

**Public Health**

**INTERNSHIP HANDBOOK**

**HSC 479**

**Department of Nutrition and Health Science  
Ball State University  
Health Professions Building 530  
Muncie, IN 47306**

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The University is aware of potential liability which may arise from its students for actions or alleged actions from third parties in the performance of internships or courses that require an external learning experience for academic course credit. This liability may be for property damage, bodily injury, or acts of a professional nature such as those involved with the delivery of medical or allied health services. The University provides liability coverage with limits of \$1 million per occurrence, \$3 million aggregate to protect against this risk and is able to provide host sites with proof of coverage for internship placement.

## **INTRODUCTION**

This handbook provides information about the Department of Nutrition and Health Science Public Health 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 Public Health internship program.

## **PHILOSOPHY OF THE INTERNSHIP PROGRAM**

University courses and practical application experiences prepare Public Health majors to understand the fundamentals concepts of public health, and to perform the fundamental practices of the discipline. 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 public health agency operation. Interns apply knowledge and skills as they assist their constituencies in enhancing health and well-being. Students join a public health agency as staff members (paid or non-paid) and are expected to function professionally in an effective manner while learning from the activities 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 help prepare the undergraduate student to meet the challenges of the internship experience and to realize their own potential as a prospective public health professional.

## **COMMON TERMINOLOGY**

Prospective Intern:	The Ball State University Public Health student who is seeking internship opportunities and enrollment in the internship course.
Intern:	The Ball State University Public Health student who is currently enrolled in the internship course and is actively participating in an internship experience.
Internship Coordinator:	The Health Science faculty member who works with Public Health majors and minors seeking an internship experience. This individual will work with sites when issues arise, or written agreements are necessary.
Internship Supervisor:	The Health Science faculty member who works with students completing an internship. This faculty member is responsible for all

aspects of the course-related requirements (e.g., evaluating of course requirements, time requirements, etc.), readying the intern for the job market, and mentoring.

**Site 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 Site Supervisor's facility.

**Public Health Agency:** A public health-related organization including, but not limited to, those found in governmental, community, clinical, business, industry, voluntary, public, for-profit, or not-for-profit settings.

### **GENERAL GOALS OF THE INTERNSHIP PROGRAM**

The general goals of the internship program are to:

1. Broaden student understanding of the functioning of a health-related agency in a community, clinical, worksite, environmental or public health setting.
2. Integrate public health theories with community-based practices.
3. Help students analyze the role of public health and its practitioners in agency performance.
4. Provide an understanding of the organization, administration, program activities, and problems of a community-based or other public health agency.
5. Improve student entry-level skills through on-the-job-training as they assume responsibilities for assessing, planning, implementing, evaluating, administering coordinating, advocating for, and/or communicating about public health programs.
6. Provide an opportunity to apply and add to experiences demonstrating the National Commission for Health Education Credentialing, Inc. (NCHEC) Areas of Responsibility, Competencies and Sub-competencies for Health Education Specialists.
7. Provide an opportunity to apply and add to experiences demonstrating the five domains of public health (biostatistics, epidemiology, environmental health, social and behavioral health, and health policy management).

## **OBJECTIVES OF THE INTERNSHIP PROGRAM**

The internship experience should be designed to provide learning opportunities so the 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 intern will:

1. Describe the purpose, goals and objectives, function, and philosophy of the public health agency.
2. Identify how specific health education and health promotion, public health, or environmental health activities relate to the goals and/or mission of the health agency.
3. Describe the characteristics of the public health agency clients and the types of services provided for the clients using identifiable methods, skills, and techniques applied by the health agency.
4. Identify the basic personnel structure and professional qualifications of employees of the public health agency. Indicate pre-service, in-service, and continuing education opportunities available to professional personnel within the public health agency.
5. Describe the public health agency's relationship to other agencies in the community. Translate the role of the public health agency into a description of improved quality of life for the community.
6. Analyze the professional skills and characteristics necessary for successful entry into this particular work setting.
7. Indicate professional and personal skills and characteristics and how they helped to complete tasks and objectives. Identify personal weaknesses, whether the internship helped improve these weaknesses, and how to enhance personal weaknesses in the future.
8. Identify the most valuable experience with the agency and indicate how they benefited from this experience. Identify the most useful task or series of tasks performed for the agency, and explain how the agency benefited from intern participation.
9. Describe the academic courses that were most beneficial in completing the internship and indicate why they were beneficial. Identify any additional courses or skills that would have been helpful in making the internship more successful and why.
10. Analyze the positive and negative aspects of the internship experience and provide a recommendation and rationale for continuing or discontinuing the use of this internship site.

Additional on-site work objectives are determined at the beginning of the internship experience by the intern and Site Supervisor.

## **PREREQUISITES**

**To enroll in the internship course (HSC 479), the prospective intern must:**

1. Be a **senior** and have completed the designated prerequisite courses as identified in the course catalog.
2. Have completed HSC 495 with a passing grade including participating in interviews, creating a resume/portfolio, and completing all required steps to obtain an internship.
3. Be **accepted** at an internship site and submit (with Site Supervisor) the **Internship Confirmation**.
4. Have permission of the Internship Coordinator.

## **TIME REQUIREMENTS**

1. The student will earn 6 credit hours for completing the internship. Internships in the Public Health major earn 6 credits and consist of a **minimum of 360 work hours**.
2. The Public Health internship experience is to be viewed as a full time working/learning experience for the 6 credit hour internship. Therefore, **the intern will be expected to work a minimum of 6-7 hours per day or a minimum of 30 hours per normal work week 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**.
3. **It is anticipated that interns will complete 100% of their required work hours on site, working under the direct, face-to-face supervision of their Site Supervisor and other worksite colleagues**. This includes off-site participation in agency events, such as health fairs, trainings, workshops, meetings, field observations, etc., which involve the direct, face-to-face interaction with site coworkers. Internship hours completed off-site, which do not involve the direct, face-to-face interaction with site coworkers, are permissible. **Total off-site internship hours, not directly supervised by agency staff, may not exceed 90** (25% of required total internship hours). There must be compelling and clearly delineated reasons for completing more than 90 intern hours off site, which must then be approved by the Internship Supervisor, Internship Coordinator, Program Director, and Department Chair.
4. **The student must attend all designated campus seminars, meetings, webinars, trainings, etc., unless previously arranged with the Internship Supervisor**. Details regarding these occasional occurrences will be emailed to students, posted on the course Canvas site, and, whenever possible, included in the HSC 479 syllabus, and announced in HSC 495

prior to the start of the internship term and internship.

