This handbook is intended to provide students and internship supervising agencies with information relating to the Public Health Internship Program of the Health Education and Promotion Department. Policies and procedures related to the internship program including responsibilities of the Intern, the Agency, and the Department, guidelines for approval of internships, deadlines, and official forms are provided.

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HEALTH EDUCATION INTERNSHIP PROGRAM

STUDENT/SUPERVISING AGENCY MANUAL

I. Introduction and Orientation

The Public Health undergraduate program in the Department of Health Education and Promotion within the College of Health and Human Performance (HHP) at East Carolina University offers students the opportunity to prepare for professional careers as health professionals in worksites and community health settings through an internship course.

HLTH 4991 is an internship course that provides practical experience with an agency that provides public health work as part of its organizational mission. This course is designed to provide a wide range of field experiences. Students will be required to fulfill the obligations outlined in this manual, as well as perform the duties required by the supervising agency.

While participating in an experience of this nature, it is important for students to remember that they are not only representing the Department of Health Education and Promotion and ECU, but themselves as well. Success depends upon the impressions created and the abilities and skills displayed during the internship.

The first days on the job are usually spent acquainting students with the organization. This orientation provides an introduction to the overall aspects of the agency including agency personnel, equipment and facilities, work schedules, policies and procedures of the agency, administrative procedures, etc.

A. Description of Internship Program

HLTH 4991 is a 14 week assignment (11 weeks for summer session students) in the public health field which gives students an opportunity to merge academic knowledge with practical job experiences. Students who register for and successfully complete the internship course will receive 12 semester credit hours. The grade for the internship is based on several factors and students should become familiar with the requirements of the internship course before it begins.

Each student should work with their on-site supervisor to determine what would be an appropriate project for which the student is responsible for planning, executing, and possibly evaluating. Each student should be responsible for at least one major project and participate in several other smaller projects for the internship organization.

An internship should be approached with the assumption that it is to be a learning experience. The on-site supervisor will assume the responsibility for the guidance and direction of the student. The student will be under the direct authority of the supervisor and will perform assignments as directed. At no time is the student to complete work at home.

B. Internship Benefits

1. Student Intern

The internship concludes the student’s education by providing “a practical work experience”. The internship allows students to acquire skills and knowledge related to career goals in a real work setting, build a network of professional contacts, and gain additional skills such as interviewing, communication and working with other team members. Students should have completed all other Public Health coursework prior to their internship experience.
2. Supervising Agency

The supervisor has the opportunity to train new professionals in their field and develop a pool of potential employees. The internship program has the added benefit of allowing the supervisor to have a trained intern with new ideas and skill sets at no financial cost.

C. Program Goals

The goals of the Public Health Internship Program are to:

1. Prepare the student for entry-level public health employment;
2. Provide practical work experience for students who plan to pursue a public health career; and
3. Provide the East Carolina University area, as well as the remainder of the state and nation, with students who are prepared to practice public health professional duties in areas of rapid medical, social, and economic change.

II. Eligibility Requirements

A. General Criteria

In order to participate in a Public Health Internship Program, students must be a degree-seeking student in good standing and have completed all required public health classes. Students entering the community health concentration are required to have a minimum cumulative GPA of 2.75. Students entering the worksite health promotion concentration must possess a minimum 2.5 overall GPA and a minimum 2.5 GPA and a 2.5 GPS calculated on three courses: ECON 2113, PYSC 3241, and HLTH 2000.

The internship work must be directly related to the public health field of study. The student intern is normally not paid by the supervising agency. The intern must complete at least 14 weeks in the fall or spring semester or 11 weeks in the summer of supervised work. Students are required to work a minimum of 35 hours each, not to exceed 40 hours each week except on extenuating circumstances. Students should not expect to work extra hours each week with the intention of ending the internship early. Students must work the minimum required weeks for that semester.

B. Specific Criteria

Specific Public Health Studies Internship Program criteria include:

1. The internship must be secured by NOVEMBER 15 for the following spring session, by APRIL 15 for the following summer session, and by JULY 15 for the following fall session;

2. Students intending to intern in the summer or fall semester must attend a mandatory sexual harassment training in April. Students intending to intern in the spring semester must attend a mandatory sexual harassment training in November. Students who do not attend and complete the training will not be allowed to complete an internship.

3. A signed Intern Weekly Report documenting daily activities, hours worked, and accomplishments for that week should be uploaded into the discussion board of Blackboard;

4. By the last week of the internship semester or summer session, students should prepare the Digital Internship Notebook and submit to the Internship Coordinator; and
5. Prepare a presentation that highlights the Internship experiences. Worksite/Corporate Health and out of state community health students must present a fifteen minute power point presentation and community health students must present during a poster session. This requirement may change depending on circumstances so always review the Internship syllabus.

C. Application Process

1. Make an appointment to see the Internship Coordinator at least one to two semesters prior to planned registration for HLTH 4991. For summer federal government or international opportunities students must begin the process at least one year prior to the internship semester.

2. The student prepares a cover letter and resume and after they are reviewed by Career Services emails these to the potential supervising agency. Students are encouraged to take advantage of the mock interview services also available through Career Services prior to interviews with potential internship supervisors.

