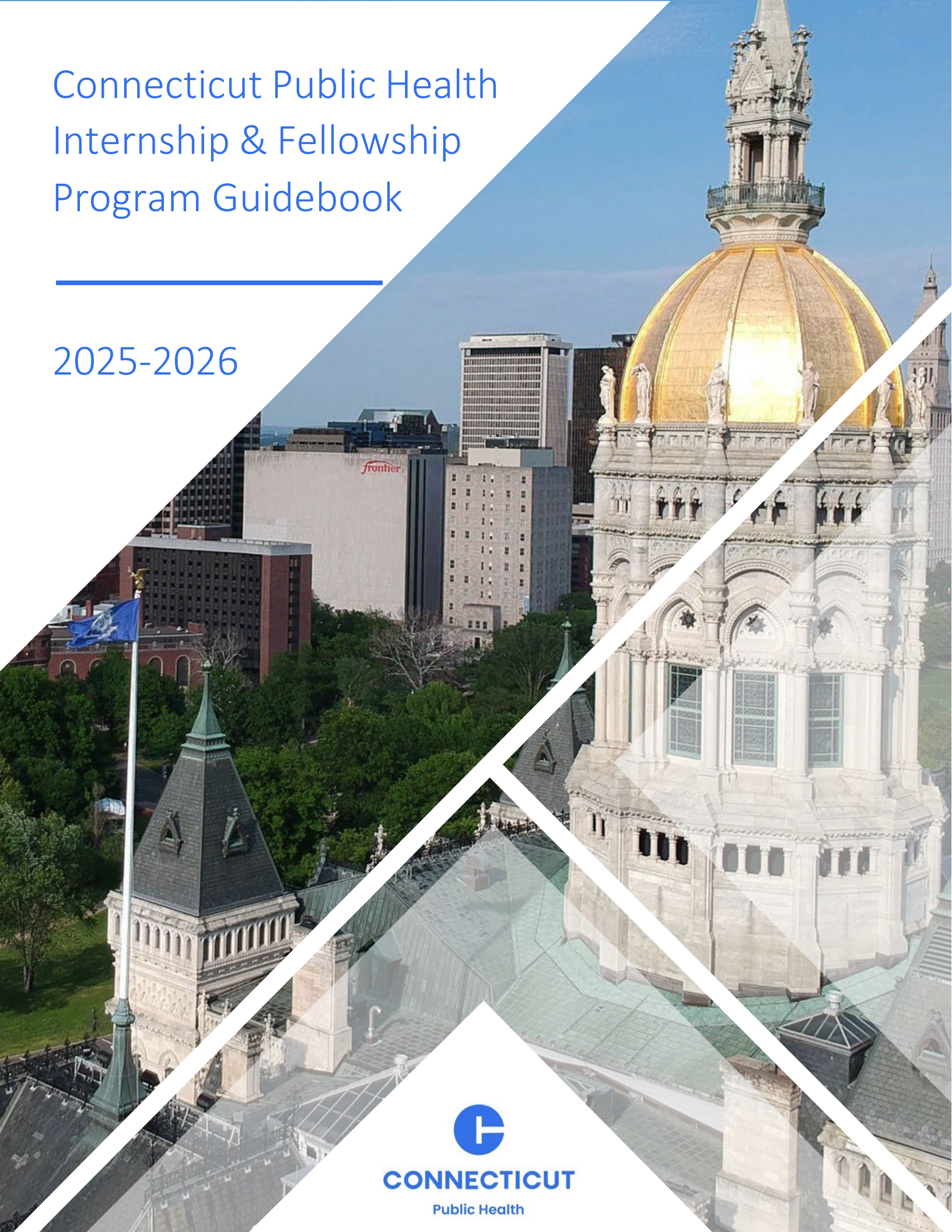


# Connecticut Public Health Internship & Fellowship Program Guidebook

---

2025-2026



**CONNECTICUT**

Public Health

Acknowledgment: This program is supported by the Centers for Disease Control and Prevention Public Health Infrastructure Grant (grant # NE11OE000019). This guidebook content is the authors' conclusion and should not be construed as the official position or policy of the funding agency.

