



Towson University

**Department of
Health Science**

**Community Health Education
Fieldwork Handbook**

Fall 2007

TABLE OF CONTENTS

I.	FIELDWORK IN COMMUNITY HEALTH (HLTH421/422).....	4
II.	RESPONSIBILITIES OF STUDENT INTERN.....	6
III.	RESPONSIBILITIES OF THE HEALTH SCIENCE DEPARTMENT.....	8
	A. PLANNING FOR FIELD WORK EXPERIENCE.....	9
	B. IMPLEMENTATION.....	10
	C. EVALUATION.....	11
IV.	RESPONSIBILITIES OF COOPERATING AGENCY.....	12
V.	REQUIREMENTS FOR AGENCY.....	13
	INTERNSHIP POLICIES.....	15
	APPENDICES.....	16
	APPENDIX A: ORIENTATION MEETING TO INTERNSHIP.....	17
	APPENDIX B: INTERNSHIP REQUEST FORM.....	18
	APPENDIX C: GUIDE FOR CHRONOLOGICAL RESUME.....	19
	APPENDIX D: GUIDELINES FOR INTERNSHIP INTERVIEW.....	20
	APPENDIX E: INTERNSHIP REPORTS.....	22
	APPENDIX F: OUTLINE FOR CRITICAL ANALYSIS OF OVERALL INTERNSHIP EXPERIENCE..	24
	APPENDIX F-1: AGENCY EVALUATION FORM.....	25
	APPENDIX F-2: INTERN EVALUATION OF AGENCY SUPERVISOR.....	26
	APPENDIX F-3: INTERN EVALUATION OF UNIVERSITY SUPERVISOR.....	27
	APPENDIX F-4: FIELD SUPERVISOR EVALUATION OF INTERN.....	29

PREFACE

The purpose of this Handbook is to provide information to improve the overall coordination of Community Health internships between the Health Science Department of Towson University and cooperating agencies. The internship is the time when the student begins to apply the theory and knowledge he/she has learned to the work situation.

The student should have already developed or be developing both written and verbal communication skills as well as program planning and other necessary Health Education skills. The skills needed to work with co-workers and the public are generally very different from those used in dealing with teachers and students.

This Handbook, prepared by the Health Science Faculty, will assist the student in planning the experience and in making an informed selection of an agency.

By using this Handbook and discussing the experience with the advisor and the internship coordinator, the student's internships should be beneficial and assist in the transition from full-time student to full-time health educator. The student is thus enabled to test his/her preparation for developing professionally.

This Handbook also contains basic information pertaining to the responsibilities of the University and cooperating agencies, which are designed to make the internship experience a working relationship among all three parties-the student, the University, and the agency.

Reminder: You cannot register for the Community Health Fieldwork and/or Student Teaching if you have not completed all requirements and secured permission from the coordinator of each program.

I. Fieldwork in Community Health (HLTH 421/422)

A. COURSE DESCRIPTION

Practical experience in a community health setting where students can apply the knowledge & skills they have acquired. This is a full time, seven or fourteen week experience with work hours and assignments established by the agency.

B. COURSE REQUIREMENTS

You will follow the directions of your University Supervisor for completing each of the requirements.

- Prepare resume
- Maintain and submit weekly log
- Participate in seminars
- Submit major assessment portfolio at first seminar
- Submit a mid-term & final paper
- Complete Final Evaluation Form

C. GRADING

All assignments are graded pass/fail. The Fieldwork Experience is graded satisfactory/unsatisfactory. In order to achieve a satisfactory grade, students must:

- Submit major assessments portfolio
- Submit all written assignments
- Attend and participate in all seminars
- Complete reports and evaluation forms
- Demonstrate appropriate skills and progress in meeting objectives during the fieldwork experience

D. FIELDWORK OBJECTIVES

Students will:

