



**Towson University Department of Health Science
Undergraduate Program in Community Health Education**

COMMUNITY HEALTH MATTERS

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Greetings from Health Science

With the end of the spring semester, it's once again time to be incredibly proud of our graduating students. As you'll soon read, the spring '09 internship cohort was every bit as productive and impressive as their predecessors. The semester's end also makes it the appropriate time to announce a modest change in the Community Health Education Program. As you may know, my appointment as Internship Coordinator was intended only for a transitional period in the program's life. That planned transition concludes with our summer '09 interns. Theresa Jackson (tkjackson@towson.edu; 410.704.3865) will hold full responsibility for the Community Health Education Internship as of the fall '09 semester. I know she will enjoy her work with you, as I have over the past academic terms. Your continued support, interest and enthusiasm make our program the success it is today. Thank you – from the Department, the students and myself. Happy summer.

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The Faces of Community Health Education

Spring '09 interns in Community Health Education reminded us yet again of how strong and well-prepared entry level health professionals can be. With fieldwork placements across an array of sites, these students demonstrated their abilities in positions including Community Health Education at Franklin Square Hospital, Planned Parenthood, the Good Health Center of Good Samaritan Hospital, and the Baltimore City Health Department Maternal & Infant Nursing Program. The cohort was particularly large, including 20 dual and full semester interns in community health education. As a consequence, the breadth of interests and fieldwork placements was comparably impressive. Students learned from time spent with the University of MD National Center for Trauma and EMS, Carroll County Community College, Sinai Life Bridge Physician Services, Y of Central Maryland, YMCA Headstart, the ARC of Baltimore, the American Cancer Society, IMA World Health, the Arthritis Foundation, the American Heart Association, the American Public Health Association, Baltimore City Health Department's Healthy Teens and Young Adults Program, Upper Chesapeake Health Care System, and Union Memorial Hospital, Cardiac Rehabilitation.

In their life-after-Towson, spring '09 interns will be pursuing a variety of professional options. Several students expressed interest in graduate school in health science and public health. Some students will be attending nursing school or teaching in the greater Baltimore area after graduation. Other interns remarked that they intend to continue volunteer work with their fieldwork agencies. Several students were among that fortunate few to be hired as full time employees of their fieldwork agencies.

Spring '09 interns also participated in the Department's first Speed Mentoring event. Given instructional demands, faculty have few opportunities to help students develop interpersonal skills linked to

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DR. RICHARD RIEGELMAN COMES TO TOWSON

April 6, the Health Science Department was honored to sponsor Richard K. Riegelman, M.D., M.P.H., and Ph.D. as a University Visiting Scholar. A Professor of Epidemiology-Biostatistics, Medicine and Health Policy as well as founding dean of the School of Public Health and Health Services at The George Washington University, Dr. Riegelman provided both faculty and students with real world insight into the marriage of research and practice, promoting expansion of civic engagement at both the undergraduate and graduate levels. His particular expertise in public health education was particularly relevant to anyone interested in careers in or related to health care, health literacy and professional development.

In a special breakfast session for our spring '09 interns in community health education, Dr. Riegelman discussed that there has perhaps never been a more appropriate time to address public health within our community. Awareness of public health as a field of study and practice has increased dramatically. As stated in a recent article in the *Washington Post*, "For a global generation, Public Health is a hot field." A joint report from the Association of American Colleges and Universities and the Association for Prevention Teaching and Research (APTR) suggests as well: "The fields of public health offer intrinsically interesting subjects of study while enabling students to address vital social issues and to do so with an awareness of world context."



Adding further importance to his visit, Dr. Riegelman remarked that our country faces a tremendous need for public health workers. It is projected there will be a dramatic workforce shortage by the year 2020.

After convening with Health Science community health education interns, Dr. Riegelman had a full day of campus visits. Not only did he confer with the Dean of the College of Health Professions, he also spoke before a group of interested faculty from across the campus who shared their perspectives on service learning and how best to prepare undergraduates as educated and engaged citizens.

To conclude his campus visit, Dr. Riegelman participated in a panel discussion of undergraduate public health education and the community. Health Science graduates, community health professionals and faculty from area programs in the community health field shared their perspectives on how best to prepare students for their transition to meaningful community professions. Dr. Riegelman's campus visit culminated with an address to the university community on the topic of "Making a Difference in Undergraduate Education: The Place of Public Health and Service Learning."



Internship is a special time in our undergraduates' personal and professional lives. The opportunity for them to meet with an acknowledged expert in our field, like Dr. Richard Riegelman, made for a substantively rich and personally exciting memory. The Department of Health Science looks forward to providing similar opportunities for future intern cohorts as they prepare for life-after-Towson.

WHAT'S HAPPENING?

DURING SPRING '09, THE DEPARTMENT OF HEALTH SCIENCE WELCOMED THE ADDITION OF SOME RETURNING AND SOME NEW INTERNSHIP OPPORTUNITIES. THE AMERICAN CANCER SOCIETY NOT ONLY REJOINED THE INTERNSHIP PLACEMENT RANKS, BUT ALSO SPONSORED A SPRING '09 INTERNSHIP. THE DEPARTMENT LIKEWISE WELCOMED THE RETURN OF THE HARFORD COUNTY HEALTH DEPARTMENT. AMONG PLACEMENTS NEW TO THE INTERNSHIP PROGRAM, WE WELCOMED MY SISTER'S PLACE AND THE HOSPICE AND PALLIATIVE CARE NETWORK OF MARYLAND. THE DEPARTMENT'S HOPE IS TO CONTINUE EXPANSION OF INTERNSHIP OPPORTUNITIES BOTH TO SUPPORT OUR COLLEAGUES IN THE COMMUNITY, BUT ALSO TO PROVIDE OUR STUDENTS WITH THE BEST REAL WORLD EXPERIENCES AVAILABLE TO THEM. CONTINUED THANKS TO ALL OUR PLACEMENTS. AND WELCOME TO THOSE JOINING THE FAMILY OF INTERNSHIP OPPORTUNITIES.

