for reviewing and appealing grades. The grade appeal policy applies to PBHL 470. Students should first attempt to resolve such grievances informally, normally by consulting first with the faculty member who assigned the grade (Internship Coordinator), then with the Program Director, then the Chair, the Dean, and finally with the Provost's Office. Students should refer to UMBC's student handbook for information on grade appeals.

Diversity and Inclusion

Each person has a rich personal, social, and intellectual history, one that continues to develop with new experiences. This diversity is part of what we study in the social sciences. It is also

what makes a classroom experience and a university education at a place like UMBC so engaging.

The Department of Sociology, Anthropology, and Health Administration and Policy is committed to creating an inclusive environment for students of all backgrounds to learn and to thrive. We expect our students to be part of this work. We encourage anyone who has concerns or suggestions to talk with their faculty and advisers.

Students with Disabilities

From the UMBC 2017-2018 Career Guide:

If you are a student with a disability, you might have specific questions or concerns about approaching the job search process, navigating interviews, and determining if, when, or how to disclose your disability. The Career Center and The Office of Student Disability Services and Accessibility Resources are essential resources for helping you to understand your rights and responsibilities and how they apply to the world of work.

It is important to remember that you are not required to disclose your disability to an employer. What you should know is that if you require accommodations to perform the essential functions of the job, then you need to disclose disability-based limitations in order to gain access to those accommodations. Disclosure is personal and challenging; luckily, there are resources to help you.

WHAT YOU SHOULD KNOW ABOUT ADA

Under the Americans with Disabilities Act (ADA), you must be qualified to perform the essential functions or duties of the job, with or without a reasonable accommodation. You need to know that:

- You're entitled to reasonable accommodations for your disability (but must ask for them and follow their process). Be prepared to suggest possible options that will allow you to do the job safely and productively.
- You may request accommodations regardless of whether the opportunity is an internship (paid or unpaid), full-time, or part-time.
- An employer is required to keep your disability confidential from other employees.

For additional assistance, please contact the Career Center and/or the Office of Student Disability Services and Accessibility Resources.