



FALL 2025 DUE DATES

FOR CREDIT (P/NP): Friday, December 5, 2025 at 11:59PM

Submission via canvas site for students registered for PHE 404 credits

WAIVERS: Sunday, November 30, 2025 at 11:59PM

Student NOT receiving credit, submit via the [PHE 404 Orientation Canvas Site](#)

PLEASE COPY AND PASTE SECTIONS 1, 2, AND 3 TO A NEW DOC

PHE 404 Summary Report Template

Congratulations on finishing your PHE 404 Undergraduate Internships!
To complete the internship, answer the following questions below. You will need your [PHE 404 Approval Form](#) submission to complete some of the questions.

SECTION 1: STUDENT INFORMATION

Student Full Name:

Student PSU ID:

SECTION 2: INTERNSHIP SUMMARY

1. In one to two paragraphs, provide a brief overview of your internship responsibilities and activities. You may copy and paste this from your [PHE 404 Approval Form](#), but update it if those responsibilities or activities changed.
2. In one to two paragraphs, explain if this internship provided you with a good overall learning experience and why or why not.
3. In one to two paragraphs, describe the experiences during the internship that were both the most and least helpful, and why they were and were not helpful for you.
4. In two to five sentences ***per learning goal*** you set for yourself in your PHE 404 Learning Application, explain if you were (or were not) able to accomplish those learning goals.
5. In one paragraph, describe how this internship experience has either positively or negatively influenced your career goals.
6. In one paragraph, provide feedback or recommendations to improve the internship experience at this placement site and if you think you received adequate supervision from your worksite supervisor.
7. Explain why you would (or would not) recommend this internship site to other students.

8. Provide any additional comments you may want to include.

SECTION 3: CEPH COMPETENCY INCORPORATION

Our undergraduate program is accredited by [CEPH](#) (Council Education in Public Health). CEPH sets the standards for best practices in public health education. Part of our accreditation requirement is assessing student competencies and learning outcomes. At the end of this document is the list of the program and concentration competencies.

1. In one page or less (headers do not count towards the page limit), describe which of the competencies from your major your internship incorporated. Your internship may have covered as few as one or several of the competencies or even a portion of one so include those if applicable. Because there is no required number, please honestly assess your experience and how it matches up to the competencies. Please provide examples.

SECTION 4: CEPH COMPETENCIES LIST

This list is for Section 3 reference, do not copy and paste this section for your write up.

Students in the BS/BA Applied Health & Fitness program should be able to:

- Demonstrate knowledge of basic public health concepts, methods, and evidenced-based approaches, and the role public health plays in the health of individuals
- Assess health and fitness in individuals, and understand how the human body adapts and responds to physical activity
- Apply critical thinking skills to evaluate health and fitness research
- Apply ethical and empirically based methods to design, implement, and evaluate programs to improve health and fitness

All undergraduate students in *Public Health Studies* program must attain the following core competencies:

- Demonstrate knowledge of basic concepts, analyses, methods and evidenced based approaches, health systems, and other aspects of public health
- Identify population health challenges including social, behavioral, biological, environmental, and other factors that impact human health and contribute to health inequities and inequalities
- Comprehend the science of human health and disease including opportunities for promoting and protecting health across the lifespan

Students in the Clinical Health Science Concentration will learn to:

- Distinguish the role public health plays in the health of individuals and the population

Students in the Community Health Promotion Concentration will learn to:

- Describe the factors that influence human health and health inequities in the global and environmental context
- Demonstrate knowledge of the basic concepts of ethical, legal, economic, and regulator dimensions of health care and public health policy

- Apply fundamental concepts and features of program implementation including planning, assessment, and evaluation
- Examine the role of communications in public health, including effective and appropriate messaging and strategies for individuals, the public, policymakers, and other stakeholder groups

Students in the Healthy Aging Concentration will learn to:

- Identify the physiological and psychological health issues of aging
- Demonstrate an understanding of the social and economic aspects of aging
- Apply knowledge of aging to the administration of aging services and long-term care programs

Students in the Health Services Administration Concentration will learn to:

- Identify the primary elements and issues related to the organization, financing, and delivery of the continuum of health services in the United States
- Understand relevant theories and practices for effective management practice in entry-level positions
- Describe organizational needs in the design and development of operational plans for health programs and services

Students in the Indigenous Health Concentration will learn to:

- Learn in a community-based and community-driven process that centers the strengths and contributions of Indigenous people who have been engaging in public health since time immemorial
- Understand and address racial health disparities through a critical analysis of racism, colonialism, and power
- Examine, reflect, and engage in discourse into social determinants of health impacts on racialized and oppressed populations that are historically underserved and erased by western institutions
- Critically analyze harmful data and research practices in order to build a workforce that is accountable to address colonialism and racism embedded within public health and intersecting systems through Indigenous strengths-based approaches
- Understand the critical need for public health to center Indigenous knowledge to uplift practices of community care, decolonize the Land Back movement, and to foster advocates and allies for Indigenous equity
- Develop equitable public health solutions rooted in Indigenous wisdom, values, and Indigenous Traditional Ecological & Cultural Knowledges (ITECK) systems

Students in the School Health Educator Concentration will learn to:

- Demonstrate an understanding of evidence based educational strategies
- Develop health curricula for middle and high school students