Photo courtesy of the State of Connecticut

Version 2 Update 5.4.2026

## Table of Contents

Acronyms.....	2
Connecticut Department of Public Health Internship Programs Overview.....	3
Public Health Internship Preceptor Program Model .....	4
Summer Internship Program .....	5
Fall and Spring Internships .....	5
CT Public Health Fellowship Program (CT PHFP) .....	6
Program Requirements for all CT DPH Program Interns .....	6
CT DPH Internships Frequently Asked Questions.....	7
CT Public Health Fellowship Program Frequently Asked Questions.....	8
Roles and Responsibilities .....	9
Terminations or Withdrawal .....	13
Student Learning Plan Agreement .....	14

## Acronyms

AI	Artificial Intelligence
CT DPH	Connecticut Department of Public Health
CT PHFP	Connecticut Public Health Fellowship Program
LHD	Local Health Department/District
CT TRAIN	Connecticut Training Finder Real-Time Affiliated Integrated Network
OPHWD	Office of Public Health Workforce Development at CT DPH
OC&P	Office of Community & Practice at Yale School of Public Health

## Connecticut Department of Public Health Internship Programs Overview

Connecticut Department of Public Health (CT DPH) Internship Programs support the development of aspiring public health professionals by providing students with an experiential opportunity to learn about public health systems and state and local public health agency practices.

Students may:

- Learn with/from a preceptor who can serve as a role model and mentor.
- Carry out an independent project demonstrating the application of knowledge and skills to current public health practice and present the completed project to current public health professionals.
- Apply classroom learning and gain hands-on experience inside a public health work environment.
- Network within the field of public health.

A variety of programs are designed to support students at different stages of their academic and professional journey, guiding them toward successful careers in public health. Students from underrepresented populations or under-resourced backgrounds are strongly encouraged to apply.

Summer Internship Program	Fall and Spring Internship Program	Public Health Fellowship Program
<ul style="list-style-type: none"> <li>• This Cohort Program provides a 10-week (at least 180 hours) learning experience with local or state health office.</li> <li>• Weekly cohort sessions and events hosted by CT DPH.</li> <li>• Cohort model and additional public health training.</li> </ul> <p>Ideal for</p> <ul style="list-style-type: none"> <li>• Students exploring a public health career.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize CT Residents for placement opportunities.</li> <li>• Placements with local health and state health office.</li> <li>• Minimum of 120 hours.</li> </ul> <p>Ideal for</p> <ul style="list-style-type: none"> <li>• Flexible arrangements.</li> <li>• Specific academic/career focus (e.g. mid-career or advanced practice).</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend Program is available for internship placement at CT DPH, LHD, and other public health agencies.</li> <li>• Wrap-around program support, including orientation and CT TRAIN courses/resources.</li> </ul> <p>Ideal for</p> <ul style="list-style-type: none"> <li>• Financial support to engage in experiential learning opportunities.</li> <li>• A range of experience levels and diverse career interests.</li> </ul>

## Public Health Internship Preceptor Program Model

A model that benefits the individuals and groups involved.

---

- |                        |   |
|------------------------|---|
| Public Health Agencies | <ul style="list-style-type: none"><li>• Communication and teaching skills of preceptors contribute to agency goals, including accreditation.</li><li>• Commitment of preceptor as a valued, knowledgeable member of the organization.</li><li>• Retention of skilled public health professionals who seek to continue their professional development.</li><li>• Opportunity to see public health issues with the fresh perspective of students through special projects, research, and publications</li></ul> |
|------------------------|---|
- 

- |                       |   |
|-----------------------|---|
| Academic Institutions | <ul style="list-style-type: none"><li>• Strengthens the relationship between academic programs and public health agencies leading to improved access and understanding of community and agency.</li><li>• Provide additional opportunities for experiential learning for students.</li><li>• Increase interest in public health as a career through research, special projects, and publications.</li></ul> |
|-----------------------|---|
- 

- |                          |  |
|--------------------------|--|
| Preceptor and Alternates | <ul style="list-style-type: none"><li>• Formal recognition of preceptors as a role model through increased opportunities to coach/mentor/teach others.</li><li>• The satisfaction of advancing the practice of public health by sharing knowledge and experiences.</li><li>• Opportunities to expand upon one's own skills and knowledge base.</li><li>• Opportunities to influence change in the workplace.</li></ul> |
|--------------------------|--|
- 

