

Internship Description Fall 2022

a. A statement of the agency's willingness to provide the student with a meaningful educational experience.

We are willing to provide students who enroll into our internship with a meaningful educational experience. Specifically, these students will enroll in our Health Disparities and Health Promotion Research (HDHP) Internship. This internship involves assisting in the conduct of culturally sensitive, intervention-focused, community-based participatory research (CBPR) and patient-centered research aimed at (a) reducing physical and mental health disparities that have a disproportionately negative impact in minority, low-income, and/or medically underserved communities, and (b) promoting health and wellness/wellbeing in these communities. The student interns who participate in this internship will learn how to conduct the aforementioned research through readings, virtual discussions and learning activities as well as through the implementation of virtual interventions targeting individuals living in minority, low-income, and/or medically underserved communities.

This internship is novel in that it addresses the need for students to develop the knowledge, awareness, and skills to conduct research in health disparity communities (i.e., racial/ethnic minority, LGBTQ+, low-income, and medically underserved communities), and even more importantly, to conduct such research using culturally sensitive, community engaged research approaches/models (i.e., the community based participatory research model and the patient-centered culturally sensitive health care model). Both types of models foster community/patient empowerment and involve members of the target communities in every step of the research process. These models are recognized nationally as best suited for research aimed at reducing health disparities.

Notably, this internship will also give students the novel experience of conducting culturally sensitive research under the conditions of social distancing due to COVID-19. They will learn how to adapt in-person interventions so that they can be implemented virtually in communities where the use of technology is limited. We will provide students with training in tele-mental health, telehealth, and telemedicine—interventions fostered by COVID-19 but are here to stay. Additionally, we will involve them in learning how to write research articles for publication and provide them with the opportunity to earn co-authorship of an article that is submitted for publication. Such training will help prepare our interns for graduate school in counseling and clinical psychology and for medical school.

Students will be able to register for 2 internship credits (6 hours per week) or 3 internship credits (9 hours per week). All students who register for 2 credits or 3 credits will learn and then experience all of the aforementioned learning activities/interventions.

Students who register for 3 credit hours will *additionally experience* (a) mentoring and co-training of new interns, (b) participation in trainings designed to teach how to lead culturally sensitive health disparities and health promotion research and then assume research leadership roles in this research, and (c) learning how to write research grant proposals and research articles through reviewing and/or editing these documents. These learning experiences (a – c) are particularly helpful for any student who desires to be a faculty member at a major university where research and training student researchers are highly valued.

b. A description of the training of the staff that will supervise the student.

Below is a list of the staff who will supervise or co-supervise the students who enroll in the HDHP Research Internship along with their training:

1. Dr. Tucker is the overall supervisor of the interns. She is the UF Florida Blue Endowed Chair in Health Disparities Research, Distinguished Alumni Professor, and a Professor and Clinical Psychologist at the University of Florida. Her specialty areas are patient-centered culturally sensitive health care and culturally sensitive health promotion research and interventions aimed at preventing chronic diseases, including cancer, and reducing health

disparities, including cancer disparities.

2. Dr. Tucker's Intervention Research Team Members who now constitute the internship staff will serve along with Dr. Tucker as supervisors of the student interns:

- Dr. Frederic Desmond is the assistant research scientist, community intervention trainer, and data manager on Dr. Tucker's research. He has worked in these roles for over 15 years.
- Ms. Hannah Young, B.S. graduated from UF in May 2022 and since then has been working full-time with Dr. Tucker's research team in the roles of internship coordinator and assistant to fiscal manager.
- Ms. Katharine Lemessy, M.A. graduated from UF in December 2021 and has been working full-time with Dr. Tucker's research team since May 2022 in the role of research coordinator.
- Ms. Doni Planken, B.S. graduated from the University of Amsterdam and works full-time with Dr. Tucker's research team in the role of fiscal manager.
- The undergraduate students who sign up for 3 internship credit hours and are trained by two or more of the above listed members of Dr. Tucker's internship staff to be student mentors and then given the opportunity to be student mentors to new interns.

All of the above listed student supervisors will be supervised by Dr. Tucker and/or will co-supervise with her. All of the above listed student supervisors will participate in the following UF trainings: HIPAA, IRB, and FERPA. Additionally, Dr. Tucker will ensure that all of the listed persons are clear about and know how to be effective intern supervisors.

c. A description of the training that will be provided to the student.