### **INTERNSHIP APPLICATION AND PLACEMENT PROCESS**

The Prospective Intern will attend any required prospective intern seminar meetings, complete the Internship Application, and make appointments as necessary with the Internship Coordinator. The student and Internship Coordinator will work together to gain an appropriate internship placement for the Prospective Intern. **The Prospective Intern should complete steps #1-4 of the Intern Responsibilities within the first 8 weeks of the semester PRIOR to the beginning of the semester in which they wish to complete the internship.**

### **INTERN RESPONSIBILITIES**

**Before the internship actually begins, the student will:**

1. **Attend all designated, required Prospective Intern seminars and meetings.**
2. **Meet with the Internship Coordinator to review the following items:**
  - A. **Completed Internship Application form**
  - B. **Polished, up-to-date resume**
  - C. **GPA and coursework eligibility**

During this appointment, the student and the Internship Coordinator review areas of interest, examine possible internship sites, consider geographic and stipend requests, and determine likely internship sites for interviewing. Upon determination of potential internship sites for interviewing, the Internship Coordinator will make initial inquiries to determine agency interest in having an intern
3. **Select agencies of interest with which to interview after receiving approval from the Internship Coordinator. It is the responsibility of the Prospective Intern to arrange the interview dates and times.**
4. **As a condition for approval, procure from the prospective internship site a proposed Work Project List, and submit to the Internship Coordinator along with the completed/signed Confirmation Form.**
5. **Accept an internship offer, assuring that the *Internship Confirmation Form* (p. 12) is completed and signed by the Site Supervisor, and submitted to the Internship Coordinator. Notify all other agencies with whom the student interviewed that a different internship position has been accepted.**
6. **Register for the HSC 479 internship course after the Internship Coordinator has received the Internship Confirmation from the health agency and released student enrollment. Students may not register for HSC 479 without the permission of the Internship Coordinator.**



**During the on-site internship experience, the student will:**

1. Update/revise the proposed Work Project List submitted prior to receiving approval for the internship, in cooperation with the Site Supervisor. This updated Work Project List must be submitted to the Internship Supervisor by the designated time on the HSC 479 course syllabus.
2. Complete weekly work logs and submit to the Site Supervisor and Internship Supervisor by the designated time.
3. Attend any scheduled campus seminars, meetings, trainings, webinars, etc., during and at the conclusion of the internship.
4. Submit a midterm paper as designated in the HSC 479 course syllabus.
5. Submit a final paper as designated in the HSC 479 course syllabus.
6. Complete and submit all required artifacts, evaluations, and assessments as designated in the HSC 479 course syllabus.

**After the internship has concluded, the student will:**

1. Send a thank you letter/email to the Site Supervisor.
2. Incorporate internship artifacts and updated resume into their portfolio.
3. Complete a public presentation of the internship experience.

**SITE SUPERVISOR RESPONSIBILITIES**

**Before the internship begins, the Site Supervisor will:**

1. **Confirm the agency's interest with the Internship Coordinator.**
2. **Interview the intern candidate(s).**
3. As a condition for approval, **develop with the prospective intern a proposed Work Project List**, and submit to the Internship Coordinator along with the **completed/signed Confirmation Form**. The required Internship Confirmation will confirm starting and ending dates of the internship, compensation information, and contact information for the agency and Site Supervisor.
4. Commit to being present, supervising, mentoring, and evaluating the intern throughout the internship experience

**During the on-site internship experience, the Site Supervisor will:**

1. Update/revise the proposed Work Project List submitted prior to receiving approval for the internship, in collaboration with the intern. The intern will submit this updated Work Project List by the designated time on the HSC 479 course syllabus.
2. Receive copies of the student's weekly work log and verify accuracy.
3. Assure that the student receives information about the agency so they can complete the appropriate paperwork and fulfill the Internship Objectives.
4. Meet with the student intern on a regular basis (recommended weekly minimum) to provide guidance and mentoring during the internship experience.
5. Complete the Midterm and Final Evaluation of the Intern by the designated times as indicated in the HSC 479 course schedule and syllabus, and in communications with the Internship Supervisor. Review the evaluations with the student, making suggestions for improvement, prior to submitting the evaluations to the Internship Supervisor by the designated date.
6. Complete a site visit or phone meeting with the Internship Supervisor on or before the approximate midway point of the internship, to discuss the intern's progress.
7. Ensure the intern receives experience in at least **five** of the eight **National Commission for Health Education Credentialing, Inc. (NCHEC) Areas of Responsibility for Health Education Specialists (see p. 13).**

**After the internship is concluded, the Site Supervisor should:**

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

**INTERNSHIP APPLICATION**

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

Address (street, city, zip) \_\_\_\_\_

Cell phone # \_\_\_\_\_ Permanent phone # (if different) \_\_\_\_\_

BSU email \_\_\_\_\_ Permanent email \_\_\_\_\_

Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_

Are you a senior according to credits earned/in progress? YES \_\_\_\_\_ NO \_\_\_\_\_

Anticipated semester to complete internship \_\_\_\_\_

Anticipated graduation date \_\_\_\_\_

Identify and prioritize the setting(s) in which you may want to complete your internship (1=most desirable; 2=acceptable; 3=not preferred)

\_\_\_\_\_ Clinical \_\_\_\_\_ Nonprofit/Voluntary \_\_\_\_\_ College/University  
\_\_\_\_\_ Community \_\_\_\_\_ Government/Public Health \_\_\_\_\_ Worksite/Corporate

Do you prefer to work with a specific population during your internship?

NO \_\_\_\_\_ YES \_\_\_\_\_ Specify: \_\_\_\_\_

Do you have a geographic preference for the location of your internship?

NO \_\_\_\_\_ YES \_\_\_\_\_ Specify: \_\_\_\_\_

Do you have constraints that may impact the selection of a site, like transportation, housing, or finances?

NO \_\_\_\_\_ YES \_\_\_\_\_ Specify: \_\_\_\_\_

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**INTERNSHIP CONFIRMATION**

*Submission of this form indicates that the below mentioned agency has agreed to provide an internship during the dates and times indicated, that the Site Supervisor agrees to assume supervision, mentoring, and evaluation responsibilities, and that said agency agrees to the compensation, if any, described below.*

**Ball State University student** \_\_\_\_\_

Agency/Site \_\_\_\_\_

Designated Site Supervisor \_\_\_\_\_

Agency/Site address (street, city, zip) \_\_\_\_\_

Agency/Site phone \_\_\_\_\_ Agency/Site fax \_\_\_\_\_

Site Supervisor email: \_\_\_\_\_

Dates of internship Start \_\_\_\_\_ End \_\_\_\_\_

Agreed compensation (check and complete appropriate sections):

- No compensation  Hourly wage at \$ \_\_\_\_\_ /hour  
 Stipend \$ \_\_\_\_\_ per \_\_\_\_\_  Work related mileage/parking uniforms, food, or other compensation, as designated \_\_\_\_\_

I hereby agree to serve as the internship Site Supervisor. I will to the best of my ability supervise, direct, mentor, and evaluate the student intern in a fair, equitable, and timely manner. I agree to participate in a site or phone visit with the Internship Supervisor arranged by mutual consent at or before the midway point of the internship.