- |         |  |
|---------|--|
| Student | <ul style="list-style-type: none"><li>• Observe public health in action.</li><li>• Demonstrate the application of knowledge and skills to current public health practice.</li><li>• Apply classroom learning and gain experience inside a public health work environment.</li><li>• Develop contacts within the field of public health.</li><li>• Engage with a preceptor who can serve as a role model and mentor.</li><li>• Illustrate communication skills and knowledge acquired by presenting a poster of the project worked.</li></ul> |
|---------|--|

## Summer Internship Program

The Summer Internship Program allows students to collaborate with public health professionals on projects and gain experience in a public health agency. The program offers

- Weekly “This is Public Health” virtual interactive workshops covering key domains of public health.
- Weekly peer-to-peer sessions to deepen learning and facilitate peer learning opportunities.
- Weekly 30-minute check-in with internship program staff.
- Project poster session.
- Students who commit to attending 70% of sessions receive a Certificate of Completion.

### Summer Internship Program Eligibility

- 3<sup>rd</sup> or 4<sup>th</sup> year undergraduate or graduate student in public health or a related field.
- Good academic standing.
- May only participate in one CT DPH internship.

### *Satisfactory Program Completion*

Students must complete all assigned projects and tasks set by their preceptors and attend 70% of all CT DPH structured internship programming events. A schedule of events will be provided with the internship offer.

Students are expected to notify their preceptors and the CT DPH Office of Public Health Workforce Development in advance if they have challenges in attending the peer-to-peer in-person session at the DPH Office in Hartford, Connecticut. Students will be required to make up any missed sessions by completing alternative assignments, virtual training, webinars, or attending community events that cover the core competencies.

## Fall and Spring Internships

A limited number of spring and fall internships are available for students more than the academic year. Availability of internship placements will be based on preceptor availability.

Opportunities may be in-person, hybrid, or remote based on the host agency and preceptors’ preference, project needs, and planned learning opportunities.

### Fall and Spring Internship Eligibility

- 3<sup>rd</sup> or 4<sup>th</sup> year undergraduate or graduate student in public health or related field.
- Have good academic standing.
- Must be a resident in Connecticut or attend a Connecticut university.
- May only participate in one CT DPH internship.

## CT Public Health Fellowship Program (CT PHFP)

CT PHFP provides stipends of \$3,500 to fellows to support a public health practice experience.

Fellows will

- Complete a 2-hour virtual orientation.
- Complete 2 self-paced courses on CT TRAIN.
- Create and submit a fellowship Learning Plan Agreement with Preceptor.
- Participate in required check-ins and evaluation surveys.
- Complete an internship of approximately 180 hours with an eligible host agency.

### *CT Public Health Fellowship Program Eligibility*

---

Public Health Agency	<ul style="list-style-type: none"><li>• Located in the State of Connecticut.</li><li>• Local Health Departments/Districts, CT DPH programmatic units, or other state or local government agencies or community-based public health agencies. Able to provide a structured fellowship position with a robust opportunity to practice public health competencies.</li></ul>
Preceptor and Alternate	<ul style="list-style-type: none"><li>• Works within the host agency.</li><li>• Have a public health-related advanced degree and at least 2 years of experience in public health, or at least 5 years of public health practice experience (in Connecticut preferred).</li></ul>
Public Health Fellow	<ul style="list-style-type: none"><li>• 3<sup>rd</sup> or 4<sup>th</sup> year undergraduate or graduate student enrolled full or part-time in an accredited academic institution.</li><li>• US citizen, non-citizen US national, or a foreign national having a visa permitting permanent residency in the United States. (excludes international student visa holders)</li><li>• Not receiving other federal funds for their field placement.</li></ul>

### CT Public Health Fellows Requirements

- Attend a 2-hour virtual internship with Office of Community & Practice (OC&P) at Yale School of Public Health (YSPH).
- Complete all financial forms to be added as a New Supplier in the Yale Finance System for the stipend payment.
- Complete a signed learning agreement with preceptors.
- Select and complete two self-paced training courses on CT TRAIN.
- Complete a mid-point check-in survey.
- Complete an exit survey.
- Complete a one-year follow-up survey.

## Program Requirements for all CT DPH Program Interns

*Abide by field placement agency and academic institution policy requirements.*

Throughout their placement, students must follow the policies and procedures of their agency and the institution where they are enrolled. If a student is using this field placement to complete an internship, practicum, or graduation requirement for their school, it is the student's responsibility to confirm before the start of the internship/fellowship if the placement meets their academic program requirements.

