

**Health Science, Public Health,
Community Health Education, and
Environmental Health**

INTERNSHIP HANDBOOK

HSC-479/HSC-480

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INTRODUCTION

This handbook provides information about the Department of Physiology and Health Science internship program at Ball State University. The internship program is made possible through the cooperative efforts of the university, community agencies and institutions, and participating students. Thus, this handbook offers specific and useful information to each party involved. Through its content, students, agency personnel, and the university Health Science faculty will become acquainted with the roles and responsibilities of each contributing party as well as the philosophy, policies, procedures, and guidelines of the Health Science internship program.

PHILOSOPHY OF THE INTERNSHIP PROGRAM

University courses and practical application experiences prepare Health Science majors and Public Health, Environmental Health, and/or Community Health Education minors to understand, recognize, and appreciate the cognitive fundamentals of community health education and health promotion. The primary purpose of the internship program is to provide practical opportunities for students to work in a community, clinical, voluntary, work site, or governmental health agency, organization, or industry setting. The internship provides students with on-site work experience that assists them in developing and enhancing entry-level job skills and increasing knowledge about health agency operation as it pertains to health education and health promotion. Interns apply cognitive knowledge and community health skills as they assist their constituencies in enhancing health and well being. Students join a health agency as staff members (paid or non-paid) and are expected to function professionally in an effective manner while learning from the opportunities and experiences provided.

Academic preparation in the classroom, field experiences in the community, and communication with a wide range of people from varying backgrounds and age groups helps prepare the undergraduate student to meet the challenges of the internship experience and to realize his/her own potential as a prospective health educator.

COMMON TERMINOLOGY

Prospective Intern:	The Ball State University Health Science, Public Health, Community Health Education, or Environmental Health student who is seeking intern opportunities and enrollment in the internship course.
Intern:	The Ball State University Health Science, Public Health, Community Health Education, or Environmental Health student who is currently enrolled in the internship course and is actively participating in an internship experience.
Internship Coordinator:	The Department of Physiology and Health Science faculty member who works with Department of Physiology and Health Science majors and minors seeking or participating in an internship experience.
Field Supervisor:	The individual at the internship site who is directly responsible for supervising, mentoring, and evaluating the intern during the internship work experience at the Field Supervisor's facility.
DAPR:	Degree Analysis Progress Report – the comprehensive review of major and minor requirements, courses taken, and courses required for degree completion.
Health Agency: industry, settings.	A health education organization including, but not limited to, those found in governmental, community, clinical, business, voluntary, public, for-profit, or not-for-profit health settings.

GENERAL GOALS OF THE INTERNSHIP PROGRAM

The general goals of the internship program are to:

- * broaden student understanding of the functioning of a health related agency in a community, public, worksite, or clinical setting.
- * integrate health education theory with community-based practices.
- * analyze the role of health education and health educators in agency performance.
- * provide an understanding of the organization, administration, program activities, and problems of a community-based health agency.
- * improve student's level health educator skills through on-the-job-training as they assume responsibilities for assessing, planning, implementing, evaluating,

administering, coordinating, and communicating about and advocating for health education.

GENERAL OBJECTIVES OF THE INTERNSHIP PROGRAM

The internship experience should be designed to provide learning opportunities so the student intern can complete the following general objectives as well as the specific tasks and objectives assigned for their particular internship.

By the conclusion of the internship, each student will:

1. Describe the purpose, goals and objectives, function, and philosophy of the health agency.
2. Identify how health education and health promotion activities relate to the goals or mission of the health agency.
3. Describe the characteristics of health agency clients and the types of services provided for the clients using the designated health agency.
4. Describe the methods, skills, and techniques use by the health agency to fulfill its purpose.
5. Identify the basic personnel structure and professional qualifications of employees of the health agency. Indicate pre-service, in-service, and continuing education opportunities available to professional personnel within the health agency.
6. Describe the health agency's relationship to other agencies within the community and translate the role of the health agency into a description of improved quality of life for the community.
7. Analyze the professional skills and characteristics necessary for successful entry into this particular work setting. Give examples of which of these skills you possess and how they helped you complete your tasks and objectives. Indicate any weaknesses you may have had, whether the internship helped improve these weaknesses, and how you can enhance both your strengths and weaknesses in the future.
8. Identify specific ways in which the agency benefited from student participation in skill-related tasks and activities mutually agreed upon by the student and the Field Supervisor.
9. Describe the academic courses that were most beneficial in completing the internship and indicate why, and identify any additional course or skills you believe would have been helpful to make your internship more successful.

PREREQUISITES

To enroll in the internship course (HSC-479 or HSC-480), the prospective intern must:

1. Be a senior and have completed the designated prerequisite courses as identified in the course catalogue, or, in the case of a minor, have completed all course requirements.

2. Attend “Prospective Intern” seminars and meetings and complete all required paperwork.
3. Participate in health agency interview(s).
4. Be accepted at an internship site and submit (with Field Supervisor) the Letter of Confirmation.
5. Have the permission of the Internship Coordinator.