3. The student arranges an initial meeting or interview with the potential supervising agency to determine if the prospective placement is appropriate.

4. The potential supervising agency completes the Agency Acceptance of Intern Form (Appendix B) and forwards the form to the Internship Coordinator. The Internship Coordinator will determine internship site eligibility.

5. The student completes the Internship Agreement (Appendix D) submits the form to the Internship Coordinator. This form requires the student’s handwritten signature.

6. The student registers and completes the mandatory sexual harassment training.

7. If all criteria are met, the student will be registered for HLTH 4991 once registration opens.

8. If, for some reason, an issue arises that requires a new internship site the student should contact the Internship Coordinator immediately for assistance in locating another supervising agency.

III. Internship Program Questions and Answers

1. When should a student meet with the Internship Coordinator?

Students should schedule their initial meeting with the Internship Coordinator at least one to two semesters prior to the planned internship semester. Students planning to complete their internship requirement in or around Pitt County should contact the Internship Coordinator at least two semesters prior to the planned internship semester.

2. Will students be required to have a physical examination?

A health history and physical examination record should be on file with the University. Some sites may require students complete a TB or drug screening or receive a flu shot prior to starting the internship. The costs for the screenings, shots, TB test are the student’s responsibility.

3. Will students be paid for their work as an intern?

Not likely, internships are normally unpaid. Students receive 12 semester credits. We do not however discourage students from seeking paid internship sites. Be aware that these are typically more competitive and we encourage students to have a backup site in case the original site does not accept said student as their intern.
4. Can students identify supervising agencies own their own?

Yes. Students may initiate contact with a potential site. However the site must be approved by the Internship Coordinator before the student can be registered for HLTH 4991. Students may also work with the Internship Coordinator to locate potential placement sites based on their geographic interests.

5. May students take additional courses while in an internship?

The Department of Health Education and Promotion discourages taking courses along with the internship. However, in the past students have received permission to take 3 additional credits along with the internship during the fall or spring semesters and only on-line or evening classes.

6. What forms must be submitted on the student’s behalf prior to the internship?

- Internship Agency Acceptance of Intern Form (Appendix B)
- Internship Policies and Code of Ethics Agreement Form (Appendix D)

7. What paperwork must be turned in by the end of the internship period?

When students have completed the required 14 weeks (11 for summer session), the following must be submitted to their Internship Faculty member:

   a. Completed Intern Evaluation of Supervising Agency and Supervisor form (Appendix I); submit according to the syllabus guidelines.

   b. Answers to the Internship Notebook Questions (Appendix J); submit according to the syllabus guidelines.

8. What happens during Internship Presentations and who are students presenting to?

On reading day or other designated day students will return to campus for final presentations. Appendix L provides detailed information on final presentation requirements.

9. What happens if students have problems at the internship?

If problems arise, students should attempt to “work them out” with the supervisor or other staff members of the supervising agency. If the problems cannot be resolved or the student feels his/her rights have been violated the student should contact the Internship Coordinator and/or their Internship Faculty member immediately.

IV. Roles and Responsibilities

A. Supervising Agency/Agency Site Supervisor

1. The agency participates in an intern interview/meeting session and completes the supervising agency (Appendix B) for submittal to the Internship Coordinator.

2. The agency provides a safe environment for the student.

3. All company policies and regulations, as well as conditions of health and safety, apply to the intern.

4. The agency provides a supervisor or mentor under which the student may work.
5. The agency accepts the student as a professional member of the staff and encourages professional growth.

6. The intern supervisor conducts weekly/biweekly meetings with the intern to provide greater opportunity to learn.

7. The intern supervisor provides opportunities for the intern to rotate through other departments (when feasible) to enhance the learning experience.

8. The intern supervisor works with the intern to develop a public health project which will allow the student intern to gain experience with all phases of a public health program.

9. The site supervisor reviews and signs the intern’s weekly reports prior to student uploading into blackboard. Signed weekly reports are due every Monday by 5PM unless agency offices are closed due to a holiday. If agency office is closed the reports are due Tuesday no later than 5PM.

10. The site supervisor provides informal feedback on observations on a continuous basis.

11. The site supervisor helps the student intern develop a variety of strategies and plans for public health work in a variety of settings and for accessing community health resources.

12. The agency completes the Midterm Supervising Agency Evaluation of Intern form (Appendix F) and the Final Supervising Agency Evaluation of Intern form (Appendix G) and submits each form to the assigned internship faculty supervisor by the date specified on the syllabus.

13. The agency notifies the Internship Coordinator of any problems or difficulties encountered during the internship period.

B. Student Intern

All policies, rights, and responsibilities pertaining to all students at ECU apply to student interns in the Public Health Internship Program. In addition, the student intern will:

1. Attend meetings with the Internship Coordinator prior to the initiation of the internship.

2. Complete and submit all required internship forms (located in the Appendix) and attend all mandatory trainings.

3. Review all required internship site educational trainings and pass assigned quizzes, when required by internship agency site.