- Demonstrate in writing professional planning skills appropriate to the type of placement and agency in which he/she has been placed.
- Demonstrate in writing professional evaluation skills appropriate to the type of placement and agency in which he/she has been placed.
- Demonstrate professional verbal skills in his/her dealing with the community, with the agency supervisor, and with the University supervisor.
- Demonstrate communication skills through writing weekly logs.
- Demonstrate leadership ability through directing programs, conducting meetings, or leading discussions as it is appropriate within the placement.
- Demonstrate the ability to analyze group process.
- Demonstrate professional writing skills through business letters, interoffice memos, & program development.
- Be able to complete all assignments given to him/her by either agency supervisor and/or University supervisor.
- Be able to write objectives for the experience appropriate to the type of placement and agency in which he/she has been placed.
- Be able to write two fieldwork reports synthesizing and analyzing the experiences in accordance with the Internship Handbook.
- Demonstrate community health organization skills, either verbally or in writing, through completing at least one project during the course of the

internship which is appropriate to the type of agency in which he/she has been placed.

II. Responsibilities of Student Intern

A. Guidelines

The student intern should view his/her internship experience as an opportunity to learn how to apply theory and principles to the realities of work situations and to develop skills essential to these tasks. The student intern will be placed in an agency and is expected to function as a staff member with responsibilities commensurate with his/her capabilities. The following guidelines were developed to assist the student intern in obtaining a beneficial field experience.

1. One half-semester or one full-semester will be spent in the community health internship experience. The student intern is full-time as defined by the agency (approximately 40 hours per week) in the agency during this time period. Any adjustment in work schedule from this policy must be discussed and approved by the agency and internship supervisor. Since a full semester internship placement provides an opportunity for a more extensive experience, it is recommended but not required that students selecting both student teaching and community health fieldwork experiences participate in two full-semester experiences.
2. The student intern is expect to adhere to the policies, procedures, and working hours that apply to professional and administrative staff members of the agency. Students may be required to meet the specific requirements of the agency, i.e. insurance or criminal background checks.
3. The student intern may assume major responsibility for a program or project in the agency (to be selected in conjunction to the intern's and agency's needs and interest, and

approved by the Internship Coordinator). The following are examples of activities which would be appropriate.

- a. assessment of the needs of the population served by the agency.
 - b. development of health education objectives for a specific community health program.
 - c. development, implementation, and evaluation of strategies to address an identified need.
 - d. identification, utilization and organization of strategies to address an identified need.
 - e. preparation of appropriate educational materials (Power Point, brochures, pamphlets, etc.) for a specific community health program.
4. Become familiar with the selected agency prior to the interview.
 5. Prepare for the interview (Appendix D).
 6. Be on time for the agency interview.
 7. Notify the Internship Coordinator in writing regarding satisfaction with the agency and intent to accept the placement.
 8. Maintain communication with both the University and Agency internship supervisor throughout the field training.
 9. Meet at least weekly with the agency supervisor to discuss project progress, direction, difficulties encountered, future plans, etc.
 10. Maintain and submit to the University Supervisor a weekly log of activities, which describes the relationship of the original goals and objectives to the activities. These logs should include personal reactions to the intern's experiences during field training.
- Subjective evaluations are important for better understanding by supervisors. Appendix E provides directions for logs. They may be submitted via email or written.

11. Attend seminars (approximately 2 during each block) at the University. Prior to the beginning of the semester, a letter will be sent including the seminar dates. Attendance is obligatory; missing a seminar will affect your overall performance evaluation, missing more than one will result in possible failure and the inclusion of the following statement in the summary evaluation.

“This is to inform you that you have been absent from more than one required internship seminar. Your absences are unacceptable and you are not in compliance with the requirements for internship.”

12. Write a mid-term report and final report (as described in Appendix F).

a. Two copies of the midterm report should be given to the assigned University supervisor on the date determined by the supervisor. The University supervisor will submit one to the Coordinator.

b. For both half or full-semester interns, the final report should be turned into the University supervisor on the date he or she determines and to the Internship Coordinator at the last seminar for the placement (at the end of the semester or the end of the appropriate half semester).

13. Bring informational materials about the agency to the University to keep the agency file up to date.

14. Before or during the final seminar in the student’s community placement, complete the evaluation forms as outlined (Appendix F1-4).

III. Responsibilities of the Health Science Department

The following are the responsibilities of the Health Science Department of the University during the three phases of field work experience: planning, implementation, and evaluation.