*Use of Artificial Intelligence (AI) Tools:*

Before using an AI tool (Claude, ChatGPT, etc.), students should ask whether the host agency has an explicit policy on AI use to ensure data privacy is not violated. Students should disclose when AI is used to assist with deliverables. Students may use AI tools (e.g., for drafting, data organization, or research support) only in ways that align with their host agency's policies and academic institution guidelines. Any use of AI must maintain confidentiality, protect sensitive or identifiable information, and comply with all applicable data privacy standards. Students are responsible for verifying the accuracy of AI-generated content and should not rely on AI as a substitute for critical judgment. Students should disclose AI use to their preceptor and seek guidance to ensure ethical and appropriate application within their project work.

Note: If a project involves human subjects research, it is the student's responsibility to notify the preceptor, host agency, and seek Institutional Review Board (IRB) approval or a waiver for the project. Students should consult their academic faculty advisor for more information.

*Complete a Learning Plan Agreement and submit the plan for approval.*

In the first 1-2 weeks of the internship, the student and preceptor should complete the Internship Learning Plan Agreement. The learning plan agreement is an opportunity for the intern and preceptor to set expectations, create a schedule, and establish working norms for the internship/fellowship period. The Learning Plan includes a section for the student and preceptor to select public health competencies for the student to focus on developing during the placement, and to discuss the tasks, events, projects, or deliverables in which the student will be involved. If the student is receiving academic credit, those requirements can also be discussed at this time.

## CT DPH Internships Frequently Asked Questions

*I am a recent graduate. How long am I eligible for the CT DPH internship program?*

Students can participate in the CT DPH internship program for up to one year after graduation. To be eligible for the CT PHFP, you must be a current student.

*Do I need to attend a university in Connecticut to be eligible?*

We encourage students with a strong connection to Connecticut who attend online or out-of-state schools to apply to the CT Public Health Fellowship Program and the Summer Internship.

The Fall and Spring internship at the CT Department of Public Health will be limited to those with residence in Connecticut.

*Where will I be matched through the CT DPH Internship?*

Students may be placed within the CT DPH, the Katherine A Kelley State Public Health Laboratory, or local health districts and departments in Connecticut.

*Can I extend my internship/fellowship placement?*

Yes, many students choose to extend their internship. The student may discuss and get approval from your preceptor. Students who extend their internship period will not be required to complete a specified number of internship hours or repeat other requirements. Students are only eligible to receive a one-time fellowship stipend.

## CT Public Health Fellowship Program Frequently Asked Questions

### *When can fellowships take place?*

Fellowship stipends are available year-round, with a limited number available throughout the academic year. Funding will depend on student, preceptor, and host agency eligibility and funding availability.

Annual stipend schedule (subject to change):

- Fall 5 stipends
- Spring 5 stipends
- Summer 40 stipends

### *Are there any limitations on Fellowship activities?*

CT PHFP stipend recipients may not be directly involved in any activities that would be considered lobbying or directly influencing the legislative process. Here is additional guidance to consider from [Health and Human Services on Federal Restrictions on Lobbying](#).

Fellowships are intended for learning experiences in public health roles and agencies. The fellowship role should be clearly articulated as a learning experience and not a temporary contract of employment opportunity.

### *Where can I learn more about the CT Public Health Fellowship program?*

The CT PHFP is a CT DPH student pathway program administered by the Office of Public Health Practice at the Yale School of Public Health. For more information on the CT PHFP and the CT PHFP Guidebook, visit <https://sph.yale.edu/ctphfp>

## Roles and Responsibilities

Below are summaries of responsibilities and requirements for all groups involved in CT DPH Internships. This applies to Fall and Spring internships, the Summer Internship Program, and the CT PHFP.

### *Public Health Agency*

---

Overview	The public health agency is the host organization providing students with structured experiential learning opportunities to build core competencies in public health practice.
Eligibility	<ul style="list-style-type: none"><li>• Located in the State of Connecticut.</li><li>• Local Health Departments/Districts, DPH programmatic units, or other state or local government agencies. Community-based public health agencies that work closely with the state or local health agencies may also be eligible for host organizations.</li></ul>
Responsibilities	<ul style="list-style-type: none"><li>• Identify a qualified preceptor and alternate preceptor (see below).</li><li>• Support preceptor (s) and provide resources to accommodate students and ensure ongoing communication with student preceptor, and program manager.</li><li>• Collaborate with the preceptor to identify a range of learning opportunities for the student while at the agency.</li><li>• Provide orientation about agency, policies, procedures, and programs, including relevant policies such as acceptable AI use, HIPAA confidentiality requirements and compliance.</li></ul>