4. Review all class materials and deadlines listed in Blackboard prior to starting at the internship site.

5. Abide by the rules and regulations of the supervising agency.

6. Be punctual and dependable. Dress appropriately, ask about the agency’s dress policy.

7. Endeavor to establish and maintain effective professional working relationships.

8. Act in a manner commensurate with the status as a worker and as an ECU student.

9. Handle confidential information in a professional manner.

10. Recognize that the agency supervisor is responsible for the public health material to be covered and the method of instruction.
11. Keep the Internship Coordinator informed of all problems, difficulties, or delays encountered during the internship.

12. Complete all required internship materials and submit to the Internship Coordinator or Internship Faculty member.

13. Keep an accurate account of hours worked each week and add these to the accurate cumulative total.

13. Submit a Digital Notebook with the required documentation (see Appendix J).

14. Understand that neither the Internship site nor the University promise or guarantee future employment for the student.

C. Department of Health Education and Promotion

The Internship Coordinator of the Department of Health Education and Promotion will:

1. Be informed of the names and placements of student interns assigned to supervising agencies.

2. Be informed of the professional qualifications of the agency supervisor to ensure proper health education/public health support is provided to student intern.

3. Conduct pre-internship meetings with the student intern and, if needed, the agency supervisor.

4. Make contact with each agency supervisor during the first three weeks of the semester to provide additional internship information and forms and provide an opportunity for the supervisor to ask any questions about the internship process.

5. Assist the student intern when needed in the development of individual learning goals for the internship.


7. Make at least one additional contact with the supervising agency during the semester. In most cases, the contact will be made at midterm. The meeting should be with both the supervisor and the student intern. At the discretion of the Internship Coordinator, separate meetings may be held with the supervisor and the student intern in addition to the joint meeting.

8. Review the signed Intern Weekly Reports (Appendix K) which are posted in blackboard each Monday by 5pm.

9. Ensure all final evaluation forms are received.

10. Determine, with significant input from the agency supervisor, the final grade to be given to the student intern.

D. East Carolina University

ECU will:

1. Recruit quality faculty and maintain support services to assist faculty in instruction.

2. Develop private sector support for the internship program.

3. Allocate financial and physical resources to accomplish the University mission.

V. General Policies
A. Assignment

Students majoring in Public Health with a concentration in Community Health or Worksite Health must choose a facility either in a public or private setting that includes in its mission the goal of providing public health endeavors. The student should choose the facility that best matches his/her future employment interests and is public health related. The student should never select a site simply because it is easy, convenient, or demands little effort. A good internship experience can go a long way in helping the student find a post-collegiate job or select an emphasis area for graduate study.

B. Attendance

1. Student interns are required to work full-time during the duration of the internship period. Full-time hours should be minimum 35 hours each week, not to exceed 40 hours each week except under extenuating circumstances. The student’s Internship Faculty Member should be notified prior to the end of the week if the student foresees a need to go over the 40 hour maximum.

2. Tardiness is not permitted. Any late arrivals should be noted in the weekly report with a reason for tardiness, how the time will be made up, and what will be done to prevent a reoccurrence. Absences are also not permitted unless preapproved, or in the case of an emergency. (See bullet H for holidays and vacations).

3. Student interns will not be excused from any student intern responsibilities in order to work, participate in a class, or take part in University activities.

C. Absences

Student interns are expected to make up all excused and unexcused absences. This does not include holidays as observed by the supervising agency (See Bullet H for Holiday and Vacation information). Students should contact their Internship Faculty member immediately if there is a death in the immediate family to discuss the University Bereavement Policy.

D. Outside Commitments

Work or family/personal responsibilities cannot be excuses for failing to meet the commitments of the student internship.

E. Insurance

Student interns are accorded the same protection of the laws as are accorded health educators, and they are given the same responsibilities as health educators. Student interns are required to obtain professional liability insurance as a protective measure. This liability insurance is purchased by East Carolina University on behalf of each student registered in an internship class.

F. Conduct

Student interns must, at all times, conduct themselves in a manner that is consistent with the professional, ethical, and moral standards outlined by the Association for the Advancement of Health Education (AAHE). The AAHE Code of Ethics for Health Educators can be found in Appendix H.

G. Dress Code
The attire and grooming of student interns while at the supervising agency should conform to the accepted good practices at the agency.

H. Holidays and Vacations

Student interns must follow the schedule of the supervising agency to which they are assigned and NOT those of the University. Students are allowed to claim 8 hours for any major holiday that falls within their internship semester. For instance, spring interns can typically claim 16 hours for two holidays during the spring semester: Martin Luther King, Jr and Good Friday. Students should not claim more than 8 hours per holiday and these should be included in the weekly report of activities and hours. If the student chooses to take time off for a vacation the student is required to inform the faculty supervisor prior to taking time off from the internship site.

I. No Gift Policy

To avoid a conflict of interest, the appearance of a conflict of interest, or the need for the internship supervisor to examine the ethics of acceptance our students are actively discouraged from giving gifts to either internship faculty or on-site internship supervisors. Students are actively encouraged to extend their thanks and/or recognition through cards, thank you notes or any other written form of communication.

J. Work from Home

At no time should a student be allowed to complete internship hours from home.