A. Planning for field work experience

1. The Department of Health Science will assure that prerequisite courses for the internship are offered.
2. Upon the student's submission of request for placement and course grades, the Department will verify that the student has successfully completed the required courses before the internship is scheduled.
3. The Internship Coordinator will establish criteria and approve agencies for the internship program based on the following:
 - a. Agency must be able to provide community health education experiences to the assigned Bachelor's level health education students.
 - b. Placement of an intern in an agency must be under the direct supervision of a staff member who has a minimum of two years of full-time experience in a community health agency if he/she holds a health education degree and four years of experience, if a health education degree is not held. The supervisor must have worked in the current agency for at least one year.
 - c. The agency supervisor must be willing to accept responsibility for a three-way partnership for the internship, including attendance at conferences, completion of relevant forms, personal and telephone conversations as needed with Department supervisor, and scheduled meetings.
 - d. The agency and the department will sign a Memorandum of Understanding (MOU) agreeing to the roles and responsibilities as outlined in Section III.

4. The Department will provide the agency supervisor an opportunity to participate in the selection of the student who may be placed in the agency. Whenever possible, this will be accomplished in an interview at least two months prior to the internship.
5. The Internship Coordinator will assist each student in selecting an agency where his/her career goals and objectives will most likely be met.
6. The Internship Coordinator will schedule and conduct an orientation meeting for students and provide students with deadlines (as outlined in Appendix A).
7. As needed and as feasible, the Department will assist students with special arrangements for an internship which might include flexible scheduling.
8. The Internship Coordinator will assign the student to an agency for the experience based upon the student's choices and experience, including GPA, and with the concurrence of the agency and the agency supervisor.
9. The Internship Coordinator will send a written confirmation to the cooperating agency.

B. Implementation

1. The Department will provide ongoing assistance to both the student and the agency supervisor. The individual student's faculty supervisor has the major responsibility for this assistance, but should special problems arise, these shall be resolved with the approval of the Internship Coordinator and the Chair of the Health Science Department.
2. The student's faculty supervisor, the agency, and the student will meet as frequently as necessary to provide ongoing coordinated supervision. In most cases, this will mean a minimum of two times during the half-semester period of internship and three during the full semester period. For placements within sixty miles of Baltimore, these meetings will normally take place at the internship site. For placements in excess of sixty miles from

the campus, a minimum of two meetings will be held at the internship site (one for the half semester period). The other meetings may be held at the University or at other convenient sites, as long as the meetings always include the intern, University supervisor, and agency supervisor.

3. The Department will be responsible for providing consultation and technical assistance requested by students in order to complete the agreed upon responsibilities with the agency.
4. The Department will conduct field training seminars for interns in order to further develop their skills and share experiences.
5. During a half-semester internship, an agency supervisor or a student may request reassignment through the University's supervisor during the first two weeks. During a full-semester internship, an agency supervisor or student may request a reassignment during the first month. This action should be taken only as a last resort. Approval and coordination of changes must be obtained from the Internship Coordinator.

C. Evaluation

1. The Internship Coordinator will discuss the evaluation instruments with the students at the first fieldwork seminar. These will include the following:
 - a. Agency supervisor's evaluation of student performance.
 - b. Student's evaluation of the internship with the agency.
 - c. Student's evaluation of the faculty supervisor and agency supervisor.

The Internship Coordinator will provide the final evaluation instruments to the student and to agency supervisor no later than the last week of the placement.

2. A meeting and/or telephone conversation will be held by the faculty supervisor with the agency supervisor to discuss the student's work and the need for further professional development.
3. The faculty supervisor will hold an evaluation session with the student before the grade is given. The agency supervisor will be in attendance.
4. The faculty supervisor will submit a grade of satisfactory or unsatisfactory for the internship to the Internship Coordinator. She/he will take into consideration the agency supervisor's evaluation of the student, the student's final report, the observations and site/visits and discussions with the student and agency personnel. The grade will not be made until all required documents have been received and accepted; these include:
 - a. Agency supervisor's evaluation of student's performance.
 - b. Student's evaluation of faculty supervisor and agency supervisor
 - c. Student's evaluation of agency (See Appendix F1).

Failure to submit these documents will result in an unsatisfactory grade.

