

2020
2021

Field Studies Preceptor Handbook

DEPARTMENT OF COMMUNITY HEALTH SCIENCES
UCLA FIELDING SCHOOL OF PUBLIC HEALTH

CHS 400

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About Field Studies

Field Studies gives students firsthand experience within a health or health-related social service agency or community program in elements of planning, program implementation, evaluation; and/or policy formulation, implementation and analysis. Through Field Studies internships, students will become familiar with the operation of the agency or program, its goals, policies, administrative structure, types of health professionals employed, and clientele served. Field experience is required for all MPH students. Students receive academic credit by enrolling in CHS 400, a 4-unit course. Due to COVID-19, remote internships are now permitted.

Objectives of Field Studies Experience

1. Apply the theory, knowledge, skills and techniques obtained in the classroom to a professional setting
2. Understand organizational dynamics in a given practice setting
3. Polish and enhance program planning, implementation, and evaluation skills under the guidance of an experienced preceptor
4. Acquire skills related to policy formulation, implementation, and analysis
5. Develop a professional persona by integrating the lessons of a professional environment
6. Provide an opportunity to explore a particular health care setting as it might relate to future career decisions

Organization and Preceptor Qualifications

Organization registrations serve both as a way to share internship opportunities with students and to ensure that an individual internship will qualify for field studies. Organization registration forms should be completed annually. The registration is available at: https://uclahs.az1.qualtrics.com/jfe/form/SV_4ObjxOqAUhGD1M9.

The preceptor is an individual within the organization who is responsible for giving guidance and advice to the student. In many cases, students will have both preceptors and supervisors. While there are no requirements for a supervisor, there must be at least one person at the organization who can be designated as a formal preceptor. The preceptor must have an MPH or other advanced degree in public health and a minimum of three years of experience. A related degree may be substituted only with prior approval from the Director of Field Studies.

Preceptor Guidelines

Field Studies internships provide an opportunity for students to gain public health skills, develop professional networks, and lay the foundation for their future public health career. As such, students are expected to act professionally in their internship. Preceptors and supervisors provide critical support to help train and prepare students to thrive in the public health workforce.

Preceptors should:

1. Provide an orientation to and overview of the organization, including:
 - a. Applicable policies and procedures students must follow
 - b. Mission and purpose of organization
 - c. History and structure of organization (e.g., organizational chart)
 - d. Sources of funding, major programs, services provided
 - e. Introductions to organization personnel, other professionals, and community representatives with whom the student will work
 - f. Tour of the facilities (if possible)
2. Provide support to students so that they can safely complete their assigned tasks and scope of work, this could include opportunities for remote work due to COVID-19 or office space and internet when appropriate.
3. Plan assignments and work schedule considering the objectives of field studies and the list of competencies provided in Appendix.
4. Provide an overview of the assigned projects, including the history and context of the projects, long term goals and equity goals, and where the student can find relevant materials or documents.
5. Provide feedback on assignments.
6. Meet with students regularly to discuss and evaluate progress, provide feedback, resolve problems, and encourage professional growth.
7. Provide opportunities for the student to attend meetings and meet other public health professionals, including opportunities to attend staff meetings, planning meetings, and stakeholder meetings, as well as introductions to other professionals.
8. Encourage students to work independently and as part of a team.
9. Provide guidance and respond in a timely manner with respect to field studies deliverables, including: timesheet, scope of work and agreement, weekly log prompts, site visit, evaluation, and exit interview. (See next section for more information).
10. Discuss future career opportunities and opportunities for professional growth.

Preceptor Contributions to Field Studies

Preceptors serve an integral role in ensuring that students have a meaningful experience and providing feedback to the Director of Field Studies on their contributions to your organization. As such, preceptors are asked to work with students to set internship schedules, review and sign timesheets, collaborate with the student to develop a scope of work, meet with students regularly, participate in a site visit, complete an evaluation of the student at the end of the internship, and conduct an exit interview with the student.

Internship Hours and Schedules

Students are required to complete a minimum of 400 qualifying Field Studies internship hours. Students should work directly with their preceptors to determine schedules and request time off from their internships. Students are not permitted to work more than 40 hours per week. Additionally, students must take lunch breaks. The following hours do not count for field studies internship hours: Lunch or other breaks, vacation, holidays, and sick days, commute to work,

and attendance at trainings, conferences, or other educational workshops where the student is the learner.