TIME REQUIREMENTS

1. The Department of Physiology and Health Science internship experience is to be viewed as a full time working/learning experience. Therefore the intern will be expected to work a minimum of 6-7 clock hours per day or 30-35 clock hours per normal workweek for the duration of the internship. The internship experience will extend over a 10-15 week period depending upon the semester in which the intern is enrolled and the number of hours per week the intern works. Internship clock hours do NOT include lunch hours, pre-arranged or agency holidays, personal or sick days, or other agency closings.
2. The student will earn three or six credit hours for completing the internship. Internships in a minor area earn 3 credits and consist of a minimum of 180 clock hours. Internships in the major earn 6 credits and consist of a minimum of 360 clock hours.
3. The student must attend ALL designated campus seminars and meetings unless previously arranged with the Internship Coordinator. Date, time, and location will be posted on the Internship bulletin board, announced in classes prior to the start of the internship, and placed in the HSC-479/HSC-480 syllabus.

INTERNSHIP APPLICATION AND PLACEMENT PROCESS

The Prospective Intern will preview the Internship Review Book (located in the main office), attend the required prospective intern seminar meetings, and will complete the Health Science/Public Health/Community Health Education/Environmental Health Internship Application, and make an appointment with the Internship Coordinator. The student and Internship Coordinator work together to gain an appropriate internship placement for the Prospective Intern. **The Prospective Intern should complete steps #1-4 of the Intern Responsibilities (p. 7) no later than the first 3-6 weeks of the**

semester PRIOR to the beginning of the semester in which he/she wishes to complete his/her internship.

INTERN RESPONSIBILITIES

Before the internship actually begins the student must:

1. Attend all designated, required Prospective Intern seminars and meetings.
2. Preview the Internship Review Book (located in the main office).
3. Complete the entire Internship Application (p. 11-12) and any additional required paperwork.
4. Set an appointment with the Internship Coordinator bringing the following items:
 - A. Completed internship application form (p. 11-12)
 - B. Polished, up-to-date resume (see the BSU Career Center)
 - C. Current DAPR from advising services

During this appointment the student and the Internship Coordinator review areas of interest, examine the internship site data base, consider geographic and stipend requests, discuss potential internship sites, and determine likely internship sites for interviewing. Upon determination of potential internship sites the Internship Coordinator will make initial inquiry calls to determine agency interest in having an intern.

5. The Prospective Intern will select **agencies of interest with which to interview.** **It is the responsibility of the student to arrange the interview dates and times.**

Prospective Interns must show documentation of their interviews. After the student has completed the interviews, it is *highly recommended* that a brief thank you letter be sent to the interviewer(s) thanking them for their time and consideration, and indicating an interest in completing OR the inability to complete an internship with the agency.

6. Accept an internship offer and assure that the internship Letter of Confirmation (p. 13-14) is sent or brought to the Internship Coordinator. Notify all other agencies with whom you interviewed that you have accepted an internship position.
7. Register for the HSC-479 or HSC-480 internship course after the Internship Coordinator has received the confirmation letter from the health agency and released your enrollment. **Students may not register for the internship course without the**

permission of the Internship Coordinator. (see #1-6 above)

During the on-site internship experience the student:

1. Will draft a “Work Task” list in cooperation with the Field Supervisor. Work tasks should then be broken into smaller objectives. The Intern will take the tasks and objectives and create a document that relates the tasks and objectives to the Responsibilities and Competencies for Entry Level Health Educators. (examples p. 22-25). The completed Work Task List and Objectives document should be mailed, faxed, or emailed to the Internship Coordinator by the designated time on the HSC-479/480 course syllabus.
2. Will complete weekly work logs and mail, drop off, email, or fax the work logs to the Internship Coordinator by the designated time (p. 27). The student should also provide copies of the work logs to the Field Supervisor if the Field Supervisor wishes to keep copies for his/her file.
3. Will submit weekly Time Sheets (p. 26) signed by the student and the Field Supervisor or his/her designee.
4. Will attend all scheduled campus seminars before, during, and at the conclusion of the internship.
5. Will submit a midterm paper as designated in the HSC-479/HSC-480 course syllabus.
6. Will submit a final paper as designated in the HSC-479/HSC-480 course syllabus.
7. Will complete and submit all required artifacts, evaluations, and assessments.
 - A. One Intern Project Artifact
 - B. Site Evaluation (p. 29)
 - C. Field Supervisor Evaluation (p. 30)
 - D. Internship Coordinator Evaluation (p. 31)
 - E. Self-assessment analysis or exit exam

After the internship is concluded the student should:

1. Send a thank you letter to the Field Supervisor.
2. Update his/her resume to include the internship experience.
3. Incorporate internship artifacts into his/her portfolio.

FIELD SUPERVISOR RESPONSIBILITIES

Before the internship actually begins the field supervisor will:

1. Confirm the agency's interest with the Internship Coordinator.
2. Interview the intern candidate(s).
3. Complete and return the required Internship Letter of Confirmation (p.13-14) confirming starting and ending dates of the internship, compensation information, and contact information for the intern and the Internship Coordinator.
4. Commit to being present, supervising, mentoring, and evaluating the intern throughout the internship experience.