IV. Responsibilities of Cooperating Agency

During the internship, the cooperating agency has several responsibilities to the student and to the University. They include, but are not limited to, the following:

- A. Supervision of Student- This includes guidance and professional supervision. It should also include helping the student obtain additional opportunities for learning. Supervisors should be assigned who have the appropriate education and experience to carry out this function. The supervisor should meet required placements as defined in the letter of agreement.

- B. Agency Orientation-The agency should orient the student to the agency and orient the agency staff to the internship program in general and the student in particular.
- C. Inter-agency Experience-The agency should work with students to form liaisons with other agencies if possible.
- D. Group Work and Other Work Experiences-The agency should provide for experience of working in groups and if possible, include situations in which the student is in charge and ones in the student is a part of a working group.
- E. Faculty Communication-Communication with faculty must be maintained to improve the experience.
- F. Work Environment-The agency will provide physical facilities necessary to accommodate students. These include desk space and other essential services such as access to a phone.
- G. Reimbursement Policy-Where necessary, the agency should provide for reimbursement of expenses such as job-related travel or other expenses according to agency policies. If no reimbursement exists, the agency must make this known to the student.
- H. Insurance Coverage-The agency shall have some form of liability coverage for those students who are open to any type of risk because of their duties. The agency should let the Internship Coordinator know if insurance coverage is in effect or not. If there is no liability insurance, the student will be covered through the University.

V. Requirements for Agency

- A. Provide agency write-up to the University for inclusion in Internship Handbook to assist in the selection process.
- B. Attend Supervisor Orientation Workshops conducted by the University.
- C. Interview prospective interns.

- D. Return to University a written acceptance of student.
- E. Assist student in establishing objectives for his/her particular experience.
- F. At specified points in the experience, submit to the University, after reviewing with the student, the completed Evaluation/Assessment form (Appendix F-4).
- G. When necessary, provide for Faculty Supervisor conferences. (Two for half-semester inters/three for full-semester interns).
- H. Maintain compliance with all criteria for cooperating agency as per (MOU) between agency and University.

INTERNSHIP POLICIES

Sick Days: If you are ill and not reporting to work, you must call both the agency supervisor and the University Supervisor the day you are out from work. If you are out from work for three consecutive work days or more, you must submit a doctor's note/report to both supervisors. Time lost due to illness will be made up (or compensatory time may be used) before the last day of the internship.

Seminars: All seminars are mandatory. If you miss one of the seminars, you will be sent a warning letter. If you miss more than one, you will be sent a letter as outlined in the Internship Handbook: You are not in compliance with the requirements of the internship. You must call the Internship Coordinator before the seminar time, if you are not able to attend. Also, you should report to work during the opposite half of the day on the days of seminars. Unless you make special arrangements with your agency supervisor, these are work days and you should be at the agency.

Holidays: You will follow the work schedule of the agency and not of the University. You will be off from work on the holidays recognized by the agency for their employees.

Religious Holidays: You should discuss religious holidays with your agency supervisor at least one week prior to the holiday. The supervisors have been asked to work with the interns regarding meeting their needs for religious reasons.

Travel, Parking, and Other Fees: You are expected to pay for your own travel expenses, parking fees, and conference fees, etc., as you incur them as a result of your internship. If there are questions about such fees, you may discuss them with your agency supervisor. The agency may choose to reimburse you, however, you cannot expect the agency to pay these fees. These are a part of *your* professional responsibilities.

Internship Papers: You are required to write two papers for this experience. One copy of each paper is due to the Internship Coordinator at the midpoint of your experience (midterm paper) and the end (final paper). See Internship Handbook for full information.

Additional Courses: The policy of the Health Science Department is that no other courses be taken by interns during the semester of the internship without written permission of the Department Chair.

Outside Employment: There are no policies regarding outside employment. However, you should not be leaving your agency early nor arriving late due to outside employment. Also, your outside employment should not interfere with your duties at the agency if those duties include being at the agency evening hours or weekends. You may be jeopardizing your final grade or future recommendations.

