PBH 405 Capstone Internship in Public Health

School of Nursing, Health and Exercise Science

Class Number 010896, Fall 2018

Time: Tuesday (8:30pm to 10:00 pm)

Classroom: Trenton Hall 106

Professor Brenda Seals

Office: Trenton Hall, Room 221

Phone: (609) 771-2130

E-mail: sealsb@tcnj.edu

Office Hours: TW 3:00-5:00 pm and by appointment

Professor Natasha Patterson

Office: Trenton Hall, Room 109

Phone: (609) 771-2560

E-mail: pattersn@tcnj.edu

Office Hours: TF 1:00pm-3:00pm and by appointment

Professor Livia Lazzaro

Office: Trenton Hall, Room 206

Phone: (609) 771-3226

E-mail: lazzarol@tcnj.edu

Office Hours: TW 3:00-5:00 pm and by appointment

**Course Description**

This 2 unit internship provides students with practical experience in an approved public health agency. Ideally intended for seniors or advanced juniors, students are required to complete at least 120 hours over one semester (15 weeks) in research, health education, program implementation and evaluation, or other approved objectives and goals. Students are coached to identify placements, complete the contract, and Goals and Objectives prior to starting their internship at their placement. Completing the 120- hour placement with completed documentation in a timely manner satisfies one unit. The second unit includes writing a Senior Capstone paper, creating a professional level conference abstract and poster and completing required paperwork. The Capstone Paper as detailed in the Capstone Paper Guidance includes: 1) a thorough literature review of the disease, intervention or health area; 2) discussion of highlights and feedback of the internship experience, 3) linking the internship experience to national and/or global public health policy, research or practice implications; and 4) A conclusion providing recommendations for future internships. All Capstone students participate in on-campus seminars (once or twice per month) to provide a forum for sharing experiences, further developing career objectives, and stimulating creative thinking related to their professional development. Students must attend at least one local or regional professional Health or Public Health conference.

**Prerequisites:**

* Seniors or advanced juniors in good academic standing who have completed sufficient coursework as outlined in the PBH course of study, including an overall grade point average of 2.0 or better, a C or better in all major courses, and a cumulative grade point average of 2.75 in Public Health required courses.
* Depending on the internship placement, students may be required to complete several health requirements, drug testing and a criminal background check before the internship commences.

Completing the Capstone Experience in Public Health carries with it the responsibility of students to be a representative of TCNJ and The School of Nursing, Health and Exercise Science to the larger community. The following characteristics are the keys to being successful in this experience: engaged participation; being a self-starter; being organized; completing all contracts; and coursework requirements in a timely manner.

The Capstone course is primarily self-directed and professors use a Coaching model. This model builds leadership skills, self-efficacy, self-reliance and professionalism. Students in coaching model courses may feel uncertain. Students who learn to reach out to their instructors and site supervisors will build teamwork skills and get the most out of Capstone experiences.

**Submissions:** All submissions are to be uploaded to **both** Qualtrics (https://publichealth.tcnj.edu/public-health-capstone/) and CANVAS. Email submissions **will not** be accepted outside of emergencies or a specific request from your professor.

**Course Materials**

**Required:**

TCNJ Capstone Handbook and Senior Paper Guidance

[Capstone resource website](https://publichealth.tcnj.edu/public-health-capstone/)

**Recommended Readings:**

Seltzer, B. (2015). *101 Careers in Public Health.* (2nded.). Springer Pub: NY, NY.

Pfizer Pharmaceuticals Group. Advancing Healthy Populations: The Pfizer Guide to Careers in Public Health: (<http://www.soph.uab.edu/isoph/pfizer/PHCareerGuide.pdf>)

Fiona Sim and Jenny Wright. (2014). Working in Public Health: An introduction to careers in public health. Routledge Pub: NY, NY.

All other readings will be posted on CANVAS.

**Course Purpose & Learning Goals**

· Complete multiple tasks necessary for implementing a public health practice experience (i.e., capstone project) in a setting of their choice outside of the classroom.(*Applying Public Health Knowledge)* including agency contract (if needed, this contract ***must*** be signed prior to beginning the internship) and approved goals and objectives. Your internship hours CANNOT count until the signed contract is in place.

· Complete the Senior Capstone paper. *(Quantitative Reasoning, Technological Competence)*

· Carry-out and satisfactorily complete their public health capstone project including completing all required paperwork in a timely manner. Uploading time-logs and other materials as they are due.