During the on-site internship experience the field supervisor will:

1. Develop, in cooperation with the student, a "Work Task" list related to the intern's job expectations and aid the intern in identifying objective steps necessary to complete the work tasks. (Sample documents are found on pages 22-25 of this handbook.) **Assure that the completed Work Task List with objectives are mailed, faxed, emailed, or dropped off to the Internship Coordinator by the designated time on the HSC-479/480 course syllabus.**
2. Request copies of the student's work logs **if** the Field Supervisor desires copies.
3. Sign all required weekly Time Sheets (p. 26) or designate a signature substitute.
4. Assure that the student receives information about the agency so he/she can complete the General Objectives of the Internship Program (p. 5).

5. Meet with the student intern on a regular basis (recommended weekly) to provide guidance and mentoring during the internship experience.
6. Complete a Mid-term Evaluation of the Intern (p.16-18) and review the evaluation with the student, making suggestions for improvement by the designated time on the HSC-479/480 course schedule.
7. Complete a site visit or phone meeting with the Internship Coordinator to discuss the intern's progress at the approximate midway point of the internship as designated on the HSC-479/480 course schedule.
8. Submit a Final Evaluation of the Intern (p.19-20) and an assessment of the performance of Work Tasks and the related objectives pertaining to the Responsibilities and Competencies for Entry Level Health Educators (sample p. 22-25) by the designated time as indicated on the HSC-479/480 course schedule.

After the internship is concluded the field supervisor should:

1. Indicate the desire of the agency to continue providing internship experiences for Ball State University Health Science, Public Health, Community Health Education, or Environmental Health internship students.
2. Submit to the Internship Coordinator any requests for changes to the program, paperwork, contact opportunities, or any other suggestions to enhance the Department of Physiology and Health Science internship experience.

INTERNSHIP APPLICATION

Name _____ ID# _____

Current Address _____

Current Telephone # _____ BSU E-mail _____

Cell Phone # _____ Permanent Email _____

Major(s) _____ Minor(s) _____

Anticipated graduation date _____

Internship Enrollment semester Fall _____ Spring _____ Summer _____

Enrollment for _____ 3 credits or _____ 6 credits?

Complete all of the following questions. Bring this form, current resume, and copy of your DAPR with you to your initial individual appointment with the Internship Coordinator.

1. Are you a senior according to credits earned on your DAPR? (**If not**, please stop as you will NOT be eligible for an internship at this time.)

2. Have you successfully completed or are you currently enrolled in all required prerequisite courses? (**If not**, please stop as you will NOT be eligible for an internship at this time.)

3. Do you wish to work with a specific age population, demographic/ethnic or socioeconomic group? If yes, please specify.

4. Do you have a preference for working in an agency that focuses its health education in a single emphasis area or do you prefer an agency that has a broader focus? If interested in a single emphasis area, please specify.

5. Please identify and prioritize the venue(s) in which you may want to complete your internship (community, clinical, voluntary, public health agency, work site/corporate, college and university, etc.).

6. Do you have constraints that will impact the selection of a site? (i.e., Transportation, finances, lodging issues, etc.) If yes, please specify.

7. Do you have a geographic preference? If yes, please specify. How imperative is it that you work within this area? What is the longest commute you are willing to complete?

INTERNSHIP LETTER of CONFIRMATION

Completion of this letter indicates that the below mentioned Health Agency has agreed to provide an internship during the dates and times indicated, that said Field Supervisor agrees to assume supervision, mentoring, and evaluation responsibilities, and that said agency agrees to the compensation described below.

This letter must be mailed or faxed to the Department of Physiology and Health Science Internship Coordinator prior to the start of the internship. (Please print/type)

_____ (name), a Ball State University Health Science, Public Health, Environmental Health, or Community Health Education student, has conferred with our agency and has been accepted for a Health Science, Public Health, Environmental Health, or Community Health Education Internship with: (Please print/type)

Agency: _____

Address: _____

Phone, FAX, email: _____

The above named student has agreed to participate in this internship for **a minimum of 6 clock hours per day or 30 clock hours per regular work week.** The internship will begin on

_____, 20____ and end _____, 20_____.

The agency has agreed to compensation the student intern on the following basis:

_____ per _____

(dollar amount)

(day, week, month, semester)

Other _____

The **student intern is required to complete a minimum total of 180 on-site clock hours for a minor degree** internship and **360 on-site clock hours for a major degree** internship (p.6 #2), excluding lunch hours, agency closings, sick days, or personal absences. The intern is required to keep a time sheet and work log of specific work tasks accomplished each week to be submitted by the student intern to the Internship Coordinator after the conclusion of each workweek. The Field Supervisor does _____ or does not _____ request the same Time Sheet and Work Log documentation.

The following health agency staff member has been **designated as Field Supervisor** for the Department of Physiology and Health Science Intern. **The designated Field Supervisor will be responsible for the supervision, mentoring, and evaluation of the student at the internship site.** Please complete the following information for the designated Field Supervisor. (Please print/type)

(Name and Title)

(Personal office phone) and _____ and _____
(Fax) (E-mail)

(Signature of Field Supervisor) _____
(Date)

Return by mail or fax to:

Susan E. Clark
Internship Coordinator
Dept. of Physiology and Health Science
Ball State University
Muncie, IN 47306
765-285-8356 Office
765-285-3210 Fax
E-mail: 01seclark@bsu.edu
765-285-5961 – main office

This form should be submitted as soon as the Letter of Confirmation has been completed and must be submitted before the student can begin his/her internship experience.