VI. Evaluation

The evaluations completed by the internship supervisor, the University internship faculty member, and the paperwork submitted play a large part in determining a student’s course grade. The grade is determined by the quality of the following:

.. Intern Weekly Report

.. Internship Notebook

.. The supervising agency midterm and final evaluations

.. Student evaluation of the supervising agency and internship supervisor

.. Internship Final Presentation

A. Supervising Agency Evaluation of Intern

Site supervisors will conduct an evaluation of student performance at the midterm point of the internship semester and at the completion of the internship period. Students and supervisors should review the forms located in Appendices F and G as an indication of the factors important to the performance of the assignments.

B. Intern Evaluation of Supervising Agency

Each student will conduct an evaluation of the supervising agency. This evaluation is intended to be confidential communication between student and university supervisor (Internship Coordinator). This will be an important aspect of the experience as the student reviews the entire period of internship. Using the form in Appendix I, students should consider the following points:
1. Student’s opinion of the program, its methods, and its leadership.

2. What the student considers to be the program’s accomplishments and its shortcomings.

3. What this experience has meant to the student.

4. What suggestions the student has as to the overall improvement of the internship manual and the internship.

Evaluations of the supervising agency must be submitted to the Internship Coordinator at the conclusion of the internship period.

C. Internship Notebook

A final obligation will be to submit, at the end of the internship, a complete and up-to-date digital notebook with information about the supervising agency. Discussions between student and supervisor(s) should be most helpful in assisting with that portion of the required notebook information. See Appendix J for notebook requirements.

The notebook must be submitted to the Internship Coordinator upon the completion of the internship period, at least one week prior to the scheduled internship presentation. The notebook must contain the answers to the questions contained in Appendix J.

D. Intern Weekly Report

Using the form found in Appendix K, provide information to the Internship Coordinator regarding hours worked, daily activities, and accomplishments for the week through the Discussion Board located in Blackboard. Students should also include any challenges from the week as well as report on any upcoming opportunities. These reports must be signed by the student and the internship site supervisor prior to being uploaded into Blackboard. Handwritten signatures are required of students, supervisors have the option of using an electronic signature service.

This internship manual was prepared by Rose Haddock with input from the following sources:

Middle Tennessee State University HHP Department internship program

Southern New Hampshire University

UNC-Pembroke HHP

University of Iowa HHP internship manual

University of OHIO Internship Faculty

Julie Kulas, ECU HEP Faculty
Appendix A

SAMPLE Internship Objectives

DIRECTIONS: Review these sample objectives. Students should develop their own personal internship objectives they wish to accomplish during their internship.

1. To gain experience in the diverse aspects of Health Education.
2. To increase skills regarding health education program design, development, implementation, and evaluation.
3. To gain more experience in health education leadership.
4. To improve written and oral communication skills.
5. To assist in the assessment of individual and community needs for health education.
6. To develop a plan for coordinating health education services.
7. To act as a resource person in health education.
8. To communicate health and health education needs, concerns, and resources.
9. To effectively complete a special health education project as assigned by the supervising agency.
Agency Acceptance Of Intern
(To be completed by the Agency)

Agency Name ________________________________________________________________

Agency Address ___________________________________________________________________

City _______________________________ State ______ ZIP ____________

Agency Website_____________________________________________

Phone Number ___________________________ Fax Number _______________________

E-Mail Address ___________________________________________________________________

An interview has been completed with _____________________________________________
(student’s name)
on _______________________. We will accept this student for an internship placement during the
(date)
following time period:

_____ Fall Semester

_____ Spring Semester

_____ Summer Session

The tentative starting date of the internship will be ______________.

The tentative ending date of the internship will be ______________.

The intern’s responsibilities are described below or are attached to this document.

__________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
What skills/certifications/licenses/vaccinations/physical exams are required for the internship position?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Agency Supervisor: The student intern’s Agency Supervisor will be:

Name of Supervisor ____________________________________________________________

Title ___________________________ E-Mail Address _______________________________________

Phone Number _______________________ Fax Number _____________________________

Professional Liability Insurance

East Carolina University provides professional liability insurance for students participating in internships as a part of their academic program. Coverage includes $2,000,000 per occurrence/$4,000,000 in the aggregate for claims arising from any real or alleged act of negligence by the student while participating in required internship programs of East Carolina University.

Does the Agency require the student to carry additional professional liability insurance?

_____ yes _____ no

Other Benefits

Does the agency provide interns with wages, a stipend, meals, housing, parking, and/or other benefits? _____ yes _____ no

If yes, what specific benefits are provided? _____________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Agency Supervisor Signature __________________________________ Date ____________________

Please return the completed form to Rose Haddock via email haddockr@ecu.edu or fax 252-328-1285.
Liability Insurance

The University Student Intern Insurance Program provides coverage for an insured party that becomes legally liable to pay damages because of property damage, bodily injury, or personal injury because of their participation in a university internship program to which the policy applies. This insurance will also pay those sums, which an insured party becomes legally obligated because of any act, error, or omission in the rendering of or failure to render professional services in conjunction with an internship. This program also includes a medical benefit to participants.

This program can cover students of participating Universities in the NC University System whom are engaging in paid or unpaid internships. These internships must be sponsored, authorized, or approved by the participating University and the student must be included in a list of covered students on file with the company.