\_\_\_\_\_  
(Signature of Site Supervisor)

\_\_\_\_\_  
(Date)

This form must be emailed, mailed, or faxed to the Department of Nutrition and Health Science Internship Coordinator prior to the start of the internship.

**Return to:**

Matthew Groenewold  
Internship Coordinator  
Dept. of Nutrition and Health Science, HB 541  
Ball State University  
Muncie, IN 47306

Phone:  
765-285-5965  
Email:  
matthew.groenewold@bsu.edu

## **AREAS OF RESPONSIBILITY, COMPETENCIES AND SUB-COMPETENCIES FOR HEALTH EDUCATION SPECIALISTS**

The Eight Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the **health education specialist**. These Responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® and MCHES® exam beginning 2022. The light grey-shaded Sub-competencies are Advanced-1 Level. The *light grey-shaded and italicized* Sub-competencies are *Advanced-2 Level*. Advanced-1 and -2 Level Sub-competencies are *not* included in the entry-level CHES examination. However, the Advanced-level Sub-competences *are* included in the MCHES examination.

### ***Area of Responsibility I*** **ASSESS NEEDS AND CAPACITY**

#### **COMPETENCY 1.1: Plan assessment**

- 1.1.1 Define the purpose and scope of the assessment.
- 1.1.2 Identify priority population(s).
- 1.1.3 Identify existing and available resources, policies, programs, practices, and interventions.
- 1.1.4 Examine the factors and determinants that influence the assessment process.
- 1.1.5 Recruit and/or engage priority population(s), partners, and stakeholders to participate throughout all steps in the assessment, planning, implementation, and evaluation processes.

#### **COMPETENCY 1.2: Obtain primary data, secondary data, and other evidence-informed sources**

- 1.2.1 Identify primary data, secondary data, and evidence-informed resources.
- 1.2.2 Establish collaborative relationships and agreements that facilitate access to data.
- 1.2.3 Conduct a literature review.
- 1.2.4 Procure secondary data.
- 1.2.5 Determine the validity and reliability of the secondary data.
- 1.2.6 Identify data gaps.
- 1.2.7 Determine primary data collection needs, instruments, methods, and procedures.
- 1.2.8 Adhere to established procedures to collect data.
- 1.2.9 Develop a data analysis plan.

#### **COMPETENCY 1.3: Analyze the data to determine the health of the priority population(s) and the factors that influence health**

- 1.3.1 Determine the health status of the priority population(s).
- 1.3.2 Determine the knowledge, attitudes, beliefs, skills, and behaviors that impact the health and health literacy of the priority population(s).

- 1.3.3 Identify the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).
- 1.3.4 Assess existing and available resources, policies, programs, practices, and interventions.
- 1.3.5 Determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.
- 1.3.6 List the needs of the priority population(s).

**COMPETENCY 1.4: Synthesize assessment findings to inform the planning process**

- 1.4.1 Compare findings to norms, existing data, and other information.
- 1.4.2 Prioritize health education and promotion needs.
- 1.4.3 Summarize the capacity of priority population(s) to meet the needs of the priority population(s).
- 1.4.4 Develop recommendations based on findings.
- 1.4.5 Report assessment findings.

*Area of Responsibility II*  
**PLANNING**

**COMPETENCY 2.1: Engage priority populations, partners, and stakeholders for participation in the planning process**

- 2.1.1 Convene priority populations, partners, and stakeholders.
- 2.1.2 Facilitate collaborative efforts among priority populations, partners, and stakeholders.
- 2.1.3 Establish the rationale for the intervention.

**COMPETENCY 2.2: Define desired outcomes**

- 2.2.1 Identify desired outcomes using the needs and capacity assessment.
- 2.2.2 Elicit input from priority populations, partners, and stakeholders regarding desired outcomes.
- 2.2.3 Develop vision, mission, and goal statements for the intervention(s).
- 2.2.4 Develop specific, measurable, achievable, realistic, and time-bound (SMART) objectives.

**COMPETENCY 2.3: Determine health education and promotion interventions**

- 2.3.1 Select planning model(s) for health education and promotion.
- 2.3.2 Create a logic model.
- 2.3.3 Assess the effectiveness and alignment of existing interventions to desired outcomes.
- 2.3.4 Adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired outcomes.
- 2.3.5 Plan for acquisition of required tools and resources.
- 2.3.6 Conduct a pilot test of intervention(s).
- 2.3.7 Revise intervention(s) based on pilot feedback.

## **COMPETENCY 2.4: Develop plans and materials for implementation and evaluations**

- 2.4.1 Develop an implementation plan inclusive of logic model, work plan, responsible parties, timeline, marketing, and communication.
- 2.4.2 Develop materials needed for implementation.
- 2.4.3 Address factors that influence implementation.
- 2.4.4 Plan for evaluation and dissemination of results.
- 2.4.5 Plan for sustainability.

### ***Area of Responsibility III*** **IMPLEMENTATION**

## **COMPETENCY 3.1: Coordinate the delivery of intervention(s) consistent with the implementation plan**

- 3.1.1 Secure implementation resources.
- 3.1.2 Arrange for implementation services.
- 3.1.3 Comply with contractual obligations.
- 3.1.4 Establish training protocol.
- 3.1.5 Train staff and volunteers to ensure fidelity.

## **COMPETENCY 3.2: Deliver health education and promotion interventions**

- 3.2.1 Create an environment conducive to learning.
- 3.2.2 Collect baseline data.
- 3.2.3 Implement a marketing plan.
- 3.2.4 Deliver health education and promotion as designed.
- 3.2.5 Employ an appropriate variety of instructional methodologies.

## **COMPETENCY 3.3: Monitor implementation**

- 3.3.1 Monitor progress in accordance with the timeline.
- 3.3.2 Assess progress in achieving objectives.
- 3.3.3 Modify interventions as needed to meet individual needs.
- 3.3.4 Ensure plan is implemented with fidelity.
- 3.3.5 Monitor use of resources.
- 3.3.6 Evaluate the sustainability of implementation.

### ***Area of Responsibility IV*** **EVALUATION AND RESEARCH**

## **COMPETENCY 4.1: Design process, impact, and outcome evaluation of the intervention**

- 4.1.1 Align the evaluation plan with the intervention goals and objectives.
- 4.1.2 Comply with institutional requirements for evaluation.