APPENDICES

Appendix A: Orientation Meeting to Internship

Appendix B: Internship Request Form

Appendix C: Guide for a Chronological Resume

Appendix D: Guidelines for Internship Interview with Agency Supervisor

Appendix E: Internship Reports

Appendix F: Forms-

- 1) Agency Evaluation Form
- 2) Agency Supervision Evaluation Form
- 3) Evaluation of University Supervisor
- 4) Intern Evaluation/Assessment Form

APPENDIX A

ORIENTATION MEETING TO INTERNSHIP

1. Introduction of Internship Coordinator and supervisor.
2. Explanation of internship:
 - a. Intended to give experience in community health education
 - b. Background of supervisors
 - i. health educators
 - ii. program directors
 - iii. patient educators
 - iv. patient representatives
 - v. executive directors
 - vi. activity/recreation specialists
3. Requirements for internship
 - a. Completion of all major required courses with a “C” or better.
 - b. Proof of courses completed to chairperson of the department, student teaching coordinator, and internship coordinator (this includes Grade Verification Form).
 - c. Review student procedures and responsibilities in Internship Handbook (include explanation of forms).
 - d. Discuss deadline dates for all forms for fall and spring interns.
4. Bases for placement
 - a. Interest
 - b. Geographical location
 - c. Grades
 - d. Suitability as determined by faculty.
5. Brief description of agencies (handout distributed of all agencies listed by geographical location). Include information about description of agencies in guidebook and files. Placement process discussed. Previous student papers regarding various placement sites are on file in the Health Science Office, Room 141 in Burdick Hall.

APPENDIX B

INTERNSHIP REQUEST FORM

NAME: _____

SSN: _____

HOME ADDRESS: _____

SCHOOL ADDRESS: _____

SCHOOL TELEPHONE: _____

EMAIL ADDRESS: _____

SEMESTER AND YEAR OF INTERNSHIP SOUGHT: _____

CURRENT CLASSES: _____

CHECK ONE:

Full Semester Community Health Intern _____

Half Semester Community Health Intern _____

BLOCK PREFERRED (for half semester interns only) Circle one:

Fall 1st 2nd

Spring 3rd 4th

REQUESTS: List agencies in order of preference. Give location of agencies with multiple listings.

1. _____

2. _____

3. _____

I have been informed that both Community Health interns and Student teachers must pay a lab fee of no less than \$400 for their practicum along with regular tuition.

Signature

Due to Dr. Patricia Alt, Coordinator, on _____

APPENDIX C

GUIDE FOR CHRONOLOGICAL RESUME

Name	Your name should stand out and be quickly visible, either at the top of the resume or to the left.
Address City, State, Zip code Phone Number (area code)	
Career Objective	Briefly, clearly worded statement indicating that you have thought about your career goals as they relate to position for which you are applying. Starting “position in management” is too general and vague. Can be omitted from resume if undecided and mentioned more specifically in cover letters
Education	In reverse chronological order. List dates of employment, name, and address of company, your job title (underlined). Describe your responsibilities and accomplishments clearly but succinctly. Omit personal pronoun. Use phrases beginning with strong, descriptive action verbs, such as motivated, created, developed, supervised, initiated, etc. These indicate skills which are transferable to any kind of employment regardless of education or previous work.
Summer, part-time, volunteer	Same as above. Include if job added to your experience and ability in your field of interest. Get credit for transferable skills (supervising, directing, planning, etc.)
Military Service	Detail of experience enhances your application.
Professional affiliations (Memberships, certifications)	Include duties and honors received.
Personal Data	Optional, may be omitted, include only information you think will be helpful in getting hired. Mention willingness to travel or relocate.
References	“FURNISHED UPON REQUEST”

For more information on preparation of resumes, see Career Placement Handbook, Career Placement Office, 7800 York Road.

APPENDIX D

GUIDELINES FOR INTERNSHIP INTERVIEW

PURPOSE: Student intern to become more familiar with agency and placement opportunities offered.

Tips for Applicants: First Impressions Count!