Insurance Administrator: Mercer Health and Benefits Administration
Insurance Carrier: Liberty Insurance Underwriters
Policy#: AHV-103612001

Coverage Limits:
$2,000,000 each occurrence for Professional Liability
$4,000,000 each occurrence for General Liability

INSTRUCTIONS:

Keep a copy of this form for your records; it includes important policy information.
Appendix D

Internship Policies and Code of Ethics Agreement

Your initials and handwritten signature at the bottom of this form indicate you understand the following details as they are outlined below and agree to the requirements listed.

1. I understand ECU Department of Health Education and Promotion’s Internship Policies and Code of Ethics apply towards my behavior during any internship assignment. Initial _____

2. I understand that permissible work absences include illness or other serious circumstances. I will be responsible to notify the employer and the internship coordinator in case of absence. Initial _____

3. I understand that any changes in my internship status (layoff, cutback in hours, or dismissal) must be reported immediately to the internship coordinator. Initial _____

4. I am responsible to behave in a professional manner and to hold in professional confidence any information gained regarding the employing organization. Initial _____

5. If I feel victimized by a work-related incident (e.g. job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), I will contact the Internship Coordinator immediately. Initial _____

6. I understand that due to the nature of an Internship arrangement, I may not withdraw from a placement except in severe and justifiable circumstances as determined by the Internship Coordinator in consultation with the cooperating employer. A dishonorable dismissal will nullify the internship arrangement at the risk of academic penalty and loss of tuition. Initial _____

7. I am aware of all applicable personal medical needs and have consulted with a medical doctor with regard to them. I have secured health insurance coverage to meet any and all needs for payment of medical costs while I participate in the Internship Program. I assume all risk and responsibility for my medical or medication needs and the cost thereof. Initial _____

8. I have provided, and will continue to provide ECU with all medical data and any other personal information necessary for a safe and healthy internship experience. There are no physical or mental health-related reasons or problems that preclude or restrict my participation in the Internship Program. I assume full responsibility for any undisclosed physical, mental or emotional problems that might impair my ability to complete the internship experience. Initial _____

9. I understand that the Internship Coordinator may take actions he/she considers to be warranted under the circumstances to protect my health and safety and/or to guard the integrity of the Internship Program, including termination of the internship experience. Initial _____

10. I will respond to internship offers in the time frame specified by the internship site. After accepting one offer, I will not continue searching for other internships or accept other offers. Initial _____

11. I will not change my internship work schedule without obtaining permission from my site supervisor and the Internship Coordinator. Initial _____

__________________________________________  ____________________
Student Signature                      Date
Public Health
Internship Learning Contract

Intern Contact Information
Name: __________________________
Phone: _________________________
Email: _________________________

Intern Supervisor Contact Information
Name: __________________________
Agency: _________________________
Phone: _________________________
Email: _________________________

Process to Developing Your Learning Objectives

First, review The National Commission on Health Education Credentialing (NCHEC)’s seven areas of responsibility and competency for entry-level health educators. Select at least two, but no more than four, responsibilities.

Develop an objective for each of your selected responsibility. Your portfolio and poster session will be related to these objectives, so give serious thought to your selection.

Make sure that your objectives are considered SMART objectives meaning they are:
1. Specific – Objectives should specify what you want to achieve.
2. Measurable – You should be able to measure whether you are meeting the objectives or not.
3. Achievable - Are the objectives you set, achievable and attainable?
4. Relevant – Is your goal consistent with higher level goals?
5. Time – Can you achieve the objective within the time period of the internship?

Next, complete the table below. Write in the objectives, the steps that you will use to realize your objectives, and the answer to the question: How will you know you have accomplished the objective.

<table>
<thead>
<tr>
<th>Health Education Responsibility</th>
<th>Objective</th>
<th>Steps</th>
<th>Evaluation</th>
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<tr>
<td>Example: Serve as a Health Education Resource Person</td>
<td>By the end of the spring 2019 internship develop education materials which evidence competencies in the following areas by creating an informational brochure for the XYZ Health Department on the subject of H1N1 Flu • Use health-related information resources • Select resource materials for dissemination • Establish consultative</td>
<td>1. Research topic of H1N1 Flu 2. Collect materials on H1N1 Flu. 3. Develop an indexed notebook for collected materials. 4. Attend meetings with health department response team for H1N1 Flu. 5. Keep copies of agendas and minutes of Flu Response team meetings. Make notes which indicate how the agendas/minutes contribute to the project of</td>
<td>1. Keep copies of suggestions and corrections for draft brochure and to compare with future drafts or final copy. These copies will show progression from start of project to final copy. 2. Finalization of the brochure will indicate that the objective has been met.</td>
</tr>
</tbody>
</table>
relationships.

devolving the educational materials.
6. Create draft copies of a brochure suitable for dissemination to the general public on the topic of H1N1 Flu
7. Submit draft brochures to H1N1 Flu Response Team for comments/suggestions
8. Revise draft brochures according to suggestions and requirements from the Flu Response Team.
9. Submit finalized copy of brochure to internship supervisor.

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<th>Health Education Responsibility</th>
<th>Objective</th>
<th>Steps</th>
<th>Evaluation</th>
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</table>

Intern: I concur with all components of this learning contract and agree to accomplish the objectives of the contract promptly and to the best of my ability.