Students who enroll in 2 internship credits or 3 internship credits will be trained to do the following:

1. To conduct health disparities and health promotion research in minority, low-income, and/or medically underserved communities that are disproportionately affected by mental and physical health disparities (i.e., health disparity communities);
2. To use three culturally sensitive types of research for reducing health disparities and promoting health: (a) community-engaged research, (b) community-based participatory research, and (c) patient-centered research;
3. To apply three culturally sensitive theories/models (i.e., health self-empowerment theory, patient-centered culturally sensitive health care model, and minority stress theory) and consider the social determinants of health when developing interventions for promoting mental and physical health in health disparity communities;
4. To conduct and evaluate the impact of culturally sensitive interventions for promoting health and ultimately reducing health disparities in health disparity communities, and to conduct external quality-control monitoring to evaluate the fidelity of these interventions;
5. To conduct the major components of three large, ongoing, culturally sensitive, grant funded research projects being conducted in low-income, racial/ethnic minority communities, all of which are anchored in the community-based participatory research model;
6. To conduct virtual interviews and/or focus groups with various groups, including racial/ethnic minority patients and providers, community health workers, older Americans, and others to obtain data for informing or evaluating the impact of the health promotion and other interventions being tested in the aforementioned research projects;
7. To conduct external quality-control monitoring to evaluate the fidelity of health promotion and health disparity reduction-focused interventions being implemented in health disparity

communities;

8. To engage in quantitative and/or qualitative data management activities that ready data for analysis; and
9. To write research articles and annotated bibliographies that focus on health promotion or health disparities research.

Students who enroll in 3 internship credits will additionally be trained to do the following:

1. To mentor other interns to implement health promotion interventions, including the Health-Smart Behavior Program (called Health-Smart)—a program founded by Dr. Tucker and being used nationally to promote health, treat obesity, and help reduce health disparities. Health-Smart is being used in her current grant-funded projects/programs in which the student interns will participate for learning purposes.
2. To co-lead health disparities and health promotion research being implemented by Dr. Tucker and her research staff in low-income racial/ethnic minority communities.

d. The duties and responsibilities of the intern.

Table 1, which is shown below, shows the required duties and responsibilities each intern (i.e., each student who enrolls in the HDHP Internship) and the grade points that will be awarded for performing each duty and responsibility. **Executing these required duties and responsibilities can occur virtually during the Fall and thus do not require that a student intern be in Gainesville. Interns who come to the internship site during the Fall semester are encouraged to but not required to engage in social distancing and wear masks.** Student interns will earn up to 100 points for meeting and executing the duties and requirements of the aforementioned internship. The following grading scale will be used: 100 to 90 points = A; 89 to 80 = B; 79 to 70 = C; 69 to 60 = D; Below 60 = F. A satisfactory internship grade is 80 points or higher.

Table 1

Duties and Responsibilities of Interns	Points
Read a provided list of 10 online research articles and/or protocols focused on community-engaged, community-based participatory, or patient-centered health promotion and/or health disparities research involving health disparity communities, and then share one thing liked or disliked about each article you read.	Total Maximum Points = 50 points based on 5 points for each of the 10 articles read and comments provided regarding one thing liked or disliked about the article.
Engage in cultural sharing at a meeting for all student interns, Dr. Tucker, and some of the other internship staff. (Cultural sharing is an activity in which interns spend 5 minutes sharing about the culture in their country being sure to include a focus on food, religion, marriage, dating and premarital sex, and views regarding health and/or health care.)	Total Maximum Points = 10 self-determined points based on the quality of the oral presentation and the accompanying presentation PowerPoint.