- 4.1.3 Use a logic model and/or theory for evaluations.
- 4.1.4 Assess capacity to conduct evaluation.
- 4.1.5 Select an evaluation design model and the types of data to be collected.
- 4.1.6 Develop a sampling plan and procedures for data collection, management, and security.
- 4.1.7 Select quantitative and qualitative tools consistent with assumptions and data requirements.
- 4.1.8 Adopt or modify existing instruments for collecting data.
- 4.1.9 Develop instruments for collecting data.
- 4.1.10 Implement a pilot test to refine data collection instruments and procedures.

#### **COMPETENCY 4.2: Design research studies**

- 4.2.1 *Determine purpose, hypotheses, and questions.*
- 4.2.2 Comply with institutional and/or IRB requirements for research.
- 4.2.3 Use a logic model and/or theory for research.
- 4.2.4 *Assess capacity to conduct research.*
- 4.2.5 Select a research design model and the types of data to be collected.
- 4.2.6 Develop a sampling plan and procedures for data collection, management, and security.
- 4.2.7 Select quantitative and qualitative tools consistent with assumptions and data requirements.
- 4.2.8 *Adopt, adapt, and/or develop instruments for collecting data.*
- 4.2.9 *Implement a pilot test to refine and validate data collection instruments and procedures.*

#### **COMPETENCY 4.3: Manage the collection and analysis of evaluation and/or research data using appropriate technology**

- 4.3.1 *Train data collectors.*
- 4.3.2 Implement data collection procedures.
- 4.3.3 Use appropriate modalities to collect and manage data.
- 4.3.4 *Monitor data collection procedures.*
- 4.3.5 Prepare data for analysis.
- 4.3.6 *Analyze data.*

#### **COMPETENCY 4.4: Interpret data**

- 4.4.1 *Explain how findings address the questions and/or hypotheses.*
- 4.4.2 Compare findings to other evaluations or studies.
- 4.4.3 Identify limitations and delimitations of findings.
- 4.4.4 *Draw conclusions based on findings.*
- 4.4.5 *Identify implications for practice.*
- 4.4.6 *Synthesize findings.*
- 4.4.7 *Develop recommendations based on findings.*
- 4.4.8 *Evaluate feasibility of implementing recommendations.*

#### **COMPETENCY 4.5: Use findings**

- 4.5.1 Communicate findings by preparing reports, and presentations, and by other means.



- 4.5.2 Disseminate findings.
- 4.5.3 Identify recommendations for quality improvement.
- 4.5.4 Translate findings into practice and interventions.

*Area of Responsibility V*  
**ADVOCACY**

**COMPETENCY 5.1: Identify a current or emerging health issue requiring policy, systems, or environmental change**

- 5.1.1 Examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.
- 5.1.2 Examine evidence-informed findings related to identified health issues and desired changes.
- 5.1.3 Identify factors that facilitate and/or hinder advocacy efforts (e.g., amount of evidence to prove the issue, potential for partnerships, political readiness, organizational experience or risk, and feasibility of success).
- 5.1.4 Write specific, measurable, achievable, realistic, and time-bound (SMART) advocacy objective(s).
- 5.1.5 Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.

**COMPETENCY 5.2: Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts**

- 5.2.1 Identify existing coalitions and stakeholders that favor and oppose the proposed policy, system, or environmental change and their reasons.
- 5.2.2 Identify factors that influence decision-makers (e.g., societal and cultural norms, financial considerations, upcoming elections, and voting record).
- 5.2.3 Create formal and/or informal alliances, task forces, and coalitions to address the proposed change.
- 5.2.4 Educate stakeholders on the health issue and the proposed policy, system, or environmental change.
- 5.2.5 Identify available resources and gaps (e.g., financial, personnel, information, and data).
- 5.2.6 Identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.
- 5.2.7 Develop persuasive messages and materials (e.g., briefs, resolutions, and fact sheets) to communicate the policy, system, or environmental change.
- 5.2.8 Specify strategies, a timeline, and roles and responsibilities to address the proposed policy, system, or environmental change (e.g., develop ongoing relationships with decision makers and stakeholders, use social media, register others to vote, and seek political appointment).

**COMPETENCY 5.3: Engage in advocacy**

- 5.3.1 Use media to conduct advocacy (e.g., social media, press releases, public service announcements, and op-eds).

- 5.3.2 Use traditional, social, and emerging technologies and methods to mobilize support for policy, system, or environmental change.
- 5.3.3 Sustain coalitions and stakeholder relationships to achieve and maintain policy, system, or environmental change.

#### **COMPETENCY 5.4: Evaluate advocacy**

- 5.4.1 Conduct process, impact, and outcome evaluation of advocacy efforts.
- 5.4.2 Use the results of the evaluation to inform next steps

### *Area of Responsibility VI*

### **COMMUNICATIONS**

#### **COMPETENCY 6.1: Determine factors that affect communication with the identified audience(s)**

- 6.1.1 Segment the audience(s) to be addressed, as needed.
- 6.1.2 Identify the assets, needs, and characteristics of the audience(s) that affect communication and message design (e.g., literacy levels, language, culture, and cognitive and perceptual abilities).
- 6.1.3 Identify communication channels (e.g., social media and mass media) available to and used by the audience(s).
- 6.1.4 Identify environmental and other factors that affect communication (e.g., resources and the availability of Internet access).

#### **COMPETENCY 6.2: Determine communication objective(s) for audience(s)**

- 6.2.1 Describe the intended outcome of the communication (e.g., raise awareness, advocacy, behavioral change, and risk communication).
- 6.2.2 Write specific, measurable, achievable, realistic, and time-bound (SMART) communication objective(s).
- 6.2.3 Identify factors that facilitate and/or hinder the intended outcome of the communication.

#### **COMPETENCY 6.3: Develop message(s) using communication theories and/or models**

- 6.3.1 Use communications theory to develop or select communication message(s).
- 6.3.2 Develop persuasive communications (e.g., storytelling and program rationale).
- 6.3.3 Tailor message(s) for the audience(s).
- 6.3.4 Employ media literacy skills (e.g., identifying credible sources and balancing multiple viewpoints).

#### **COMPETENCY 6.4: Select methods and technologies used to deliver message(s)**

- 6.4.1 Differentiate the strengths and weaknesses of various communication channels and technologies (e.g., mass media, community mobilization, counseling, peer communication, information/digital technology, and apps).
- 6.4.2 Select communication channels and current and emerging technologies that are most appropriate for the audience(s) and message(s).
- 6.4.3 Develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).
- 6.4.4 Assess the suitability of new and/or existing communication aids, materials, or tools for audience(s) (e.g., the CDC Clear Communication Index and the Suitability Assessment Materials (SAM)).
- 6.4.5 Pilot test message(s) and communication aids, materials, or tools.
- 6.4.6 Revise communication aids, materials, or tools based on pilot results.