Timesheets

Students should keep track of their hours on a weekly basis throughout their internship. Timesheets must be signed by both the student and the preceptor. Timesheets are due within 7 days of completing internship hours or by the Wednesday of finals week in the quarter in which the student is enrolled in CHS 400, whichever occurs first. Students submit the timesheets.

Scope of Work and Agreement

Each student is responsible for developing a scope of work in collaboration with the student's preceptor. The scope of work provides the framework for the field experience, by ensuring that: (1) the student and preceptor have a clear understanding of this planned experience and (2) the experience is appropriate to earn 4 units of academic credit toward the MPH degree in Community Health Sciences. Students must submit the draft scope of work within the first 40 hours of internship and a final scope of work within the first 80 hours of internship. The final scope of work requires the signatures of the Director of Field Studies, student, and preceptor. It is possible and sometimes expected to change the scope of work during the 400 hours. If it becomes necessary to significantly change the original scope of work, students must request approval from the Director of Field Studies. See Appendix for the Scope of Work Template.

Site Visits

Students, preceptors, and the Director of Field Studies meet midway through the internship at a site visit. When possible, the Director of Field Studies will conduct the site-visits in person. All other site visits will be conducted via Zoom video conferencing. Site visits are an opportunity to showcase the organization and student's work. If there are multiple students at an organization or in your department, please work with all students to schedule the site visit the same day. Students or preceptors can schedule the site visit using the following link:
www.calendly.com/sblenner/site-visits.

Preceptor Evaluation and Exit Interview

The preceptor evaluation should be completed by the preceptor towards the end of the internship. A copy of the completed evaluation should be downloaded and saved immediately following the submission of the evaluation on Qualtrics. Preceptors should review the evaluation with the student as part of an exit interview. The evaluation should be signed by both the preceptor and the student and is due within 7 days of completing internship hours or by the Wednesday of finals week in the quarter in which the student is enrolled in CHS 400, whichever occurs first. As part of ongoing field studies evaluation efforts, responses may be de-identified and reviewed in the aggregate. See Appendix for a preview of the preceptor evaluation. The evaluation can be accessed at:
https://uclahs.az1.qualtrics.com/jfe/form/SV_0DhVoJ9I5tW2n1H.

Additional Student Assignments for Field Studies

A description of additional assignments students complete that are related to their field studies internship are included below. While preceptors do not need to complete anything for these assignments, students may talk to their preceptor or others at the organization about the assignments.

Reflection Logs

Students write ten reflection logs throughout the internship. Reflection logs and the associated prompts are designed to help students develop professional relationships with public health practitioners and connect their internship projects to larger public health issues and concepts. Reflection is a critical step in the experiential learning process. It allows the learner to process the internships, connect past experiences and lessons with current efforts to solidify skillsets, consider or plan next steps, or look at an issue from a different perspective.

The prompts consist of thought questions and action items, which are each mapped to competencies and the objectives of field studies. Prompts provide an opportunity for the student to talk to preceptors or others at the organization about how the organization operates and public health practice more generally. Students will likely ask questions to their preceptors to help them complete some of their weekly prompts. See Appendix for Reflection Log Prompts.

Final Report, Portfolio, and Abstract

A final report with an accompanying portfolio is submitted as the final deliverable for the field studies course. The final report is a written paper which serves as an overview of the field experience by describing the public health problem(s) addressed in the internship, the internship objectives, organizational setting, collaboration, results achieved and competency attainment, relevant theories and concepts, and recommendations.

The report includes an appendix that contains a portfolio with sample student work to demonstrate competency attainment. Please contact the Director of Field Studies to discuss any concerns with the portfolio requirement.

Students also write a short abstract describing their internship activities, which is shared with future students.

Department Contact

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UCLA Fielding School of Public Health
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Pronouns: She/Her/Hers

Appendix

Competencies

Competencies

Each Scope of Work must tie the activities to 5 of the competencies from the below list. There must be at least 1 CHS competency identified and at least 3 CEPH competencies identified.