- Submit a resume even if all the information is included in the application. It demonstrates initiative, organization and courtesy.
- Do some soul searching about your professional goals, special interest, expertise, strengths, and areas for growth. The interviewer probably will ask some open-ended questions to get an accurate picture of you.
- Wear a simple, understated outfit: no jeans, heavy makeup, or excessive jewelry. The neatly and conservatively dressed applicant is more appealing than the casually or overdressed person.
- Arrive on time. Plan for possible parking problems, unfamiliar surroundings, and confusing directions.
- Watch your body language. Of course you're nervous, but don't fidget. Calmness and self-control are considered desirable traits.
- Maintain eye contact but don't stare the interviewer down.
- Don't smoke
- Don't interrupt the interviewer.
- Limit any negative comments about your current or previous supervisor or school. Excessive criticism may give the impression that you are a complainer who is unable to cope with the universal problems.
- Be honest. This may sound contradictory, but it isn't. Good interviewers are usually fairly informed.
- Don't feel that you must agree with everything the interviewer says. A good head respects and is looking for students who think for themselves.
- Ask questions. Prepare a written list and refer to it purposefully. By definition, an interview is mutual and reciprocal. Your questions reveal a lot about you to the interviewer. If the

interviewer is unnerved by your questions, this may help make your decision about the placement.

- Ask for a tour of the units where you might be assigned and possibly for the opportunity to talk with one or more staff members.

Some of these suggestions are obvious, basic courtesies. Some may sound petty, inconsequential, or even unreasonable. They may not be essential in all situations but no one wants to take the risk if the interview is the only way to secure the placement.

APPENDIX E
INTERNSHIP REPORTS

1. **FIRST (MID-TERM REPORT):** This is required at the midpoint of all students' internships.

The text is to be a minimum of 4 pages typed (no page limit to agency prepared materials which students may append as needed) the content is to be an AGENCY REVIEW.

- A. Identify, define, and describe your particular health agency in terms of its purpose, goals, objectives and activities in the form of programs or projects which can be characterized by various activities.
- B. Describe the health care agency in terms of an organizational flow chart. The flow chart should be constructed to illustrate communication patterns within the organization, as well as personnel, their job titles and description.
- C. Identify where you "fit" into the agency. Also, state how and to whom you communicate with for supervision, guidance, etc. (Suggestion: you may wish to use colored lines to denote or trace these "critical" communication pathways)
- D. Provide a general overview of your purpose, goals, objectives, and responsibilities as a fieldwork intern in the agency or organization.

NOTE: Two copies of the first report are due to the University Supervisor on the date determined by him or her.

2. **WEEKLY MEMO:** Submitted to the University supervisor at conclusion of each week's experiences. Text may be emailed, typed, or handwritten with no page limit. Content should be a summary of student's objectives and activities, together with a report of student's feelings about those experiences. University Supervisors will regard these memos as confidential communications.

NOTE: Students may wish to keep a daily log to use in writing memos and are encouraged to retain copies of their weekly memos for preparing the second report

3. **SECOND (FINAL) REPORT:** Submitted to the University Supervisor on the date he/she determines and to the Internship Coordinator at the last internship seminar for the placement (end of semester or the end of the appropriate half-semester). Text to be a minimum of 5 pages typed (no page limit to addenda, as desired by student). Content must follow the outline below.

APPENDIX F

OUTLINE FOR CRITICAL ANALYSIS OF OVERALL INTERNSHIP EXPERIENCE

- A. Student's view of the mission of the agency or organization
- B. Orientation given by agency to the responsibilities of a field intern
- C. Overall summary of activities
- D. Experiences in planning activities and/or programs
- E. Experiences in administrating activities and/or programs
- F. Experiences in evaluating the results of activities and/or programs
- G. Report of ability to meet demands of the job (such as deadlines, pressure, uncertainty, etc.)
- H. Report of ability to get along with agency supervisor, University supervisor, fellow workers;
and report of ability to perceive that contributions were worthwhile and appreciated
- I. Review of "positives" associated with the internship
- J. Overview of areas for improvement in the work experience
- K. Summary of entire internship in terms of what such an experience means as far as your future
as a professional in community health (or school health) is concerned, review of any surprises
in the internship

All student materials (evaluation report) must be submitted by the date specified by fieldwork coordinator at beginning of semester. Student reports will receive a grade of Satisfactory/Unsatisfactory.

APPENDIX F-1

AGENCY EVALUATION FORM

This evaluation form will be placed in your file for the purpose of evaluating the agency in regard to future field assignments for other undergraduate Health Educator Interns.