· Communicate in writing and orally how their capstone project contributed to their understanding of public health issues including in-class and public presentations such as a poster presentation at a TCNJ or professional conference.(*Critical Analysis and Reasoning, Written and Oral Communication*)

· Attend at least one Public Health or health focused conference. (*Critical Analysis and Reasoning, Written and Oral Communication*)

· Articulate their personal beliefs, values and goals for how they will contribute to public health problem solving through the application of a multidisciplinary and understanding of enhancing health and prevention of disease. (*Ethical Reasoning and Compassion*)

· Apply knowledge and skills gained in their courses and capstone project to demonstrate mastery of integrating learning needed for further professional development and career exploration. *(Information Literacy)*

**TCNJ Course Policies**

*4th Hour Statement:* This is a 4-credit (1 unit) course that offers a depth of learning with an emphasis on community-engaged learning activities and/or campus-wide events via an internship experience with at least 120 hours completed for the internship.

*Academic Integrity:* Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Papers with insufficient, inappropriate, or missing citations will receive no credit, and the student will have no opportunity to make up the work. When in doubt, cite. TCNJ’s academic integrity policy is available on the web: [Academic Integrity](http://policies.tcnj.edu/policies/digest.php?docId=7642).

*Americans with Disabilities Act (ADA) Policy:* Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ’s Americans with Disabilities Act (ADA) policy is available on the web: [Americans with Disabilities Act](http://policies.tcnj.edu/policies/digest.php?docId=8082)*.*

*Attendance, Participation, and Class Citizenship:* This course models membership in a scholarly community, and therefore assumes students will follow rules of decorum and active participation. For example, ringing cell phones, texting, arriving late/leaving early, and using class time for outside of class computer work are all disruptive to an engaged academic environment. TCNJ’s absence and attendance policy is available on the web: [Absence and Attendance](http://policies.tcnj.edu/policies/digest.php?docId=9134).

*Power-Based Personal Violence:* The College of New Jersey takes pride in being a welcoming and safe community. It’s on us to prevent power-based personal violence (sexual assault, domestic/dating violence, and stalking) by safely intervening when we notice harmful situations. These situations may include but are not limited to: a friend using demeaning or abusive language, a classmate engaging in controlling or abusive behavior toward someone else, or anyone not seeking effective consent from a person before sexual activity (including times when their ability to consent is impacted by alcohol and/or other drugs).

Everyone’s experience with power-based personal violence is unique. If you, or someone you know, has been impacted by power-based personal violence, TCNJ offers many resources. Tuning into what you want or need may help determine which resources, if any, you choose to pursue. Anti-Violence Initiatives (AVI) is a confidential resource that can assist you in identifying your needs and help you understand the options available.

You can schedule a confidential appointment with AVI by contacting Michelle Lambing, Assistant Director of AVI, at 609-771-2272 or by emailing michelle.lambing@tcnj.edu. You can also request an appointment online through the Online Wellness Link:<https://tcnj.medicatconnect.com/>.

**Course Requirements for Unit 1\*:**

1. As stated in the Capstone Handbook, the semester ***prior*** to taking the Capstone course, ideally students will work with the Capstone course instructor to:

A) identify at least 3 internship opportunities and complete interviews; and

B) Select one internship site, identify the site contact and complete the TCNJ internship contract. **(20 points)**

2. Complete all requirements for site placement. Some site placements may require:

A) Background checks, drug testing, proof of vaccination and/or other testing;

B) Site specific trainings such as IRB Training**:**

<https://phrp.nihtraining.com/users/login.php>; and/or

C) Qualitative and/or Quantitative Research skills (SPSS, Excel, Atlas-ti, etc.). **(5 points)**

3. Attend all Capstone classes, contribute to class discussion and actively participate in workshops and class activities. **(10 points)**

4. Meet with the site preceptor and complete the Handbook Goals and Objectives within the first week of the internship. Revise as necessary to meet Council on Education for Public Health (CEPH) and course instructor revisions. Obtain signatures for finalized agreement. **(15 points)**

5. Attend at least one Public Health or Health focused conference. **(10 points)**

6. Complete bi-weekly timesheets; gain necessary signatures and upload completed documents. **(15 points)**

7. Maintain a journal for your internship experience. Bring to class to show to course instructor. **(10 points)**

8. Notify course instructor at mid-point of internship completion or approximately 60 hours completed. Facilitate completion of the mid-point site preceptor evaluation and site visit. **(5 points)**

9. Notify course instructor at completion of internship or approximately 120 hours completed. Facilitate completion of the final point site preceptor evaluation. **(5 points)**