Competency	Description
CHS 1	Analyze the social determinants of health at multiple levels to identify social or behavioral intervention opportunities.
CHS 2	Apply social or behavioral theories, models, or frameworks to understanding or ameliorating a public health problem.
CHS 3	Write a professional-level program justification for specific health problems, including a problem, a population description, and a needs assessment.
CHS 4	Develop a comprehensive social or behaviorally-based intervention to address a health problem, including a basic process and outcome evaluation plan and a dissemination plan.
CHS 5	Describe specific program evaluation methods that have been applied to previous social or behaviorally-based public health intervention
CHS 6	Explain the key ethical issues in program design and evaluation.
CHS 7	Critique the design of, and inferences drawn from, evaluations of existing community health interventions.
CEPH 1	Apply epidemiological methods to the breadth of settings and situations in public health practice
CEPH 2	Select quantitative and qualitative data collection methods appropriate for a given public health context
CEPH 3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
CEPH 4	Interpret results of data analysis for public health research, policy or practice
CEPH 5	Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings
CEPH 6	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity of organizational, community and societal levels
CEPH 7	Assess population needs, assets and capacities that affect communities' health
CEPH 8	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
CEPH 9	Design a population-based policy, program, project or intervention
CEPH 10	Explain basic principles and tools of budget and resource management
CEPH 11	Select methods to evaluate public health programs

Competency	Description
CEPH 12	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
CEPH 13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
CEPH 14	Advocate for political, social, or economic policies and programs that will improve health in diverse populations
CEPH 15	Evaluate policies for their impact on public health and health equity
CEPH 16	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
CEPH 17	Apply negotiation and mediation skills to address organizational or community challenges
CEPH 18	Select communication strategies for different audiences and sectors
CEPH 19	Communicate audience-appropriate public health content, both in writing and through oral presentation
CEPH 20	Describe the importance of cultural competence in communicating public health content
CEPH 21	Perform effectively on interprofessional teams
CEPH 22	Apply systems thinking tools to a public health issue

Scope of Work and Agreement Template

CHS 400 Scope of Work and Agreement Instructions

Each student is responsible for developing a scope of work in collaboration with the student's preceptor. The scope of work outlines the projects and the activities the student will complete.

Within the first 40 hours after beginning the internship, students must submit a draft Scope of Work via CCLE. This version does not require any signatures.

The Director of Field Studies will provide feedback on the Scope of Work and may request that changes be made to the scope.

Once the Scope of Work is approved by the Director of Field Studies, the Director will sign the agreement section of the Scope of Work, and upload the document as a feedback file to the draft Scope of Work submission.

The student and the student's preceptor(s) must both sign the agreement section of the Scope of Work, and upload the final version with all required signatures to CCLE. The Scope of Work Agreement Template is available below.

Please delete this first page before submitting the document.

CHS 400 Scope of Work

Student Name:

Organization:

Preceptor Name:

Date:

#	OBJECTIVES	ACTIVITIES	TIMELINE	EVALUATION	COMPETENCY #
<i>Instructions</i>	<i>Provide each objective of your internship on a separate line. For larger projects, divide the project into objectives that correspond to components of the project. Add as many objectives as needed. Delete any extra rows.</i>	<i>Provide the activities you will conduct that will help you accomplish each objective. If listing more than one activity per objective, please number your activities.</i>	<i>Indicate when you anticipate working on objectives and activities. Be specific (e.g., weeks 1-3. Week 1-10 is too general)</i>	<i>Indicate how you will evaluate whether you completed the objective and activities (e.g., draft report, # meetings attended, final toolkit).</i>	<i>Identify relevant CHS and CEPH competencies for each row of objectives and activities.</i>
1					
2					
3					
4					
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22					

CHS 400 Scope of Work Agreement

This is a fillable form. Please complete this section after the draft scope of work has been approved.