Date: _____

Your Name: _____

Your Supervisor: _____

Agency: _____

Date you started: _____ Date you ended: _____

Semester (Circle one) Fall Spring

Average time per week you worked: _____

1. How would you rate your experience with this agency as a learning experience? Circle one.

Excellent Good Average Fair Poor

Why

2. List what you feel are the agency's strengths and weaknesses.

3. List what you are the agency supervisors' strengths and weaknesses.

4. Additional comments. Use back of sheet if necessary

APPENDIX F-2

INTERN EVALUATION OF AGENCY SUPERVISOR

Agency: _____ Date: _____

Agency Supervisor: _____ Intern: _____

Please check the most appropriate box. Check only one for each item.

	Excellent 5	4	Average 3	2	Poor 1	Comments
Agency Supervisor provided oral & written information on the total agency at the time of the interview						
Assignments/projects pursued by the intern were discussed & mutually agreed upon by the intern & supervisor.						
Agency supervisor gave assignments, instructions, tasks & constructive advice to the intern for filling his/her responses.						
Agency supervisor assisted & encouraged inter in his/her projects & program						
Agency supervisor was willing to enhance the student's existing skills and/or willing to develop new skills.						
Agency supervisor was willing to listen to intern						
Agency supervisor encouraged intern to work independently						
Agency supervisor provided professional role model for intern						
Agency supervisor was able to aid intern in making transition from student to a professional role						
Agency supervisor was available for guidance and supervision						
Overall effectiveness of the Agency supervisor						

Additional Comments

APPENDIX F-3

INTERN EVALUATION OF UNIVERSITY SUPERVISOR

DATE: _____ DO NOT SIGN YOUR NAME

Name of University Supervisor: _____

Directions: Read and then relate the statements below to your work with your University Supervisor. Circle the number that represents the degree to which you feel each statement is true of your professional relationship with your internship supervisor during the entire internship experience. Please observe the following technique for scoring:

- 5 – if the statement is Always true
- 4 – if the statement is Usually true
- 3 – if the statement is Sometimes true
- 2 – if the statement is Seldom true
- 1 – if the statement is Never true

5 would mean very high evidence of being true, 1 would mean no evidence. Return the form to the Internship Coordinator at the Final seminar of the semester.

- | | | | | | |
|---|---|---|---|---|---|
| 1. University supervisor remained in sufficient contact by phone or directly with student intern and agency supervisor during the experience. | 5 | 4 | 3 | 2 | 1 |
| 2. Productive evaluative conferences were held at the University and at the agency. | 5 | 4 | 3 | 2 | 1 |
| 3. During conferences, an emphasis was placed on the improvement of the intern's project(s) & functioning professionally within the agency setting. | 5 | 4 | 3 | 2 | 1 |
| 4. University supervisor understands the realities of the student adapting to the business world. | 5 | 4 | 3 | 2 | 1 |
| 5. University supervisor made clear the standards used in evaluating the intern. | 5 | 4 | 3 | 2 | 1 |
| 6. Both strengths and needs of the interns were kept in perspective when evaluating progress. | 5 | 4 | 3 | 2 | 1 |
| 7. University supervisor gave constructive advice. | 5 | 4 | 3 | 2 | 1 |
| 8. University supervisor understood problems encountered by the intern. | 5 | 4 | 3 | 2 | 1 |
| 9. University supervisor encouraged intern to become as independent as possible within his/her agency setting. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|--|---|---|---|---|---|
| 10. University supervisor was primarily concerned with the intern & agency supervisor. | 5 | 4 | 3 | 2 | 1 |
| 11. University supervisor was professional in his/her relationship with the intern & agency supervisor | 5 | 4 | 3 | 2 | 1 |
| 12. Each observation was of sufficient duration to enable the University supervisor to have a good understanding of the project(s) being developed | 5 | 4 | 3 | 2 | 1 |
| 13. University supervisor encouraged & was supportive of the intern's endeavors to take initiative within the agency as much as possible | 5 | 4 | 3 | 2 | 1 |
| 14. Observations were of sufficient number to enable the University supervisor to have a good understanding of the project(s) being developed. | 5 | 4 | 3 | 2 | 1 |
| 15. University supervisor encouraged the intern to contact him/her when necessary and was available when needed. | 5 | 4 | 3 | 2 | 1 |
| 16. University Internship Coordinator attempted to place the intern in the most appropriate agency for the intern taking into consideration transportation, geographical area, and intern's interest area. | 5 | 4 | 3 | 2 | 1 |
| 17. University Internship Coordinator gave adequate explanation of possibilities of placement agencies and followed through to the intern's satisfaction. | 5 | 4 | 3 | 2 | 1 |