**COMPETENCY 6.5: Deliver the message(s) effectively using the identified media and strategies**

- 6.5.1 Deliver presentation(s) tailored to the audience(s).
- 6.5.2 Use public speaking skills.
- 6.5.3 Use facilitation skills with large and/or small groups.
- 6.5.4 Use current and emerging communication tools and trends (e.g., social media).
- 6.5.5 Deliver oral and written communication that aligns with professional standards of grammar, punctuation, and style.
- 6.5.6 Use digital media to engage audience(s) (e.g., social media management tools and platforms).

**COMPETENCY 6.6: Evaluate communication**

- 6.6.1 Conduct process and impact evaluations of communications.
- 6.6.2 *Conduct outcome evaluations of communications.*
- 6.6.3 Assess reach and dose of communication using tools (e.g., data mining software, social media analytics and website analytics).

***Area of Responsibility VII***  
**LEADERSHIP AND MANAGEMENT**

**COMPETENCY 7.1: Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees)**

- 7.1.1 Identify potential partners and stakeholders.
- 7.1.2 Assess the capacity of potential partners and stakeholders.
- 7.1.3 Involve partners and stakeholders throughout the health education and promotion process in meaningful and sustainable ways.
- 7.1.4 Execute formal and informal agreements with partners and stakeholders.
- 7.1.5 Evaluate relationships with partners and stakeholders on an ongoing basis to make appropriate modifications.

## **COMPETENCY 7.2: Prepare others to provide health education and promotion**

- 7.2.1 Develop culturally responsive content.
- 7.2.2 Recruit individuals needed in implementation.
- 7.2.3 Assess training needs.
- 7.2.4 Plan training, including technical assistance and support.
- 7.2.5 Implement training.
- 7.2.6 Evaluate training as appropriate throughout the process.

## **COMPETENCY 7.3: Manage human resources**

- 7.3.1 Facilitate understanding and sensitivity for various cultures, values, and traditions.
- 7.3.2 Facilitate positive organizational culture and climate.
- 7.3.3 Develop job descriptions to meet staffing needs.
- 7.3.4 Recruit qualified staff (including paraprofessionals) and volunteers.
- 7.3.5 Evaluate performance of staff and volunteers formally and informally.
- 7.3.6 Provide professional development and training for staff and volunteers.
- 7.3.7 Facilitate the engagement and retention of staff and volunteers.
- 7.3.8 Apply team building and conflict resolution techniques as appropriate.

## **COMPETENCY 7.4: Manage fiduciary and material resources**

- 7.4.1 Evaluate internal and external financial needs and funding sources.
- 7.4.2 Develop financial budgets and plans.
- 7.4.3 Monitor budget performance.
- 7.4.4 *Justify value of health education and promotion using economic (e.g., cost-benefit, return-on-investment, and value-on-investment) and/or other analyses.*
- 7.4.5 Write grants and funding proposals.
- 7.4.6 *Conduct reviews of funding and grant proposals.*
- 7.4.7 Monitor performance and/or compliance of funding recipients.
- 7.4.8 Maintain up-to-date technology infrastructure.
- 7.4.9 Manage current and future facilities and resources (e.g., space and equipment).

## **COMPETENCY 7.5: Conduct strategic planning with appropriate stakeholders.**

- 7.5.1 Facilitate the development of strategic and/or improvement plans using systems thinking to promote the mission, vision, and goal statements for health education and promotion.
- 7.5.2 Gain organizational acceptance for strategic and/or improvement plans.
- 7.5.3 Implement the strategic plan, incorporating status updates and making refinements as appropriate

### *Area of Responsibility VIII* **ETHICS AND PROFESSIONALISM**

### **COMPETENCY 8.1: Practice in accordance with established ethical principles**

- 8.1.1 Apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.
- 8.1.2 Demonstrate ethical leadership, management, and behavior.
- 8.1.3 Comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.
- 8.1.4 Promote health equity.
- 8.1.5 Use evidence-informed theories, models, and strategies.
- 8.1.6 Apply principles of cultural humility, inclusion, and diversity in all aspects of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).

### **COMPETENCY 8.2: Serve as an authoritative resource on health education and promotion**

- 8.2.1 Evaluate personal and organizational capacity to provide consultation.
- 8.2.2 Provide expert consultation, assistance, and guidance to individuals, groups, and organizations.
- 8.2.3 *Conduct peer reviews (e.g., manuscripts, abstracts, proposals, and tenure folios).*

### **COMPETENCY 8.3: Engage in professional development to maintain and/or enhance proficiency**

- 8.3.1 Participate in professional associations, coalitions, and networks (e.g., serving on committees, attending conferences, and providing leadership).
- 8.3.2 Participate in continuing education opportunities to maintain or enhance continuing competence.
- 8.3.3 Develop a career advancement plan.
- 8.3.4 Build relationships with other professionals within and outside the profession.
- 8.3.5 *Serve as a mentor.*

### **COMPETENCY 8.4: Promote the health education profession to stakeholders, the public, and others**

- 8.4.1 Explain the major responsibilities, contributions, and value of the health education specialist.
- 8.4.2 Explain the role of professional organizations and the benefits of participating in them.
- 8.4.3 Advocate for professional development for health education specialists.
- 8.4.4 Educate others about the history of the profession, its current status, and its implications for professional practice.
- 8.4.5 Explain the role and benefits of credentialing (e.g., individual and program).
- 8.4.6 Develop presentations and publications that contribute to the profession.

## **CORE INTERNSHIP ASSIGNMENTS**

### **WORK PROJECT LIST**

*As a condition for internship site approval*, the student must procure from the prospective internship site a proposed Work Project List, and submit to the Internship Coordinator along with the completed/signed Confirmation Form. Developed in cooperation with the Site Supervisor, the proposed Work Project List will identify a series of work projects and tasks to be engaged in by the intern over the course of the internship.

**IMPORTANT: The proposed Work Project List must clearly and explicitly document how the site will provide diverse, relevant, and substantial professional learning experiences.**

By the designated time on the course schedule (generally at the end of the first week of the internship) the student must submit to the Internship Supervisor an updated/revised Work Project List.

**A sample Work Project List is provided on page 28.**

### **WEEKLY WORK LOG**

The intern will submit a comprehensive outline and description of all major tasks, projects, and activities started, engaged in, or completed during the course of each week.