Student Information

Student Name:

Email Address Used During Internship:

Cell Phone Number:

Work Number:

Residence During Placement – Street Address:

City:

State:

Zip Code:

Country:

Start Date:

Est. End Date:

Placement Site Information

Organization Name:

Address of Internship Site:

City:

State:

Zip Code:

Country:

Preceptor Name:

Preceptor Email Address:

Preceptor Phone:

The purpose of this agreement is to structure field studies internship through results-oriented objectives and a delineated scope of work. I acknowledge that I have read and agree that the scope of work will serve as the basis of this internship. By signing this document as the student, I acknowledge that I have read, understood, and agree to the guidelines/expectations outlined in the Student Handbook/syllabus. By signing this document as the preceptor, I acknowledge that I have read, understood, and agree to the guidelines/expectations outlined in the Preceptor Handbook. Once signed, any subsequent changes to the scope of work require approval by the Preceptor and the Director of Field Studies.

Director of Field Studies Signature and Date: _____

Student Signature and Date: _____

Preceptor Signature and Date: _____

Preceptor Evaluation

2021 Field Studies Preceptor Evaluation

Introduction

Thank you for providing support through the Field Studies internship. The success of our Field Studies program would not be possible without the guidance and support preceptors and supervisors provide.

About this Evaluation.

In this evaluation, we will ask you a series of questions about the student's performance and your participation as preceptor or supervisor in the Field Studies Program. If you serve as a preceptor to multiple students, please submit a separate evaluation for each student.

To preview the evaluation, [click here](#).

Who should complete this evaluation?

Only one evaluation should be completed per student. In the event that a student has more than one preceptor or supervisor, the preceptor or supervisor who provided the primary supervision during the internship should complete the evaluation with the input of any additional preceptors or supervisors.

I completed the evaluation, what now?

After you complete the evaluation, you will have the option to download your responses. Please save the evaluation and

review your responses regarding the student's performance with the student as an exit interview during their last week at the internship.

Once the evaluation is reviewed during an exit interview, students, preceptors, and supervisors should all sign the evaluation, and the student will submit the signed evaluation via our online learning management system (CCLE).

Evaluation Deadline.

The signed evaluation must be submitted by the student via our online learning management system within 7 days after the completion of the internship.

Ongoing Field Studies Program Evaluation.

As part of our ongoing field studies evaluation efforts, responses may be deidentified and reviewed or reported in the aggregate.

Thank you!

We truly appreciate your time, support, and feedback.

Questions?

Contact Sarah Blenner, Director of Field Studies at sblenner@ph.ucla.edu.

Personal Info

Name of preceptor or supervisor who completed this evaluation

First Name

Last Name

Email

Confirm Email

Additional preceptors or supervisors who contributed to this evaluation

Organization

Name of Student

First Name

Last Name

Experience

The next series of questions ask about your experience with the UCLA Fielding School of Public Health, Department of Community Health Sciences Field Studies Program.

Overall, how would you rate your experience with the Department of Community Health Science's Field Studies Program:

Poor 1

2

3

4

Excellent 5

Is there anything that we can do to help prepare you, your organization, or students for the Field Studies internship?

Do you have suggestions for other organizations that would be a good Field Studies internship site? If you have a contact at the organizations that you recommend we reach out to, please provide the contact's information.

Work Style

The next series of questions ask you to evaluate the student's performance in their internship and skills.

Please evaluate the student using a scale of 1-5.

	Needs Improvement				Outstanding	N/A
	1	2	3	4	5	
Quality of work	<input type="radio"/>					
Time management	<input type="radio"/>					
Reliability	<input type="radio"/>					
Flexibility	<input type="radio"/>					
Initiative	<input type="radio"/>					
Positive energy	<input type="radio"/>					
Leadership	<input type="radio"/>					
Resourcefulness	<input type="radio"/>					
Ability to exercise own judgement appropriately	<input type="radio"/>					
Ability to evaluate the quality or reliability of information	<input type="radio"/>					

Please evaluate the student using a scale of 1-5.

	Needs Improvement				Outstanding	N/A
	1	2	3	4	5	

	Needs Improvement	1	2	3	4	Outstanding	5	N/A
Ability to work well with diverse individuals and groups		<input type="radio"/>						
Ability to work well with a team		<input type="radio"/>						
Ability to work well independently		<input type="radio"/>						
Ability to follow instructions		<input type="radio"/>						
Ability to accept feedback		<input type="radio"/>						

Optional: Please provide any feedback you have regarding your response to the previous two questions.