Intern Signature: ___________________________ Date: _____________

Site Supervisor: I have read this learning contract and attest that its components meet the standards and expectations for an internship with my agency/organization. I agree to conduct an evaluation of the Intern and to participate in an evaluation call or visit.

Site Supervisor Signature: ___________________________ Date: _____________
This Evaluation is to be completed by the agency supervisor and discussed with the intern prior to submission to university supervisor.

Based on the intern’s performance and the written assignment during this report period, please place the appropriate number (1-4) in the space provided for each of the criteria statements below.

1 = Unsatisfactory: Needs Improvement  
2 = Satisfactory: Meets Minimum Criteria  
3 = Good: Surpasses Expectations  
4 = Excellent: Shows High Competence

**Knowledge/Skills**
- _____ Critical Thinking/Problem Solving: Intern is able to identify, conceptualize, analyze, and synthesize information and address problems.
- _____ Clinical, Technical & Technological Skills: Intern demonstrates competency in the performance of necessary clinical procedures, the use of technical tools and computer systems/technology.
- _____ Project Development: Demonstrates effective program development skills through the application of the health promotion process (assessment, planning, implementation and evaluation).
- _____ Academic Preparation/Application: Intern relates experiences to coursework/classroom training and can adequately research topics when necessary.
- _____ Creativity: Intern is innovative and demonstrates the ability to develop new ideas, programs, and/or projects and creatively approach problems.

**General Comments/Observations:**

**Interpersonal Competencies**
- _____ Teamwork: Intern functions as a productive member of the staff and works toward shared goals.
- _____ Verbal, Written & Nonverbal Communication: Intern demonstrates the ability to read, speak, write, edit, listen and make presentations and interpersonal relations.
- _____ Diversity/Respect: Intern values the uniqueness of each individual and works well with clients from a variety of backgrounds.
- _____ Rapport/Empathy: Intern connects well with, can motivate and displays empathy toward clients.

**General Comments/Observations:**
Workplace Competencies

_____ Time Management/Responsibility: Intern is able to organize and complete tasks in a timely manner and demonstrates desirable work habits.

_____ Initiative: Intern proactively seeks out tasks/opportunities and sets/progresses toward appropriate goals.

_____ Flexibility/Adaptability: Intern adjusts to new and/or changing situations, environments and responsibilities.

_____ Attitude & Behavior: Intern has a positive approach, is open to learning and follows worksite guidelines and norms.

_____ Autonomy/Support: Intern asks thoughtful/appropriate questions while also being able to work independently.

_____ Materials Created: Intern produces well edited and high quality materials.

General Comments/Observations:

Professional Competencies

_____ Enthusiasm: Intern enthusiastically approaches roles and tasks and is enjoyable to have as a member of the organization.

_____ Judgment: Intern is able to assess situations and take appropriate actions in accordance with the values, mission and goals of the agency.

_____ Constructive Criticism: Intern accepts and responds to constructive feedback.

_____ Supervision: Intern keeps supervisor informed and works well under the style and guidance of the internship supervisor.

_____ Ethics/Integrity: Intern follows ethical guidelines of the profession and acts with integrity.

General Comments/Observations:
Please write your responses to the questions below.

**Discuss the primary strengths you have observed in the intern so far:**


**Discuss areas needing improvement:**


Based on the intern’s work during the first half of the semester, please circle the number below that best rates the student’s overall performance.

1 = Unsatisfactory: Needs Improvement  
2 = Satisfactory: Meets Minimum Criteria  
3 = Good: Surpasses Expectations  
4 = Excellent: Shows High Competence

Please note any additional comments, examples or questions:

Supervisor ____________________________  
  (signature)  
  (date)  
  Intern ______________________________  
  (signature)  
  (date)
Agency Supervisor’s Final Evaluation of Intern’s Progress

This Evaluation is to be completed by the agency supervisor and discussed with the intern prior to submission to university supervisor.

Based on the intern’s performance and the written assignment during this report period, please place the appropriate number (1-4) in the space provided for each of the criteria statements below.

1 = Unsatisfactory: Needs Improvement  3 = Good: Surpasses Expectations
2 = Satisfactory: Meets Minimum Criteria  4 = Excellent: Shows High Competence

Knowledge/Skills
_____ Critical Thinking/Problem Solving: Intern is able to identify, conceptualize, analyze, and synthesize information and address problems.
_____ Clinical, Technical & Technological Skills: Intern demonstrates competency in the performance of necessary clinical procedures, the use of technical tools and computer systems/technology.
_____ Project Development: Demonstrates effective program development skills through the application of the health promotion process (assessment, planning, implementation and evaluation).
_____ Academic Preparation/Application: Intern relates experiences to coursework/classroom training and can adequately research topics when necessary.
_____ Creativity: Intern is innovative and demonstrates the ability to develop new ideas, programs, and/or projects and creatively approach problems.

General Comments/Observations:

Interpersonal Competencies
_____ Teamwork: Intern functions as a productive member of the staff and works toward shared goals.
_____ Verbal, Written & Nonverbal Communication: Intern demonstrates the ability to read, speak, write, edit, listen and make presentations and interpersonal relations.
_____ Diversity/Respect: Intern values the uniqueness of each individual and works well with clients from a variety of backgrounds.
_____ Rapport/Empathy: Intern connects well with, can motivate and displays empathy toward clients.