---

## Preceptor and Alternate Preceptor

---

Overview	<p>Preceptors are practice instructors or supervisors who serve as day-to-day supervisors and mentors for the students in their learning experience. The preceptor must be willing and able to commit time to guide the learning experience, provide ongoing feedback on their activities to deepen learning, and participate in program evaluation.</p> <p>An alternate preceptor can be identified to ensure continuous support if the preceptor is unavailable due to work or personal obligations.</p>
Eligibility	<p>Works with the host agency and has a public health related advanced degree and at least 2 years of experience in public health, or at least 5 years of public health practice.</p>
Responsibilities	<ul style="list-style-type: none"><li>• Provide the student with an orientation to the host agency, including the safety considerations, policies, and procedures within which the student is to operate.</li><li>• Model professional practice and conduct.</li><li>• Identify a range of learning opportunities for the student and provide the student with exposure to a variety of practice experiences, development of core competencies for public health professionals, and career exploration within the agency or community.</li><li>• Arrange regular meetings with the student, provide constructive professional feedback, and be available as needed, including providing coordination of any additional persons who will work with the student.</li><li>• Clarifying the explicit and implicit working norms of the field placement role and host agency norms, including hybrid and remote learning.</li><li>• Maintain open communication with Internship program staff and notify if any issues with the placement and engage in solution-seeking efforts</li></ul>
Required Documentation	<ol style="list-style-type: none"><li>1. Sign a student Learning Plan Agreement.</li><li>2. Complete a program evaluation when requested.</li></ol>

## Public Health Intern/Fellow

---

Overview	Public Health interns and fellows are learners committing to an internship to deepen their knowledge and competence in public health through observation, participation and varying degrees of independence on public health-related tasks.
Eligibility	<ul style="list-style-type: none"><li>• 3rd or 4th year undergraduate or graduate student in an accredited academic institution, or individuals who graduated in the last one year.</li><li>• Fall/Spring Internships:<ul style="list-style-type: none"><li>○ Must reside in Connecticut.</li></ul></li><li>• CT PHFP:<ul style="list-style-type: none"><li>○ Must be a current student</li><li>○ US citizen, non-citizen US national or a foreign national having a visa permitting permanent residence in the United States; and</li><li>○ Not receiving other federal funds for their field placement.</li></ul></li></ul>
Responsibilities	<ul style="list-style-type: none"><li>• Adhere to policies of their school, such as IRB exemptions or limits to internship hours during the semester, etc.</li><li>• Become familiar with information regarding the general policies and program specific requirements.</li><li>• Perform assigned tasks in an efficient and timely manner</li><li>• Understand their specific tasks and responsibilities, including their preceptor's expectations.</li><li>• Establish effective communication and understanding of the agency's working norms. Arrange a mutually agreeable schedule with the preceptor and be available at the agreed-upon hours regularly.</li><li>• Summer Program:<ul style="list-style-type: none"><li>○ Attend 70% of all program activities including weekly seminar workshops, weekly cohort reflections, and tours.</li><li>○ Participate in the end-of-internship poster session.</li></ul></li><li>• CT PHFP:<ul style="list-style-type: none"><li>○ Attend an Orientation session and complete at least two CT Train Courses.</li></ul></li></ul>
Required Documentation	<ol style="list-style-type: none"><li>1. Submit an Internship Learning Agreement signed by preceptor</li><li>2. Submit final fellowship report or any relevant deliverables</li><li>3. Complete all mid-point, final and follow-up evaluation surveys as requested</li></ol>

## Internship/Fellowship Program Staff

---

Overview	<p>The CT DPH internship programs are overseen by the Office of Public Health Workforce Development.</p> <p>The CT Public Health Fellowship program is managed under contract with CT DPH by the Office of Community &amp; Practice at the Yale School of Public Health.</p>
Responsibilities	<p>Provide consultations with public health agencies, preceptors, academic partners, and students to support the crafting of well-structured practice experiences.</p> <p>Evaluate and collect feedback from students and preceptors to assess the efficacy of the internship program</p> <p>Track and manage internship and fellowship stipend applications.</p> <p>CT PHFP:</p> <ul style="list-style-type: none"><li>• Provide new fellows with an orientation session introducing the program requirements and other resources.</li><li>• Review and approve field placements from agencies and fellow stipend applications in a timely manner.</li><li>• Report progress and outcomes of the PHFP to CT DPH.</li></ul>
Required actions	<p>Distribute required mid-point surveys and final evaluation surveys to students and preceptors.</p> <p>CT PHFP:</p> <ul style="list-style-type: none"><li>• Provide orientation and ongoing support to preceptors and fellows.</li><li>• Disburse stipend payments to fellows.</li></ul>