General and Public Health Skills

Please evaluate the student using a scale of 1-5.

	Needs Improvement	1	2	3	4	Outstanding	5	N/A
Software skills		<input type="radio"/>						
Oral communication skills		<input type="radio"/>						
Written communication skills		<input type="radio"/>						

	Needs Improvement				Outstanding	N/A
	1	2	3	4	5	
Analytical skills	<input type="radio"/>					
Research skills	<input type="radio"/>					
Evaluation skills	<input type="radio"/>					
Program development skills	<input type="radio"/>					
Program design skills	<input type="radio"/>					
Program implementation skills	<input type="radio"/>					
Advocacy skills	<input type="radio"/>					

Optional: Please provide any feedback you have regarding your response to the previous question.

Public Health Practice

Please evaluate the student using a scale of 1-5.

	Needs Improvement				Outstanding	N/A
	1	2	3	4	5	
Knowledge of public health principles	<input type="radio"/>					
Knowledge of factors that influence health	<input type="radio"/>					

	Needs Improvement				Outstanding	N/A
	1	2	3	4	5	
Ability to apply theory to practice	<input type="radio"/>					
Ability to learn new skills on the job	<input type="radio"/>					
Effort to develop and improve skills	<input type="radio"/>					

Please evaluate the student using a scale of 1-5.

	Strongly Disagree 1	2	3	4	Strongly Agree 5
When the student began working at my organization, the student was well prepared for the internship	<input type="radio"/>				
Over the course of the Field Studies internship, I have observed professional growth of the student	<input type="radio"/>				
The student can articulate career goals and plans	<input type="radio"/>				

Optional: Please provide any feedback you have regarding your response to the previous two questions.

Short Answer

What are the student's professional development strengths?

Please provide recommendations for the professional growth of the student:

How did the student contribute to the organization?

Please provide any additional comments, if applicable:



Review and Submit

After you submit your evaluation, you will be able to download a PDF of your responses. Please **save** the evaluation and review your responses regarding the student's performance with the student as an exit interview during their last week at the internship.

After reviewing the evaluation in an exit interview, students, preceptors, and supervisors should complete the signature section sections below. Students must submit the signed evaluation via our online learning management system (CCLE) within 7 days of completing their internship.

Preceptor and Supervisor Signatures

* Signature: _____ Date:

Name:

Signature: _____ Date:

Name:

Signature: _____ Date:

Name:

Student Acknowledgment and Signature

* I have read and discussed this evaluation with my preceptor. I acknowledge the opportunity to include my comments in this section if I so desire.

Student Signature: _____ Date:

To review your answers before submitting the evaluation, use the back arrows located on the bottom left-hand corner of your screen. Then follow the instructions below to submit.

To submit your evaluation, click on "Submit Evaluation" located on the bottom right-hand corner of your screen. You will then be directed to a page where you can download a

PDF of your responses. We will not receive your evaluation until you click "Submit Evaluation".

Thank you for completing your preceptor evaluation for field studies.

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Reflection Logs | Prompts

ABOUT | REFLECTION LOG PROMPTS.

Students write ten reflection logs throughout the internship. In addition to reflecting on their experiences, students respond to the prompt associated with the log. Some of the prompts are designed to encourage students to talk to their preceptors or others within the organization and the field of public health. Other prompts help students develop and achieve goals or connect their work to the larger spectrum of public health. Preceptors or others within the organization can expect that students will reach out about the highlighted questions below. Students may also ask for thoughts on any of the other prompts.

LOG 1 | ORIENTATION TO YOUR INTERNSHIP & ORGANIZATION STRUCTURE

Set a goal for your professional growth during your field studies internship. What is your goal?

Describe the structure of your organization (focus on the larger organization, not only the department or team). Identify the different professions that are represented on your team, in your department, or at the organization at large.

Plan Ahead for Log 3 Prompt: You will need to conduct an informational interview for log 3 with someone other than your preceptor or supervisor who works at your organization. Begin working on identifying and scheduling the informational interview.