Work log information must include:

- Name of the intern
- Name of the internship site
- Inclusive dates of the work week (Sun.-Sat.)
- Hours worked each day, distinguishing clearly between on-site versus off-site work (per description, p. 6 of handbook)
- Total hours worked that week, distinguishing clearly between on-site versus off-site work
- Total hours worked up to that point in the semester, distinguishing clearly between on-site versus off-site work
- Approximately one paragraph written each day describing the work that was completed. This information should be well written using complete sentences and free of grammatical errors.
- NCHEC Responsibility(-ies)/Competency(-ies) aligned with daily tasks/experiences. Interns are required to document these alignments with NCHEC Responsibilities and Competencies, in the Midterm Paper, the Final Paper, and in the Presentation. Documenting these alignments as you go along will make it easier to describe these alignments in the papers and presentation.

The intern is to attach the work log in an email and send it weekly to the Site Supervisor at the end of each Friday (or Monday, if weekend hours are worked), and copy (cc) the Internship Supervisor. Emailed work logs should be received by no later than 5:00pm on Monday of the following work week. Interns should save all sent emails in case verification is needed at a later time. This will serve as the final time sheet, and is necessary before course credit can be given.

**Lunch breaks or other break time may not be counted in total hours.** Driving time to and from the internship at the beginning and end of each day may not be counted. Transit time to agency-related events and activities *midday* may be counted. **All hours worked each day should be rounded up or down to the nearest 15 minute increment.**

Ex: An intern who worked from 8:00am-12:05pm should report 4 hours

Ex: An intern who worked from 8:05am-12:15pm should report 4 hours and 15 minutes, or 4.25 hours

**A work log template is provided on page 24.**

### **MIDTERM PAPER ASSIGNMENT**

The student will submit a midterm paper that incorporates #1-5 of the General Objectives of the Internship Program as designated in the syllabus and Internship Handbook. The midterm paper will also include a reflection of how the internship is helping the intern gain experience in the Areas of Responsibility, Competencies and Sub-competencies for Health Education Specialists. An introduction should be included at the beginning of the paper and a summary should be included at the end of the paper. This paper should depict the understanding of the internship organization and how its place in the community is perceived. This is not an opinion paper, rather an accounting of what has been learned about the organization, its personnel, the relationship of the agency in the community, and the manner in which it operates. Points for poor spelling, grammar, and punctuation will be deducted as indicated on the syllabus. The midterm paper is due on the date indicated in the course schedule.

### **FINAL PAPER ASSIGNMENT**

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

- \* An assessment of the final General Objectives of the Internship Program #6-10 as designated in the syllabus.
- \* A specific point-by-point analysis of how the internship tasks and objectives connected to the NCHEC Areas of Responsibility, Competencies and Sub-competencies for Health Education Specialists.

Points for poor spelling, grammar, and punctuation will be deducted as indicated on the syllabus. The final paper is due on the date indicated in the course schedule.

### **PUBLIC PRESENTATION**

At the conclusion of the internship, each intern will conduct a formal presentation, explaining how

their internship has exposed them to the National Commission for Health Education Credentialing, Inc. (NCHEC) Areas of Responsibility, Competencies and Sub-competencies for Health Education Specialists by showcasing skills developed during the internship experience. The format of this presentation will be determined in advance, and shared with interns via the course syllabus and Canvas site. In most instances, templates for presentations will be provided.

### **ARTIFACT**

The intern will submit at least one artifact that is representative of the internship experience and completed work projects. Artifacts may be digital or print. Print artifacts will not be returned. The artifact should be something that the intern has created or accomplished (e.g. needs assessment, program plan, promotional materials) which reflects the best of their internship experience. This is a depiction of what students accomplish during their internships and will be used for display purposes at departmental events and for use with future interns. Artifacts are due as indicated in the course syllabus, but generally are expected at the same date as the public presentation.

### **EVALUATIONS BY SITE SUPERVISOR AND INTERN**

#### **Intern Evaluations**

The intern will complete evaluations, of both the Site Supervisor and the Internship site. All evaluations will be completed using the Qualtrics online survey system. Links to the Qualtrics sites for each evaluation will be shared with you by your Internship Supervisor. Print versions of these evaluation forms are found in this Handbook (pp. 35 and 37), as well as on Canvas. However, the evaluations must be completed on Qualtrics, unless permission has been granted by the Internship Supervisor to complete them in print form. These evaluations are due as indicated on the course schedule, in the course syllabus.

#### **Site Supervisor Evaluations**

The Site Supervisor will complete both a **Midterm** and **Final Evaluation** of the intern, by dates designated on the course schedule and course syllabus. All evaluations will be completed using the Qualtrics online survey system. Links to the Qualtrics sites for each evaluation will be shared with the Site Supervisor by your Internship Supervisor. Print versions of these evaluation forms are found in this Handbook (pp. 29 and 32), as well as on Canvas. However, the evaluations must be completed and submitted using Qualtrics, unless permission has been granted by the Internship Supervisor to complete them in print form and submit them in some other manner. Site Supervisors are asked to review their evaluations with their intern in a timely fashion, and are given instructions within the Qualtrics survey for accessing, producing survey results and reports.



**SAMPLE WEEKLY WORK LOG**

**Jane Doe  
County X Health Department**

**Week of: January 5<sup>th</sup> – January 11<sup>th</sup>, 2020**

<b>Day/Time</b>	<b>Description</b>	<b>NCHEC</b>
Sunday:	Off	
Monday: <ul style="list-style-type: none"> <li>• Arrived – 6:30 a.m.</li> <li>• Lunch – 12:00-1:00</li> <li>• Left – 3:00 p.m.</li> </ul> Total OnS = 7.5 hours Total OffS = 0 hours	My supervisor and I spent all day teaching a lesson about bullying to 7 <sup>th</sup> and 8 <sup>th</sup> graders at XYZ Middle School in city X. I was shaky at first but things smoothed out the more I practiced with each class. I remember how important time management is.	Competency 3.3
Tuesday:	Off	
Wednesday: <ul style="list-style-type: none"> <li>• Arrived – 8:00</li> <li>• Lunch – N/A</li> <li>• Left – 2:30</li> </ul> Total OnS = 6.5 hours Total OffS = 0 hours	I worked in the office all day today. I started planning and researching information for the MyPlate newsletter that I will develop to be used for the employees of the health department. I also worked on gathering information for a display I will be creating for a health fair in March.	Competency 1.2, 1.4 Competencies 2.2, 2.3, 2.4 Competency 7.1
Thursday: <ul style="list-style-type: none"> <li>• Arrived – 11:00</li> <li>• Lunch – N/A</li> <li>• Left – 3:45</li> </ul> Total OnS = 5.75 hours Total OffS = 2 hours	Today was my first board meeting at the Health Dept. It didn't start until 11am, I worked at home on the MyPlate newsletter until time to leave. I had my site supervisor's advance permission to do this today. It was interesting to see the updates from each division of the health department. The rest of the day was spent doing office work.	Competencies 2.2, 2.3 Competency 5.3 Competency 7.4
Friday: <ul style="list-style-type: none"> <li>• Arrived – 8:15</li> <li>• Lunch-11:00-12:00</li> <li>• Left – 4:30</li> </ul> Total OnS = 7.25 hours Total OffS = 0 hours	I started my day by working on the display I've been creating for a health fair in March. My supervisor and I went to a school for the emotionally and physically disabled in city Y. We taught a lesson on bullying, and used a new DVD he received. More than some, if not most, of the students seemed to enjoy it. It generated a good amount of discussion. The rest of the day was spent on a conference call for a prescription drug abuse coalition (my supervisor is a member) and working, again, on my display.	Competency 3.3 Competencies 5.3, 5.4 Competency 7.1
Saturday:	Off	