## Terminations or Withdrawal

Termination or withdrawal may happen due to circumstances that cannot be controlled and may be initiated by the agency, preceptor, or student. CT DPH Internship Programs are intended to be learning experiences. Ending an internship or fellowship early does not reflect poorly on the individual student and should not negatively impact future career opportunities.

---

For Preceptors	If a student is not meeting expectations and responsibilities, preceptors should communicate with the student in a coaching manner and report the circumstances to the internship program manager immediately. Together, the agency, the academic institution, and the internship program manager will determine the next steps.
----------------	--

If a student's internship is terminated, an evaluation should be completed at the time of termination. CT DPH is not obligated to find a new intern for the preceptor, and agency-initiated termination may be grounds for the student's or preceptor's exclusion from further participation in CT DPH programs.

The host agency, CT DPH, and OPHP will determine if the field placement will continue and if another student will be recruited for the role.

---

For Students	If the preceptor, alternate preceptor, or agency are not providing the agreed-upon support, accommodation, and supervision, students should discuss this with their preceptor and notify the internship program manager as soon as possible to seek guidance.
--------------	---

If a preceptor's supervision or professional behavior is determined to be misaligned with student training needs, the student may withdraw and collaborate with internship manager to find alternative methods to complete the experiential learning opportunity.

For CT PHFP: Students must be enrolled in an accredited program throughout their CT field experience. If a student needs to withdraw from their academic program for any reason or for any period, contact the program team.

---

For Public Health Agency	If for any reason the preceptor or alternate preceptors are no longer able to fulfill their responsibilities to the student, another preceptor should be identified. If this is not feasible, please contact the program team as soon as possible.
--------------------------	--

Student Learning Plan Agreement

**CT DPH Student Pathway Programs: Learning Plan Agreement Form**

The Internship Learning Workplan Agreement is a tool to outline the agreed activities and responsibilities associated with this field placement and learning objectives. Students and preceptors should discuss and complete this agreement together in the first 1-2 weeks of the student’s internship/fellowship.

I. Student Information	
Name:	
University/Department:	
Program/Major:	Graduation Semester/Year:
Email:	Cell Phone:
Will this placement be used to meet an academic requirement?    Yes    No	
If yes, what are the academic requirements that the preceptor and host agency should be aware of?	

II. Agency Information	
Agency Name:	
Agency Preceptor	
Name:	Title:
Preferred contact:	
Agency Preceptor Alternate (highly recommended)	
Name:	Title:
Preferred contact:	

The student and preceptor should fill in the following together:

III. Field Placement Information (If start and end dates change, please notify program team.)	
Start Date at Agency:	End Date at Agency:
Description of student’s schedule:	
Have the student and preceptor agreed on hybrid or remote schedule?    Yes    No	
Please describe plans for regular check-ins and communication if the internship will be remote/hybrid or asynchronous:	
Estimated Total Number Hours:	

#### IV. Selection of Core Competencies for Field Placement

Is the student completing a:

- Required experiential activities (Bachelors of Public Health)
- Required Applied Practice Experience (Masters in Public Health)
- Other required academic learning experience
- Other unrequired experience for professional/academic development

#### Instructions to identify core competencies:

**Step 1** - Preceptor: Select 10 competencies that the student may have opportunity to practice and strengthen during the field placement.

**Step 2** - Student: Select 5 of the competencies identified by the preceptor that you would like to focus on strengthening during the project period.

**Step 3** - Student & Preceptor: Review and discuss these competencies and how the field placement will provide opportunities to gain experience in these areas.