10. Complete site evaluation. **(5 points)**

**Course Requirements for Unit 2\*:**

1. As detailed in the Senior Capstone Paper Guidance, in conjunction with the course instructor draft and complete all paper sections including:

a. Extensive literature review of health issue, intervention, policy or relevant topic. **(20 points)**

b. Describe and discuss highlights of the internship experience. **(10 points)**

c. Describe challenges and ways to overcome challenges of the internship experience. **(10 points)**

d. Link the internship experience with the literature review. Explain how national and international policies, programs and/or situations apply to key features of Public Health as informed by the internship experience. Reference national and international policies and initiatives (e.g. Healthy People 2020). **(20 points)**

e. Detail advice for maximizing the internship experience for future interns. (10 points)

2. Attend all Capstone classes, contribute to class discussion and actively participate in workshops and class activities. **(10 points)**

3. Present internship experience in-class and in public via a TCNJ or ***approved*** alternative setting (e.g. state or local Public Health or relevant conference, American Public Health Association annual conference). Presentation should be a professional quality poster, Power Point, or other approved format. **(20 points)**

\*Specific requirements for a unit or partial unit are individualized to the student and organization needs of the internship placement and may slightly vary in content or point value from the above.

**Grading**

* Course grades will be assessed based on the above point system, quality of and timeliness of internship products and activities, successful completion of the tasks outlined above, class participation, and leadership.
* Paper grades will be assessed based on the above point system, quality and completeness of the literature review and policy reflections, professional writing styles and citations, and quality of writing.
* Presentation grades will be assessed based on the quality of poster or power points, presentation delivery, timely submission and professional organization and citations.

All course submissions are to be uploaded to both CANVAS and Qualtrics before the assignment deadline. Hard copies and email submissions will **not** be accepted. The best format for uploading is a PDF.

Course grades will be calculated using the scheme below.

|  |  |
| --- | --- |
| **Total Percentage** | **Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 0-63 | F |

**Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Dates** | Unit | Topics |
| Week 1  August 28, 2018  **In Class Meeting** | Unit 1 | Introduction and focus on Public Health careers; how to prepare job applications and build resumes. Time sheets and other paperwork DUE on Canvas/Qualtrics. |
| Unit 2 | Discussion of how to conduct literature reviews and article outline exercises in class. |
| Week 3  September 11, 2018  (Optional meeting) | Unit 1 | Writing Personal Statements and practice interviewing |
| Unit 2 | Draft Outlines for papers Due on Canvas. |
| Week 5  September 25, 2018  **In Class Meeting** | Unit 1 | Sharing of internship experiences; Writing professional literature reviews for Public Health diseases, interventions and policy.  Time sheets and other paperwork DUE on Canvas/Qualtrics. |
| Unit 2 | Draft Chapter 1 DUE on Canvas. |
| Week 7  October 9, 2018  (Optional meeting) | Unit 1 | (Optional) Creating a Professional poster |
| Unit 2 | Draft poster abstract DUE on Canvas; Draft Chapter 2 DUE on Canvas. |
| Week 10  October 30, 2018  **In Class Meeting** | Unit 1 | Sharing of internship experiences; Preparation for and selection of graduate schools. Writing responses and statements. Overview of online applications. Time sheets and other paperwork DUE in Canvas/Qualtrics. |
| Unit 2 | Draft poster DUE on CANVAS; Chapter 3 DUE |
| Week 11  November 6, 2018  (Optional meeting) | Unit 1 | Preparing for Job Interviews and writing your letter of application.  Time sheets and other paperwork DUE in Canvas/Qualtrics. |
| Unit 2 | Posters and Presentations DUE; Draft Chapter 4 Due |
| Week 12  November 13, 2018  (Optional meeting) | Unit 1 | Searching for Jobs: Common Sites and tips.  Time sheets and other paperwork DUE in Canvas/Qualtrics. |
| Unit 2 | Draft final paper DUE in Canvas. |
| Week 13  November 20, 2018  **In Class Meeting** | Unit 1 | Sharing of internship experiences; Graduation, and the future of Public Health.  Final Internship timesheets and other paperwork DUE in Canvas/Qualtrics. |
| Unit 2 | Final paper DUE in Canvas. |
| Finals Week; TBA  **In Class Meeting** | Unit 1 | All Internship paperwork DUE for all completed internships. |
| Unit 2 | Presentation of Capstone Posters/Papers; Final paper/poster Appendices and Materials DUE in Canvas (paper) and Canvas/Qualtrics (poster). |

***Note:*** *Yellow highlighted requirements are for students completing their 120 hours at an internship placement.*

*Pink highlights are for students completing their presentation abstract, poster/PowerPoint and/or Presentation.*

*Blue highlights are for students completing their Capstone Paper.*