<p>Participate in a discussion of community-engaged research, community-based participatory research, and patient-centered culturally sensitive research led by Dr. Tucker. Specifically, share examples of each of these types of research from among the Dr. Tucker's current research projects.</p>	<p>Total Maximum Points = 6 self-determined points based on level of participation in the discussion, including sharing examples of each type of research that Dr. Tucker discusses.</p>
<p>Complete the online IRB training required to conduct research with human subjects and submit a copy of the certificate verifying completion of this training to the instructor for the internship course.</p>	<p>Total Maximum Points = 3 points for providing the specified training verification certificate.</p>
<p>Participate in or assist with implementation of various components of the ongoing community-engaged research projects, and community-based participatory research projects being conducted by Dr. Tucker and her research internship staff. Examples of such participation and assisting are: collecting data, scoring qualitative data, assisting with training activities, making flyers, helping the research-focused websites, interviewing research participants, organizing a town hall meeting, engaging in external quality control monitoring, etc. Ask a member of internship staff to send the internship coordinator the number of points out of 12 that you should be awarded at the end of the Fall semester.</p>	<p>Total Maximum Points = 12 points awarded by a member of Dr. Tucker's internship staff for participating in or assisting with implementation of various components of the research projects being implemented by Dr. Tucker and her internship staff.</p>
<p>Attend at least 4 research team meetings, take notes on the major points made at each meeting, and read the major points at the next research team meeting.</p>	<p>Total Maximum Points = 8 points based on 2 points per each of 4 meetings at which the stated activities will occur.</p>
<p>Work in groups of 2 to create a 4-minute photo-voice presentation that shows health disparities. Examples of these disparities are housing disparities, health care access disparities, food access disparities. The photo-voice presentations will be shared during our internship meetings and the number of earned points will be the mean number of points anonymously awarded on-line by peer interns.</p>	<p>Total Maximum Mean Points = 5 points</p>
<p>Conduct literature reviews for assigned health promotion- or health disparities-related research topics and prepare an annotated bibliography for 3 articles resulting from this review. Use a provided guidelines for writing the annotated bibliographies. Dr. Tucker will provide the literature review topics.</p>	<p>Total Maximum Points = 6 points based on 2 points for each of the 3 submitted annotated bibliography. These annotated bibliographies should be submitted to the Internship Coordinator for review by Dr. Tucker</p>

The specific intervention components of the aforementioned grant-funded research projects/programs that student interns will have the opportunity to help conduct/organize are as follows:

- **Health-Smart Holistic Health Program for Seniors**
 - Virtual Health-Smart Program / eHealth-Smart
 - Smartphone & Food Security and Social Connection App
 - External Quality Control Monitoring
 - Virtual and in-person Physical Activity

- **UF Health Cancer Center Community-Partnered Cancer Disparities Research Collaborative (CDRC)**
 - Participant Data Collection
 - Virtual Health-Smart Program / eHealth-Smart
 - Focus Groups with Participants
 - External Quality Control Monitoring
 - Qualitative Data Analysis
 - Community Gatherings on Different Cancers
 - Cancer Research Registry

- **The Tele-Mental Health and Wellbeing Support Coaching Program for Black Adults and Youth**
 - Training or assisting of youth and adults to be Tele-Mental Health Support Coaches
 - Tele-Mental Health Support Groups for Seniors
 - Tele-Mental Health Support Groups for Youth
 - External Quality Control Monitoring
 - Data Collection (administering questionnaires)
 - Qualitative Data Analysis

Interns will follow a week-by-week schedule, which will be laid out for them via an internship syllabus. Students' progress and hours required for course credit fulfillment will be tracked electronically by the students themselves on a weekly basis, and they will be required to attend biweekly virtual meetings with Dr. Tucker and the other members of her research team staff and all other interns. In addition to these biweekly meetings, interns will be meeting virtually with one another to work on the above tasks and assignments.

e. A statement of liability insurance arrangements for volunteers regarding their interaction with clients (if not a state agency).

The internship will be virtual for the Fall 2022 semester. Interns who come to the internship site during the Fall semester are encouraged to but not required to engage in social distancing and wear masks.

f. A description of the criteria that will be used to evaluate the performance of the student.

In addition to the above point system for grading the student interns in the HDHP Internship, we will be using an hour log system, where interns must input all the tasks they have worked on and how long each task took. Interns will be evaluating themselves at the end of the semester using the below self-assessment form to assess the student's performance as an intern.

	Outstanding	Above Satisfactory	Satisfactory	Needs Improvement	Not Satisfactory
1. Productivity					
2. Quality of work					
3. Teamwork					
4. Flexibility/Adaptability					
5. Punctuality					
6. Communication					
7. Initiative					
8. Attitude					
9. Creativity					
10. Leadership					
11. Enthusiasm					
12. Cultural Sensitivity					
13. Volunteerism					
14. Professionalism					
15. Dependability					

1. What sub-components were you involved with for the semester? Please list each sub-component alongside your assigned tasks for each.
2. Rate your overall performance on each sub-component from a scale of 1-5 where 1=poor and 5= excellent. Please list each sub-component and your self-evaluation next to it.
3. In what additional capacities did you serve?
4. What are some areas that you would like to improve on in future semesters as an intern?