Preceptor	Student	<b>COMPETENCY DOMAIN/STATEMENT</b>
		The Council on Linkages between Academia and Public Health Practice created the following list of core competencies. There are eight domains with the corresponding competencies listed below:
<b>Domain 1: Analytical/Assessment Skills</b>		
		1.1. Describes factors that affect the health of a community
		1.2. Accesses existing quantitative and qualitative data
		1.3. Collects quantitative and qualitative data
		1.4. Analyzes quantitative and qualitative data
		1.5. Manages quantitative and qualitative data
		1.6. Uses quantitative and qualitative data
		1.7. Applies public health informatics in using data, information, and knowledge
		1.8. Assesses community health status
<b>Domain 2: Policy Development/Program Planning Skills</b>		
		2.1. Develops policies, programs, and services
		2.2. Implements policies, programs, and services
		2.3. Evaluates policies, programs, services, and organizational performance
		2.4. Improves policies, programs, services, and organizational performance
		2.5. Influences policies, programs, and services external to the organization
		2.6. Engages in organizational strategic planning
		2.7. Engages in community health improvement planning
<b>Domain 3: Communication Skills</b>		
		3.1. Determines communication strategies
		3.2. Communicates with internal and external audiences
		3.3. Responds to information, misinformation, and disinformation
		3.4. Facilitates communication among individuals, groups, and organizations

<b>Domain 4: Health Equity Skills</b>	
	4.1. Applies principles of ethics, diversity, equity, inclusion, and justice
	4.2. Engages in continuous self-reflection about one’s biases
	4.3. Recognizes the diversity of individuals and populations
	4.4. Reduces systemic and structural barriers that perpetuate health inequities
	4.5. Implements organizational policies, programs, and services to achieve health equity and social and environmental justice
	4.6. Contributes to achieving and sustaining a diverse, inclusive, and competent public health workforce
	4.7. Advocates for health equity and social and environmental justice
<b>Domain 5: Community Partnership Skills</b>	
	5.1. Describes conditions, systems, and policies affecting community health and resilience
	5.2. Establishes relationships to improve community health and resilience
	5.3. Maintains relationships that improve community health and resilience
	5.4. Collaborates with community members and organizations
	5.5. Shares power and ownership with community members and others
<b>Domain 6: Public Health Sciences Skills</b>	
	6.1. Describes systems, policies, and events impacting public health
	6.2. Applies public health sciences in delivering the 10 <a href="#">Essential Public Health Services</a>
	6.3. Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services
	6.4. Contributes to the evidence base for improving health
<b>Domain 7: Management and Finance Skills</b>	
	7.1. Describes factors that affect the health of an organization
	7.2. Secures human resources
	7.3. Manages human resources
	7.4. Engages in professional development
	7.5. Secures financial resources
	7.6. Manages financial resources
	7.7. Implements organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice
	7.8. Manages programs and services
	7.9. Engages in contingency planning
	7.10. Applies critical thinking in decision making
	7.11. Engages individuals and teams to achieve program and organizational goals
	7.12. Facilitates collaboration among individuals, groups, and organizations
	7.13. Engages in performance management
<b>Domain 8: Leadership and Systems Thinking Skills</b>	
	8.1. Creates opportunities to achieve cross-sector alignment
	8.2. Implements a vision for a healthy community

	8.3. Addresses facilitators and barriers impacting delivery of the 10 <a href="#">Essential Public Health Services</a>
	8.4. Creates opportunities for creativity and innovation
	8.5. Responds to emerging needs
	8.6. Manages organizational change
	8.7. Engages politicians, policymakers, and the public to support public health infrastructure
	8.8. Advocates for public health

**V. Placement-Specific Tasks & Outcomes for the Fellow**  
 List the primary tasks and outcomes during the placement. Use selected list of core competencies in Section IV to correlate which task/responsibility will provide experiential opportunity for the identified core competencies.

<b>Task</b> (Activities and Assignments)	<b>Outcome</b> (Process Goals and Products)	<b>Core Competency</b>
<i>Ex: Design a needs assessment</i>	<i>Ex: Needs Assessment tool</i>	<i>Ex: 1.3</i>

**Self-paced trainings** (Required for CT PHFP)  
 TRAIN is a learning management platform used by public health professionals free for anyone to access and use. CT PHFP Fellows are required to complete two self-paced trainings on CT TRAIN. Review trainings available and select at least two trainings to complete during the fellowship placement. See [Health Equity Training Bundle](#) trainings for ideas.

<b>No.</b>	<b>Training Title</b>
<b>1</b>	
<b>2</b>	
<b>3</b> (Optional)	
<b>4</b> (Optional)	