LOG 2 | FUNDING

Who is in charge of managing the budget for the project you work on, the department (if applicable), and the organization as a whole? How are decisions about resource allocation made? Where does the organization receive its funding from? What are some of the challenges or benefits to receiving funding this way?

LOG 3 | INFORMATIONAL INTERVIEW (INTERNAL)

Meet with someone other than your preceptor who works at the organization for an informational interview. Who did you meet with for your informational interview? What is their relationship to the department that you work in or your projects? Briefly describe any relevant details about their academic and professional trajectory that led them to their position. Reflect on the informational interview experience. Did you learn anything about the public health profession or about your own career development through the interview?

LOG 4 | POLICY IDENTIFICATION

Identify a political, social, or economic policy related to the public health issues you are addressing through your internship that has either been proposed or is being threatened. What is the policy? Briefly note how the policy could or does improve health, and what populations are served. Is anyone at your organization doing something to advocate for these policies? If so, what are they doing?

Plan ahead for week 9 prompt: Begin looking for opportunities to advocate for the policy you identified. You will need to take action by week 9. Examples can include, but are not limited to:

- Attending a rally (if safe to do so)
- Attending a town hall meeting (could be virtual)
- Contributing to a related social media advocacy campaign
- Meeting with an elected official

- Providing education about the policy to community members or constituents
- Writing and distributing a fact-sheet
- Writing and publishing an op-ed article
- Writing and sending letters to policymakers
- Writing and submitting comment for a proposed regulation

LOG 5 | MID-INTERNSHIP REFLECTION & STAKEHOLDERS

Take a moment to reflect on your progress towards your scope of work and your experience in your internship. Is there anything that you would like to do, that you have not had the opportunity to do yet? Are there any adjustments you think need to be made to maximize your experience?

Thinking about the policy or program that you identified in log 4, who do you think some of the stakeholders are and how might you identify them? Are the stakeholders the same or different from the stakeholders for your project? What could be done or what is being done to build coalitions and partnerships to influence the public health outcomes?

LOG 6 | COLLABORATION

Does the project that you are working on require collaboration? If so, how does the project benefit from the different perspectives and what could be done to further facilitate the collaborations. Describe the role that different professions play in your project(s) or organization.

If there is no collaboration with individuals from other professions, what could be done to encourage such collaboration on the project? Consider talking to someone from a different profession about your work. Did this provide a new perspective?

Plan ahead for week 8 prompt: In week 8, you will need to conduct an informational interview with someone outside of your field placement. You should be thinking about scheduling this informational interview now. The informational interview could be (1) a follow-up to someone you met at a networking event you attended, (2) with someone you met during the course of your internship, or (3) with someone your preceptor recommends.

LOG 7 | STRUCTURAL BIAS, SOCIAL INEQUITIES, & RACISM

Do the projects you are contributing to have any long-term equity goals? If so, what are they? Thinking about your internship projects and the issues that they address, what is the historical and current context with respect to race, ethnicity, class, gender, age, sexual orientation, and/or disability for the issue? Consider this context at the structural, institutional, and interpersonal levels.¹

LOG 8 | INFORMATIONAL INTERVIEW (EXTERNAL)

Who did you meet with for your informational interview? How did you connect with this person? Briefly describe any relevant details about their academic and professional trajectory that led them to their position. Reflect on the informational interview experience. Did you learn anything about the public health profession or about your own career development through the interview?

¹ Jonathan Heller, "Strategic Questions to Ask to Explicitly Address Racism and Power in Your Public Health Practice," Human Impact Project (March 28, 2016), <https://humanimpact.org/strategic-questions-to-ask-to-explicitly-address-racism-and-power-in-your-public-health-practice/>.

LOG 9 | ADVOCACY

Describe what you did to advocate for the policy. What were some of the challenges and successes of your efforts? How did you identify a way to advocate for the program or policy you identified in week 4? Was it easy or challenging to find a way to advocate? Was it within the space of your internship, or did you advocate outside of your internship? (See week 4 prompt for ideas of how to advocate for a policy).

LOG 10 | REFLECTION

Look back at your first log. What was your goal? Reflect on your progress towards meeting this goal. Did your goals change as your internship progressed? What is one thing that you will take away from your internship experience?