**Total Weekly Hours: 29 (27 hours on-site, 2 hours off-site)**

**Total Hours Completed to Date: 161 (156.5 hours on-site, 4.5 hours off-site)**



## SAMPLE - WORK PROJECT LIST

Jane Doe will perform the following projects during their internship with XYZ Agency.

1. Plan and implement a presentation about the importance of hand hygiene to hospital employees.
2. Research and create new topical education brochures for distribution in the clinic lobby.
3. Update Power Point presentations for three existing community programs (Bloodborne Pathogens, the Importance of Immunizations, and How to Improve Productivity).
4. Organize and attend leadership training(s), and summarize and apply learning.
5. Create, develop, and display monthly bulletin boards about timely health topics.
6. Review and update existing database and materials for customer/client contacts.
7. Participate in planning and coordination of agency fundraising events.
8. Participate in regular agency staff 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. Complete all tasks assigned by Site Supervisor and Internship Coordinator.

***Please Note: The above list is only a sample. Your work project list will be different and will reflect the needs and expectations of your site.***

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**SITE SUPERVISOR EVALUATION OF INTERN CRITERIA**

We appreciate your cooperation in mentoring a Public Health student. Integral to this student's progress is ongoing assessment of student performance. Please provide a candid evaluation of the student using the following evaluation forms. 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 intern. Please use the following descriptions as a guide for your evaluations.

**Superior/Excellent**

5= Superior/excellent skills, ability, knowledge; minimal to no errors; prepared for an entry level professional position; would hire now if a position were available; can identify promotion potential with more responsibility or management work

**Above Average**

4= Skills, ability, knowledge are good; makes minimal errors that do not jeopardize work or projects; growth potential is evident; with tutoring/mentoring and time to improve will advance in the field; considered a potential good hire

**Average**

3= Skills, ability, knowledge are adequate to complete most assigned work; errors may indicate insufficient attention to detail or lack of motivation; needs supervision and assistance to complete tasks; accepts criticism and is willing to improve; would consider hiring; see potential for advancement if well directed

**Below Average**

2= Skills, ability, knowledge are minimal or adequate only to complete less significant work; errors indicate inadequate attention, lack of interest, or minimal motivation; criticism is acknowledged but improvement is slow or non-existent, or criticism is rejected; progress occurs only with supervision; consideration for hire is minimal

**Unacceptable**

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

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**SITE SUPERVISOR MIDTERM EVALUATION OF INTERN**

We appreciate your cooperation in mentoring a Public Health student. Integral to this student progress is ongoing assessment of student performance. Please provide a candid evaluation of the student using the following evaluation form. Your comments provide valuable feedback to the intern as they work to improve their professional capabilities. Also, please recognize that it is imperative that you personally review each evaluation with your intern. Please use the following descriptions as a guide for your evaluations.

**NOTE: BEFORE YOU SUBMIT YOUR COMPLETED SURVEY, YOU'LL SEE A SUMMARY OF YOUR RESPONSES WHERE YOU'LL BE GIVEN AN OPPORTUNITY TO CLICK "DOWNLOAD PDF" ON THE TOP RIGHT OF THE SCREEN- YOU MAY WISH TO CLICK ON "DOWNLOAD PDF" SO THAT YOU CAN RETAIN A COPY FOR YOUR RECORDS AND TO SHARE WITH THE INTERN.**

Student name (first & last):

Date evaluation is being completed:

Site Supervisor's name (first & last) and position title:

Name and position title of person completing midterm evaluation if different from Site Supervisor:

**PROFESSIONAL SKILLS and ABILITIES**

		(Unacceptable)							(Superior)	
1.	Oral communication	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's oral communication.										
2.	Written communication	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's written communication.										
3.	Listening skills	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's listening skills.										
4.	Background knowledge	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's background knowledge.										
5.	Accuracy/thoroughness	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's accuracy/thoroughness.										
6.	Creativity	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's creativity.										

7.	Initiative	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's initiative.

**PERSONAL ATTRIBUTES**

				(Unacceptable)						(Superior)
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1.	Attendance/punctuality	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's attendance/punctuality.

2.	Cooperation	1	1.5	2	2.5	3	3.5	4	4.5	5
----	-------------	---	-----	---	-----	---	-----	---	-----	---

Please comment about the intern's cooperation.

3.	Dependability	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's dependability.

4.	Interest/enthusiasm	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's interest/enthusiasm.

5.	Professional appearance	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's appearance.

6.	Self-confidence	1	1.5	2	2.5	3	3.5	4	4.5	5
----	-----------------	---	-----	---	-----	---	-----	---	-----	---

Please comment about the intern's self-confidence.

7.	Maturity/poise	1	1.5	2	2.5	3	3.5	4	4.5	5
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Please comment about the intern's maturity/poise.

Please discuss some of the intern's strengths.

Please discuss some of the intern's weaknesses.

What are your recommendations for improvement?

**Please indicate the intern's skill level in each of the National Commission for Health Education Credentialing, Inc. (NCHEC) Areas of Responsibility for Health Education Specialists. If necessary, a detailed outline of the responsibilities, competencies, and sub-competencies are available in the Internship Handbook. Please make comments under each area as needed.**

1.	Assess needs and capacity	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's assessment ability:					
2.	Planning	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's planning ability:					
3.	Implementation	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's implementation ability:					
4.	Evaluation and research	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's evaluation ability:					
5.	Advocacy	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's advocacy ability:					
6.	Communications	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's communications ability:					
7.	Leadership and management	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's leadership and management ability:					
8.	Ethics and professionalism	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's ethics and professionalism:					

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**SITE SUPERVISOR FINAL EVALUATION OF INTERN**

We appreciate your cooperation in mentoring a Public Health student. Integral to this student progress is ongoing assessment of student performance. Please provide a candid evaluation of the student using the following evaluation form. Your comments provide valuable feedback to the intern as they work to improve their professional capabilities. Also, please recognize that it is imperative that you personally review each evaluation with your intern. Please use the following descriptions as a guide for your evaluations.