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
FIELD SUPERVISOR INTERN EVALUATION CRITERIA

We appreciate your cooperation in mentoring a Health Science, Environmental, Public Health, or Community Health Education student. Integral to this student's progress in developing responsibilities, competencies, and skills of the entry-level health educator is ongoing assessment of student performance. Please provide a candid evaluation of the student using the following checklist. **Please use the following as a guide when you evaluate the intern and recognize that it is highly unusual for any intern to score perfectly. Your written comments provide valuable feedback to the intern as he/she works to improve his/her professional capabilities. Also please recognize that it is imperative that you personally review each evaluation with your student intern.**

Please use the following descriptions as a guide for your evaluations.

Superior/Excellent (A)

- 10 = Superior skills, ability, knowledge; have made very few or no errors, is prepared for a professional position immediately; would hire now if a position were available, could promote rapidly to elevated status with more responsibility or management work
- 9 = Excellent skills, ability, knowledge; very few errors, is equipped for a beginning professional position; would hire now if a position were available, see potential for promotion and/or management level work in immediate future

Above Average (B)

- 8 = Skills, ability, knowledge are very good; makes minimal errors that do not jeopardize work or projects; growth potential is evident; with tutoring from within the organization will improve and advance; considered a potential good hire

Average (C)

- 7 = Skills, ability, knowledge are adequate to complete most assigned work; errors may indicate insufficient attention to detail or lack of motivation; accepts criticism and is willing to improve; would hire and see potential for advancement if well directed

Below Average (D)

- 6 = Skills, ability, knowledge are adequate to complete less significant work; errors indicate inadequate attention to detail, lack of interest or minimal motivation; criticism is acknowledged but improvement is slow; progress occurs with supervision; may hire for defined tasks
- 5 = Skills, ability, knowledge are minimal; completes repetitive tasks and minor work tasks with supervision; inattentive to instructions or detail; lacks motivation; criticism often rejected making improvement slow or improbable; may hire temporarily if no other prospects available

Unacceptable (F)

- 1-4 = Skills, ability, knowledge in field are severely lacking; completes repetitive and/or routine tasks only under direct supervision or with assistance; ability to carry out job or complete tasks is not evident; potential for improvement is minimal; would not hire

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN

Student _____ Date _____

Field Supervisor _____ Site _____

(Please make written comments under each skill or attribute assessed.)

PROFESSIONAL SKILLS and ABILITIES

		(Superior)						(Unacceptable)			
		10	9	8	7	6	5	4	3	2	1
1.	Oral Communication										
2.	Written Communication										
3.	Listening Skills										
4.	Background Knowledge										
5.	Accuracy/Thoroughness										
6.	Creativity										
7.	Initiative										
8.	Job/Task Performance										

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN (Cont.)

PERSONAL ATTRIBUTES

		(Superior)						(Unacceptable)				
1.	Attendance	10	9	8	7	6	5	4	3	2	1	
2.	Punctuality	10	9	8	7	6	5	4	3	2	1	
3.	Cooperation	10	9	8	7	6	5	4	3	2	1	
4.	Dependability	10	9	8	7	6	5	4	3	2	1	
5.	Interest/Enthusiasm	10	9	8	7	6	5	4	3	2	1	
6.	Professional Appearance	10	9	8	7	6	5	4	3	2	1	
7.	Assertiveness	10	9	8	7	6	5	4	3	2	1	
8.	Maturity and Poise		10	9	8	7	6	5	4	3	2	1

9. Self Confidence 10 9 8 7 6 5 4 3 2 1

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE

FIELD SUPERVISOR MIDTERM EVALUATION OF INTERN (Cont.)

Intern Strengths:

Intern Weaknesses:

Recommendations for Improvement:

Susan E. Clark
Mail: Internship Coordinator
Dept. of Physiology/Health Science
Ball State University

Susan E. Clark
FAX: Internship Coordinator
Dept. of Physiology and Health Science
Ball State University

Muncie, IN 47306

(765) 285-3210

Email: Susan E. Clark - 01seclark@bsu.edu

the student intern that will provide a more complete picture of his/her readiness to enter the health education profession.

If the student were to apply for a position with your agency/institution or requested a professional recommendation from you - what type of recommendation would you give in regard to hiring?
(This information will remain confidential.)

Strongly Recommend Recommend Recommend w/ Reservation Not Recommend

Briefly explain why?

Signature of Field Supervisor

Date

Mail: Susan E. Clark
Internship Coordinator
Dept. of Physiology/Health Science
Ball State University
Muncie, IN 47306
(765) 285-3210

FAX: Susan E. Clark
Internship Coordinator
Dept. of Physiology and Health Science
Ball State University
(765) 285-3210

Email: Susan E. Clark 01seclark@bsu.edu

Responsibilities and Competencies for Entry-Level Health Educators

- I. **ASSESSING INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION**
 - A. Obtain health related data about social and cultural environments, growth and development factors, needs, and interests.
 - B. Distinguish between behaviors that foster, and those that hinder, well-being.
 - C. Infer needs for health education on the basis of obtained data.