General Comments/Observations:
Appendix G

1 = Unsatisfactory: Needs Improvement  3 = Good: Surpasses Expectations  
2 = Satisfactory: Meets Minimum Criteria  4 = Excellent: Shows High Competence

**Workplace Competencies**

_____ Time Management/Responsibility: Intern is able to organize and complete tasks in a timely manner and demonstrates desirable work habits.

_____ Initiative: Intern proactively seeks out tasks/opportunities and sets/progresses toward appropriate goals.

_____ Flexibility/Adaptability: Intern adjusts to new and/or changing situations, environments and responsibilities.

_____ Attitude & Behavior: Intern has a positive approach, is open to learning and follows worksite guidelines and norms.

_____ Autonomy/Support: Intern asks thoughtful/appropriate questions while also being able to work independently.

_____ Materials Created: Intern produces well edited and high quality materials.

**General Comments/Observations:**

**Professional Competencies**

_____ Enthusiasm: Intern enthusiastically approaches roles and tasks and is enjoyable to have as a member of the organization.

_____ Judgment: Intern is able to assess situations and take appropriate actions in accordance with the values, mission and goals of the agency.

_____ Constructive Criticism: Intern accepts and responds to constructive feedback.

_____ Supervision: Intern keeps supervisor informed and works well under the style and guidance of the internship supervisor.

_____ Ethics/Integrity: Intern follows ethical guidelines of the profession and acts with integrity.

**General Comments/Observations:**
Please write your responses to the questions below.

**Discuss the primary strengths you have observed in the intern so far:**


**Discuss areas needing improvement:**


Based on the intern’s work during the final half of the semester, please circle the number below that best rates the student’s overall performance.

1 = Unsatisfactory: Needs Improvement
2 = Satisfactory: Meets Minimum Criteria
3 = Good: Surpasses Expectations
4 = Excellent: Shows High Competence

Please note any additional comments, examples or questions:

Supervisor __________________________
_______________________
(signature) (date)

Intern _____________________
________
(signature) (date)
Association for the Advancement of Health Education (AAHE)

AAHE Code of Ethics for Health Educators

PREAMBLE

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, group, organizational, and community health. Guided by common goals to improve the human condition, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. Health Educators value diversity in society and embrace a multiplicity of approaches in their work to support the worth, dignity, potential, and uniqueness of all people. The Code of Ethics provides a framework of shared values within the professions in which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles including: promoting justice, doing good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work. Regardless of job title, professional affiliation, work setting, or population served, Health Educators should promote and abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public

A Health Educator’s responsibilities are to educate, promote, maintain, and improve the health of individuals, families, groups and communities. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote the health and well-being of individuals and the public while respecting both the principles of individual autonomy, human rights and equality.

Section 1: Health Educators support the right of individuals to make informed decisions regarding their health, as long as such decisions pose no risk to the health of others.

Section 2: Health Educators encourage actions and social policies that promote maximizing health benefits and eliminating or minimizing preventable risks and disparities for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits, risks and/or consequences associated with the services and programs that they provide.

Section 4: Health Educators accept the responsibility to act on issues that can affect the health of individuals, families, groups and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their education, expertise and experience in providing services consistent with their respective level of professional competence.

Section 6: Health Educators are ethically bound to respect, assure, and protect the privacy, confidentiality, and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process in an effort to maximize the understanding and personal responsibilities of those who may be affected.
Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Article II: Responsibility to the Profession

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the profession by refining existing and developing new practices, and by sharing the outcomes of their work.

Section 5: Health Educators are aware of real and perceived professional conflicts of interest, and promote transparency of conflicts.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements.

Section 7: Health educators openly communicate to colleagues, employers and professional organizations when they suspect unethical practice that violates the profession’s Code of Ethics.

Article III: Responsibility to Employers

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use and apply current evidence-based standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential and actual service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators acknowledge and openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.
Article IV: Responsibility in the Delivery of Health Education

Health Educators deliver health education with integrity. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.

Section 2: Health Educators remain informed of the latest advances in health education theory, research, and practice.

Section 3: Health educators use strategies and methods that are grounded in and contribute to the development of professional standards, theories, guidelines, data and experience.

Section 4: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 5: Health Educators promote the adoption of healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 6: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Section 7: Health educators actively collaborate and communicate with professionals of various educational backgrounds and acknowledge and respect the skills and contributions of such groups.

Article V: Responsibility in Research and Evaluation

Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators adhere to principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect and protect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law. Participants are fully informed of the disclosure procedures.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give appropriate credit to the contributions of others.
Section 6: Health Educators who serve as research or evaluation consultants maintain confidentiality of results unless permission is granted or in order to protect the health and safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion to effectively foster the translation of research into practice.

Section 8: Health Educators openly share conflicts of interest in the research, evaluation, and dissemination process.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual’s academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from all forms of discrimination and harassment.

Section 3: Health Educators involved in professional preparation and development engage in careful planning; present material that is accurate, developmentally and culturally appropriate; provide reasonable and prompt feedback; state clear and reasonable expectations; and conduct fair assessments and prompt evaluations of learners.