**NOTE: BEFORE YOU SUBMIT YOUR COMPLETED SURVEY, YOU'LL SEE A SUMMARY OF YOUR RESPONSES WHERE YOU'LL BE GIVEN AN OPPORTUNITY TO CLICK "DOWNLOAD PDF" ON THE TOP RIGHT OF THE SCREEN- YOU MAY WISH TO CLICK ON "DOWNLOAD PDF" SO THAT YOU CAN RETAIN A COPY FOR YOUR RECORDS AND TO SHARE WITH THE INTERN.**

Student name (first & last):

Date evaluation is being completed:

Site Supervisor's name (first & last) and position title:

Name and position title of person completing midterm evaluation if different from Site Supervisor:

**PROFESSIONAL SKILLS/CHARACTERISTICS**

		(Unacceptable)							(Superior)	
1.	Communication skills (oral, written, listening)	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's communication skills.										
2.	Initiative/motivation	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's initiative/motivation.										
3.	Accuracy/thoroughness	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's level of accuracy/thoroughness.										
4.	Attendance/punctuality	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's attendance/punctuality.										
5.	Cooperation/dependability	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's cooperation/dependency.										
6.	Professionalism	1	1.5	2	2.5	3	3.5	4	4.5	5
Please comment about the intern's professionalism.										

7. Maturity/poise 1 1.5 2 2.5 3 3.5 4 4.5 5

Please comment about the intern's maturity/poise.

8. Creativity 1 1.5 2 2.5 3 3.5 4 4.5 5

Please comment about the intern's creativity.

9. Assertiveness/contribution 1 1.5 2 2.5 3 3.5 4 4.5 5

Please comment about the intern's assertiveness/contribution.

10. Knowledge/desire to learn 1 1.5 2 2.5 3 3.5 4 4.5 5

Please comment about the intern's knowledge/desire to learn.

What was the greatest asset of the intern?

What was the greatest weakness the intern exhibited? How might he/she improve?

In what area(s) has the intern shown the most growth/potential during the internship?

Please include any comments specific to 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, or requested a professional recommendation from you, what type of recommendation would you give in regard to hiring?

Strongly recommend \_\_\_\_\_ Recommend \_\_\_\_\_ Recommend with reservation \_\_\_\_\_ Not recommend \_\_\_\_\_

**Please indicate the intern's skill level in each of the National Commission for Health Education Credentialing, Inc. (NCHEC) Areas of Responsibility for Health Education Specialists. If necessary, a detailed outline of the responsibilities, competencies, and sub-competencies are available in the Internship Handbook. Please make comments under each area as needed.**

1. Assess needs and capacity

Distinguished      Competent      Basic      Unsatisfactory      Not enough information to evaluate

Comments about the intern's assessment ability:

2. Planning

Distinguished      Competent      Basic      Unsatisfactory      Not enough information to evaluate

Comments about the intern's planning ability:

3. Implementation



	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's implementation ability:				
4.	Evaluation and research				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's evaluation ability:				
5.	Advocacy				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's advocacy ability:				
6.	Communications				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's communications ability:				
7.	Leadership and management				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's leadership and management ability:				
8.	Ethics and professionalism				
	Distinguished	Competent	Basic	Unsatisfactory	Not enough information to evaluate
	Comments about the intern's ethics and professionalism:				

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**INTERN EVALUATION OF INTERNSHIP SITE**

Student name (first & last):

Internship location/site:

Which semester did you primarily complete your internship?  
Fall semester \_\_\_\_\_ Spring semester \_\_\_\_\_ Summer semester \_\_\_\_\_

What year did you primarily complete your internship?

Would you recommend this internship site to future interns?  
Yes \_\_\_\_\_ No \_\_\_\_\_

**Please evaluate the site of the internship experience. Please determine your level of satisfaction for each of the following criteria. Additionally, please add a comment for each item to explain your level of satisfaction.**

**Please rate your level of satisfaction, then provide comments/examples for your rating.**

**1. WORK ATMOSPHERE (cooperative, friendly, collaborative, supportive, chaotic, tense, pleasant)**

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Work Atmosphere.

**2. WORKING CONDITIONS (privacy, access to equipment/resources/technology, pressure, travel, physical environment)**

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Working Conditions.

**3. OPPORTUNITIES FOR PROFESSIONAL EXPERIENCES (engage in work related to Responsibilities and Competencies, opportunities to work independently, given own projects)**

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Professional Experience.

**4. GENERAL APPRAISAL OF THE FOR AN INTERNSHIP**

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for General Appraisal of site for internship.

What additional information would you like future interns to be aware of if they intern at this site?  
Internship location/site:

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**INTERN EVALUATION OF SITE SUPERVISOR**

Student name (first & last):

Internship location/site:

Name and professional title for Site Supervisor (ex: Sam Jones, Senior Health Educator):

Which semester did you primarily complete your internship?

Fall semester \_\_\_\_\_ Spring semester \_\_\_\_\_ Summer semester \_\_\_\_\_

What year did you primarily complete your internship?

Would you recommend this internship Site Supervisor to future interns?

Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Supervision.

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

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Communication.

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

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Orientation.

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

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Collegiality.

**5. SITE SUPERVISOR GENERAL EVALUATION**

Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
1	2	3	4	5	6	7

Please discuss your rating for Site Supervisor General Evaluation.

What additional information would you like future interns to be aware of if they intern with this Site Supervisor?

DEPARTMENT OF NUTRITION AND HEALTH SCIENCE  
**COURSE EVALUATION CRITERIA**

Points used in computing a final course grade in HSC 479 are generated by the following core internship-related activities and assignments:

- Work project list
- Midterm paper
- Final paper
- Public presentation
- Artifact
- Site Supervisor midterm evaluation of intern
- Site Supervisor final evaluation of intern
- Intern evaluation of internship site
- Intern evaluation of Site Supervisor
- Weekly work logs (10-12, depending on internship term)

Regardless of the assigned Internship Supervisor, these assignments will be required of every intern. The exact number of points assigned to each item on this list is the prerogative of the Internship Supervisor, and will be communicated to interns at/before the start of the internship term. **Half** of the final point total used in determining the final grade for HSC 479 will come from the Site Supervisor's midterm and final evaluations of the intern.

Internship Supervisors have the discretion to require *additional* assignments, activities, experiences, over and above the core assignments listed above.

Refer to your Internship Supervisor's HSC 479 course syllabus for a detailed outline of graded assignments, their point values and due dates.