- II. **PLANNING EFFECTIVE HEALTH EDUCATION PROGRAMS**
 - A. Recruit community organizations, resource people, and potential participants for support and assistance in program planning.
 - B. Develop a logical scope and sequence plan for a health education program.
 - C. Formulate appropriate and measurable program objectives.
 - D. Design educational programs consistent with specified program objectives.

- III. **IMPLEMENTING HEALTH EDUCATION PROGRAMS**
 - A. Exhibit competence in carrying out planned educational programs.
 - B. Infer enabling objectives as needed to implement instructional programs in specified settings.
 - C. Select methods and media best suited to implement programs plans for specific learners.
 - D. Monitor educational programs, adjusting objectives and activities as necessary.

- IV. **EVALUATING EFFECTIVENESS OF HEALTH EDUCATION PROGRAMS**
 - A. Develop plans to assess achievement of program objectives.
 - B. Carry out evaluation plans.
 - C. Interpret results of program evaluations.
 - D. Infer implications from findings for future program planning.

- V. **COORDINATING PROVISION OF HEALTH EDUCATION SERVICES**
 - A. Develop a plan for coordinating health education services.
 - B. Facilitate cooperation between and among levels of program personnel.
 - C. Formulate practical modes of collaboration among health agencies and organizations.
 - D. Organize in-service training programs for teachers, volunteers, and other interested personnel.

- VI. **ACTING AS A RESOURCE PERSON IN HEALTH EDUCATION**
 - A. Utilize computerized health information retrieval system effectively.
 - B. Establish effective consultative relationships with those requesting assistance in solving health-related information.
 - C. Interpret and respond to requests for health information.
 - D. Select effective educational resource materials for dissemination.

- VII. **COMMUNICATING HEALTH AND HEALTH EDUCATION NEEDS, CONCERNS AND RESOURCES**
 - A. Interpret concepts, purposes, and theories of health education.
 - B. Predict the impact of societal value systems on health education programs.
 - C. Select a variety of communication methods and techniques in providing health information.
 - D. Foster communication between health care providers/consumers.

INTERN WORK TASK LIST
(SAMPLE)

J. D Smith will perform the following tasks during his/her internship with ABC Health Agency.
(Intern name) (Agency name)

1. Research, develop, and present a program about the importance of personal hygiene to agency personnel.
2. Prepare information and develop new brochures for market publication.
3. Update Power Point presentations for three existing community programs about Blood Borne Pathogens, the Importance of Immunizations, and How to Improve Productivity.
4. Organize and attend leadership training(s), summarize and apply learning.
5. Create/develop and display monthly bulletin boards about timely health topics.
6. Review, revamp, and update existing data banks and materials for customer/client contacts.
7. Participate in fund raising events.
8. Participate in regular agency meetings and attend workshops and activities as designated.
9. Serve as a facilitator for client health screenings.
10. Assist the Health Education Specialist with various tasks including safety trainings, inspections, and testing.
11. Serve as greeter and administrative assistant when needed.
12. Complete all tasks assigned by Field Supervisor and Internship Coordinator.

Please Note: The above list is only a sample. Your work task list may emerge very differently.

The broad Intern Work Task List should be separated into smaller steps or objectives that can be correlated with the Responsibilities and Competencies for Entry Level Health Educators document. The Work Task List and Related Objectives document should be submitted to the Internship Coordinator by the designated time on the course schedule. Copies should be kept by the Field Supervisor and the Intern and used for review of progress and assessment of the intern's work.

At the conclusion of the internship the Work Task List and Related Objectives will be evaluated by the Field Supervisor for completeness, accuracy, and precision of task and objective accomplishment(s). The intern will be expected to create a correlated Responsibilities and Competencies for Entry-Level Health Educators documents.

INTERN WORK TASK LIST and RELATED OBJECTIVES
(SAMPLE)

The following objectives are part of the Work Tasks assigned to J.D. Smith at ABC Health Agency.

1. Research, develop, and present a program about the importance of personal hygiene to agency personnel.
 - a. Collect at least three sources relevant and consistent to personal hygiene and determine distinguishing health factors.
 - b. Create power point(s) with logical sequencing and summarization of personal hygiene information.
 - c. Develop program objectives and evaluation tools (quiz).
 - d. Arrange time and place for presentation.
 - e. Make the personal hygiene program presentation and administer the quiz.
 - e. Distribute, collect, and analyze hygiene program evaluations.
 - f. Review related research and update program according to evaluations and recent data.

2. Prepare information and develop new brochures for market publication.
 - a. Review past marketing materials.
 - b. Speak with team members about desired new designs and required information.
 - c. Create at least three brochure prototypes for review.
 - d. Create at least three flyers/posters for review.
 - e. Aid in selection process, determine one marketing perspective.
 - f. Develop all materials (brochures, flyers, posters, table tents, etc.) with specified design logos and information for review presentation.
 - g. Evaluate materials, adjust/redo any mistakes, and prepare multiple hard copies and discs with all the current information.