Section 4: Health Educators provide objective, comprehensive, and accurate counseling to learners about career opportunities, development, and advancement, and assist learners in securing professional employment or further educational opportunities.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.

Approved by the Coalition of National Health Education Organizations February 8, 2011
Appendix I

Intern Evaluation of Supervising Agency and Supervisor

DIRECTIONS: Please rate the supervising agency and/or your site supervisor. Return the completed form to the University Internship Coordinator at the completion of your internship period. Submit the evaluation as directed by your internship syllabus.

Supervising Agency: ________________________________

Supervisor: ____________________________________________

Circle the number that best describes your internship experience.

1 = failed to meet your expectations  2 = somewhat below your expectations
3 = met your expectations            4 = somewhat above your expectations
5 = well above your expectations    NA = not applicable

I. Interest in you as a student

1  2  3  4  5  NA

2. Willingness to discuss concerns

1  2  3  4  5  NA

3. As an educator

1  2  3  4  5  NA

4. Flexibility

1  2  3  4  5  NA

5. Professionalism

1  2  3  4  5  NA

6. Nurturing work environment

1  2  3  4  5  NA

7. Leadership

1  2  3  4  5  NA
Appendix J

8. Organizational skills

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9. Acceptance as a functional staff member

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10. Provision of relevant work experience

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11. Cooperation to provide relevant work experiences

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12. Provision of assistance to meet objectives

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13. Possession of resources to meet objectives

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14. Employment of competent staff for supervision

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15. What is your overall evaluation of the employer agency?

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16. What is your overall evaluation of your supervisor?

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Check your opinion of the supervising agency as an internship experience for students.

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<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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Should we continue to utilize this agency for internships? Yes | No

If no, why not?

With the present supervisor? Yes | No

If no, why not?
Appendix J

Note the strengths of this supervising agency.

Note the problems/concerns about this employer agency.

_______________________________  __________________________
Student’s Signature             Date
Internship Notebook Questions

DIRECTIONS: Through the course of the internship, talk to your site supervisor and ascertain the following information about your supervising agency. Submit your notebook information to your Internship Instructor. See syllabus for submission details.

THE INTERNSHIP NOTEBOOK MUST CONTAIN:
Answers to the following questions.

1. What is the supervising agency name and location?
2. What is the purpose or mission of the agency?
3. What is the agency’s long-range master plan . . . its basic goals and objectives and schedule of implementation?
4. Include an organizational chart of the agency, showing the key positions and exactly where you fit into the organization.
5. What were your job duties? Discuss in general terms the routine work you did for your supervisor, as well as special projects you handled. Tell about any future use, by the agency, of your productive efforts completed during the internship.
6. Evaluate your internship experience in terms of your original expectations. Evaluate your internship experience in relation to your total college experience. Was it more valuable than additional courses might have been? In what ways? Would you recommend this internship experience to others? Why or why not? What are some of the advantages or disadvantages of internships that influence your opinion?
7. Include examples of programs and projects you participated in over the course of your internship.
Appendix K

Intern Weekly Report

Submit a completed report for each week into Discussion Board of Blackboard by the following Monday by 5pm of that work week. When posting in Blackboard title your post with your last name, internship site, and week of the report, ie Haddock, ECU HEP, week 1. You must include in your report the hours you work each day. Remember lunch hours are not to be included in your total hours completed. Cumulative hours include all hours worked up to this point of your internship. These reports should be typed, not handwritten. Signatures must be handwritten unless the site supervisor has an electronic signature.

Student Name: _____________________________________________

Week Dates: ________________________________________________

Hours Worked: ___________   Cumulative Hour Total:_____________________________

Student Signature: ___________________________    Date:____________________________

Supervisor Signature: _________________________    Date:____________________________

Monday, Hours worked:
Daily Activities:

Tuesday, Hours worked:
Daily Activities:

Wednesday, Hours worked:
Daily Activities:

Thursday, Hours worked:
Daily Activities:

Friday, Hours worked:
Daily Activities:

Weekly Challenges:

Upcoming Opportunities:
Appendix L

Final Presentations Descriptions

Worksite/Corporate Health Final Presentation

Directions: Prepare a fifteen (15) minute powerpoint presentation that includes:

A. A description of the:
   1. Company and its organizational structure
   2. Purpose of the company's health promotion program
   3. Divisions of the program and major functions of each
   4. Major sources of funding for the program
   5. Major and minor projects that student was involved with

B. An analytical overview of the internship, including insights about:
   1. Major benefits of the internship (to your professional growth, self confidence, etc.)
   2. Suggestions for how the public health curriculum could improve future internship experiences
   3. How the internship site might improve future internship experiences

Community Health Poster Presentation/Session

Directions: Prepare a tri-fold board or poster that highlights the work involved in the internship. The poster presentation can highlight the major project only or the entire internship experience. Students can utilize materials or photos that were used or developed through the course of the internship. Posters should look professional. Handwritten headers/sections/materials will result in points being deducted.

All Students

Students participating in worksite and community health final presentations are expected to be punctual and dressed professionally. Students should expect to be in place for the entire duration of the presentations. Any deviation from this requirement can and will effect the final grade.