CALENDAR OF EVENTS

FALL '09 INTERNS

AUGUST 31

Fall '09 Block I and full semester internships begin.

OCTOBER 19

Fall '09 Block II interns begin their fieldwork placement.

DECEMBER 11

Fall '09 internships conclude.

SPRING '09 PROSPECTIVE INTERNS

SEPTEMBER 21 OR SEPTEMBER 22

Preinternship Meetings: Students must bring with them documentation of their academic eligibility for internship as well as a list of their top three placement choices.

STUDENT INTERVIEWS

OCTOBER 12 – NOVEMBER 6

Students arrange on-site interviews with prospective placements. All sites will first be contacted by the Department to confirm their willingness to participate. Sites participate only if able to host a spring '10 intern.

FINAL DOCUMENTATION

NOVEMBER 13

Students submit forms establishing the mutual agreement of both student and agency to the spring '10 internship placement.

personal *and* professional development. While many report employment histories, few undergraduates have professional experience. Yet today's health education students are expected to advocate for their profession, their issues and themselves. To be effectively executed, such advocacy entails professional and personal competence. To meet those needs, the Speed Mentoring event was designed to engage community health practitioners with students to advance students' personal development and professional persuasiveness. Following the speed dating model, a panel of 10 diverse community health practitioners was convened. Students, all community health education interns in their fieldwork placement, rotated among four panel members. In each rotation, they offered personal 'elevator speeches' and were interviewed. Practitioners then debriefed students on their performance.

Based on both student and professional participant feedback, the Speed Mentoring event increased students' confidence in their presentation of themselves. The experience also alerted them to areas for continued development. Community health practitioners, in turn, reported new insight into and willingness to guide students' professional growth. All participants – students and professionals – enjoyed the speed mentoring opportunity. That everyone also learned from the experience made it that much more successful. Exposure to multiple interview styles/questions appears to educate and empower students. Students' professional success will be determined by their expertise as well as by their ability to present themselves as effective professionals. The Spring '09 Speed Mentoring event was an attempt to meet that important developmental need.

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Spring '09 interns in Community Health Education and their Speed Mentoring Interviewers





MEET THE INTERNS

When you read about their accomplishments or meet them in the board room, we thought it only fair that you have a visual image of our spring '09 internship cohort. They are an accomplished group of young professionals who are destined to be among our profession's future leaders. We congratulate them on their accomplishments and wish them every success in life after Towson.

QUESTIONS AND ANSWERS

Q: I understand that all placements are eligible for additional funds each time they sponsor a student internship. For tax purposes, my agency is not able to accept those sorts of outside dollars. Does that mean we cannot have a student intern?

A: Absolutely not. At the time of declaring their major and intent to pursue an internship, students are reminded of the University-required laboratory fee that accompanies each internship experience. This fee is a University requirement, not one imposed by the Department of Health Science. Whether the fee is waived is not for the student to decide. Rather if you, as an agency placement, are precluded from accepting these additional University dollars, contact the Internship Coordinator. In that correspondence, confirm your organization's policy and your inability to accept the University fee. The Internship Coordinator, in turn, will alert the appropriate University offices. The student involved will be reimbursed the University fee. For placements able to accept the University fee, the additional funds may be used

Colleagues in Community Health Education

Hospice and Palliative Care Network of Maryland

When Christine Crabbs earned her degree from the Health Science Department, serving as an internship supervisor was probably not in the front of her mind. But life can work in mysterious ways. Christine Crabbs now is the agency supervisor of the Department's most recent addition to approved internship sites. Christine directs the **The Hospice & Palliative Care Network of Maryland**, a non-profit organization whose purpose is to promote quality End-of-Life-Care. The Network acts as an advocate for individuals and families facing the myriad of physical, psychological, spiritual and practical challenges associated with a life-limiting diagnosis, prognosis and with bereavement. Approximately 75% of the Network's mission is dedicated to providing high quality education to the health care providers caring for terminally ill patients and their families. The Network sponsors a monthly webinar program, 2- 3 large regional conferences, and several smaller education programs throughout the year. Guided by an active Education Committee, the intern will be exposed to assessments, program development, implementation and evaluation across the continuum of care provided by Maryland hospices. The Hospice and Palliative Care Network of Maryland promises rich opportunities in serving a population new to the fieldwork placement opportunities, and one that is consistent with our goal of real-world grounding.

in any way your agency sees fit. Some placements use the dollars to pay for internship costs (e.g., mileage/parking reimbursement, seminar registration fees, etc.); some donate the funds to an agency foundation; others use the money to extend programs in need. How the dollars are used is limited only by the terms of your agency and agency creativity.

Q: I need an intern who can write. Is it acceptable to ask the prospective intern to bring writing samples to the interview?

A: When interviewing a prospective intern, you should make the same requests as you would of any potential employee. For placements that entail solid writing skills, your informed assessment of a student's written competence is central to the decision to accept that intern. Because a student expresses interest in your site commits you to nothing. Instead, the Department expects you to scrutinize the student such that the 'fit' is as promising as possible relative to your needs and the student's capabilities. To be a good supervisor takes time and energy. The more you know about the student, the better the experience for all. Writing samples are 100% fair game.