8. Participate in regular agency meetings and attend workshops and activities as designated.
 - a. Attend bi-weekly agency meetings.
 - b. Complete designated tasks as assigned during the agency meetings.
 - c. Prepare travel documents and attend one workshop during the internship experience.
 - d. Write an analysis of the workshop attended.

9. Serve as a facilitator for client health screenings.
 - a. Complete training for taking blood pressure, cholesterol finger sticks, bone density readings, height and weight readings, etc.
 - b. Identify and determine dates and sites for all screenings.
 - c. Arrange for materials – order as necessary.
 - d. Travel to sites; arrange materials, set up stations, complete screenings.
 - e. Review data, prepare follow-up documents and make follow up calls, send emails or letters, and /or present results to clients.

**CORRELATED RESPONSIBILITIES AND COMPETENCIES FOR ENTRY-LEVEL
HEALTH EDUCATORS DOCUMENT**
(SAMPLE)

This is an example of how work tasks may be broken into smaller steps or objectives and correlated with the Responsibilities and Competencies for Entry Level Health Educators document. It is not intended to be an exhaustive sample nor will you be expected to provide experiences in all categories. The number at the end of each segment indicates the task(s) on the previous work task list with which the segment is correlated.

I. ASSESSING INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION

- A. Obtain health related data about social and cultural environments, growth and development factors, needs, and interests.
 - 1. Collect data regarding requirements about hand washing in public venues. #1
 - 2. Collect information about health topics for bulletin boards. #5

- B. Distinguish between behaviors that foster, and those that hinder, well-being.
 - 1. Identify & summarize information showing the importance of hand washing.

- C. Infer needs for health education on the basis of obtained data.
 - 1. Update existing client data base. Send and tally information requests. #6
 - 2. Use screening data to assess risk factors and desired behavior modification. #9

#1

II. PLANNING EFFECTIVE HEALTH EDUCATION PROGRAMS

- A. Recruit community organizations, resource people, and potential participants for support and assistance in program planning.
 - 1. Recruit new financial donors. #7
 - 2. Contact resource personnel to present trainings. #4

- B. Develop a logical scope and sequence plan for a health education program.
 - 1. Create a hand washing program with pictures and instructions showing the correct sequence and manner in which to complete hand washing. #1
 - 2. Develop a Power Point presentation regarding body odor, its source and to minimize. #1

- C. Formulate appropriate and measurable program objectives.
 - 1. Create measurable objectives for the hand washing program. #1
 - 2. Develop measurable objectives for each of the power point presentations. #4
 - 3. Develop objectives for the leadership training. #4

ways

- D. Design educational programs consistent with specified program objectives.
 - 1. Assist in organizing a leadership program for staff enrichment. #4
 - 2. Update all materials for Blood Borne Pathogens, the Importance of Immunizations, and How to Improve Productivity presentations. #3
 - 3. Develop all marketing materials for the leadership training experience. #4

III. IMPLEMENTING HEALTH EDUCATION PROGRAMS

- A. Exhibit competence in carrying out planned educational programs.
 - 1. Present components of personal hygiene program to agency personnel on two occasions. #1
- B. Infer enabling objectives as needed to implement instructional programs in specified settings.
 - 1. Create a series of general objectives that provide the opportunity to evaluate instructional programs at their completion. #1
- C. Select methods and media best suited to implement programs plans for specific learners.
 - 1. Review Power Point presentations for pictorial and/or audio presentation to disparate populations. #1, #6
- D. Monitor educational programs, adjusting objectives and activities as necessary. #1, #6

IV. EVALUATING EFFECTIVENESS OF HEALTH EDUCATION PROGRAMS

- A. Develop plans to assess achievement of program objectives.
 - 1. Develop a quiz for the hand washing program. #1
 - 2. Create a questionnaire for each of the power point presentations (Blood Borne Pathogens, the Importance of Immunizations, and How to Improve Productivity). #3
 - 3. Develop evaluation tool(s) for the leadership workshop. #4
- B. Carry out evaluation plans.
 - 1. Administer hand washing quiz. #1
 - 2. Administer leadership workshop evaluation. #4
- C. Interpret results of program evaluations.
 - 1. Collect hand washing quiz and determine areas needing additional emphasis. #1
 - 2. Analyze leadership evaluations and determine which segments were successful, which segments need to be changed and which segments should

- 3. be eliminated. #4
- 3. Review past marketing materials for design and relevance. #9
- D. Infer implications from findings for future program planning.
 - 1. Conclude which programs were cost effective and which were not. #1, #4
 - 2. Write summary recommendations for leadership program. #4

V. COORDINATING PROVISION OF HEALTH EDUCATION SERVICES

- A. Develop a plan for coordinating health education services.
 - 1. Determine sites dates, required materials, and numbers of personnel needed for each specific site screening. #9
 - 2. Assist in preparing master travel plan (cars, hotels, etc.) for screenings. #9
 - 3. Complete station set up and rotation schedule for screenings. #9
- B. Facilitate cooperation between and among levels of program personnel.
 - 1. Attend agency meetings and participate in designated activities. #8
- C. Formulate practical modes of collaboration among health agencies and organizations.
 - 1. Draft letters of invitation to community agency personnel to attend the leadership workshop. #11
- D. Organize in-service training programs for teachers, volunteers, and other interested personnel.
 - 1. Assist in development and presentation of leadership workshop. #4
 - 2. Assign time frame, prepare advertising for, present and evaluate hand washing program for each shift. #1