Additional Comments (optional):

APPENDIX F-4

FIELD SUPERVISOR EVALUATION OF INTERN

Field Supervisor's Name: _____

Supervisor's Agency/School: _____

Student's Name: _____ Date: _____

INSTRUCTIONS: Please complete the evaluation of the student during the final week of his/her internship/student teaching experience. Base your evaluation on the experience with the student up to the date of the evaluation.

Use the following scale for evaluation

5 = SUPERIORS for an entry level health educator

4 = SLIGHTLY BETTER than an entry level health educator

3 = ACCEPTABLE for an entry level health educator

2 = SLIGHTLY LESS than an entry level health educator

1 = SERIOUSLY DEFICIENT

N/O = NOT SUFFICIENT OBSERVATION FOR EVALUATION

GENERIC PROFESSIONAL SKILLS	5	4	3	2	1	N/O
1. Access, use, evaluate current, reliable health knowledge						
2. Exhibits grant writing skills						
3. Demonstrates word processing skills						
4. Read, interpret and use research information						
5. Demonstrates problem solving skills						
6. Develops appropriate educational materials						
7. Uses audiovisual equipment skillfully and appropriately						
8. Demonstrates teaching skills						
9. Demonstrates promotional/publicity skills						
10. Uses knowledge of learning styles in development of presentations						
11. Sensitive to individual differences						
12. Knows how and where to refer clients/students for further help and information within organization guidelines.						
13. Develops a professional network						
14. Shows a positive work attitude and ethic						
15. Demonstrates a willingness to work beyond minimum expectations						
16. Displays professional appearance appropriate to the organization						

ORGANIZATIONAL SKILLS	5	4	3	2	1	N/O
17. Develops goals and objectives before beginning a project						
18. uses effective & appropriate strategies to meet the objectives						

19. Develops/selections evaluations and assessment plans						
20. Completes tasks in a timely fashion						
21. Establishes priorities for the day/week						
22. Estimates time needed to complete a task realistically						
23. Conforms to negotiated work hours						
24. Exhibits competency in teaching/presentations routine, e.g. starting a class/session, taking up and distributing papers, pacing						

COMMUNICATION SKILLS	5	4	3	2	1	N/O
25. Demonstrates logical, clear organized writing skills						
26. Exhibits letter/memo writing skills						
27. Spells accurately						
28. Listens to instructions with comprehension						
29. Follows through with instructions						
30. Displays positive/accepting body language						
31. Listens empathetically						
32. Responds appropriately to questions from clients/students						
33. Responds appropriately to question from staff/peers						
34. Initiates conversation/interaction with clients/students						
35. Initiates conversation/interaction with staff/peers						
36. Participates effectively in small/large groups as a members						
37. Participates effectively in small/large groups as a leader						

PERSONAL ATTRIBUTES	5	4	3	2	1	N/O
38. Exhibits confidence in professional ability						
39. Shows respect for clients/students/colleagues						
40. Interacts appropriately with colleagues						
41. Demonstrates culture, gender, and racial sensitivity						
42. Interacts in a non-judgmental manner						
43. Shows tact						
44. Demonstrates dependability						
45. Shows an ability to interact with diverse audiences, e.g. staff & clients, students						
46. Responds appropriately to constructive criticism						
47. Uses appropriate organizational resources (supervisors, materials, technology, etc.)						
48. Demonstrates ability to be a self starter/initiator						
49. Takes appropriate level of risk						
50. Identifies work opportunities and tasks to accomplish						
51. Demonstrates creativity in thinking and ideas						
52. Demonstrates ability to operationalize ideas						
53. Demonstrates positive, assertive attitude						

Overall Evaluation

54. My overall evaluation of this student 5 4 3 2 1 N/O

55. If you had a position available for this student would you consider hiring him/her? __Yes __No

56. What additional suggestions do you have for preparing this student for the health profession?