VI. ACTING AS A RESOURCE PERSON IN HEALTH EDUCATION

- A. Utilize computerized health information retrieval system effectively.
 - 1. Collect information and data for use in project completion. #1-#5, #9
- B. Establish effective consultative relationships with those requesting assistance in solving health-related information.
 - 1. Attend regular agency and community health meetings. Volunteer time with other individuals and agencies in the field. #8
 - 2. Complete all training necessary for health screenings. #9
- C. Interpret and respond to requests for health information. #10, #11
- D. Select effective educational resource materials for dissemination.

1. Arrange for, order, select and prepare materials for screening sites. #11

VII. COMMUNICATING HEALTH AND HEALTH EDUCATION NEEDS, CONCERNS AND RESOURCES

- A. Interpret concepts, purposes, and theories of health education.
 1. Complete midterm paper regarding general internship objectives. #12
 2. Prepare new brochures for market publication. #2
- B. Predict the impact of societal value systems on health education programs.
- C. Select a variety of communication methods and techniques in providing health information.
 1. Demonstrate the use of two or more communication methods. #1-#5
 2. Brainstorm and review materials with team members for all new marketing designs. #2
- D. Foster communication between health care providers/consumers.
 1. Serve as greeter and process initial client calls. #11
 2. Greet clients at screening sites and direct them to the correct area. #9
 3. Provide screening results to clients in person, by phone or by email. #9

INTERNSHIP TIME SHEET

(SAMPLE)

Name of Intern: _____ Site: _____

Week # _____ Inclusive Dates: _____ Total Hrs This Week _____

Total Hrs to date: _____ Field Supervisor Signature: _____

	6:30 am	7:00 am	7:30 am	8:00 am	8:30 am	9:00 am	9:30 am	10:00 am	10:30 am	11:00 am	11:30 am
Mon											
Tue											
Wed											
Thurs											
Fri											
Sat											
Sun											

	12:00 pm	12:30 pm	1:00 pm	1:30 pm	2:00 pm	2:30 pm	3:00 pm	3:30 pm	4:00 pm	4:30 pm	5:00 pm
Mon											
Tue											
Wed											
Thurs											
Fri											
Sat											
Sun											

	5:30 pm	6:00 pm	6:30 pm	7:00 pm	7:30 pm	8:00 pm	8:30 pm	9:00 pm	9:30 pm	10:00 pm	10:30 pm
Mon											
Tue											
Wed											
Thurs											
Fri											
Sat											
Sun											

important and off set. I had to redo fonts, colors, and sizes several times and I was pretty frustrated by the end of the day because it is not as good as I would like it to be. Hopefully, I will finish it tomorrow. (2.25 hr.) In the middle of this project I was also responsible for answering phones for approximately a half an hour to forty five minutes while others were in meetings or gone. (.50 hr.) I finished the day by typing my work log and entering my hours on the time sheet. (.25 hr.)

Wednesday 6-17-10

Total Hours: 7.45 hours

8:30-9:00 Opened office, checked emails and voice mails, sorted mail.

9-10:30 We traveled to the corporate headquarters in Indianapolis to set up a screening for all of the administration personnel. We loaded the van and traveled to the site to be there before the workers started their morning break.

10:30-12:15 After setting up all of the screening site stations each member of the team decided to work at a single station for the morning and a different station for the afternoon. I completed blood pressure readings in the morning. It was difficult, at first, getting used to the external noise because this is only my second screening and the first one where we had large numbers of people present throughout the entire time frame. I eventually had to move my station closer to the windows where it was quieter so I could get better readings. I told each person we would be taking two readings to assist with accuracy. I screened approximately 30 people in the morning.

12:15-12:45 We took a ½ hour lunch break in groups of two.

12:45-3:00 After lunch I moved areas to complete mini health consultations with Jan, another team member. We told each person what their scores/readings meant, whether they were normal or abnormal, and what behaviors may contribute to abnormal scores. We also told each person that they would receive an individual printout with their screening information and suggestions to assisting in improving their screening scores if necessary. We served approximately 20 persons each and were finished about 3:00 pm.

3-4:00 Because we were at the end of the screening line, the other team members had already started packing up materials by the time we were done. We helped finish the packing and drove back to the office.

4:30 – 4:45 I completed my work log before leaving for the day.

MIDTERM PAPER ASSIGNMENT

The student will submit a midterm paper that includes an introduction and incorporates the specified elements of the General Objectives of the Internship Program (p. 5) as designated in the syllabus. Each learning objective should be addressed in paragraph form using formal headings for each objective section. An introduction should be included at beginning of the paper and a summary should be included the end of the paper. Citations should be presented in APA format. This paper should depict your understanding of your internship organization and how you perceive its place in the community. This is not an opinion paper but rather an accounting of what you have learned about the organization, its personnel, the relationship of the agency in the community, and the manner in which it operates.

This is a professional report and attention should be given to sentence structure, spelling, punctuation, etc. Points for poor paper mechanics will be deducted as indicated on the syllabus. The final paper is due on the date indicated on the course schedule.

FINAL PAPER ASSIGNMENT

The student will submit a final paper that incorporates all of the following:

- * A specific **point by point analysis** of how the internship tasks and objectives connected to the Responsibilities and Competencies for Entry Level Health Educators.
- * An assessment of the final General Objectives of the Internship Program (p. 5) as designated in the syllabus.
- * And on a separate sheet of paper, an analysis of the positive and negative aspects of his/her internship experience with a recommendation and rationale for continued use or discontinuance of this internship site.

This is a professional report and attention should be given to sentence structure, spelling, punctuation, etc. Points for poor paper mechanics will be deducted as indicated on the syllabus. The final paper is due on the date indicated on the course schedule.

In addition, at least one artifact that is representative of your internship experience and completed tasks should be brought to the final meeting and left as a sample for future reference.

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
INTERN EVALUATION OF INTERNSHIP SITE

Name _____ Site _____ Intern Dates _____

Please evaluate the site used for your internship. The highest possible rating is a ten, the lowest is a one. **Please circle the rating of your choice and add written comments** below each category.

1. WORK ATMOSPHERE (friendly, supportive, collegial, tense, chaotic, pleasant)

10 9 8 7 6 5 4 3 2 1

2. WORKING CONDITIONS (privacy, shared space, time frames, pressure, sanitation)

10 9 8 7 6 5 4 3 2 1

3. PHYSICAL ENVIRONMENT (clean, bright, noisy, appropriate temperature, lighting)

10 9 8 7 6 5 4 3 2 1

4. RESOURCES AND EQUIPMENT (computers, copiers, faxes, desk supplies, travel funds)

10 9 8 7 6 5 4 3 2 1

5. GENERAL APPRAISAL OF THE SITE FOR AN INTERNSHIP

10 9 8 7 6 5 4 3 2 1

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
INTERN EVALUATION OF FIELD SUPERVISOR

Name: _____ Field Supervisor _____

Site: _____ Dates of Internship: _____

Please evaluate your Field Supervisor regarding his/her major responsibilities with respect to your internship. The highest possible rating is a ten, the lowest is a one. **Please circle the rating of your choice and add written comments** below each category.

1. SUPERVISION (Guidance, mentoring, direction, management, interest, freedom)

10 9 8 7 6 5 4 3 2 1

2. COMMUNICATION (Regularity, conferencing, feedback, recommendations, accolades, criticism)

10 9 8 7 6 5 4 3 2 1

3. AGENCY ORIENTATION (personal instruction, readings, videos, discussions, team talk)

10 9 8 7 6 5 4 3 2 1

4. COLLEGIALITY (Friendly, respectful, team oriented, participatory)

10 9 8 7 6 5 4 3 2 1

5. SITE SUPERVISOR GENERAL EVALUATION

10 9 8 7 6 5 4 3 2 1

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
INTERN EVALUATION OF INTERNSHIP COORDINATOR

Name: _____ Intern Coordinator _____

Site: _____ Dates of Internship: _____

Please evaluate the Internship Coordinator regarding his/her major responsibilities with respect to your internship. The highest possible rating is a ten, the lowest is a one. **Please circle the rating of your choice and feel free to add written comments** below each category. **To maintain anonymity these evaluations are held until all grades are submitted.**

1. KNOWLEDGE OF THE INTERNSHIP PROGRAM (Well informed, perceptive, interested)

10 9 8 7 6 5 4 3 2 1

2. ORGANIZATION OF THE INTERNSHIP PROGRAM (Efficient, well coordinated, organized)

10 9 8 7 6 5 4 3 2 1

3. QUALITY OF GUIDANCE AND ASSISTANCE (Supportive, suggestive, sound advice, willing to help)

10 9 8 7 6 5 4 3 2 1

4. INTERNSHIP SEMINARS/PROFESSIONAL DEVELOPMENT (Organized, efficient, beneficial)

10 9 8 7 6 5 4 3 2 1

5. GENERAL APPRAISAL OF INTERNSHIP COORDINATOR

10 9 8 7 6 5 4 3 2 1

DEPARTMENT OF PHYSIOLOGY AND HEALTH SCIENCE
COURSE EVALUATION CRITERIA

Field Supervisor – 50% of final grade

Percent Value

1.	Field Supervisor's Midterm Evaluation	25 %
2.	Field Supervisor's Final Evaluation	25 %
		<hr/>
		50%

Internship Coordinator - 50% of final grade

Percent Value

1.	Seminar attendance, completion and submission of Initial paperwork, completion and submission of internship work documents, evaluations and artifacts	25 %
2.	Midterm and final papers	25 %
		<hr/>
		50 %

Grading scale:

A+ = 98%-100%	B+ = 88-89.99%	C+ = 78-79.99%	D+ = 68-69.99%	
A = 92%-97.99%	B = 82-87.99%	C = 72-77.99%	D = 62-67.99%	
A- = 90-91.99%	B- = 80-81.99%	C- = 70-71.99%	D- = 60-61.99%	F = 59% or <